

AN EXPLORATION OF THE PERCEPTIONS OF  
PUPILS, PARENTS AND TEACHERS WITH REGARD  
TO THE ROLE OF THE SCHOOL SOCIAL WORKER.

BY

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ABSTRACT

Literature research has indicated that school social work is a relatively new branch of general social work. The role of the school social worker is the main focus of literature in this field. The school social worker's role is continually changing and adapting as society and school systems change. The primary purpose of this study is to investigate the perceptions of the pupils, parents and teachers with regard to the school social worker's role within a particular school setting. The current awareness of the social worker's role and function, is examined in as far as it affects the effective use of the social work service.

A literature survey was undertaken, after which a close-ended questionnaire was constructed and administered to all pupils and all teachers, and a close-ended questionnaire mailed to all parents of the particular school.

A descriptive analysis of the findings reveals that clarification is needed amongst pupils, teachers and parents in terms of the purpose, function and roles of the school social worker, and of the methods of social work employed. A disparity is reflected with regard to the issue of confidentiality, where the findings indicated that pupils are more concerned with confidentiality issues than the parents and teachers.

The main recommendations made are with regard to compiling a booklet clarifying the roles and functions of the mental health professionals in the school. A policy with regard to confidentiality is recommended.

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## CHAPTER 1 : INTRODUCTION

### 1.1 RATIONALE FOR THE STUDY

#### 1.1.1 SYSTEMS APPROACH

School Social Work is a specialist branch of general social work, and is a new field in South Africa (Rom, 1982; 1). School social workers practice in a setting where the primary focus is on education rather than social work. According to Robinson "The school system is primarily concerned with the educational needs of school children". (Robinson, 1978; 9). Education, as defined by Robinson, focuses on cognitive and developmental needs and socialisation aspects of children (Robinson, 1978; 10).

In order to achieve these educational goals, the school social worker must co-operate with the school personnel. This includes the teachers, principal, administrative staff, pupils and parents. (all whose interests converge within the school).

The school can usefully be viewed as a social system, characterised by virtue of its interdependent parts that function together within a whole. (Allen-Meares et al, 1986; 46). The recent literature in the field of school social work and education points towards an ecological approach within the systems model. Intervention is advocated towards any combination of systems that impinges on the pupils functioning. (The Systems model and the ecological perspective discussed in detail in Chapter 3, Section 3.9). According to Compton and Galloway (1975; 159-160) it is essential that there is a mutual understanding of the role of the social worker in order for intervention by the social worker in the school system to be as effective as possible. A mutual understanding of the school social worker's role by the school administration, teachers,

parents and pupils will thus facilitate intervention as well as making intervention more effective.

As a result of the expansion of the school's responsibilities within the community, the school social worker's role is continually changing and developing. (Allen-Meaures et al, 1986; 45).

#### 1.1.2 AUTHOR'S PERSONAL INTEREST IN THE STUDY

The author is employed as a social worker at a private Jewish High School. The social worker forms part of the Counselling and Careers Department. This department consists of the following professionals: a social worker, a clinical psychologist and a careers counsellor. It is important to note that this department has been in existence for six months only.

During this six month period it has become apparent that, within the school system, the role of the social worker is not fully understood, and therefore the skills of the social worker are possibly not fully utilised.

#### 1.2 OVERVIEW OF PURPOSE OF STUDY

In view of:

- a) The shift to an ecological systems perspective in social work and
  - b) the developing and changing role of the school social worker to accommodate this shift and
  - c) the apparent lack of understanding referred to above,
- it seems appropriate that an assessment of the perceptions of the social worker's role in the school is necessary for the following purposes:

- a: to explore perceptions with regard to the current functioning of the school social worker in order to determine which roles need clarification and to which population group.
- b: to explore perceptions with regard to the relative importance of the different social work methods, casework, groupwork and community work in order to identify where education is needed so that the methods will be better understood and be more effectively used.
- c: to explore perceptions with regard to confidentiality issues in order to identify whether a clear school policy is needed in this area to facilitate the social worker's purpose in the school.

The present study was designed to provide a comprehensive exploration of the perceptions of the role of the social worker as perceived by the pupils, teachers and parents of the school.

### 1.3 REFERENCE SYSTEM

The referencing system used in the text is as set out by Theron in "The Documentation and Presentation of Written Assignments, 1986; 12". The name of the author(s) will occur first, date of the publication and page number: for example : Allen-Meares et al, 1986; 3.

### 1.4 DEFINITION OF TERMS

- a: Social worker/school social worker - may be used interchangeably in Chapters 2 and 3.

b: The author/the school social worker - may be used interchangeably in Chapter 5 and Chapter 6.

Terms used are explained in the text.

## CHAPTER 2 : HISTORICAL DEVELOPMENT OF SCHOOL SOCIAL WORK

### 2.1 INTRODUCTION

The history of school social work provides a perspective with regard to the development of the rules and functions of the school social worker. This chapter will begin by tracing the development of school social work in the U.S.A., since this is where the specialisation originated. Since the education system in S.A. is based on the British educational system, the development of school social work in Britain will be presented. Finally an overview of the development of school social work services in S.A. will be presented.

### 2.2 SCHOOL SOCIAL WORK IN THE UNITED STATES OF AMERICA

The school social worker of today was originally known as the "visiting teacher". (Pearman and Burrows, 1955; 5). The visiting teachers' movement dates back to the end of the nineteenth century and early twentieth century. This movement grew out of the newly established settlement houses which were established in New York, Chicago and Boston for the underprivileged. In 1906, two workers from settlement houses in New York City were assigned to work more closely with the schools and homes of the underprivileged children. The purpose was to work more closely with the schools and community groups in order to promote understanding and communication. (Pearman and Burrows, 1955; 5). Following this effort, the Public Education Committee appointed a group to advance the particular type of service for children, and the New York Board of Education assumed responsibility for school social work services.

A similar trend was developing in Boston, under the auspices of the Women's Education Association. (Allen-Meares et al, 1986; 16). A so-called "home and school" visitor was

employed in order to establish and encourage a close link between the school and the home. By 1923 there were seven social workers in the public schools of Boston. (Pearman and Burrows, 1955; 5).

The Director of the Psychological Clinic in Hartford, Connecticut appointed a visiting teacher in 1907, whose responsibility was to collect information for case histories and to carry out the recommendations of the clinic. (Pearman and Burrows, 1955; 6).

Modified forms of the New York, Boston and Hartford school social work programs were instituted in Philadelphia in 1909; in Worcester, Massachusetts in 1910; in Rochester, N.Y. in 1913; in Kansas City in 1910; in Mineapolis in 1916 and in Chicago in 1919. (Pearman and Burrows, 1955; 6).

Added impetus to the development of school social work was given by the Commonwealth Fund. This fund sponsored country wide demonstration projects which served to illustrate the need for school social workers. It is interesting to note that this program was primarily aimed at preventing delinquency. The White Williams Foundation of Philadelphia contributed towards the training of school social workers, the developing of the casework philosophy and the developing of standards of work and training up until 1942. (Pearman and Burrows, 1955; 7).

The developing trend of school social work in the various cities culminated in the formation of the American Association of Visiting Teachers in 1916. (Allen-Meares et al, 1986; 17). In 1919 The American Association of School Social Workers was formed. (Rom, 1982; 6). According to Rocher this indicated that social work was beginning to make a contribution to the field of education. (Rocher, 1977; 100). Rocher also states that social work services were introduced into

schools more often by Boards of Education than by Welfare Organisations. (Rocher, 1977; 101).

### 2.2.1 EARLY INFLUENCES

The period of the early 1900's was a fertile period for the development of school social work. Allen-Meares et al, outlined four factors that influenced this development. (Allen-Meares et al, 1986; 17, 18).

- a: Passage of Compulsory School attendance laws.
- b: Knowledge of Individual Differences.
- c: Realisation of the strategic position of education.
- d: Concern for the relevance of education.

### 2.2.2 CHANGING GOALS OF THE 1930'S

The Great Depression of the 1930's severely inhibited the development of school social work as well as other social service programs for children. As the Depression worsened, federal aid was made available to hard-pressed families. The initial role of the visiting teacher, perceived as law enforcer and attendance officer, changed to providing a more specialised role - that of providing emotional support to troubled children. (Allen-Meares et al, 1986; 20).

According to Hall, "the role of the school social worker was changing from one of school-community liaison to preventing poor mental health among children, a duty that later became associated with social casework". (Allen-Meares et al, 1986; 20).

### 2.2.3 SOCIAL CASEWORK : 1940 - 1960

By 1940, the profession of school social work had adopted a clinical orientation which emphasized the personality needs of the individual child. This casework approach recognised

the need and importance for the school social worker to establish relationships not only with the individual child, but with the parents as well. The rationale for this shift, to include parents, stemmed from the philosophy that in interviewing the parent the social worker would be able to understand the child and his/her behaviour and the cause of the behaviour better. This would allow the social worker to offer a better service to the child. The potential for establishing parent groups was also recognised the goals of which would be to educate parents about their children, the school and various developmental behaviours. (Allen-Meares et al, 1986; 23).

During this period greater collaboration between social workers and teachers developed. Social workers began to consult with teachers in order to interpret a child's emotional difficulties and to educate teachers with regard to early identification of such difficulties. Although the school social worker was beginning to have contact with other professionals at the school, and although education of these other school personnel was beginning to bear influence on school policy and curriculum, the literature on school social work did not regard this as "typical professional activity". (Allen-Meares et al, 1986; 23).

#### 2.2.4 CHANGING GOALS AND METHODS : 1960'S

It was during the sixties that the school was beginning to be regarded as a "social system". (Allen-Meares et al, 1986; 23). Public education was under vehement attack from all quarters. Adverse school policies, and inequality in education as a result of racial and economic segregation was identified; the school was seen as a repressive system, inhibiting the development of creativity and desire on the part of pupils to learn and develop; parents raised the issue that they were alienated from the

school system and wanted to have a say in the education of their children.

At this time, various social work methods were being experimented with in schools, although the majority of the school social workers tended to remain with the well-established case work method. A growing interest developed in the social worker's use of group work and community work. As the interest in the various methods grew, so researchers began to investigate how the role of the social worker was perceived by school personnel. It is clear from the studies quoted briefly by Allen-Meares et al (1986; 24-26) that confusion existed with regard to the role of the school social worker.

#### 2.2.5 SCHOOL SOCIAL WORK IN THE 1970'S

During the period of the 1970's, in response to rapid changing social conditions, the number of school social workers increased. Social conditions such as drug abuse, delinquency, child abuse, poverty, emotional and physical illness, and racial turmoil all called for a new perspective in the field of school social work.

Allen-Meares et al quote Sarri and Maple who believed that school social work was greatly influenced by the so-called Kerner Report. "The report virtually placed on the doorsteps of the school much of the responsibility for the race riots of the 60's. In reaction to the report, as well as out of awareness of the need to strengthen school social work's contribution to American Education, the National Association of Social Workers Council on Social Work in Schools undertook a three-year project to expand the school-community linkage role. Jointly funded by the National Institute of Mental Health and NASW, the project produced a national workshop and twelve regional institutes". (Allen-Meares et al, 1986; 26).

The workshop resulted in the book "The School and The Community". (In Allen-Meares et al, 1986; 26). Included in the book was documentation of demonstration projects, new practice ideas, research projects and new perspectives on social work practice in schools.

According to Benjamin Gottlieb and Lois Gottlieb there were in essence three constraints that were inhibiting the development of school social work practice:

- "1. The educational preparation of school social workers focused too much on individual casework and method orientation.
2. This training was based on a medical orientation, which focused on intrapsychic factors rather than environmental conditions.
3. The traditional expectations held by educational administrators encouraged practitioners to be caretakers of deviants". (in Allen-Meares et al, 1986; 27).

