

## **CHAPTER 4**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4. 1. INTRODUCTION**

This chapter has its focus on the analysis of data and interpretation of the data that was collected during the research. According to de Vos (1998:203) “Basic data analysis in the quantitative paradigm entails that the analyst break down data into constituent parts to obtain answers to research questions or to test hypothesis.” Further De Vos (1998) says that interpretation of the data is also necessary, as the data analysis does not provide the answers to the research question. To interpret is to explain, to find meaning. It is impossible to explain raw data, one must first analyze the data and then interpret the results of the analysis. (Kerlinger, 1986:125) as quoted by de Vos (1998).

#### **4.2. THE SAMPLE DESCRIPTION**

It is important to give a description of the sample as well as the kind of design that was adopted for this research. The quantitative-descriptive design was used in this research. The sample was made up of five strata that were principals, teachers, grade 10, grade 11, and grade 12 pupils in the Thohoyandou district schools. All the pupils were given a similar questionnaire and the teachers and principals were also given a similar questionnaire.

The pupil sample which had 103 respondents was asked through a questionnaire whether they think they were experiencing personal problems and whether they think they need the assistance of a professional school social work services. The principals and teachers sample, which had 25 respondents, was also asked whether they think pupils are experiencing personal problems and whether they think that they need the assistance of a professional school social work service. As a result, there are two sets of data that is for pupils and for teachers.

The total number on the tables is not always 103 in the case of pupils and 25 in the case of teachers and principals due to the fact that the respondents did not answer some of the questions.

The findings follow below.

### **4.3. RELIABILITY TESTS**

Bostwick and Kyte (1982:113), define reliability as “The accuracy or precision of an instrument, the degree of consistency or agreement between two independently derived sets of scores, and the extent to which independent administrations of the same instrument yield the same results under comparable conditions.”

According to Faul and Hanekom (1996), Reliability estimates can range from 0.0 to 1.0 and it is important to know how high this estimate must be. For large sample scientific work, reliability co-efficient of 0.60 or greater will be acceptable. On the other hand that of 0.80 may not be high enough in making decision about individuals. Measurement tools that will be used to make decisions about a single individual should have a minimum reliability of 0.80. A reliability of 0.90 will be more appropriate.

The aim of the reliability tests that were done was to measure the reliability of the scale that was developed for the purposes of the study. The coefficient alpha will thus be used to report on the reliability of the instrument that was developed for the purposes of this study. The Cronbach's Alpha coefficient has a number of highly desirable characteristics. It is an internal consistency measure of reliability that provides a direct estimate of the alternate form that would be obtained if an equally good alternate form of a particular scale were available. Another desirable feature of alpha arises from the fact that Alpha coefficient of 0.90 or greater provides direct evidence to support the claim that a particular subscale is a unidimensional measurement tool (Faul and Hanekom 1996).

### 4.3.1. Reliability tests for pupil

A reliability test was done by means of the coefficient alpha. A factor analysis

Was also done by means of principal axis factoring to identify the contribution of individual items. The aim of this test is to test the reliability of the pupil's questionnaire.

**Table 4.1. Item-total statistics for factor 1**

<b>Item-total Statistics</b>				
	<b>Mean if Item Deleted Scale</b>	<b>Variance if Item Deleted Scale</b>	<b>Item-Total Correlation Corrected</b>	<b>Alpha if Item Deleted</b>
Q13	17.4118	30.0070	.8496	.8985
Q11	17.6569	29.6534	.8181	.9019
Q10	17.6176	29.7632	.8243	.9011
Q12	17.7255	31.3298	.8020	.9041
Q14	17.5196	32.5689	.6504	.9189
Q16	17.6176	32.5751	.6937	.9145
Q9	17.2157	33.4382	.6385	.9195

The number of cases that was used for factor 1 which was pupil's problems was 102 and the Alpha value was 0.9207.

**Table 4.2. Total item statistics for factor 2**

<b>Item-total Statistics</b>				
	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Alpha if Item Deleted</b>
Q18	24.7100	32.1676	.7804	.8751
Q23	24.7200	31.0723	.7921	.8731
Q19	24.6700	33.9809	.6834	.8845
Q24	24.4700	32.7163	.6834	.8840
Q22	24.5800	33.8824	.6767	.8850

Q17	24.5700	33.8637	.5859	.8931
Q21	24.5600	34.0671	.6342	.8884
Q20	24.7700	31.9567	.6338	.8905

The number of cases that was for factor 2 which was school social work roles was 100 and the Alpha value was 0.8973.

**Table 4.3. Item total statistics for factors 1 and 2**

<b>Item-total Statistics</b>				
	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Alpha if Item Deleted</b>
Q13	45.5200	112.5349	.7157	.9165
Q11	45.7600	112.1842	.6790	.9178
Q10	45.7300	112.2597	.6917	.9173
Q12	45.8400	114.9236	.6717	.9180
Q14	45.6300	115.7708	.6014	.9201
Q16	45.7200	113.3956	.7457	.9158
Q9	45.3100	116.8827	.6049	.9200
Q18	45.1200	115.9855	.6477	.9187
Q23	45.1300	113.9728	.6689	.9180
Q19	45.0800	119.1248	.5566	.9213
Q24	44.8800	116.3087	.5970	.9202
Q22	44.9900	118.1716	.5917	.9204
Q17	44.9800	118.1814	.5169	.9226
Q21	44.9700	117.9890	.5806	.9206
Q20	45.1800	110.4723	.7455	.9155

From the above scale the co-efficient alpha for both factors 1 and 2 was 0.9239 which means that the pupil's questionnaire was reliable.

### 4.3.2. Reliability test for teachers and principals

The aim of this test is to test the reliability of the teacher's and principal's questionnaire.

**Table 4.4. Item total statistics for factor1**

<b>Item-total Statistics</b>				
	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Alpha if Item Deleted</b>
Q6	20.3889	38.1340	.6086	.8689
Q7	20.5000	34.5000	.7443	.8552
Q8	20.2778	34.5654	.7939	.8519
Q9	21.3333	36.9412	.7076	.8618
Q10	21.0000	33.5294	.7277	.8559
Q11	20.9444	31.8203	.8300	.8451
Q12	21.3333	34.0000	.6744	.8612
Q13	21.6667	40.0000	.2454	.8979
Q15	19.6667	37.6471	.4025	.8861

The number of cases that were used was 18 and the Alpha value was 0.8790 for factor 1 which was pupil's problems.

**Table 4.5. Item total statistics for factor 2**

<b>Item-total Statistics</b>				
	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Alpha if Item Deleted</b>
Q16	29.7000	46.7474	.08587	.8864
Q17	29.3000	44.6421	.9049	.8819
Q18	29.6000	47.3053	.8208	.8894
Q19	29.4000	49.2000	.8758	.8880
Q20	29.4500	52.4711	.5241	.9112

Q21	29.7000	55.3789	.4299	.9155
Q22	29.2500	60.3026	.1312	.9289
Q23	29.3000	48.7474	.7646	.8940
Q24	29.5000	46.5789	.8423	.8876

The number of cases that were used was 18 and the Alpha value was 0.9097 for factor 2 which was school social work roles.

