

**THE FEASIBILITY OF SCHOOL SOCIAL WORK IN  
THOHOYANDOU**

**BY**

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We learn best when learning is attended by positive satisfaction, when it is successful and rewarding (Mc Kendrick 1990)

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## **ABSTRACT**

This study was conducted within five high schools in the Thohoyandou district in the northern province. The study involved 20 teachers, 32 grade 10's, 35 grade 11's and 37 grade 12's.

The aim of this study was to conduct a need assessment of high school pupils in the Thohoyandou district schools regarding their needs for school social work services in the school environment. The beliefs of pupils and teachers on the needs for school social work were explored. Questionnaires were used as a method for data collection. The exploratory-descriptive design was used.

The findings of the study showed that both teachers and pupils agree that there is a significant occurrence of personal problems experienced by pupils, although teachers believe that some problems are not significant. Further there is a consensus from both teachers and pupils that most pupil's problems are rooted in their families. They believe that there is a need for school social work in the schools, which will attend to pupil's problems in relation to teachers, the home and the community.

Recommendations were made, generally to introduce school social work in the high schools of the northern province with the aim of making maximum use of the learning process

## OPSOMMING

Die studie was opgeneem in vyf hoer skole binne die Thohoyandou distrik in die Noordlike provinsie. Die studie behels 20 onderwysers(esse), 32 graad 10 leerlinge, 35 graad 11 leerlinge en 37 graad 12 leerlinge. Die oogmerk van die studie was om 'n waarde bepaling van hoerskool studente in die Thohoyandou distrik se skole aangaande hulle behoefte vir maatskaplike werk in skole. Die menings van beide die onderwysers(esse) en die leerlinge wat die behoefte van maatskaplike werk in skole betref, word beskryf. Vraelyste was gebruik as 'n metode vir dataversameling. Die studie het gebruik gemaak van 'n kwantitatief-beskrywende ontwerp.

Bevindinge het aangeboon dat beide die onderwysers(esse) en die leerlinge saam stem dat daar 'n aansienlike ervaring van persoonlike probleme by leerlinge voorkom. Sommige onderwysers(esse) glo egter dat sommige probleme nie so merkwaardig is nie verder is daar konsensus by beide die onderwysers(esse) en die leerlinge dat meeste van die leerlinge se probleme, hulle oorsprong by die familie het. Hulle glo dat daar 'n behoefte vir maatskaplike werk by skole is, wat na die leerlinge se persoonlike probleme sal omsiem, met die samewerking van onderwysers(esse) die overhuis en die gemeenskap.

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