#### 2.2.6 RECENT ASSESSMENT OF SOCIAL WORK SERVICES IN SCHOOLS

Paula Allen-Meares assessed the status of school social work in the late 1970's. The final results of the study concluded that school social work was in a process of transition; that there was a predominant move from clinical casework, to an approach of home-school-community liaison and educational counselling with children and parents. Leadership and policy making roles were considered least important. The conclusions thus fell between the traditional casework approach and the systems change models involving school-community relations. (Allen-Meares et al, 1986; 29).

In 1973, the National Association of Social Workers Council on Social Work in Schools, began to focus on the training of

school social workers. As a result of research completed in the field, in 1976 the Practice Advancement Council on Social Work Services in schools undertook to develop a set of national standards for the delivery of school social work services. (Allen-Meares et al, 1986; 32).

In 1978 the National Association of Social Workers' Board of Directors adopted the standards which can be grouped into three areas.

1. attainment of competence.
2. organisation and administration.
3. professional practice.

Examples of social work tasks included:

Consultation and collaboration with community representatives to identify effects of interacting school/community/pupil characteristics; provision of casework and groupwork services to parents and to other school personnel; and establishment of in-service training for the educational staff". (Allen-Meares et al, 1986; 32).

### 2.3 THE DEVELOPMENT OF SCHOOL SOCIAL WORK IN BRITAIN

In 1880 education in the United Kingdom was partially compulsory. (Robinson, 1978; 135). In order to secure that all children attended school, a so-called School Enquiry Officer was appointed. A secondary role of the School Enquiry Officer was to provide meals to the needy.

When in 1944 the Education Act raised the compulsory school attendance to age sixteen years, the name School Enquiry Officer was changed to Education Welfare Officer. (Rom, 1982; 11). Prior to this Act, Child Guidance Clinics had been established, and this Act served to provide further impetus to the Child Guidance movement. According to Rom, the Child Guidance Service stimulated the development of the school

psychological services. According to Rocher school doctors, dentists and social workers performed the welfare function of the school. (Rocher, 1977; 101).

### 2.3.1 PARLIAMENTARY BILLS AND REPORTS CONCERNING CHILD WELFARE

The British Government drew up various Bills and Reports which bore influence on the development of school social work in Britain.

According to Rom (1982; 11), the Crowther Report of 1959 stated that children of high academic potential did not always benefit from the educational system. In the same year, the Younghusband Report suggested that there should be a link between the health and welfare services under the auspices of the local authorities and the school. (Rocher, 1977; 127). In 1960 the Ingleby Committee proposed and stressed the need for care of children who were neglected in their homes as a result of poverty. (Robinson, 1978; 125). The Children and Young Persons Act of 1963 focused on children living at home in dire circumstance and the assistance that was necessary. (Robinson, 1978; 168). Both the Newsom Report of 1963 and the Plowden Report of 1967 made recommendations with regard to the liaison functions between schools, teachers, youth leaders and social workers. (Robinson, 1978; 169). The Plowden Report commented on the link between primary schools and social worker, saying that in future years this liaison was likely to increase.

The Plowden Report observed "Relations between schools and social services should be improved, there is the problem of the teachers' own knowledge and in their capacity to identify social problems and to be aware of services to help children .... There are problems between schools and other services - the ability and willingness to keep each other informed; and

there is the broader problem, the schools' contact with their pupils' own homes". (Robinson, 1978; 169).

Plowden concluded the report saying "the school social worker or a social worker closely collaborating with the school needs to be clear about his powers to act on truancy, on additional forms of guidance, supervision and help he may be asked to provide ..." (Robinson, 1978; 170). This report mentions the provision of school social work posts albeit only focusing on primary education.

Another major Report was the Seebohm Report of 1968. This report looked at the question of establishing counselling services in schools. (Robinson, 1978; 170). The report also focused on the need to replace the Education Welfare Officer, attached to the school, by a trained social worker. It was also recommended that social workers should be attached to schools by the local authorities.

According to Rom, social workers were only attached to schools from 1976 onwards. (Rom, 1982; 13).

### 2.3.2 TRAINING OF EDUCATION WELFARE OFFICERS

In 1973 the Ralps Committee was established to consider the role of the Education Welfare Service. The final result of this commission was that there should be a social work service in the school. (Robinson, 1978; 170). This same committee was required to investigate the training of the Education Welfare Officer. The conclusion reached with regard to the training was that the services provided by the Education Welfare Officer was essentially of a social work nature. Thus, the final Report made the recommendation that such staff should be social workers specifically trained to meet the needs of a population in an educational setting. (Robinson, 1978: 176). According to Rom, since the Ralps Report many of the Education Welfare Officers have undergone social work

training. However the majority are still not trained as social workers. (Rom, 1982; 14).

### 2.3.3 STATUS OF SCHOOL SOCIAL WORK IN BRITAIN CURRENTLY

Rom states that presently the Education Welfare Service, which is part of the British Educational System, is responsible for Education Social Work. (Rom, 1982; 14). In Britain, today, social workers or so-called teacher/social workers need a basic degree in teaching before they are able to work. This trend in Education Social Work in Britain is very similar to the Education Social Work system in South Africa.

### 2.4 THE DEVELOPMENT OF SCHOOL SOCIAL WORK IN SOUTH AFRICA

School Social Work in South Africa is a very new specialist branch of social work. School Social work appears to have developed in the context of school psychological services attached to the Department of Education. According to Rocher (1977; 82), in 1920, psychologists were appointed to various Departments of Education for the sole purpose of I.Q. Testing. In 1948, in the Transvaal, a vocational guidance curriculum was developed. One lesson a week was devoted to vocational guidance for standards six, seven and eight only. In 1958, posts were established for school counsellors in the Transvaal. These counsellors needed only a teachers degree or diploma. However, this system proved to be impractical, since these counsellors were expected to work with behaviourally and emotionally disturbed pupils without having the necessary training. In 1971 the counsellors were withdrawn from the schools in the Transvaal while a training course was devised to meet the counselling need. Subsequently a special course in school counselling has been developed and implemented and slowly school counsellors are being re-introduced into the schools. (Rocher, 1977; 82).

#### 2.4.1 SCHOOL COUNSELLORS AND THE VISITING TEACHERS MOVEMENT

The first school counsellors were appointed in the Cape in 1967. These counsellors had a BA degree in psychology and a teachers certificate. They were known as teacher psychologists or guidance teachers. (Rom, 1982; 15). In 1954 the first school clinic opened in the Cape and was staffed by remedial teachers, school counsellors, speech therapists and clinical psychologists. This trend was soon followed in all provinces in South Africa.

According to Rom the so-called visiting teachers movement runs parallel with the development of the Child Guidance Movement in South Africa. (Rom, 1982; 16). In 1952 the first visiting teacher was appointed in the Transvaal, by the Department of Education. The role of this visiting teacher was to visit the homes of children displaying behavioural problems at school. The visiting teacher would then report the findings of the home visit to the school psychologist. The visiting teacher later became known as assistant school psychologist. (Rom, 1982; 16). The post of visiting teacher was also established in Natal. Rocher states that support and co-operation for these posts were sought from the Department of Social Welfare and Pensions and local social work agencies. (Rocher, 1977; 83). Support was refused and the posts have been discontinued.

#### 2.4.2 APPOINTMENT OF FULL-TIME SOCIAL WORKERS TO SCHOOLS

According to interviews Rom conducted with Dr Rocher (Lecturer : University of Durban Westville) and Mr F Kotze (Lecturer : University of Western Cape), the first school social worker was appointed to King David School in Johannesburg in 1973. After this appointment social work students were allowed to do field placements within schools in the Witwatersrand area. Social work students in Natal followed suit. (Rom, 1982; 17).

In 1980 a private school in Cape Town appointed a social worker to it's staff. In 1987, this same school has appointed four full time social workers to it's staff.

Rom states that in 1981 the University of the Western Cape placed four social work students in four different schools in the Cape Flats. This was part of a pilot study. The services were so well received that the principals of these schools applied to the Minister of Education motivating the establishment of social work posts in schools. (Rom, 1982; 17).

#### 2.4.3 GOVERNMENT POLICY AND SCHOOL SOCIAL WORK IN SOUTH AFRICA

Any recommendations for school social work posts have to be given by the Minister of Education. This is in accordance with the National Education Policy Act 39 of 1967. (Rom, 1982; 17).

In 1980, the Human Sciences Research Council was instructed by the Government to complete an in-depth investigation into education in South Africa. The Report from this investigation is known as the "Education Provision in the RSA Main Committee of the Human Sciences Research Council Investigation into Education". (HSRC, No 8, 1981; 118). This report recommended that Co-operative Educational Service Centres should be established and that the social worker should form part of a multi-disciplinary team that would exist within this framework. The term school social worker remained undefined in the report. (HSRC, No 1, 1981; 159).

CHAPTER 3 : CURRENT THEORETICAL PERSPECTIVES OF THE SCHOOL SOCIAL WORKERS ROLE

3.1 INTRODUCTION

"In nearly twenty years the many roles of the school social worker have expanded". (Cook, 1985; 4). According to Constable and Montgomery the school social worker of today appears to be carrying out far more functions than before and this has resulted in a variety of interpretations of the role of the school social worker. (Constable, 1985; 245). As noted in Chapter 2, the roots of school social work vary from country to country thus adding to the diversity of the role, function and purposes of school social work. (Anderson, 1974; 525).

The school social worker has been perceived over the years at different times and places as an educator, psychotherapist, social planner, and as the liaison between home and school. Wren suggests that school social workers should attempt to understand the new social forces that bear influence on the children of today and the community, and with this understanding develop and use new roles and functions to best serve the school community. (Wren, 1968; V).

In reviewing literature, it has become clear that the major concern of school social work literature has been in the area of defining the role of the school social worker. Le Croy and Flynn reviewed ten years of journal literature and concluded that analysis of role description of the school social worker was the most frequent subject of articles on school social work. (Constable and Montgomery, 1985; 245).

The present chapter briefly examines the interface between education and social work and a definition of principles and values of school social work and school education is discussed. The major focus of the chapter will include a literature review of the roles and functions of the school social worker in terms of primary, secondary and tertiary

intervention. The general systems model will be discussed in relation to its application to school social work. Finally, a summary of the chapter will be given.

### 3.2 SOCIAL WORK AND SCHOOL EDUCATION

#### 3.2.1 DEFINITION OF SCHOOL EDUCATION

As stated in Chapter 1, the author has chosen to work within the broad definition of education as defined by Robinson, where education includes the cognitive and developmental needs of children as well as emphasising the socialisation aspect. (Robinson, 1978; 10). As Pearman and Burrows state "Education provides the social elevator by which each individual may rise to higher and higher levels of personal achievement". (Pearman and Burrows, 1955; V).

Robinson cites Whitehead's definition of education as "the acquisition of the art of the utilisation of knowledge". (Robinson, 1978; 1). The central issue that concerned Whitehead was that of keeping knowledge alive, "of preventing it from becoming inert". (Robinson, 1978; 1).

It is thus noted, that there are various definitions of 'Education'. It is also noted that many definitions have areas that overlap. The author has, therefore, selected a broad definition that attempts to include many aspects of school education.

#### 3.2.2 BASIC PRINCIPLES OF EDUCATION

In order for a sound working relationship to develop between a school social worker and the school community, i.e. the principal, teachers, pupils and parents, the school social worker needs to have an understanding of the basic principles of education.

Du Plooy and Kilian (in Salzman, 1986; 7) offer the following definition of a principle: "a premise which cannot be proved but which is taken for granted".