**Table 4.6. Item total statistics for factors 1 and 2**

<b>Item-total Statistics</b>				
	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Alpha if Item Deleted</b>
Q6	54.3333	112.3529	.05282	.8644
Q7	54.4444	111.5556	.4133	.8673
Q8	54.2222	109.9477	.5273	.8634
Q9	55.2778	113.7418	.4174	.8673
Q10	54.9444	111.5850	.3570	.8699
Q11	54.8889	106.6928	.5409	.8624
Q12	55.2778	114.2124	.2403	.8747
Q13	55.6111	111.4281	.3946	.8681
Q15	53.6111	105.1928	.6514	.8578
Q16	53.7222	106.3301	.5883	.8604
Q17	53.3333	102.1176	.6573	.8568
Q18	53.7222	103.3889	.6563	.8571
Q19	53.5000	102.5000	.8494	.8505
Q20	53.5000	106.2647	.5878	.8604
Q21	53.8333	116.5000	.1908	.8749
Q22	53.4444	119.6732	.0639	.8774
Q23	53.4444	108.3791	.4538	.8662
Q24	53.5556	104.1438	.6126	.8591

From the above the co-efficient Alpha for both factor 1 and 2 was 0.8712 which means that the questionnaire for teachers and principals was reliable.

#### 4.4. DATA ANALYSIS AND INTERPRETATION FOR PUPILS

The aim the above is to present descriptive statistics of dependent and independent variables.

**Table 4.7.AGE**

Age	Mean	Minimum	Maximum
	16.520	14.0	21.0

Table 4.7. Indicates that the mean age is 16.520. The youngest pupil is 14 years and the oldest is 21.

**Table 4.8 Age of pupils**

Age in years	Frequency	Percent
14	5	4.9
15	23	22.3
16	26	25.2
17	23	22.3
18	16	15.5
19	6	5.8
20	2	1.9
21	1	1.0
N	102	99.0

It is clear from the above table that there were a total number of 102 respondents. There was 25.2% of the respondents who were 16 years old, 22.3% are 17 years old and 15 years old, 15.5% are 18 years old, 5.8% are 19 years old, 4.9% are 14 years old, 1.9% are

20 years old and 1.0% is 21 years old. It is evident from the table above that most respondents were 16 years old and only one respondent was 21 years old.

**Table 4.9. Gender of pupils**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	59	57.3
Female	44	42.7
N	103	100.0

It is evident from the above table that 57.3% of the respondents were male and 42.7% were female. There was no control for gender in the sample collection as simple random sampling was done. The above table shows that there were more male respondents than female respondents in the sample.

**Table 4.10. Grade**

<b>Grade</b>	<b>Frequency</b>	<b>Percent</b>
10	37	35.9
11	35	34.0
12	31	30.1
N	103	100.0

It is clear from the above table that 35.9% of the respondents were in grade 10, 34.0% were in grade 11 and 30.1% were in grade 12. The sample resembles the intended sample that was divided into strata that were grade 10 pupils, grade 11 pupils and grade 12 pupils.



**Table 4.11. Distribution of the sample amongst the schools in the sample**

<b>Name of school</b>	<b>Frequency</b>	<b>Percent</b>
Raluswielo	27	26.2
Mphaphuli	21	20.4
Mbilwi	12	11.7
Thohoyandou	22	21.4
Phaswana	21	20.4
N	103	100.0

It is clear from the above table that 26.2% of the respondents were from Raluswielo, 20.4% were from Mphaphuli, 11.4% were from Mbilwi, 21.4% were from Thohoyandou and 20.4% were from Phaswana schools. The sample number in each school was not controlled as simple random sampling was done in this research.

**Table 4.12. Have you ever asked a teacher or a principal to help you solve a personal problem?**

<b>Have you ever asked for help to solve a personal problem?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	73	70.9
No	29	28.2
N	102	99.0

Table 4.12. Indicates that 70.9% of the respondents have asked a teacher or a principal to help them solve a personal problem and 28.2% have not asked a teacher or a principal to help them solve a personal problem. The table above suggests that most of the respondents that is, 70.95% experience personal problems.

**Table 4.13. How many times have you consulted a teacher or a principal with a personal problem?**

<b>How many times have you consulted a teacher or a principal with a personal problem?</b>		<b>Frequency</b>	<b>Percent</b>
	Once	17	16.5
	2 to 3 times	24	23.3
	4 to 5 times	25	24.3
	6 times or more	10	9.7
	N	76	73.8

It is evident from the above table that 16.5% of the respondents have consulted with a teacher or a principal once, 23.3% have consulted 2 to 3 times, 24.3% have consulted 4 to 5 times and 9.7% have consulted 6 times or more. The table above suggests that most respondents have consulted with a teacher or a principal 4 to 5 times.

**Table 4.14. To what extent do you believe teachers and the principal are successful in helping you solve personal problems?**

To what extent do you believe teachers are in helping you solve personal problems?	Frequency	Percent
To no extent	9	8.7
To a small extent	20	19.4
To a moderate extent	30	29.1
To a large extent	36	35.0
To a very large extent	6	5.8
N	101	98.1

It is clear from the above table that 8.7% of the respondents said to no extent, 19.4% said to a small extent, 29.1% said to a moderate extent, 35.0% said to a large extent and 5.8% said to a very large extent. It is also evident that most of the respondents that is, 35% said that they believe teachers and the principal are successful in helping them solve personal problems to a large extent.



**Table 4.15. Besides the teacher or the principal, whom do you consult when faced with a personal problem?**

Who do you consult when faced with a personal problem?	Frequency	Percentage
A friend	26	25
Parents	66	64
Other family members	46	45
A church leader	46	45
A social worker	43	44

It is clear from the table above that 25% of the respondents consult a friend, 64% consults parents, 45% consults other family members, 45% consults a church leader and 44% consults a social worker. It is evident from the above table that most pupils that is 64% consults parents when faced with a personal problem

**Table 4.16. Have you been pregnant or made a girl pregnant?**

<b>Have you been or made a girl pregnant</b>		<b>Frequency</b>	<b>Percent</b>
	Yes	26	25.2
	No	64	62.1
	Don't know	12	11.7
	N	102	99.0

It is clear from the table that 25.2% of the respondents have been or have made a girl pregnant, 62.1% have not been or made a girl pregnant and 11.7% do not know whether they have been or made a girl pregnant. The table above suggests that most of the respondents have not been or have not made a girl pregnant.

**Table 4.17. Have you dropped out of school?**

<b>Have you dropped out of school?</b>		<b>Frequency</b>	<b>Percent</b>
	Yes	30	29.1
	No	72	69.9
	N	102	99.0

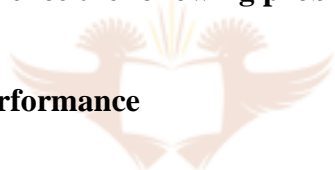
It is evident from the above table that 29.1% of the respondents have dropped out of school before and 69.9% have not dropped out of school. The above table suggests that most of the respondents have not dropped out of school.

Frequency tables for pupils

The aim of the following frequency tables is to display the significance of the two factors that are under investigation. Initially the questionnaire was designed as a five-point scale but the researcher grouped the scale into two groups. The one and two scales which was to no extent and to a small extent where grouped NO. The three, four and five scales which was to a moderate extent, to a large and to a very large extent where grouped YES.

**Factor 1:Pupil’s problems**

**Do you believe that you experience the following problems in the school?**



**Table 4.18. Poor academic performance**

<b>Poor academic</b>	<b>Frequency</b>	<b>Percentage</b>
No	26	25.5
Yes	76	74.5
N	102	100

It is clear from the table above that 25.5% of the respondents believe that they do not experience problems with poor academic performance and 74.5% believe they do. The table above suggests that most respondents believe that they experience problems with poor academic performance.

**Table 4.19. Do others complain about your behavior?**

<b>Behavior</b>	<b>Frequency</b>	<b>Percentage</b>
No	35	34.3
Yes	67	65.8
N	102	100

It is evident from the above table that 34.3% of the respondents do not believe that other complain about their behavior and 65.8% believe that others have a problem with their behavior. The above table suggests that most of the pupils believe that others have a problem with their behavior.

**Table 4.20. Bullying**

<b>Bullying</b>	<b>Frequency</b>	<b>Percentage</b>
No	40	39.2
Yes	62	60.7
N	102	100

It is evident from the above table that 39.2% of the pupils do not believe that bullying is a problem at the school and 60.7% of the pupils believe that bullying is a problem at the school. The table above suggests that most respondents experience problems with bullying in the school.

**Table 4.21. Drugs and alcohol**

<b>Drugs and alcohol</b>	<b>Frequency</b>	<b>Percentage</b>
No	35	34.3
Yes	67	65.7
N	102	100

It is clear from the table above that 34.3% of the pupils believe they do not have problems with drugs and alcohol and 65.7% believe that they have problems with drugs and alcohol. The table above suggests that most of the respondents believe that they experience problems with drugs and alcohol.

**Table 4.22. Violence**

<b>Violence</b>	<b>Frequency</b>	<b>Percentage</b>
No	33	32.3
Yes	69	67.6
N	102	100

It is evident from the table above that 32.3% of the respondents believe that they do not experience violence in the school and 67.6% of the pupils believe that they experience violence in the school. The above table suggests that most of the respondents experience problems with violence in the school.

**Table 4.23. Social status discrimination**

<b>Social status discrimination</b>	<b>Frequency</b>	<b>Percentage</b>
No	32	31.3
Yes	70	68.7
N	102	100

It is clear from the above table that 31.3% of the respondents do not experience problems with social status discrimination and 68.7% experience problems with social status discrimination. The table above suggests that most respondents experience problems with social status discrimination.

**Table 4.24. Do you agree or disagree that your personal and psychological problems need special professional attention?**

<b>Agree or Disagree</b>	<b>Frequency</b>	<b>Percentage</b>
No	16	15.7
Yes	86	84.3
N	102	100

It is clear from the table above that 15.7% of the respondents do not believe that their social and psychological problems need special professional attention and 84.3% of the respondents believe that their social and psychological problems need special professional attention. The table above suggests that most of the respondents believe that their social and psychological problems need special professional attention.

**Table 4.25. Problems you experience at school are family related**

<b>Problems experienced at school are family related</b>	<b>Frequency</b>	<b>Percentage</b>
No	35	34.3
Yes	67	65.7
N	102	100

It is clear from the table above that 34.3% of the respondents do not believe that problems they experience at school are family related and 65.7% of the respondents believe that problems they experience at school are family related. The table above suggests that most of the respondents believe that the problems they experience at school are family related.



## Factor 2: School social work roles

Do you believe you need a person in the school who can do the following?

**Table 4.26. Give teachers' advice on how to deal with your personal problems**

Advice on how to deal with personal	Frequency	Percentage
No	16	15.7
Yes	86	84.2
N	102	100

It is clear from the table above that 15.7% of the respondents do not believe that they need a person in the school who can advice teachers on how to deal with pupils personal problems and 84.2% of the pupils believe that they need a person in the school who can advice teachers on how to deal with pupils personal problems. The table above suggests that most of the respondents believe that they need a person in the school who can advice teachers on how to deal with pupil's personal problems.

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**Table 4.27. Who you can share your personal problems with**

Sharing your personal problems	Frequency	Percentage
No	21	20.6
Yes	81	79.4
N	102	100

It is evident from the table above that 20.6% of the pupils do not believe that they need a person in the school who they can share their personal problems with and 79.4% of the respondents believe that they need a person in the school who they can share their personal problems with. The table above suggests that most of the respondents believe that they need a person in the school who they can share their personal problems with.

**Table 4.28. A professional person who can help you solve personal problems**

<b>A person in the school who can help you solve personal problem</b>	<b>Frequency</b>	<b>Percentage</b>
No	16	15.7
Yes	86	84.3
N	102	100

It is clear from the table above that 15.7% of the pupils do not believe that they need a professional person in the school who can help them solve personal problems and 84.3% of the respondents believe that they need a professional person who can help them solve their personal problems. The table above suggests that most of the respondents believe that they need a professional person in the school to help them solve personal problems.

**Table 4.29. Assess whether a problem you are experiencing is family related**

<b>Assess whether a problem is family related</b>	<b>Frequency</b>	<b>Percentage</b>
No	28	28
Yes	72	72
N	100	100

It is clear from the above table that 28% of the respondents do not believe they need a person in the school who can assess whether a problem they are experiencing is family related and 72% of the respondents believe that they need a person in the school who can assess whether a problem they are experiencing is family related. The table above suggests that most of the respondents believe that they need a person in the school who can assess whether a problem they are experiencing is family related.

**Table 4.30. Serve as a link between the home, school and the community**

<b>Serve as a link between the home, school and the community</b>	<b>Frequency</b>	<b>Percentage</b>
No	12	11.7
Yes	90	88.2
N	102	100

It is evident from the table above that 11.7% of the respondents do not believe that they need a person in the school who can serve as a link between the home, school and the community and 88.2% believe that they need a person in the school who can serve as a link between the home, school and the community. The table above suggests test most of the respondents believe that they need a person in the school who can serve as a link between the home, school and the community.

**Table 4.31. Who's task is to develop new services based on the need**

<b>Development of new services</b>	<b>Frequency</b>	<b>Percentage</b>
No	15	14.7
Yes	87	85.3
N	102	100

It is evident from the table above that 14.7% of the respondents do not believe that they need a person in the school who's task is to develop new services based on the need and 85.3% of the respondents believe that they need a person in the school who's task is to develop new services based on the need. The above table suggests that most of the respondents believe that they need a person in the school who's task is to develop new services based on the need.

**Table 4.32. Who can get to the roots of your problems**

<b>Getting to the roots of a problem</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	21	20.6
No	81	79.5
N	102	100

It is clear from the table above that 20.6% of the respondents do not believe that they need a person in the school who can get to the roots of their problems and 79.5% of the respondents believe that they need a person in the school who can get to the roots of the problems. The table above suggests that most of the respondents believe that they need a person in the school who can get to the roots of their problems.

**Table 4.33. Who knows where to refer you when you are experiencing a personal problem?**

<b>Reference</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	15	14.7
No	87	85.3
N	102	100

It is clear from the table above that 14.7% of the respondents do not believe that they need a person in the school who knows where to refer them when they are experiencing a personal problem and 85.3% of the respondents believe that they need a person in the school who knows where to refer them when they are experiencing a personal problem. The table above suggests that most of the respondents believe that they need a person in the school who knows where to refer them when they are experiencing a personal problem.

#### 4.5. DATA ANALYSIS AND INTERPRETATION FOR TEACHERS AND PRINCIPALS

The aim of data analysis and interpretation is to present descriptive statistics of dependent and independent variables.

**Table 4.34. Maximum m and minimum values**

<b>Minimum and maximum values</b>	<b>Mean</b>	<b>Minimum</b>	<b>Maximum</b>
Age	43.438	34.0	54.0
Teaching Experience	12.500	1.0	21.0

It is clear from the above table that the mean value for the teachers' age is 43 years and the mean for the teaching experience is 12 years. The minimum value for the teachers' age is 34 years and for the teaching experience is 1 year. The maximum value for the teachers age is 54 years and for the teaching experience is 21 years.