According to Du Plooy and Kilian there are four basic principles on which education is based, namely:

- a: Education leads to self-education or self-moulding. i.e. the child eventually becomes independent from the educator.
- b: Education embraces responsibility and an acknowledgement of authority.
- c: Pupils need to sense from the school environment, unconditional acceptance as a person.
- d: It is the duty of the educator to encourage the child to understand himself in respect of his interests, his temperament, and gifts. (in Salzman, 1986; 7).

### 3.2.3 EDUCATIONAL TASKS

Educational tasks need to be considered which reflect the above educational principles. Robinson lists the following educational tasks:

- a: To teach specific cognitive skills such as reading, writing and to impart information.
- b: Orienting the child to his intellectual heritage and seeking to commit him to its ends.
- c: To teach cultural goals and values and to make clear their relevance.

- d: To provide guidance and models for problem-solving and for role-taking.
- e: To provide an atmosphere which is conducive to learning.
- f: To overcome any gross deficiencies in development which may hinder the child's performance in role taking.

(Robinson, 1978; 19)

#### 3.2.4 PURPOSE OF SOCIAL WORK

According to Northern, general social work has as its primary concern the individual in his/her interpersonal relations and in his/her encounters with his/her environment. (Northern, 1969; 1). M M Monkman expands the above to include more specifically the issue of stress. "The purpose of social work activity is to improve the match between coping behaviours and the quality of the impinging environment so that the stress in these transactions is not so great that it is destructive to the coping abilities of the individual or the environment." (Constable, 1982; 18). Goldstein (in Robinson, 1978; 4) states: "Social work is a form of social intervention which enhances, conserves and augments the means by which persons individually and/or collectively, can resolve disruptions in their social existence".

General social work thus has as its purpose the ability to elevate and enhance positively the functioning of individuals in their social environment.

#### 3.2.5 PURPOSE OF SCHOOL SOCIAL WORK

Hancock describes school social work as an auxiliary service of the school. She considers school social workers as guests

of the school and as enablers to the educational process. They (school social workers) aim to work towards the same educational goals of teachers and principals: "assisting children to become independent, productive, useful and responsible citizens of society.: (Hancock, 1982; 16).

Germaine, in developing an ecological perspective on social work in schools, describes the school social workers' role as working out the interface area of coping patterns between the pupil, parent, school and community. (Constable and Flynne, 1982; 3).

Allen-Meares et al state that "... school social work is the application of social work principles and methods to the major purpose of the school". (Allen-Meares et al, 1986; 68).

School social work is thus a specialist branch of general social work, where the social worker utilises specific knowledge combined with the values and principles of the social work profession, to complement the educational function of the school. The school social worker is thus an integral part of the school system.

### 3.2.6 APPLICATION OF SOCIAL WORK VALUES IN SCHOOL SOCIAL WORK

The profession of social work has a unique system of values.

Allen-Meares et al, define 'values' as follows: "... as ethical concepts or principles that provide a philosophical foundation for a profession". (Allen-Meares et al, 1986; 67)

The above-mentioned authors list some of the primary social work values and the application of these values to school social work. The social work value is placed first, then

follows the application of the value to school social work:

- a: Recognition of the worth and dignity of each human being : each pupil is valued as a unique individual regardless of any unique characteristics.
- b: The right to self-determination or self realisation : each pupil should be allowed to share in the learning process and to learn.
- c: Respect for individual potential and support for an individual's aspirations to attain it : individual differences (including rate of learning) should be recognised; intervention should be aimed at supporting pupil's educational goals.
- e: Right of each individual to be different from every other and to be accorded respect for differences : each child, regardless of race or socio-economic characteristics has a right to equal treatment in school.

(Allen-Meares et al, 1986; 67)

### 3.2.7 CONCLUSION : SOCIAL WORK IN EDUCATION

Both school education and school social work propound a setting in which the pupil is able to learn, acquire a sense of self-confidence and competence, develop a capacity to problem solve and make decisions, develop a capacity to adapt to change and finally to assume responsibility for continuing the process of learning independently.

The differences are in emphasis. School education emphasises cognitive learning processes; school social work, however "... does not provide direct text book educational experiences, but, in many instances, provides learning

experiences that help students make good use of their classroom education. (Hancock, 1982; 16). Both are learning processes that complement and build on one another and that forms part of the pupils socialisation process. As Pearman and Burrows state so aptly, "School social work is designed to maximise, not duplicate, the services of the classroom teacher". (Pearman and Burrows, 1955; 3).

### 3.3 ROLES AND FUNCTIONS OF THE SCHOOL SOCIAL WORKER

#### 3.3.1 INTRODUCTION

In reviewing the literature on school social work it is apparent that firstly, the role and function of the school social worker is the most researched topic in school social work literature; and secondly, the roles and functions of the school social worker are very broad, at times idealistic, and vary from situation to situation.

The research reviewed emphasised the need for the school social worker to be able to perform the function of research, within the school community. Research enables the school social worker to keep up to date with new developments in the school system thus enabling him/her to adapt to various roles and functions to best serve the school and its community.

This section will provide an overview of the various roles and functions of the school social worker, beginning with the research function. Roles and functions will then be discussed in terms of primary, secondary and tertiary functions. To conclude, the responsibility of the school social worker with regard to the ethics of confidentiality will be discussed.

### 3.3.2 SCHOOL SOCIAL WORKERS ROLE : RESEARCH

According to Le Croy and Flynn practice and research has always had a vital professional relationship in social work. (in Constable and Flynn, 1982; 29). Le Croy and Flynn quote Cowger and Kagle who state "if social work is to respond meaningfully to the needs of clients, the demands of funding sources, and the encroachment of other professions, it must support research on practice and use research in practice". (in Constable and Flynn, 1982; 30).

Costin's suggestion supports the above. She suggests a move from the curative casework technique in school social work, to a thematic study approach. The school social worker should study and note themes or strains evident among the school children, parents and their communities. Once this has been researched the school social worker is in a position to provide an effective and useful program. The school social worker is then also in a better position to decide on the thrust of his/her professional activity. (Costin, 1972; 352).

Hand in hand with researching the school communities' needs is the role and function of assessment. Assessment of the tasks and programmes carried out by the school social worker is vital with regard to the accountability to funding resources as mentioned earlier by Cowger and Kagle. Monkman considers assessment as a "bridging concept between action and knowledge, and as a continuous process that is inherent in practice". (in Constable and Flynn, 1982; 27). Monkman continues to say that part of assessment is evaluation. Evaluation is considered to be an assessment of both the outcome and the process. (in Constable and Flynn, 1982; 27).

According to Monkman, it is the responsibility of the school social worker to constantly change his/her perceptions in the light of new knowledge, more accurate facts, new resources

and so on (in Constable and Flynne, 1982; 28).

Steiner and Pastorello state that the development of school social work is dependent on the school social worker making the attempt to integrate practice and research duties and to use the results at organisational and personal-professional levels. (in Constable and Flynne, 1982; 321).

School social work is a new and fast developing specialisation. The school system is a dynamic one, school communities are constantly in the process of change to adapt to new social and economic developments. For the school social worker to carry out his/her tasks effectively and to meet the needs of the community he/she is serving, it is imperative that research, in terms of assessment and evaluation becomes a necessary function to perform.

Monkman states: "For each social worker, the task of participating in the development of new knowledge is just as important as application of the characteristic focus of the profession and its knowledge, values and skills". (in Constable and Flynne, 1982; 29).

Once the school social worker has assessed the needs and difficulties of the school community, he/she is more able to select effectively which of the following roles he/she should adopt and use to meet the needs of the school community.

#### 3.4 PRIMARY PREVENTION : ROLES OF SCHOOL SOCIAL WORKER

According to Allen-Meares et al, primary prevention seeks to "prevent problematic stress and maladaptation and to promote adaptive functioning and positive development". (Allen-Meares et al, 1986; 242).

Primary prevention is not considered to be a simplistic resolution to complex situations. The social worker in the

school setting has an ideal opportunity to institute primary preventive programmes to try and help prevent potentially maladaptive situations from occurring.

In utilising a primary preventive strategy, there are many interventive strategies that a school social worker could employ. Allen-Meares et al defines intervention as "a method used in social casework, groupwork and or community work/organisation". (Allen-Meares et al, 1986; 70). Intervention can thus be considered to be an umbrella term that comprises various acts or roles that the school social worker can select to suit various needs.

According to Ledbetter-Hancock (Hancock, 1982; 46-62) school social workers cannot afford to spend all their time 'rescuing' individual children; they must work towards making changes that will affect large groups and serve to prevent problems developing. Among the activities she cites as appropriate for primary prevention (and according to her, secondary prevention) are the following:

consulting with teachers; working with groups of parents; conducting workshops for teachers; leading classroom discussions; demonstrating and encouraging the use of effective education; providing demonstrations and consultation about effective classroom management; using behaviour modification techniques and group work with students who have potential problems.

In reviewing the literature the following basic primary preventive interventions are suggested:

guidance in the classroom, including vocational guidance; the planning and running of adult education programmes; the planning and running of professional school staff education programmes; running awareness and development groups for school pupils; consultation with teachers.

In order to gain more clarity on these interventions, the author will briefly discuss each one separately.

#### 3.4.1 GUIDANCE IN THE CLASSROOM AND VOCATIONAL GUIDANCE

According to Wren, guidance in schools is an American phenomenon. (Wren, 1968; 1). Radin delineates that the major goals of school social work are promoting the maximum development of all children in the school and to prepare students for their future roles in society. (Radin and Welsh, 1984; 29).

Le Croy and Rose, in discussing their research with regard to helping children cope with stress, agree with Radin that children must be prepared for the responsibility of their future roles in society. In addition they suggest that children should also be taught to cope with stressful situations which will undoubtedly occur throughout their lives. Le Croy and Rose propose that the school is the ideal setting for this educational process to be initiated. They state two reasons for this: firstly, the school is a setting in which such education is not stigmatising to children and parents, and secondly, when such an educational endeavour is presented in the classroom, the intervention is not seen by the pupils as only for disadvantaged or disturbed children. (Le Croy and Rose, 1986; 10).

This method of guidance in the classroom is of particular relevance to South African schools, when through the medium of guidance, pupils could be prepared for the future in terms of a post-apartheid society. Values and prejudices could be vital areas of development for pupils in South Africa.

Rose who researched the development of children's Social Competence in classroom groups, states that classrooms are normal peer group settings for children and it is a desirable

place for the training, practice and research of social competence development. (Rose, 1985; 49).

Yungman and Hegar report in their article on sexual abuse and the role of the school social worker, that the school social worker is in a unique and powerful position to provide preventive services with regard to sexual abuse in schools. (Yungman and Hegar, 1986; 107). They state further that the school social worker has a role of advocate for developing preventive curricula not only for pupils but parents as well. (Yungman and Hegar, 1986; 115).

With regard to vocational guidance, Wren states that vocational choice is not an event, it must be considered as a process, with many choices made over a life time. (Wren, 1968; 59). Haffey states that social workers can help students avoid the difficulties that sometimes accompany the transition from high school to the work field. (Haffey, 1984; 49). Haffey continues to state that preventive models are more often than not focused on providing support for and building competence among pupils who are at transitional stages, and that this could be built into the vocational guidance curriculum. (Haffey, 1984; 58).

Haffey (1984; 58) identifies three major roles that the school social worker can adopt in a vocational guidance programme i.e. enabler, teacher and facilitator. These roles could be used towards enhancing students' vocational adjustments by enabling students to strengthen their coping abilities, social competence and self-awareness. Interventions on the part of the school social worker should focus on developing the pupils' problem-solving abilities, enhancing the pupils' capacity to tolerate ambiguity and helping students to develop healthy ways to adapt to new environments and expectations.

The reviewed literature thus points to the vital role the school social worker should assume with regard to the development of curricula for guidance, as well as to the role he/she can play in carrying out the curricula in the classroom situation or with groups of pupils in the school setting.

#### 3.4.2 PARENT EDUCATION GROUPS

Norma Radin (Radin, 1975; 609) suggests that when the obstacles to the pupils maximum development lie at the community level it is up to the school social worker to engage the community in education programmes. Parents are the first targets for education. Radin suggests that the school social worker organise discussion groups so that parents can share their concerns with other parents before major problems develop. She suggests that the focus of these groups should be educational.

Fritz emphasises that practitioners need to be clear with regard to understanding the difference between an education group and a treatment group. Fritz uses Radin's term of socioeducation groups. In a socioeducation group the worker takes on an educative role, and there is more equality between the social worker and the members. It is a group where the social worker teaches but also learns from members. Fritz states that according to Radin the target group in need of education is more often than not the 'socializers' or 'caregivers' e.g. parents, foster-parents, adoptive parents. (Fritz, 1985; 29-30).

Michael Katz, who has spent a number of years working as a school social worker states that many difficulties experienced by parents are as a result of the parents' hopes that their child will complete the process of socialisation and that they will emerge from school successfully as responsible adults. He suggests that the school social

worker thus extend his/her role to that of developing preventive education programmes for parents, where their fears and difficulties can be heard and worked with. (Katz, 1979; 28). Katz states " School social workers must develop specialised skills that go beyond the writing of case studies and the practice of crises intervention - they must begin to develop programmes that will meet the needs of our growing and changing school communities". (Katz, 1979; 39).

Le Croy and Rose concur with Katz's statement quoted above. These authors focus on the issue of stress management. They suggest that the school social worker offers stress management programmes not only to school pupils but to groups of parents as well. They suggest programmes for parents such as stress management, parenting, managing dual careers, parent-child communication, social skills and family living. Their rationale for working with parents on a preventive level is that from their research they have found that children who are experiencing stress in the home manifest this in many ways in the school environment. (Le Croy and Rose, 1986; 9).

Fine and Brownstein (Fine and Brownstein, 1983; 49) agree with the views presented by the above authors. However, they realistically point out three areas of resistance to parent education in the school. The school social worker needs to be aware of these resistances while planning and endeavouring to implement such programmes.

The first area of resistance is that of the parents. The main area of concern to parents that causes resistance is that of feeling threatened. (Fine and Brownstein, 1983; 49). Parents tend to be afraid to participate in such programmes because they fear they will have to expose family secrets. They might also feel uneasy with regard to sharing personal feelings and experiences. Some parents might also feel that

their children, not they, should be the targets of the school education system. Finally, there are those parents who have had negative previous experiences with institutional settings and thus develop a resistance to participating in programmes offered by the school institution. (Fine and Brownstein, 1983; 49).

Secondly, there is a resistance on the part of the school to encourage parent education programmes. The main difficulty here is that the school is not sure that parent education is in fact part of the mission and function of the school. (Fine and Brownstein, 1983; 50).

Finally, there is the resistance from the community. Fine and Brownstein state that various groups in the community might belong to a particular religious group and they might thus feel that the values reflected in a parent education programme might be in conflict with their own religious values. (Fine and Brownstein, 1983; 50).

The professional literature reviewed on parenting programmes is growing and there is evidence supporting the value and usefulness of such programmes. (Fine and Brownstein, 1983; 54). From a mental health point of view, the stresses and strains of present day society on families creates a need for parent education programmes. According to Fine and Brownstein the school seems to be the most logical institution to present such programmes. (Fine and Brownstein, 1983; 54]. It is the children who will be the parents of the future, who will benefit from their parents' involvement in such programmes.

### 3.4.3 CONSULTATION AND EDUCATION GROUPS FOR TEACHERS

One of the primary methods of referral to a school social worker is via the teachers in the school. It thus stands to reason that teachers are an important target group for

education programmes, to aid them in understanding the psycho social development of the pupils, and in helping them to perform the role of identification of difficulties with greater confidence. (Pearman and Burrows, 1955; 72).

The school social worker is able to carry out two functions with regard to being of assistance to teachers and thereby develop a team model approach in the school. The two functions include consultation and education.

Costin lists, among others, that consultation is a major task and responsibility that the school social worker should perform. "The social worker should consult with teachers about techniques for creating a climate in which children are freed and motivated to learn (for example), by interpreting social and cultural influences in the lives of pupils, facilitating the use of peers to help a troubled child, or assisting in other aspects of the art of managing relationships within a classroom". (Costin, 1972; 350-351).

Zishchka and Fox define consultation as follows: "a process of interaction between two professionals: (1) the consultant, who is a specialist, and (2) the consultee, who seeks the specialist's help regarding a specific work problem and who maintains the right either to apply or not apply the consultant's input". (Zishchka and Fox, 1985; 71). The same authors suggest that the task of consultation, with professional colleagues and others in the educational setting including teachers, administrators, counsellors, psychologists, community groups and parents, is an integral part of the daily functioning of the school social worker. (Zishchka and Fox, 1985; 69).

According to Allen-Meares (Allen-Meares et al, 1986; 10) it is the school social worker, more than any of the other school personnel, that understands that the key to controlling and guiding pupil behaviour is the understanding

of needs, motives and interests of pupils. Social workers have the training and the knowledge to assist teachers in the following areas: relating school work to pupils needs, motives and interests; appraising the results of teaching and learning in terms of their effect upon the needs, interests and motivation of pupils.

The school social worker must therefore assist teachers through the use of consultation and education to help them understand the pupils within a holistic framework.

### 3.5 SECONDARY PREVENTION : ROLES OF THE SCHOOL SOCIAL WORKER

Philip Barker states that, "Secondary prevention aims at early diagnosis and case finding, followed by intervention to bring the disorder rapidly under control, so that there is minimal impact on the subject". (Barker, 1983; 267). He also states that the detection of a disorder at an early age is of great value. According to Barker most schools test and assess pupils regularly to identify or detect early evidence of both emotional and learning disorders or disabilities. Many children who are identified come from troubled families, and treatment often involves the whole family group. Thus, what would be secondary prevention for one child, might be primary prevention for another child in the same family. (Barker, 1983; 275).

The following roles of the school social worker with regard to secondary prevention will be discussed: assessment, liaison and referral to outside resources; counselling of pupils, parents and families; counselling of staff.

#### 3.5.1 ASSESSMENT

Robert Woody, in discussing the assessment procedure, states

that the process of the psychoeducational assessment and diagnosis is important for understanding the pupil and for developing a strategy of intervention. (Woody, 1969; 108). According to Woody the school social worker has the opportunity and responsibility for using his/her professional skills to help a pupil experiencing difficulties. His/her skills should be used at all stages i.e. detection, referral, diagnosis and treatment. (Woody, 1969; 73).

As stated earlier, in the section on primary prevention, it is usually the teacher who will refer the pupil to the school social worker. It is at this point that the worker begins the process of assessment.

Barker suggests that in order to obtain a comprehensive assessment of a child or an adolescent, the parents and if necessary the family should be seen. (Barker, 1983; 39).

Pearman and Burrows state that the duties of the school social worker include the location of factors interfering with the child's normal development both within and without the school. (Pearman and Burrows, 1955; 23). This serves to substantiate Barker's suggestion that in order to gain all the necessary information on the pupil, the parents and family should be seen, and as Burrows and Pearman indicate, the relevant professional personnel in the school need to be seen.

Sussman states that often the social and developmental history of the pupil is obtained during a home-visit and consists of interviews with the parents and the student. (Sussman, 1980; 63). Hancock concurs with Sussman as she states that often many referrals need attention beyond the facts given by parents and teachers. A home-visit offers the opportunity to observe the pupils interactions with his/her parents and siblings (Hancock, 1982; 76).

Personality tests and Intelligence testing is a necessary part of a comprehensive assessment within the school setting. As Pearman and Burrows suggest: "A scientific approach involves the application of specific disciplines in the diagnosis and treatment of individual problems". (Pearman and Burrows, 1955; 25). It is here that Allen-Meares et al suggests that when school social work services are not adequate, the school social worker must make use of referrals to outside agencies and clinics who could be of assistance in the particular area required. (Allen-Meares et al, 1986; 249). This suggests that it is the task of the school social worker to be knowledgeable with regard to what services are available in the community and to develop liaison skills in order to work collaboratively in the area of referrals.

Radin and Welsh suggest that there are certain areas of specialisation within each mental health professional discipline. This is of significance for the school in which the author is employed where the counselling and careers department consists of a social worker, a clinical psychologist and a career guidance counsellor. Depending on the training of the professional in the school, he/she is able to carry out a specific task. (Radin and Welsh, 1984; 28-32). According to this same article, it is the school psychologist or clinical psychologist who would assist with the administration of personality and/or intelligence testing where necessary. According to Pearman and Burrows, the understanding gained from the referral record may be complemented by psychological tests. Pearman and Burrows state further that it is usually not the school social worker who is called on to do the tests. However, they do suggest that the school social worker does have an understanding of the various tests and an understanding of the scientific and intelligent interpretation of the test scores. (Pearman and

Burrows, 1955; 69).

Referrals are important and the school social worker usually refers to clinical psychologists, psychiatrists, or family service units, depending on what service is going to best benefit the pupil. (Pearman and Burrows, 1955; 73).

### 3.5.2 COUNSELLING : PUPILS, PARENTS, PROFESSIONAL STAFF

Woody quotes Brammer and Shostrom who view counselling and psychotherapy on a 'therapeutic psychology' continuum. (Woody, 1969; 123). "Counselling is characterised by the following words: educational, supportive, situational, problem solving, conscious awareness, emphasis on 'normals' and short term". (Woody, 1969; 123).

According to Allen-Meares et al counselling services range from "providing temporary support, crises intervention, and long and short term intensive therapy in preparation of the client for referral to outside resources. (Allen-Meares et al, 1986; 237). Thus counselling has as its aim the exchange of information that results in a joint problem solving effort.

According to Brown, individual counselling is often effective for certain types of problems that contribute to dysfunctional school performance for example, study methods and time management. (Constable and Flynne, 1982; 345). Such counselling will involve significant others, but in the assessment phase only. Brown quotes two studies that have found such intervention to be effective thus suggesting that intervention on an individual-pupil basis is effective. (Constable and Flynne, 1982; 345).

Anderson suggests that the first level of involvement for the school social worker, is at the level of the individual

child. The pupil who displays social inhibition, difficulty in emotional or academic growth is a suitable candidate for assistance from the school social worker. He suggests that intervention could be on an individual, family or group basis. (Anderson, 1974; 525).

Pearman and Burrows include in the duties of the school social worker the following: "helping the school to treat the child as an individual rather than as a type; counselling with the child's family; counselling with the teachers; helping parents of the child to share the responsibilities of the school". (Pearman and Burrows, 1955; 23).

According to Matus and Reid, certain transitional periods in the child's educational development such as entrance to high school, can create stress not only for the child but also for the parents. (Matus and Reid, 1983; 89). The above researchers developed a group counselling programme for parents to aid in the reduction of stress. The programme proved to be effective, and to meet the needs of the parents. (Matus and Reid, 1983; 94).

Constable and Montgomery conducted a research programme into the perceptions of the school social worker's role held by superintendents and social workers. The results of this study included among other roles that both parties saw the provision of individual counselling and counselling to parents and families as a crucial role of the school social worker. (Constable and Montgomery, 1985; 254).