**Table 4.35. The gender of the teachers and principals**

<b>Gender</b>		<b>Frequency</b>
	Male	11
	Female	9
	N	20

It is clear from the above table that 11 of the respondents were males and 9 were females. It is also evident from the above table that the majority of the respondents were males.

**Table 4.36. Teacher or principal**

<b>Teacher or principal</b>		<b>Frequency</b>
	Teacher	18
	Principal	2
	N	20

It is evident from the above table that 18 of the respondents were teachers and 2 of the respondents were principals. This was because of the number of the sample for the strata that were used. Only 21% of the population was used.



**Table 4.37. Name of school**

<b>Name of school</b>		<b>Frequency</b>
	Raluswielo	5
	Mphaphuli	3
	Mbilwi	6
	Thohoyandou	3
	Phaswana	3
	N	20

It is clear from the above table that 5 of the respondents were from Raluwielo 3 were from Mphaphuli, 6 were from Mbilwi, 3 were from Thohoyandou and 3 were from Phaswana schools. The split of the sample between the schools was not controlled as simple random sampling was utilized.

**Table 4.38. How successful are you in dealing with pupils' personal problems?**

<b>How successful are you in dealing with pupil's problems?</b>		<b>Frequency</b>
	Very successful	2
	Successful	16
	Not successful	2
	N	20

It is evident from the above table that 2 of the respondents said that they were very successful, 16 respondents said that they were successful and 2 respondents said that they were not successful. The above table suggests that most respondents are successful in dealing with pupil's personal problems.

**Table 4.39. Besides the parents who of the following can best help pupils with personal problems?**

<b>Who can best help pupils?</b>	<b>Frequency</b>
Class teacher	16
Any teacher	11
Church	15

leader	
Social worker	16
School principal	16
Other	2

It is evident from the above table that 16 respondents believe that the class teacher can best help pupils, 11 teachers believe that any teacher can best help pupils, 15 respondents believe that a church leader can best help pupils, 16 respondents believe that the social worker can best help pupils, 16 teachers believe that the school principal can best help pupils and 2 teachers believe that other people can best help pupils. The table above suggests that most teachers believe that the class teacher, the social worker and the school principal can best help pupils with personal problems.

**Table 4.40. Which action do you take if a pupil consults with you with a personal problem?**

Which action do you take?		Frequency
	Try to help them yourself	19
	Refer to social worker	1
	N	20

It is clear from the above table that 19 of the respondents try to help the pupil themselves and 1 respondent refer the pupil to a social worker. The table above suggests that most teachers try to help the pupils themselves.



### Frequency tables for teachers and principals

The aim of the tables is to display the significance of the two factors that are under investigation. Initially the questionnaire was designed as a five-point scale but the researcher grouped the scale into two groups. The one and two scales which was to no extent and to a small extent where grouped NO. The three, four and five scales which was to a moderate extent, to a large and to a very large extent where grouped YES.

#### **Factor 1: Pupil's problems**

**Do you believe that the pupils in this school experience the following problems?**

**Table 4.41. Teenage pregnancy**

<b>Teenage pregnancy</b>	<b>Frequency</b>
No	6
Yes	14
N	20

It is evident from the table above that 6 respondents believe that teenage pregnancy is not a problem and 14 respondents believe that it is a problem. The table above suggests that most of the respondents believe that teenage pregnancy is a problem.

**Table 4.42. Poor academic performance**

<b>Poor academic performance</b>	<b>Frequency</b>
No	8
Yes	12
N	20

It is clear from the table above that 8 respondents believe that poor academic performance is not a problem and 12 respondents believe that it is a problem.

The table above suggests that most respondents believe that poor academic performance is a problem at the schools.

**Table 4.43. Behavioral problems**

<b>Behavioral problems</b>	<b>Frequency</b>
No	8
Yes	12
N	20

It is clear from the table above that 8 respondents believe that there is no problem with behavior in the schools and 12 respondents believe that there is a problem with behavior in the schools. The table above suggests that most respondents believe that there is a problem with behavior in the schools.

**Table 4.44. School dropouts**

<b>School dropouts</b>	<b>Frequency</b>
No	14
Yes	6
N	20

It is evident from the table above that 14 respondents believe that school dropouts is not a problem and 6 respondents believe that school dropouts is a problem in the schools. The table above suggests that most respondents believe that school dropouts is not a significant problem in the schools.

**Table 4.45. Bullying**

<b>Bullying</b>	<b>Frequency</b>
No	15
Yes	5
N	20

It is clear from the table above that 15 respondents believe that bullying is not a problem in the schools and 5 respondents believe that it is a problem. The table above suggests that most respondents believe that bullying is not a problem in the schools.

**Table 4.46. Drugs and alcohol**

<b>Drugs and alcohol</b>	<b>Frequency</b>
No	13
Yes	7
N	20

It is evident from the table above that 13 respondents believe that drugs and alcohol is not a problem in the schools and 7 respondents believe that drugs and alcohol is a problem in the schools. The table above suggests that most of the respondents believe that drugs and alcohol is not a problem in the schools.

**Table 4.47. Violence**

<b>Violence</b>	<b>Frequency</b>
No	17
Yes	3
N	20

It is evident from the table above that 17 respondents believe that violence is not a problem in the schools and 3 respondents believe that violence is a problem in the schools. The table above suggests that most respondents believe that violence is not a significant problem in the schools.

**Table 4.48. Social status discrimination**

<b>Social discrimination</b>	<b>Frequency</b>
No	17
Yes	3
N	20

It is clear from the table above that 17 respondents believe that social status discrimination is not a problem and 3 respondents believe that it is a problem.

The table above suggests that most respondents believe that social status discrimination is not a problem in the schools.

**Table 4.49. Do you agree or disagree that pupils' social and psychological problems need special professional attention?**

<b>Agree or disagree</b>	<b>Frequency</b>
No	1
Yes	19
N	20

It is evident from the table above that 1 respondent does not agree that pupils' social and psychological problems need special professional attention and 19 respondents agree. The table above suggests that most respondents agree that pupils' social and psychological problems need special professional attention

**Table 4.50. Do you believe that pupils' problems are rooted in their families?**

<b>Pupil's problems are rooted in their families</b>	<b>Frequency</b>
No	4
Yes	14
N	18

It is evident from the table above that 4 respondents believe that pupil's problems are not rooted in their families and 14 respondents believe that pupil's problems are rooted in their families. The table above suggests that most respondents believe that pupil's problems are rooted in their families.



**Factor 2: School social work**

**Do you believe you need a person in the school who can do the following?**

**Table 4.51. Advice teachers on how to deal with pupils' personal problems?**

<b>Advice on how to deal with pupil's personal problems</b>	<b>Frequency</b>
No	5
Yes	15
N	20

It is evident from the table above that 5 respondents believe that they do not need a person in the school who can give advice on how to deal with pupil's personal problems and 15 respondents believe that they do need such a person in the school.

The table above suggests that most respondents believe that they need a person in the school who can give advice on how to deal with pupil's personal problems.



**Table 4.52. A fulltime person who pupils can share their personal problems with**

<b>A fulltime person who pupils can share their personal problems with</b>	<b>Frequency</b>
No	3
Yes	17
N	20

It is evident from the table above that 3 respondents believe that they do not need a fulltime person in the school who pupils can share their personal problems with and 17 respondents believe that they need a person in the school who pupils can share their

personal problems with. The table above suggests that most respondents believe that they need a person in the school who pupils can share their personal problems with.