According to Wren, theoretically the counsellor must be a counsellor to the whole population in the school system. (Wren, 1968; 73).

It is noted from the literature reviewed that the role of the school social worker extends from the casework counselling

approach with the individual student, to offering counselling services to parents, families and teachers. Where the school social worker is lacking in expertise in certain specialised areas, the necessary referrals to outside resources must be made. In order for the referrals to be effective the school social worker takes on the role of liaison, collaborator and information giver.

### 3.6 TERTIARY PREVENTION : ROLES OF THE SCHOOL SOCIAL WORKER

Barker defines tertiary prevention as: "measures taken once a disorder is established. It aims to limit the effects of the disorder, to prevent it getting worse and to give support to the afflicted individual or family". (Barker, 1983; 268).

The school social worker's role in the area of tertiary prevention includes assessing and working with pupils who display emotional and behavioural difficulties and who are experiencing scholastic/academic problems.

#### 3.6.1 SCHOOL SOCIAL WORKER'S ROLE IN TREATMENT

Although the literature discussed in section 3.4 encourages a move away from the traditional casework role of the school social worker, the literature still points to the creative function of school social work.

Bacher suggests that behavioural and emotional difficulties experienced by pupils should be dealt with within the school setting. (in Constable and Flynne, 1982; 212). Bacher quotes Siporin who states "Since dysfunction is expressive of person-situation interaction, change in personality or behaviour necessarily requires situational change. Alterations made initially in one or the other need to reverberate through the ecological system". (in Constable and Flynne, 1982; 208).

Hancock and Radin differ in their point of view from Bacher. Radin states "to treat the personal problems of twenty-five children on an individual basis when there are thousands who are years below grade level in reading and mathematics, or who are experimenting with drugs, suggests that the practitioner may be as maladapted to the environment as the dinosaur". (Radin, 1975; 606). Hancock suggests that All one-to-one casework should not and cannot be abandoned, but the intervention must be short term and then referred for long term therapy to an outside source. The main focus of the school social worker should be on preventive and corrective measures. (Hancock, 1982; 249).

Allen-Meares et al states that in the past the role of therapist was paramount to the school social worker. (Allen-Meares et al, 1986; 249). However, since school social work has begun to practice within the ecological systems framework, the school social worker has intervened on a short term basis in the role as therapist to the individual and families, and adopted the role of referring agent, connecting the persons to resources outside the school. (Allen-Meares et al, 1986; 249). However these same authors state "Some school social workers participate in case evaluations and make referrals to medical and mental health agencies or work with the pupils, parents and teachers in rroups as well as individually.

Anderson (Anderson, 1974; 525) suggests a combination of the two approaches. As stated earlier, Anderson suggests that the pupil who displays academic, emotional or behaviour problems is a candidate for assistance from the school social worker. The social worker may provide direct service to the individual, groups of individuals, parents and teachers, or work indirectly such as environmental manipulation, co-ordination with other social agencies and community services.

It is clear that the views in the literature at times agree or disagree that it is the role of the school social worker to act as therapist in individual cases. However the literature does concur that identification and assessment is the role of the school social worker.

As Radin and Welsh claim, the nature of the role of the school social worker will depend on the training, knowledge and interests of the particular social worker. (Radin and Welsh, 1984; 32)

### 3.7 CONFIDENTIALITY : THE RESPONSIBILITY OF THE SCHOOL SOCIAL WORKER

The issue of confidentiality, particularly with regard to the school social worker's role in secondary and tertiary intervention is an important responsibility. The issue here is: to whom is the school social worker responsible?

According to Biesteck, confidentiality is defined in the following terms: "Confidentiality is the preservation of secret information concerning the client which is disclosed in the professional relationship. Confidentiality is based upon a basic right of the client; it is an ethical obligation of the caseworker and is necessary for effective casework service. The client's right, however, is not absolute. Moreover, the client's secret is often shared with other professional persons within the agency and in other agencies; the obligation then binds all equally". (Biesteck, 1979; 121).

According to Skolnik and Atkinson confidentiality has and always will be regarded as both an ethical and practical imperative of social work practice. (Skolnik and Atkinson, 1978; 65).

The concept of confidentiality is inherent in social work practice. However, as Hancock proposes, the difficulty of

how much confidentiality poses itself when the school social worker is placed in the position of reporting back to teachers and principals. (Hancock, 1982; 39). The issue of confidentiality is also related to what is recorded in the files of pupils. According to Hancock there is legislation (the Privacy Act) in America that safeguards the need to protect confidentiality. Hancock suggests that record keeping must only be factual and that information that cannot be irrefutably substantiated must be omitted. (Hancock, 1982; 39).

According to Tiefertal and Charak confidentiality also poses a controversy when writing a case-history. (in Constable and Flynne, 1982; 263). Sensitive information might have been shared with the school social worker. This information could have a direct bearing on the child's problem, but could be inappropriate to share with the teachers and principals. Tiefertal and Charak suggest that parents should be assured of confidentiality and that in the case of a case report, the parents should be allowed to read this report, with the option of adding or subtracting information. (in Constable and Flynne, 1982; 263).

Robinson quotes Fitzherbert who wrote a ministerial paper on childcare services in Scotland. According to Fitzherbert the passing on of confidential material is an issue that mental health professionals must solve for themselves, bearing in mind the code of ethics of their respective professions. She suggests that where information is essential to the well-being and treatment of a child it is necessary to pass this on to professionals who are directly concerned with the child, she includes teachers here. She suggests that the principle of confidentiality is flexible enough, but the difficulty is in the way professionals use it. Sometimes it can be used as a smoke screen to protect the professional from interference or criticism. To quote Fitzherbert "It is

not difficult to show that many people who plead the confidentiality principle as a reason for not sharing information - often in the genuine belief that it is an unbreachable ethical code - are either deceiving themselves or being deceived if they believe that any medical or psychological information is ever entirely confidential. The confidentiality principle is regularly breached between people who trust each other". (Robinson, 1978; 204-205).

Fitzherbert quotes from the BASW's Code of Ethics. In this code of ethics the main theme is the importance of obtaining the sanction from the client to divulge confidential information to relevant persons. However, the social worker is able to use his/her own discretion on the basis of professional consideration and consultation where there is serious evidence of danger to the client, worker and other persons or the community. (in Robinson, 1978; 205).

According to Biesteck confidentiality in social work is a group secret. He gives two justifications for this. Firstly, the social worker must not be seen as a freelance welfare counsellor but as an agent of an institution and secondly, the institution is unable to give effective service unless information is shared with other persons in the institution. (Biesteck, 1979; 125). He states that with regard to intra-agency sharing of information the agency needs to develop a clear policy which determines the persons who need to share in the information and the extent to which they need the information. (Biesteck, 1979; 126).

The social worker in the school is in a difficult position. He/she is working with children who are legally considered 'minors', and this does have far reaching implications with regard to confidentiality and parents. (Wren, 1968; 52). The school social worker is in an educational institution, where the prime aim is education, and this has implications with regard to the school social worker's responsibility to

teachers and principals.

Biesteck suggests that the ethics of confidentiality are intricate and that for this reason the agency has a responsibility in spelling out in policy fashion the practical application of the principle of confidentiality for the caseworker. (Biesteck, 1979; 131).

In discussing the issue of confidentiality, it is important to explore the responsibility the school social worker has towards the principal. In the final analysis it is the principal who heads the school and on whom the final responsibility falls, concerning the child.

### 3.7.1 SCHOOL SOCIAL WORKER'S RESPONSIBILITY TOWARDS THE SCHOOL PRINCIPAL

According to Wren the school principal is responsible for the child in the school, and for the relations the school has with the community it serves. (Wren, 1968; 152). It is also important that the school social worker realises that in order to develop and implement a new programme it is vital to gain the support of the principal. (Hancock, 1982; 51). As Alexander points out it is important that the role of the school social worker is well understood by the principal and administrators. It is also suggested that in order to bring about changes it is essential that the school social worker establish good communication with the principal. (Alexander, 1986; 155).

Pearman and Burrows state that the school social worker must maintain rapport at all times with school administration. In order to maintain rapport the school social worker must involve him/herself with continued education directed towards administration in order that the role of the social worker is made visible and understood. Pearman and Burrows also suggest that the school social worker provide the principal

with statistical reports, and comprehensive essay type reports to keep him/her up to date with the social workers activities. They further suggest that the principal must be kept informed about the identity of clients, and be consulted with regard to the advisability of referral to outside sources. This gives the principal the chance to share any relevant information he might have on the pupil's background. Pearman and Burrows maintain that the principal should be informed with regard to the referral of new cases, he/she should be consulted before the school social worker takes any significant action and he should be informed with regard to the contacts the school social worker is making in the community insofar as they pertain to the treatment of the pupil. (Pearman and Burrows, 1955; 96).

The social worker thus assumes responsibility towards keeping the principal informed about all his/her activities vis-a-vis new referrals, treatment plans and liaison with community resources.

### 3.8 SCHOOL SOCIAL WORKERS ROLE WITH REGARD TO SCHOOL DISCIPLINE

According to Wren, school discipline and the role of the school social worker is a complicated issue. He states that it is only in very rare cases that the school social worker is able to maintain an effective counselling relationship with students in general, while at the same time being responsible for disciplinary action. Wren suggests that the counsellor's responsibility for disciplinary functions should be clarified. It is the natural expectation that the counsellor is the best person to work with a child in difficulty, but that this is quite different from the counsellor being the disciplinary officer or even an adjunct to disciplinary action. (Wren, 1968; 147).

Allen-Meares et al suggest that the school social worker can play an educative and consultive role with regard to establishing a school's code of discipline, educating administrative personnel on effective measures of discipline, educating school pupils with regard to a responsible code of conduct, and to act as consultant in implementing the code of discipline. (Allen-Meares et al, 1986; 124).

Schwarz, in discussing the school social workers role with regard to drug discipline policies, agrees with Allen-Meares et al, that the school social worker's role includes that of educator and consultant with regard to policy making decisions. (Schwartz, 1982; 30-39).

The roles adopted by the school social worker can be briefly summarised as follows:

educator, advocate, consultant, community organiser, liaison, leader, co-ordinator, counsellor, therapist, collaborator, and researcher. In using these roles the school social worker employs the social work methods of individual casework, groupwork and community work.

### 3.9 SCHOOL SOCIAL WORK : THE GENERAL SYSTEMS THEORY AND THE ECOLOGICAL PERSPECTIVE

The professional literature reviewed has indicated that the school social worker's role extends to working with pupil, parents, families, principal, teachers, the community i.e. the focus is on a systems perspective.

According to Anderson and Carter a social system is defined as "a model of a social organisation that possesses a distinctive total unity beyond it's component parts, that is distinguished from it's environment by a clearly defined boundary, and whose subunits are at least partially interrelated within relatively stable patterns of social

order ... simply, a social system is a bounded set of interrelated activities that together constitute a single entity". (Anderson and Carter, 1984; 3-4).

The ecological perspective falls within the above systemic orientation. General systems theory provides tools to help the school social worker examine and understand the organisation of the school and its subsystems. The concepts that make up the systems theory are useful for conceptualising, gathering and organising data about and from the various institutions and systems in which the pupil functions. According to Allen-Meares et al an "ecological perspective is a theory of interaction and/or transaction. It deals with broad, complex reciprocal transactions between organisms and their environments". (Allen-Meares et al, 1986; 71).

Thus the ecological perspective provides the framework for understanding transactions between the person and different institutions and/or systems.

Allen-Meares et al suggest that the ecological perspective within the framework of general systems theory is the most appropriate perspective for viewing social work practice in schools. (Allen-Meares et al, 1986; 71). According to Germaine in Allen-Meares et al, "actually the school social worker stands at the interface not only to the child and school, but family and school, and community and school". (Allen-Meares et al, 1986; 71).

This orientation prescribes an integrated method of practice which Germaine states determines "the nature of people's needs, problems and associated life tasks involved in their resolution and where boundaries are drawn that encase the individual, family, group or community. (in Constable and Flynne, 1982; 3).

School social work is best implemented within a General Systems theory and Ecological Perspective framework. The school social worker's role and function within this framework is broad and is seen as being at the interface of the pupil and the school, pupil and family, the school and the home and finally the school and the community.

## CHAPTER 4 : RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research methodology and design utilised in the study.

### 4.1 RESEARCH OBJECTIVES

The objectives of the study are:-

- a: to explore perceptions of the pupils, parents, and teachers with regard to the current functioning of the school social worker in order to determine which roles need clarification and to which population group.
- b: to explore perceptions with regard to the relative importance of the different social work methods and the implication for practice in order to identify:
  - (i) possible significant trends as to how different methods/approaches are viewed by the different population groups.
  - (ii) where education is needed, so that where particular methods are used they will be better understood and possibly more effective.
- c: to explore perceptions with regard to confidentiality issues in order to identify whether a clear school policy is needed in this area to facilitate the social worker's purpose in the school.

### 4.2 RESEARCH DESIGN

A Research design is the specification of methods and procedures for acquiring the information needed. (Green and Tull, 1966; 88-93). A good design ensures that the information obtained is relevant to the research questions. The information is collected by objective and economical

procedures. There are three broad classes of research designs, exploratory, descriptive and causal. (Polansky, 1975; 38-67).

The present study utilises as an exploratory-descriptive design.

#### 4.2.1 EXPLORATORY RESEARCH

This study is exploratory in that research was undertaken by means of a literature review to gain insight into the field of school social work with particular reference to the role and function of the school social worker, the purpose of school social work, social work methods employed in school settings and confidentiality issues within the school setting. The exploratory research constituted two stages. Firstly, a continuous literature review was completed. (See Chapters 2 and 3). Since this field is a fairly new one in South Africa, it is a relatively unexplored field locally and most of the literature covered is American and British. It was important to explore the literature in order to gain an understanding of the development of school social work and the changing trends with regard to the role of the social worker.

Secondly, research was undertaken as the second exploratory stage. The combination of both exploratory stages enabled the author to explore comprehensively the perceptions of school social work as it is currently perceived by the pupils, parents and teachers at the particular school where the research was conducted.

#### 4.2.2 DESCRIPTIVE RESEARCH

There is an absence of a formulated research hypothesis in this study. The first stage of the exploratory research

served to form theoretical generalisations which were used in the construction of the questionnaire. Due to the exploratory-descriptive nature of the research, the study aimed at forming theoretical generalisations from a theoretical and empirical analysis.

#### 4.3 ASSUMPTIONS UNDERLYING THE STUDY

- a: The efficient and effective utilisation of the school social work service is to a significant extent, dependent on the degree of clarity existing with regard to the purpose, role and function of the school social worker by the school community.
- b: In order for the school community to understand the purpose, role and function of the school social worker, clear policy decisions are required in terms of role description and confidentiality issues.

#### 4.4 METHOD OF STUDY

##### 4.4.1 SAMPLE

No sampling procedures were utilised. Three population groups, the parents, pupils and teachers were given the questionnaires. It was impractical to utilise sampling procedures for the following reasons:-

##### Pupils

There are 500 pupils at the school where the research was conducted. To employ random sampling, or stratified random sampling would have caused more practical problems than administering the questionnaire to all pupils. Finance in terms of printing questionnaires was not a difficulty, since the school provided this facility.

### Parents

There are 350 couples of parents at the school. The questionnaires were mailed to all parents and a request made for them to return the questionnaire to the school. Addresses were printed out by the school's computer. To obtain a random selection of parent addresses from the computer, required that all addresses be printed out. Since this facility was provided by the school at no cost to the researcher, it was decided that all parents receive a mailed questionnaire. The response rate to a mailed questionnaire can be low and unpredictable. (Candy, Davidson, Rand, 1985; 134). The author paid the cost of mailing the questionnaires to the parents, and because of financial constraints, the questionnaire was mailed to the parents with a request that the questionnaire be returned to the school by the pupil. It is also important to note that many pupils at the school have more than one set of parents as a result of divorce and remarriage. Although this was noted, questionnaires were mailed to all sets of parents.

### Teachers

Since there was no cost involved with printing questionnaires, as this was supplied as a courtesy by the school, all teachers received a questionnaire.

#### 4.4.2 RESEARCH TOOLS

##### a) Review of related literature

The study focused on international literature in terms of the roles and function of the school social worker. The theory and assumptions explored in the literature formed the basis of the questionnaire and facilitated the development of the questions on the questionnaire.

b) Questionnaire

According to Lehman (1985; 150), the response rate of mail surveys varies widely. The general expected response rate can range between as low as 1% to as high as 60%. A close-ended questionnaire was constructed based on the theory and assumptions reported in the literature as well as the knowledge of the author (the social worker in the school) with regard to the current functioning of the social worker in the school.

The questionnaire started with simple questions to encourage the respondents to start the questionnaire. Thereafter, more difficult questions were asked, finally ending with easy questions. Great care was taken to ensure that the questions were as unambiguous as possible. Liberal use of white space was utilised in order to make the questionnaire appear easy to read.

Identifying data were different for all population groups.

c) The Covering Letter

The primary objective of the covering letter is to obtain both the respondent's attention and co-operation. Each questionnaire was attached to a covering letter. The letters were printed on the letterhead of the school in which the study was conducted. To avoid bias on the part of the Counselling and Careers Department, the covering letter was signed by the Headmaster. The intention was that the letterhead would be recognised as representing the school and not the specific vested interest of the Counselling and Careers Department of the school.

The covering letter explained the purpose of the questionnaire and summarised what was required of the

respondents. Anonymity was assured.

#### 4.5 QUESTIONNAIRE ADMINISTRATION

##### 4.5.1 PILOT TEST

Draft questionnaires were pilot tested on ten pupils, five staff members and five parents. The author was present at the time of completion, but the respondents were requested to complete the questionnaire independently and to make a note of any comments and criticisms. An English teacher was used in the pilot test for specific comment on sentence construction and grammar. On completion, comments and criticisms were discussed and noted by the author and the appropriate grammatical and instruction errors were corrected. The pilot test also allowed the author to time approximately how long it would take to complete the questionnaire, which could be noted on the covering letter.

##### 4.5.2 QUESTIONNAIRE ADMINISTRATION

Questionnaires were placed in the individual pigeon holes of all the teachers and a request on the covering letter was made in terms of completion date and where to place the questionnaire once it was completed.

Questionnaires were mailed to all parents and a request on the covering letter was made in terms of completion date, and to return the questionnaire to the school secretary via the pupil.

The questionnaire was administered to all pupils over a four day period during guidance classes and study method classes. A secretary administered the questionnaires to the pupils to avoid any issues of confidentiality and bias on the part of the author.

Questionnaires were administered to 450 pupils, the remaining pupils were either absent, or writing tests; 45 were given to the teachers and 350 questionnaires mailed to the parents.

#### 4.2.3 LIMITATIONS OF THE QUESTIONNAIRE AND THE ADMINISTRATION OF THE QUESTIONNAIRE

1. The questionnaire was mailed to all parents. Some parents do not live within the Cape Town area and this could have affected the response rate.
2. The questionnaires mailed to the parents were to be returned by the pupil to the school and this could have affected the response rate.
3. The questionnaire was administered to the pupils over a four day period. This could have affected the responses to questions, since although pupils were requested not to discuss the questionnaire, this could have occurred, and could have affected responses.
4. Pupils and parents could have discussed the questionnaire and this could have affected the responses of the parents.
5. Teachers could have discussed the questionnaire among one another and this could have affected the responses.
6. Although an attempt was made to construct a comprehensive questionnaire, the closed-ended nature of the questions did not allow for any comment by the respondents.

#### 5.6 DATA ANALYSIS

The presentation of results and discussion was done simultaneously. Data were presented quantitatively in the

form of figures, tables and diagrams. Descriptive statistics, such as the mean was used. All data was analysed qualitatively in the form of discussions. Discussions centred around the current functioning of the school social worker, the theory and assumptions reported in the literature explored and occasionally effective studies where available was used.

The quantitative presentation of results, the descriptive statistics and the qualitative discussion is in accordance with the exploratory descriptive design of the study.

#### 4.7 LIMITATION OF THE STUDY

The limitations of the questionnaire has been discussed in Section 5.2.3.

The limitations of the study are as follows:-

1. The study is limited in scope since the population of one particular school was utilised, and thus any generalisations must be viewed in this light.
2. The low response of the parent population does not allow for generalisations or statistical validity with regard to this particular sample.
3. The questions with regard to confidentiality, and relationship difficulties appeared to be obscure since difficulties in relationships with parent/pupil, pupil/teacher, pupil/pupil was not separated and this could have affected the response in terms of how this question was perceived.

## CHAPTER 5 : PRESENTATION AND DISCUSSION OF FINDINGS

The results of the study have been categorised into: Identifying Data; Perceptions of current functioning of the School Social Worker; Methods of social work; Confidentiality and finally Perceptions with regard to School Social Work.

The results will be presented in bar graphs, diagrams and tables. Descriptive statistics have been utilised to describe and interpret results. Results have been interpreted in terms of the school social worker's (i.e. Author's) current functioning in the school, the functioning of previous social workers in the school and the reviewed literature in terms of theoretical concepts and effectiveness studies. The discussion will comment only on significant trends. The term 'significant' has been used descriptively. All the results from the study can be found in the appendix.

### 5.1 IDENTIFYING DATA OF RESPONDENTS

The response rate with regard to the pupils was 84% (N = 420), the parents 22% (N = 76) and the teachers 62% (N = 28). The low response rate of the parents was discussed in detail in Chapter 4.

The tables below reflect the specific demographic information of the three population groups studied.

TABLE I : IDENTIFYING DATA OF THE POPULATION

		<u>PUPILS</u>	%
LENGTH OF TIME AT H.H.H.S	LESS THAN 6 MONTHS		36
	1 <sup>1</sup> / <sub>2</sub> YEARS		30
	2 <sup>1</sup> / <sub>2</sub> YEARS		31
	MORE THAN 2 <sup>1</sup> / <sub>2</sub> YEARS		3
TOTAL			100 (N = 420)
		<u>PUPILS</u>	%
STANDARDS OF PUPILS	STANDARD 8		34
	STANDARD 9		33
	STANDARD 10		33
TOTAL			100 (N = 420)
		<u>PARENTS</u>	%
NUMBER OF CHILDREN AT H.H.H.S	ONE		84
	MORE THAN ONE		16
TOTAL			100 (N = 76)
		<u>PARENTS</u>	%
STANDARDS OF THEIR CHILDREN	STANDARD 8		26
	STANDARD 9		41
	STANDARD 10		16
	STANDARD 8 AND 9		6
	STANDARD 9 AND 10		7
	STANDARD 8, 9 AND 10		4
TOTAL			100 (N = 76)
		<u>TEACHERS</u>	%
LENGTH OF EMPLOYMENT	LESS THAN A YEAR		32
	1 - 2 YEARS		7
	2 - 3 YEARS		7
	3 YEARS AND MORE		54
TOTAL			100 (N = 28)

TABLE II : IDENTIFYING INFORMATION OF THE POPULATION

GROUPS OF RESPONDENTS	AWARENESS OF SOCIAL WORKER IN THE SCHOOL				CONTACT WITH SCHOOL SOCIAL WORKER			
	%				%			
	YES	NO	UNSURE	TOTAL	YES	NO	UNSURE	TOTAL
PUPILS	94	3	3	100	73	24	3	100 (N = 420)
PARENTS	78	17	5	100	21	79	0	100 (N = 76)
TEACHERS	100	0	0	100	89	11	0	100 (N = 28)

DISCUSSION

The 100% response rate indicated by the teachers in terms of being aware that there is a social worker in the school could possibly be as a result of the fact that the author presented a formal lecture to all the teachers with the purpose of introducing herself and explaining the purpose of a social worker in the school.