**Table 4.53. Help pupils solve personal problems?**

<b>Help pupils solve personal problems</b>	<b>Frequency</b>
No	4
Yes	16
N	20

It is clear from the table above that 4 respondents believe that they do not need a person in the school who can help pupils solve personal problems and 16 respondents believe that they need a person in the school who can help pupils solve personal problems. The above table suggests that most respondents believe that they need a person in the school who can help pupils solve personal problems.

**Table 4.54. Assess whether a pupil's problem is family related?**

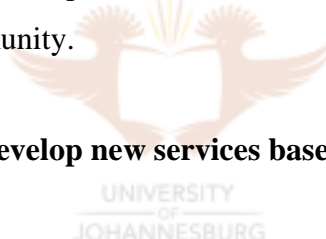
<b>Assess whether a pupil's problem is family related</b>	<b>Frequency</b>
No	3
Yes	17
N	20

It is clear from the table above that 3 respondents believe that they do not need a person in the school who can assess whether a pupil's problem is family related and 17 respondents believe that they need such a person. The table above suggests that most respondents believe that they need a person in the school who can assess whether a pupil's problem is family related.

**Table 4.55. Serve as a link between the home, school and the community**

<b>A person who can serve as a link between the home, school and the community</b>	<b>Frequency</b>
No	3
Yes	17
N	20

It is clear from the table above that 3 respondents do not believe that they need a person in the school who can serve as a link between the home, school and the community and 17 respondents believe that they need such a person. The above table suggests that most respondents believe that they need a person in the school who can serve as a link between the home, school and the community.



**Table 4.56. Who's task is to develop new services based on the needs**

<b>A person whose task is to develop new services based on the needs.</b>	<b>Frequency</b>
No	4
Yes	16
N	20

It is clear from the table above that 4 respondents believe that they do not need a person in the school who's task is to develop new services based on the needs and 16 respondents believe that they need a person in the school who's task is to develop new services based on the needs. The above table suggests that most respondents believe that they need a person in the school who's task is to develop new services based on the needs.



**Table 4.57. Who can conduct parent- teacher conferences**

<b>A person in the school who can conduct parent-teacher conferences</b>	<b>Frequency</b>
No	1
Yes	19
N	20

It is evident from the table above that 1 respondent does not believe that they need a person in the school who can conduct parent-teacher conferences and 19 respondents believe that they need such a person in the school. The table above suggests that most respondents believe that they need a person in the school who can conduct parent-teacher conferences.



**Table 4.58. Who knows where to refer pupils with personal problems**

<b>A person who knows where to refer pupils with problems</b>	<b>Frequency</b>
No	2
Yes	18
N	20

It is evident from the table above that 2 respondents do not believe that they need a person in the school who knows where to refer pupils with personal problems and 18 respondents believe that they need a person in the school who knows where to refer pupils with personal problems. The table above suggests that most respondents believe

that they need a person in the school who knows where to refer pupils with personal problems.

**Table 4.59. Who can help you understand pupils' behavior**

A person who can help you understand pupils behavior	Frequency
No	5
Yes	15
N	20

It is evident from the table above that 5 respondents believe that they do not need a person in the school who can help teachers understand pupil's behavior and 15 respondents believe that they need such a person. The table above suggests that most respondents believe that they need a person in the school who can help teachers understand pupil's behavior.



The frequency tables above showed that there are a number of problems that pupils experience They also agree that there is a need for school social work in the schools in theThohoyandou district.

**4.6. THE HOTELLING'S TRACE AND THE WILK'S LAMBDA TESTS**

The aim of these tests is to test the possible relationships between groups.

**The hotelling's trace test: Pupil's gender groups**

1. The goal of the test

The hotteling's trace test is used to investigate the differences between two groups. The goal of this test is to determine the significant differences between male and

female pupil's responses in respect of the two factors ( pupil's problems and school social work roles) under investigation.

In respect of the goal above the following hypotheses are formulated.

## 2. Hypotheses formulation

The nil hypothesis

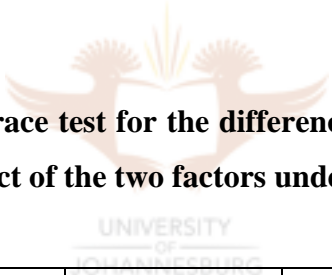
There is no statistical significant difference between male and female pupil's responses in respect of the two factors under investigation.

The alternative hypothesis

There is a statistical significant difference between male and female pupil's responses in respect of the two factors under investigation.

## 3.The results of the test

**Table 4.60. Hotelling's trace test for the differences in responses between male and female pupils in respect of the two factors under investigation**



Test	Value	F-value	Df	P
Hotelling's trace	.020	.987	2.0	.376

Df: degree of freedom

The following can be concluded from the above table, there is no statistical significant difference between male and female responses as  $P=.376$  in respect of the two factors under investigation. The nil hypothesis is therefore not rejected. There is no support for the alternative hypothesis.

Because of the above results it was not necessary to conduct a further test.

#### 4. Interpretation of the results

The results of the above test for differences in male and female responses in respect of the two factors under investigation shows equality on the responses. The researcher therefore concludes that this result improves on the reliability of the instrument that was developed for the purposes of this study. The instrument is therefore assumed to be capable of drawing equal responses from both male and female gender groups.

#### **The Hotelling's trace test: Teachers gender groups**

##### 1. The goal of the test

The Hotelling's trace test is used to investigate the differences between two groups. The goal of this test is to determine the significant differences in response between male and female teachers in respect of the two factors under investigation. In respect of the goal above, the following hypotheses are formulated.

##### 2. Hypotheses formulation

###### The nil hypothesis

There is no statistically significant difference in response between male and female teachers in respect of the two factors under investigation.

###### The alternative hypothesis

There is a statistically significant difference between male and female responses in respect of the two factors under investigation.

### 3.The results of the test

**Table 4.61.The hotelling's trace test for the differences in response between male and female teachers in respect of the two factors under investigation**

Test	Value	F-value	Df	P
Hotelling's trace	.249	.867	2.0	.189

Df: degree of freedom

From the results above, it can be concluded that there is no statistical significant difference between male and female responses as  $P = .189$  in respect of the two factors under investigation. The nil hypothesis is therefore not rejected. There is no support for the alternative hypothesis. Because of the above results, it was not necessary to conduct a further test.

### 4.Interpretation of the results



The results above for the differences in response for male and female teachers in respect of the two factors that are under investigation shows equality on the responses. The researcher therefore concludes that this result improves on the reliability of the instrument that was developed for this study. The instrument is therefore assumed to be capable of drawing equal responses from both male and female teachers gender groups

### **The wilk's lambda test: Pupil's age groups**

#### 1. The goal of the test

The wilk's lambda test is used to investigate the differences between three or more groups. The goal of the test is to determine the significant difference between pupils

of different age groups. That is, pupils younger than 16 YEARS=A, pupils that are 16 YEARS old=B, pupils that are 17 YEARS old=C, pupils that are older than 17 YEARS=D. In respect of the above goal, the following hypotheses are formulated.

## 2. Hypotheses formulation

The nil hypothesis

There is no statistical significant difference between groups A, B, C and D age groups.

The alternative hypothesis

There is a statistical significant difference between groups A,B,C and D age groups.

## 3. The results of the test

**Table 4. 62. Wilk's lambda test for the differences in response between different age groups in respect if the two factors under investigation.**

Test	Value	F-value	Df	P
Wilk's lambda test	.739	5.121	6.0	.000**

Df: degree of freedom

\*\* : Significant at the 1% confidence level.

The following can be concluded from the table above, there is a statistical significant difference between the different age groups as  $P = .000^{**}$  in respect of the two factors under investigation. The nil hypothesis is therefore rejected and the alternative hypothesis is supported. In order to locate where the statistical difference is the ANOVA test follows below.

**Table 4.63. ANOVA for measuring the differences in responses between different age groups in respect of the two factors under investigation**

Dependent variable	Df	F	P
Factor 1	3	10.980	.000**
Factor 2	3	3.195	.027*

Df: degree of freedom

\*\* :significant at the 1% confidence level.

\* : significant at the 5% confidence level.

The above table indicates that there is a statistical significant difference between the different age groups in respect of the two factors under investigation as P =.000\*\* for factor 1 and P=.027\* for factor 2. The nil hypothesis is again rejected and the alternative hypothesis is supported. A further Post hoc test is done in order for the researcher to locate the significant difference. The Scheffe type of Post Hoc follows.

**Table 4.64. Scheffe test**

Variable	Mean scores									
	Group A N=28	Group B N=24	Group C N=22	Group D N=25	A-B	A-C	A-D	B-C	B-D	C-D
Factor 1	24.04	21.9	20.5	15.32			**		*	*
Factor 2	30.5	29.2	27.9	25.32			*			

\*:significant at the 5% confidence level.

\*\* : significant at the 1% confidence level.

#### 4. The interpretation of the results

The results of the above test for differences in pupils responses in respect of the factor 1. that is under investigation shows that there is a significant difference in response between groups A and D. at 1% confidence level. There is also a significant difference in responses between groups B and D. at 5% confidence level and C and D at 5% confidence level. There is also a significant difference in respect of factor 2 between groups A and D at 5% confidence level.

#### **The hotelling's trace test: Teachers age groups**

##### 1. The goal of the test

The hotelling's test is used to investigate the differences between two groups. The goal of this test is to determine the significant difference between two teachers' age groups. That is teachers who are 49 years old and younger A and teachers who are 50 years old and older = B in respect of the two factors that are under investigation. In respect of the goal above, the following hypotheses are formulated.

##### 2. Hypotheses formulation

The nil hypothesis

There is no statistical significant difference in response between age groups A and B in respect of the two factors under investigation.

The alternative hypothesis

There is a statistical significant difference in response between age groups A and B in respect of the two factors that are under investigation.



### 3.The results of the test

**Table 4.65. Hotelling's trace test for the differences in response between teachers of age groups A and B in respect of the two factors under investigation**

<b>Test</b>	<b>Value</b>	<b>F-value</b>	<b>Df</b>	<b>P</b>
Hotelling's trace	.092	.367	2.0	.704

Df : degree of freedom

The following can be concluded from the table above, there is no statistical significant difference between teachers of age groups A and B as  $P = .704$  in respect of the two factors under investigation. The nil hypothesis is therefore not rejected. There is no support for the alternative hypothesis. It was not necessary to conduct a further test because of the results above.

### 4.Interpretation of the results

The results of the above test for differences in age groups of teachers in responses in respects of the two factors under investigation shows equality on the responses. The researcher therefore concludes that this result improves in the reliability of the instrument that was developed for this study. The instrument is therefore assumed to be capable of drawing equal responses from teachers of all age groups

## The wilk's lambda test: Pupils in different schools

### 1. The goal of the test

The wilk's lambda test is used to investigate the differences between three or more groups. The goal of this test is to determine the significant differences in responses between pupils from different schools. That is Raluswielo=A, Mphaphuli=B, Mbilwi=C, Thohoyandou=D, Phaswana=E. In respect of the goal above the following hypotheses are formulated.

### 2. Hypotheses formulation.

The nil hypotheses

There is no statistical significant difference in responses between pupil from different schools in respect of the two factors under investigation.

The alternative hypotheses

There is a statistical significant difference in responses between pupils from different school in respect of the two factors that are under investigation.

### 3. The results of the test

**Table 4.66. Wilk's lambda test for the differences in response of pupils from different schools in respect of the two factors under investigation**

Test	Value	F-value	Df	P
Wilk's lambda	.801	2.753	8.0	.007*

Df: degree of freedom

\*: significance at the 1% confidence level.

From the above table it can be concluded that, there is a statistical significant difference between responses of pupils from different schools as  $P = .007^*$  in respect of the two factors that are under investigation. The nil hypothesis is therefore rejected and the alternative hypothesis is supported.

In order for the researcher to investigate further on where the difference is the ANOVA test follows below.

**Table 4.67. ANOVA for measuring differences in response of pupils from different schools in respect of the two factors under investigation**

<b>Dependent variable</b>	<b>Df</b>	<b>F</b>	<b>P</b>
Factor 1	4	2.941	.024*
Factor 2	4	.562	.691

Df : degree of freedom

\*: significant at the 1% confidence level.

The table above suggests that there is a significant statistical difference in responses with regard to factors 1. There is no statistical significant difference in responses with regard to factor 2. From the ANOVA above it is clear that the statistical significant difference only with regard to factor 1. The dunnett T3 test will follow for factor 1 only.

**Table 4. 68. Dunnett T3 test for factor one only**

Variable	Mean	Scores											
Factor 1	17.70	23.25	19.50	22.42	19.65	*							
	Group A, N=27	Group B, N=20	Group C, N=12	Group D, N=21	Group E, N=20	A-B	A-C	A-D	A-E	B-C	B-D	B-E	C-D

\*: significant at the 1% confidence level

4.The interpretation of the results

The results of the test above for the differences in response of pupils from different school in respect of the two factors under investigation. The dunnett T3 test shows that there is a statistical significant difference in responses between pupils from schools A and B only.

**The hotelling’ s trace test: Teachers years of experience**

1.The goal of the test

The hotelling’s trace test is used to investigate the differences between two groups. The goal of this test is to investigate the significant difference between teachers with different years of experience. That is teachers who have 11 or less years of experience=A and teachers who have 12 or more year s of experience=B, in respect of the two factors under investigation.

In respect of the above goal, the following hypotheses are formulated.

## 2.Hypotheses formulation

The nil hypothesis

There is no statistical significant difference in responses between groups A and B in respect of the two factors under investigation.

The alternative hypothesis

There is a statistical significant difference in response between groups A and B in respect of the two factors under investigation.

## 3.The results of the test

**Table 4.69. Hotelling's trace test for the differences in responses between groups A and B in respect of the two factors under investigation**

Test	Value	F-value	Df	P
Hotelling's trace	.005	.037	2	.964

Df: degree of freedom

From the table above, it can be concluded that there is no statistical significant difference between groups A and B in respect of the two factors under investigation as  $P=.964$ . The nil hypothesis is therefore not rejected. There is no support for the alternative hypothesis. There is no need for a further test because of the results above.

#### 4.The interpretation of the results

The results of the above test for the differences between groups A and B of the teachers in respect of the two factors under investigation shows equality on the responses. The researcher therefore concludes that this result improves on the reliability of the instrument. The instrument is therefore assumed to be capable of drawing equal responses from teachers with different teaching experiences.

#### **The hotelling's trace test: Pupils and teachers groups**

##### 1. The goal of the test

The hotelling's trace test is to investigate the differences between two groups. The goal of these tests is to determine the significant difference in response between pupils and teachers in respect of the two factors that are under investigation.

In respect of the goal above, the following hypotheses are formulated.

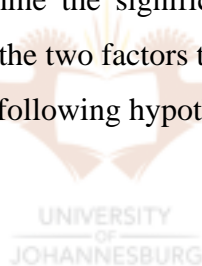
##### 2. Hypotheses formulation.