The high response rate indicated by the parents (79%) who have not had contact with the social worker could have been as a result of many factors, taking into account that firstly the general response rate of the parents to the questionnaire was low. Possibly parents who have had informal contact with the social worker could have not realised that the person was a social worker. This response could also possibly indicate that the author and previous social workers did not work within the perspective of the ecological approach as described by Allen-Meares et al (1986) i.e. working within the framework of contacting all systems involved with a particular pupil. This is a difficulty in the school, since there is no clear policy with regard to working within the theoretical model of the ecological perspective, and perhaps this method needs further investigation in terms of the efficiency of using such a model in this particular school setting considering the age group of the pupils that are being served.

TABLE III : IDENTIFICATION OF TYPE OF CONTACT WITH  
SCHOOL SOCIAL WORKER

<u>TYPE OF CONTACT : PUPIL</u>	%
1. ONLY IN THE GUIDANCE CLASS	59
2. AN INDIVIDUAL SESSION WITH THE SOCIAL WORKER AT YOUR REQUEST	10
3. AN INDIVIDUAL SESSION AT THE REQUEST OF THE SOCIAL WORKER	5
4. AN INDIVIDUAL SESSION AT THE REQUEST OF A TEACHER OR THE PRINCIPAL	3
5. AN INFORMAL CHAT WITH THE SOCIAL WORKER IN THE SCHOOL CORRIDOR	10
6. ANY OTHER	0
<u>TYPE OF CONTACT : PARENT</u>	
1. INDIRECT CONTACT VIA A CIRCULAR WRITTEN BY THE SCHOOL SOCIAL WORKER	7
2. A CHAT AT A P.T.A MEETING	
3. A FORMAL MEETING TO DISCUSS A PARTICULAR DIFFICULTY WITH REGARD TO A CHILD	11
4. AN ARRANGED MEETING AT THE REQUEST OF THE SCHOOL SOCIAL WORKER	3
5. ANY OTHER: CONTACT BY TELEPHONE ON THE PART OF THE PARENTS	3
<u>TYPE OF CONTACT : TEACHER</u>	
1. INFORMAL STAFF ROOM CONTACT	71
2. AN ARRANGED MEETING BY THE SOCIAL WORKER	18
3. FORMAL MEETING INITIATED BY YOU TO DISCUSS A PARTICULAR PUPIL	25
4. AN ARRANGED MEETING INITIATED BY THE PRINCIPAL	11
5. AN ARRANGED MEETING INITIATED BY A PARENT	4
6. ANY OTHER	0

DISCUSSION

It is interesting to note that although the predominant contact with the social worker in terms of the pupils is indicated as occurring in guidance (59%), the author currently takes all guidance classes, so the result could indicate that the remaining 41% are uncertain whether the person who takes guidance is the social worker. Perhaps role clarification is indicated here. Approximately 30% of the pupils have had individual contact with the social worker at whatever level. This is a fairly high percentage considering that the author is currently involved primarily on a more administrative level in terms of programme planning. However, perhaps a group work approach would enable the social worker to reach a larger number of pupils.

A similar proportion (21%) of parents have also had individual contact with the school social worker (bearing in mind the low overall return rate). This could reflect a simultaneous involvement of pupils and parents even allowing for the fact that many of these pupils and parents are not from the same family. The school social worker sees pupils without seeing parents and parents without necessarily seeing pupils. The results reflect the current situation in the school where the author does see parents without pupils being aware of this and vice-versa. The author is of the opinion that there is a need to work within the ecological perspective, however the issue of confidentiality needs to be recognised and this is discussed in detail later in this chapter. (Section 5.4).

It is significant to note that most teachers (71%) had informal contact with the social worker in the staff room. This is in accord with the current functioning of the author. Staff room contact has enabled the social worker to establish good relationships with staff as well as

facilitating the process of educating and clarifying the social worker's role to staff members. Difficulties with pupils are generally discussed on an informal basis with staff members and this allows the social worker to identify difficulties and to aid teachers informally in terms of managing certain difficulties in the classroom, as well as being able to intervene with pupils experiencing the difficulties. This informal contact has probably also affected the high formal contact teachers have indicated with the social worker i.e. 43% of contact was arranged by both social worker and teachers. The teachers, as a result of the informal contact probably feel less threatened to approach the social worker, and the social worker is more able to approach teachers because a good relationship exists. Perhaps the social workers who might in the future be employed in this school or other schools need to be aware of the importance and usefulness of staff room contact on an informal basis.

## 5.2 PERCEPTIONS OF CURRENT FUNCTIONING OF THE SCHOOL SOCIAL WORKER

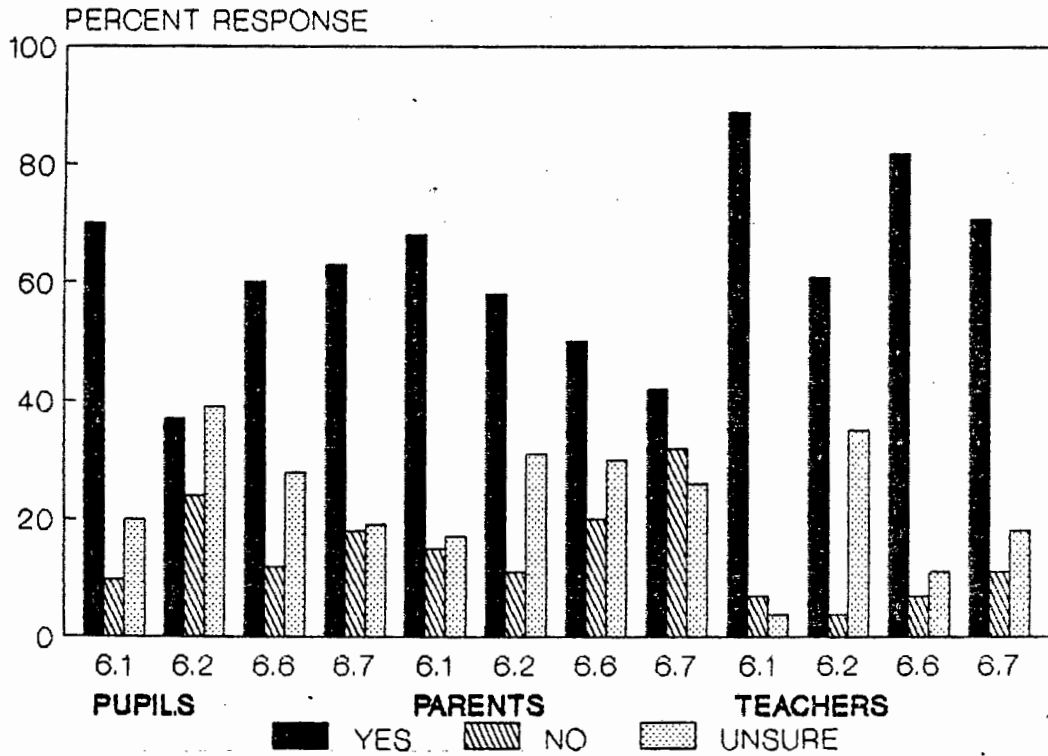
These questions were designed to explore the perceptions of the pupils, parents and teachers of the current functioning of the school social worker. The perceptions have been categorised in terms of primary, secondary and tertiary intervention, for ease of presentation and discussion.

### 5.2.1 PRIMARY INTERVENTION

The literature reviewed has indicated that the school is an ideal setting for the social worker to carry out primary preventive roles. It is within the school setting that the social worker can aim programmes towards educating the school population to prevent maladaptive behaviours from occurring and to create a greater awareness with regard to issues that could cause stress and breakdown. (Allen-Meares et al, 1986). Guidance, educational programmes, community

work and research are seen as primary preventive functions.

**FIGURE 1**                      **GUIDANCE ROLE**



Numbers refer to corresponding question numbers on questionnaire : (See appendix for questionnaire).

DISCUSSION

The results on the figure indicate that across all population groups the social worker is perceived to have a guidance role in terms of, guidance in the classroom (question 6.1), developing a guidance curriculum (question 6.2), vocational guidance (question 6.6) and subject choice (question 6.7). Approximately a third of all the respondents i.e. 37% of the pupils, 31% of the parents and 35% of the teachers are unsure whether the social worker develops the curriculum for guidance.

The social worker currently does function in the role of guidance teacher at the school. Although the literature

(Wren, 1968; Radin and Welsh, 1984) indicates that one of the social worker's roles in the school is that of guidance, the author's perception of this varies. The current situation at the school in which the study was conducted is that the guidance period is shared with library which means that half the class attends library while the other half attends guidance and the situation is reversed the following week. This not only results in the social worker having contact with all pupils fortnightly, but also requires built in controls, such as roll call and disciplining which then become the task of the social worker. Issues of authority are inherent in adolescence, and the author is cognisant of this, however such an overt authority role tends to exacerbate the situation. This situation could cause conflict and prevent certain pupils from approaching the social worker.

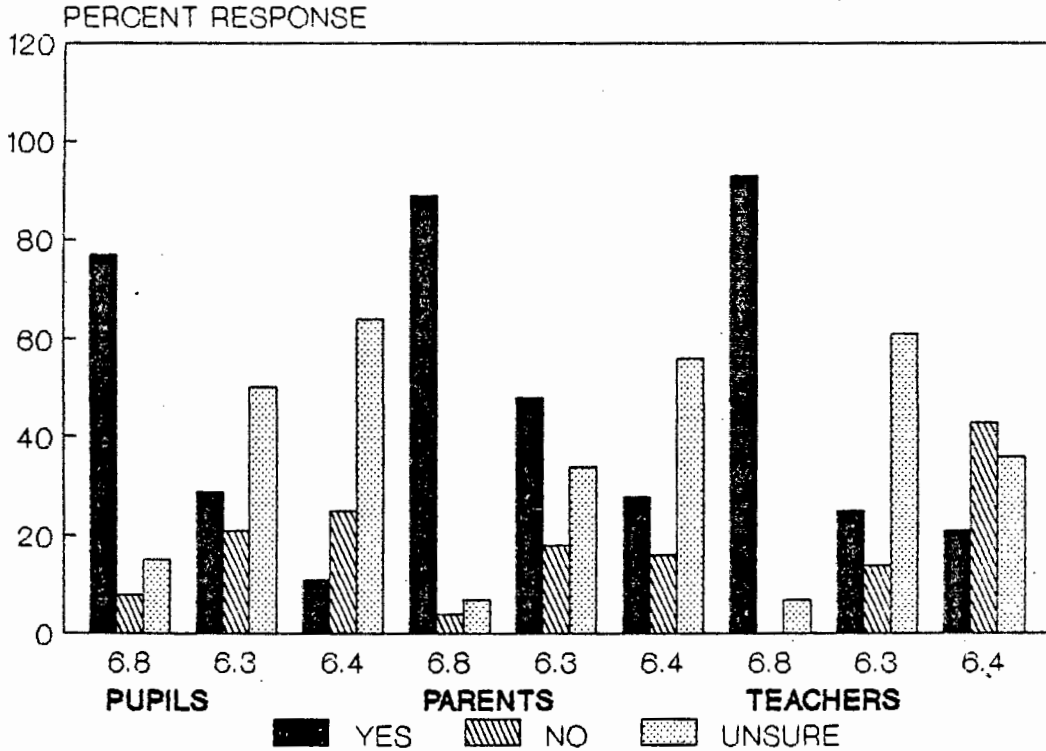
The other difficulty in this particular school setting is that in order to control the pupils in the classroom, teaching has to occur in a didactic manner. The social worker is not a teacher, and this causes more difficulty. It is the author's opinion that further investigation is required with regard to guidance and alternative structures sought in order for guidance to become effective and manageable.