The nil hypotheses

There is no statistical significant difference between teachers and pupils responses in respect of the two factors that are under investigation.

The alternative hypothesis

There is a statistical significant difference in response between teachers and pupils in respect of the two factors under investigation



### 3.The results of the test

**Table 4.70. Hotelling's trace test for the differences in response between pupils and teachers in respect of the two factors under investigation**

<b>Test</b>	<b>Value</b>	<b>F-value</b>	<b>Df</b>	<b>P</b>
Hotelling's trace	.099	5.670	2.0	.004*

Df: degree of freedom

\* :significant at the 1% confidence level.

It can be concluded that there is a statistical significant difference between pupils and teachers as  $P = .004^*$ . The nil hypothesis is therefore rejected and the alternative hypothesis is supported. The ANOVA follows below.

**Table 4.71. ANOVA for measuring differences in responses of pupils and teachers in respect of the two factors under investigation**

<b>Dependent variable</b>	<b>Df</b>	<b>F</b>	<b>P</b>
Factor 1	1	3.149	.079
Factor 2	1	11.408	.001**

Df: degree of freedom

\*\* : significant at the 5% confidence level.

The table above indicates that there is a statistical significant difference in response between pupils and teachers with regard to factor 2 only.

An independent sample test was further done by making use of the Levene's test of variance.

**Table 4.72. Levene's test for equality of variance**

	<b>F</b>	<b>Df</b>	<b>P</b>
Final factor Equal variance assumed	.548	116	.003**

\*\* : significance at the 5% confidence level.

It is evident from the table above that the Levene's tests for equality of variance shows that there is a statistical significant difference between responses of teachers and those of pupils. The mean score show that the teacher believe that pupils need social work services.



#### **4.7.CROSS TABULATIONS**

The researcher performed cross tabulations for both pupils and teachers and principals. For pupils cross tabs were done with questions nine to twenty four and gender, age, name of the school and the pupil's grades. For teachers and principals cross tabs were done with questions six to twenty four and age, gender, years of experience and name of the school.

For pupils significant differences were observed between some questions and age, gender, name of school and grade. The researcher will only present the summarized report of the cross tabs for the questions were in there were significant P values.



**Table 4.73. Gender of pupils**

<b>Gender of pupils</b>			
<b>Item</b>	<b>Gender</b>	<b>CHI<sup>2</sup> value</b>	<b>P</b>
Q 13 Do you believe you experience violence in the school?	Female	5.00	0.02*

\*: significant at 1% confidence level

It is evident from the table above that there is a co-relation between gender and violence. It is also clear that female were the ones who indicated that they experience violence more than males.

**Table 4.74. Name of school**

<b>Name of school</b>			
<b>Item</b>	<b>Name of school</b>	<b>CHI<sup>2</sup> value</b>	<b>P</b>
Q9 Poor academic performance	A	10.707	0.03*
Q10 Behavior	A	11.189	0.02*
Q12 Drugs and alcohol	A	14.21	0.00**
Q13 Violence	B	9.16	0.05*
Q16 School and home problems are related	A	9.59	0.04*

A: Thohoyandou

B: Mphaphuli

\*: significant at 1% confidence level

\*\* : significant at 5% confidence level.

It is clear from the table above that there is a co-relation between the name of school and factor 1, which is problems, that pupil's experience at school. It is also clear that there is a co-relation between the name of school and factor 2, which are school social work roles. It is also clear that schools A and B are the ones showing the most co-relation.

**Table 4.75. Age of pupils**

<b>Age of pupils</b>			
<b>Items</b>	<b>Age</b>	<b>CHI<sup>2</sup> value</b>	<b>P</b>
Q9 Poor academic performance	A	19.04	0.00**
Q10 Behavior	A	25.55	0.00**
Q11 Bullying	A	20.92	0.00**
Q12 Drugs and alcohol	A	20.40	0.00**
Q13 Violence	A	17.84	0.00**
Q14 Social status discrimination	A	29.80	0.00**
Q16 Home and school problems are related	A	15.41	0.00**
Q18 A person in the school ;who pupils can share their problems with	A	7.88	0.04*
Q19 Who can help solve pupils problems	A	8.50	0.03*

<b>Age of pupils</b>			
<b>Items</b>	<b>Age</b>	<b>CHI<sup>2</sup> value</b>	<b>P</b>
Q20 Who can assess whether a problem is family related	A	9.38	0.02*
Q21 Who can serve as a link between home, school and the community	A	10.49	0.01*
Q23 Who can get to the roots of a problem	A	10.48	0.01*
Q24 Who knows where to refer pupils when they have problems	A	8.20	0.04*

\*: significant at 5% confidence level.

\*\* : significant at 1% confidence level.

A: Younger than 16 years old.

It is clear from the table above that there is a co-relation between age and the two factors that are pupil's problems and school social work roles. It is also evident that pupils that are younger than 16 are the ones showing the most co-relation.

#### **Tables 4.76. What grade are you in?**

<b>Grade</b>			
<b>Item</b>	<b>Grade</b>	<b>CHI<sup>2</sup> value</b>	<b>P</b>
Q9 Poor academic performance	10	20.23	0.00**

<b>Grade</b>			
<b>Item</b>	<b>Grade</b>	<b>CHI<sup>2</sup> value</b>	<b>P</b>
Q10 Behavior	10	36.66	0.00**
Q11 Bullying	10	30.0	0.00**
Q12 Drugs and alcohol	10	34.11	0.00**
Q13 Violence	10	30.07	0.00**
Q14 Social status discrimination	10	25.80	0.00**
Q15 Agree or disagree that the school needs professional help.	10	18.74	0.00**
Q16 Home and school problems are related	10	25.42	0.00**
Q17 A person in the school; who can advice teachers on how to deal with pupil's problems	10	5.74	0.05*
Q18 Who pupils can share their problems with	10	10.07	0.00**
Q19 Who can solve problems	10	9.42	0.00**
Q20 Who can assess whether a pupil's problem is family related	10	19.0	0.00**

<b>Grade</b>			
<b>Item</b>	<b>Grade</b>	<b>CHI<sup>2</sup> value</b>	<b>P</b>
Q21 Who can serve as a link between home, school and the community	10	9.01	0.01*
Q22 Who's task is to develop new services	10	6.77	0.03*
Q23 Who can get to the roots of a problem	10	17.06	0.00**
Q24 A person in the school who knows where to refer pupils with personal problems	10	10.58	0.00**

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\*: significant at 5% confidence level

\*\* : significant at 1% confidence level.

It is clear from the table above that there is a co-relation between the grade of a pupil and the two factor s that are pupil's problems and school social work roles. It is clear that grade 10 pupils are the ones showing the most co-relation.

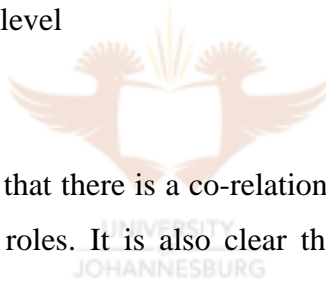
For teachers the researcher found that there was a significant P values with some questions and the name of school and gender. The summarized report of cross tabs with significant P values will follow.

**Table 4.77. Gender of teachers**

<b>Gender of teachers</b>			
<b>Items</b>	<b>Gender</b>	<b>CHI<sup>2</sup> value</b>	<b>P</b>
Q18 A person in the school who can help pupils solve personal problems.	M	6.11	0.02*
Q21 A person in the school who's task is to develop new services.	M	6.11	0.02*

\*: significant at 5% confidence level

M: male



It is clear from the table above that there is a co-relation between gender and factor two, which are school social work roles. It is also clear that male teachers were the ones showing the most co-relation.

**Table 4.78. Name of school according to the teachers**

<b>Name of school</b>			
<b>Item</b>	<b>Name of school</b>	<b>CHI<sup>2</sup> value</b>	<b>P</b>
Q7 Poor academic performance	A	14.44	0.00**
Q9 school drop outs	A	13.01	0.01*
Q10 Bullying	A	10.04	0.00**
Q11 Drugs and alcohol	A	10.62	0.03*

\*: significant at 5% confidence level.

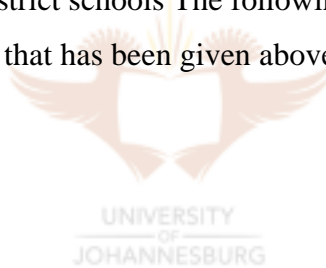
\*\* : significant at 1% confidence level.

A: Raluswielo.

It is clear from the table above that there is a co-relation between name of school and pupil's problems according to the teachers. It is also evident that Raluswielo school was the one showing the most co-relation.

#### **4.8. CONCLUSION**

Data has been presented by means of reliability tests, frequency tables and cross tabulations. The results showed that both pupils and teachers agree that pupils are experiencing a number of problems and that there is a need for school social work services in the Thohoyandou district schools. The following step in this research will be to draw conclusions from the data that has been given above and then recommendations will be made.



## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1. INTRODUCTION**

Thus far in this project or study, chapter 1 provided a general orientation of the study. In chapter 2, the focus was on literature review on school social work and the way the school population as well as the society in general have changed over the years. Chapter 3 had its focus on the research procedure, which was the expansion of chapter 1. Chapter 4 focused on the findings research study, which was the believes of pupils and teachers about pupil's problems and school social work roles. In this final chapter of the study, the researcher outlines the findings of the study in relation to the aim and objectives of the study. Conclusions on the aim, objectives, literature review and the believes of pupils and teachers about pupils problems and schools social work roles will be drawn. Recommendations will finally be drawn based on the conclusions that will be drawn from the findings of the study.

#### **5.2. LIMITATIONS OF THE STUDY**

##### **5.2.1. Literature study**

The researcher experienced problems with finding literature especially books on school social work. The literature that was available was mostly old.

##### **5.2.2. The study with regard to the feasibility study**

The researcher could not complete a feasibility study but the researcher only carried out a need assessment study for the purposes of this study.



## 5.3. CONCLUSIONS

### 5.3.1. Conclusion on the aim of the study

The aim of the study as set in chapter 1 was to conduct a need assessment of high school pupils in Thohoyandou district schools regarding their needs for school social work in the school environment. The study has succeeded in conducting a need assessment of high school pupils.

### 5.3.2. Conclusion on the objectives of the study

The objectives as set in chapter 1 are as follows:

To conduct a literature study of school social work models, that may be relevant for the environment of Thohoyandou district schools. This objective will be discussed in 5.3.3.below.

To develop a questionnaire for the collection of quantitative data on the needs for a school social work services. This objective has been achieved, reference is made to appendix C and D.

To conduct a survey on the pupils of the target schools through the use of the questionnaires elaborated above. This objective was a success as data was collected by making use of questionnaires.

To analyze data and test hypotheses. This objective has been achieved, as data analysis was the focus of the previous chapter.

To make recommendations regarding the feasibility of implementing schools social services at the target schools. These will be drawn later in this chapter from the conclusion arrived at on the findings of the study.

### **5.3.3. Conclusions on the literature study**

The literature study was a success as it was able to introduce the reader to the primary focus of school social work and on how the school population was changed over the years. It was further able to give a historical development of school social work and was able to look at the school as a social institution.

The literature review was further able to discuss the school environment and the functions, activities and responsibilities of the social worker on the school. The literature study was finally able to look at some models that can be used in school social work.

### **5.3.4. Conclusions on the beliefs of teachers**

The study succeeded in describing the beliefs of teachers regarding pupil's problems and the need of school social work. Teachers generally agree that poor academic performance, behavior problems and teenage pregnancy are significant problems however, they also believe that school dropouts, bullying, drugs and alcohol, violence and social discrimination are not significant problems. Teachers also believe that pupils problems need professional attention and that pupils problems are noted in their families. Teachers finally generally agree that pupils problems need the attention of school social work. The cross tabs showed that there was a co-relation between gender and school social work roles, a co-relation between name of school and pupil's problems. The researcher concludes that male teachers are the ones who agree more on the fact that there must be introduction of school social work. The teachers at Raluswielo school are the ones who agree more than the other teachers. The hotelling's trace tests showed no significant difference between the different groups that where tested.

### **5.3.5. Conclusions on the beliefs of pupils**

The study succeeded in describing the beliefs of pupils regarding their problems and the need for school of social work services. There is consensus by pupils that academic

performance, behavior, bullying, drugs and alcohol, violence and social problems status discrimination in the schools are significant problems. Pupils also agree that they believe they need school of social work services so that their problems can be attended professionally. There is an agreement on that, most problems have roots in the family. The cross tabs showed that there was a co-relation between gender and violence, this means that female pupils experience violence more than male pupils. The name of school and pupil's problems, the pupils at Mphaphuli and Raluswielo experience problems more than pupils at other schools. The age and the two factors which are pupil's problems and school social work roles. Pupils under the age of 16 and those in grade 10 experience problems more than the other pupils and they agree more that there is a need for school social work. The Wilk's lambda tests showed a significant difference between age groups and different schools.

#### **5.4. INTEGRATION OF THE CONCLUSION**

The study has successfully been able to achieve the goal and objectives set in chapter 1. This study has succeeded in reviewing the literature study as planned in chapter 2. The literature review on school social work also gave a historical development of school social work, it looked at the school as a social institution, the school environment, functions, activities, responsibilities and some models of school social work. Thus, to give a better understanding of the phenomenon under study and helping in the understanding of the problem before data is collected.

Through the reviewing of literature on models and functions of school social work, the researcher was able to formulate items and constructs wherein questions from the questionnaire were formulated. Perceptions of teachers and pupils were clearly reported on their beliefs about the need of social work services so as to attend to the pupil's problems. The researcher made use of grades 10 to 12 as the sample would be too big and the grades that were used understood the questionnaire better. However the results will be generalised in the entire high school population. As the study was able to meet the objectives set earlier the recommendations follow below.

## **5.5. RECOMMENDATIONS**

In view of the findings above, the following is recommended:

- a) The department of education should then appoint school social workers in the high schools in the Northern Province.
- b) Once this has been done, meetings should be held with the school staff in order to clarify the dynamics of the operation of the school social work service.
- c) The school social worker should actively function as a link between the home, school and the pupil's communities.
- d) The school social worker should provide a consultation service to teachers where they can discuss problems of specific pupils or general problems encountered in classroom.

## **5.6. CONCLUDING REMARKS**

This study had its focus on the need assessment of high school pupils in the Thohoyandou district schools. This was achieved by making use of a questionnaire, which asked both teachers and pupils to what extent do the pupils experience problems at school and to what extent do they believe the school needs school social work services. The findings showed that there was a high tendency of pupils problems and pupils and teachers agree on that the schools need school social work services so as to try to attend to the problems of the pupils working together with the teachers, the homes and the communities of the pupils. The aim of this will be to improve school performance at the end of the day.

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