The results with regard to vocational guidance (question 6.6 and 6.7) indicate that this is perceived as the social worker's role. (60% of the pupils, 50% of the parents, 52% of the teachers). As was indicated on the covering letter to all the respondents (see appendix) it was clearly indicated that there was a specialised careers guidance counsellor in the school. The results thus confirm Radin and Welsh's (1984) view that the role and function of specialised professions within the school needs to be clarified to the whole school population.

Perhaps a booklet on the different roles and functions of the specialised professions could be considered for distribution to the school community.

FIGURE 2

# EDUCATOR



Numbers refer to corresponding question number on questionnaire : (See appendix for questionnaire).

## DISCUSSION

The results indicate clearly that in terms of general education programmes (question 6.8) this was perceived by all population groups to be the social worker's role. (77% of pupils, 89% of parents, 93% of teachers). Although this is in accord with the role description found in the literature (Radin, 1975; Fine and Brownstein, 1983) it must be noted that a week prior to administering and mailing the questionnaire, the author had organised a medical expert to address the school on the illness AIDS. Letters, signed by the author, were sent to all pupils and parents and teachers inviting them to attend. The population was therefore made aware of the social worker's role in general educational

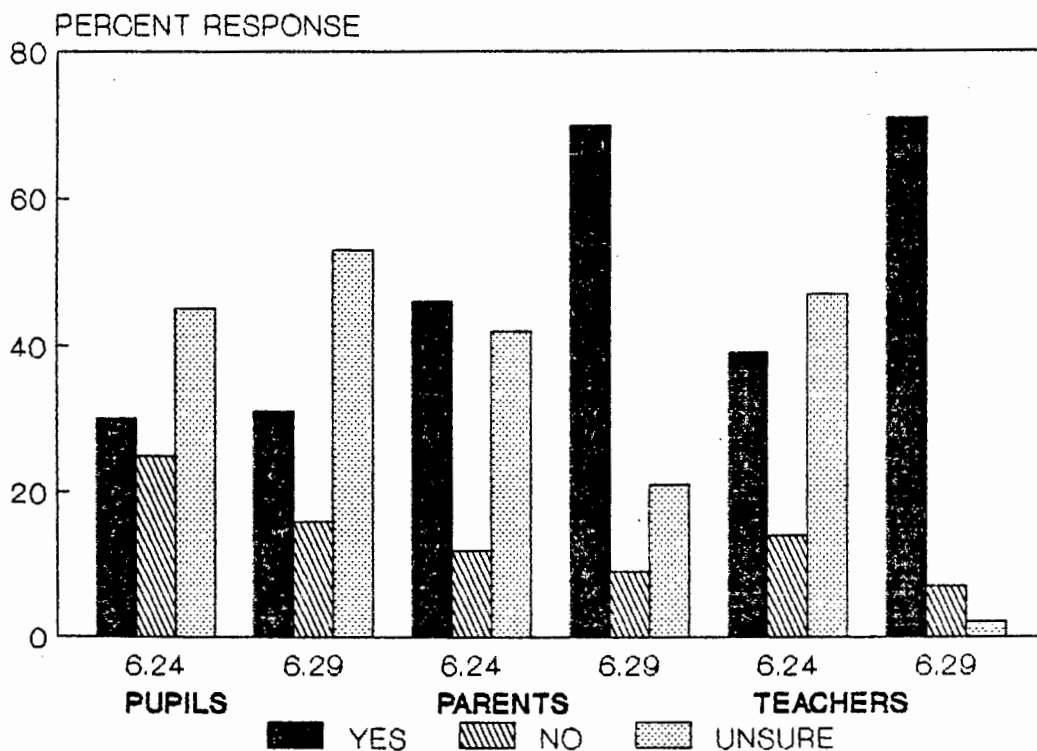
programmes and this incident could have affected the high response rate indicated on the figure. Perhaps a recommendation could be that when any such general education programme is organised by the social worker, circulars signed by both social worker and principal should be circularised as a matter of routine.

With regard to specific parent education groups (question 6.3), most of the population, except for 48% of the parents who perceived this to be the social worker's role, was unsure if the social worker assumed responsibility for this. (50% of the pupils, 34% of the parents, 61% of the teachers). This response confirms the uncertainty in the literature as to whether it is the school's responsibility to perform this function, and whether this should not fall into the realm of general community agencies. (Fine and Brownstein, 1983). (Effectiveness of parent education groups will be discussed in section 5.2). Approximately half of the parents perceived parent education to be the school social worker's role. Only one such programme has been organised at the school during the time period that the author has been the social worker. This programme was however organised by the school committee and the author presented a lecture. The program was not well attended. The topic of discussion was very general. It is the author's view that for such programmes to be effective a needs assessment should be carried out among the parents and programmes designed accordingly in conjunction with community resources such as the Jewish Board of Guardians (a general social welfare agency for the Jewish population). An attempt should be made to organise such programmes so that discussion can occur in small groups to prevent the resistance the literature points out (as discussed above).

The pupils and the parents indicated that they were unsure whether the social worker organised education programmes for the professional school staff (64% of the pupils, 56% of the parents). Pupils and parents are not involved with staff programmes and thus the uncertainty is understandable,

however 43% of the teachers did not see such programmes as being the social worker's role. Although this perception is at variance with the literature, the author is of the opinion that this response could have been affected by two issues. Firstly, the author, in her position as social worker, presented a lecture to the staff on the social worker's role in the school. The lecture however emphasized the social worker's role with regard to the pupils only. Secondly, the teachers could be unaware of areas, such as classroom management using behaviour modification techniques, that the social worker could present to them. The idea of educational staff programmes run by the social worker could also be perceived as threatening by the teachers in terms of interdisciplinary encroachment.

**FIGURE 3 COMMUNITY WORK**



Numbers refer to corresponding question number on questionnaire : (See appendix for questionnaire).

DISCUSSION

In terms of the pupils' perception with regard to community work, in both instances, the majority of the pupils' responses indicated that they were unsure if this was the

social worker's role (question 6.24 : 45% and question 6.29 : 53%). The literature reviewed regards the social worker's role in terms of community work as vital, especially within the framework of the ecological perspective. (Allen-Meares et al, 1986). However, the variance between these responses and the literature could be interpreted as follows: at the time when the questionnaires were administered there was no formal community project for pupils at the school. In the past the pupils had very little contact with community resources as a school project, what contact there was was not ongoing, but a one-off event, for example a visit to the Jewish Old Age Home.

The author is of the opinion, taking into account a) that the Jewish community of the school is community oriented, and b) that a number of Jewish agencies have contacted the social worker at the school to inquire whether pupils are interested to help the agency in some way, that community work projects could be successful. Considering that the pupils in Std 9 and Std 10 are pressurised in terms of academic activities, the project could possibly involve Std 8's only, and could possibly be incorporated as part of the Jewish Studies course covered in Std 8. This area needs to be further investigated.

In terms of the social worker's liaising with community resources for the best interest of pupils, (question 6.29), although this is continually being carried out by the social worker, most of the pupils are unaware of this. When the community resource for example the Jewish Board of Guardians does contact the family, the pupil perceives this as an independent intervention apart from the school. It must also be noted that this type of intervention is limited to a small number of pupils only.

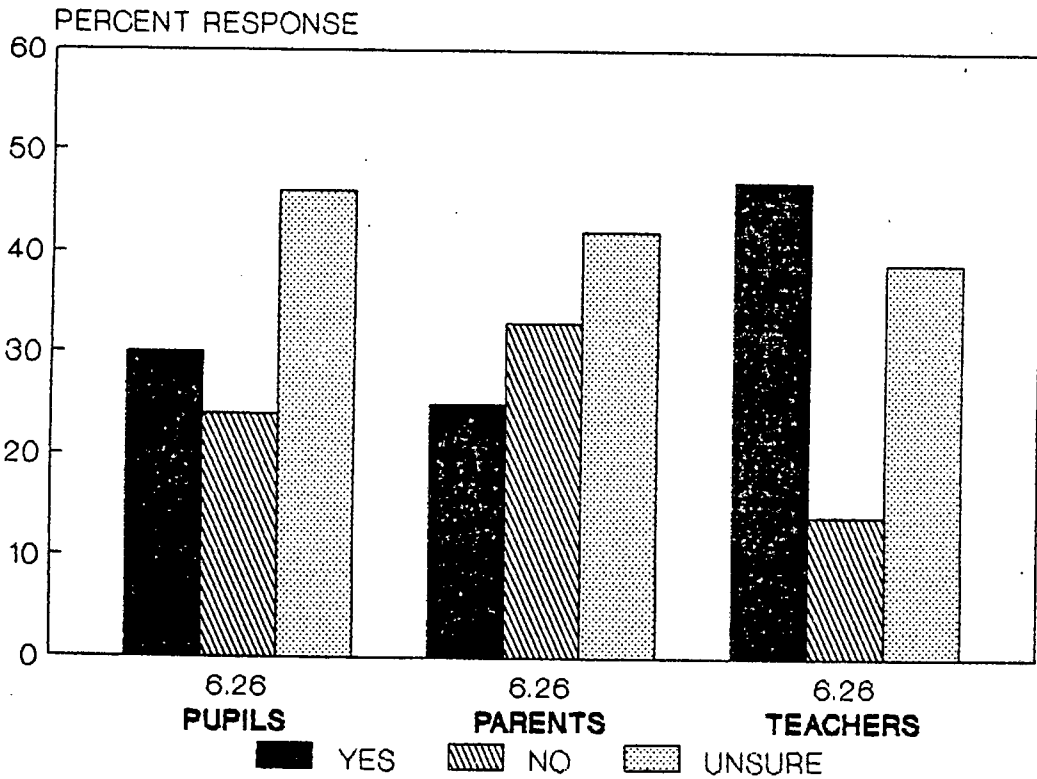
The uncertainty indicated by both parents and teachers with regard to perception of the implementation of community work

projects for pupils, could possibly be explained as was in the case of the pupils. (question 6.24 : 42% of parents unsure and 47% of teachers unsure).

The response indicated on the figure in terms of the social worker's function with regard to liaising with community resources (question 6.29 : 70% of the parents and 71% of the teachers), indicates that the majority of parents perceived this to be the social worker's role. This is in accordance with the literature (Hancock, 1982: Allen-Meares et al, 1986), where this role is seen as crucial. The high response could also have been affected by the fact that both parents and teachers are informed by the social worker when contact is made with a community based agency to assist in the best interests of the pupil. Many of the parents sit on the boards of many of the Jewish community resources and thus have a good understanding of the role these agencies could play in facilitating the work of the school social worker.

The author perceives this role to be crucial. It facilitates the work of the school social worker, reduces work load in terms of individual and family intervention and allows the school social worker time to devote to planning programmes that could reach the larger school population. This role also fosters good relations between the school and the community. It is the author's view that such liaison be considered as part of a school policy with regard to the social worker's job description.

**FIGURE 4 ENROLMENT OF NEW PUPILS**



Numbers refer to corresponding question number on questionnaire : (See appendix for questionnaire).

DISCUSSION

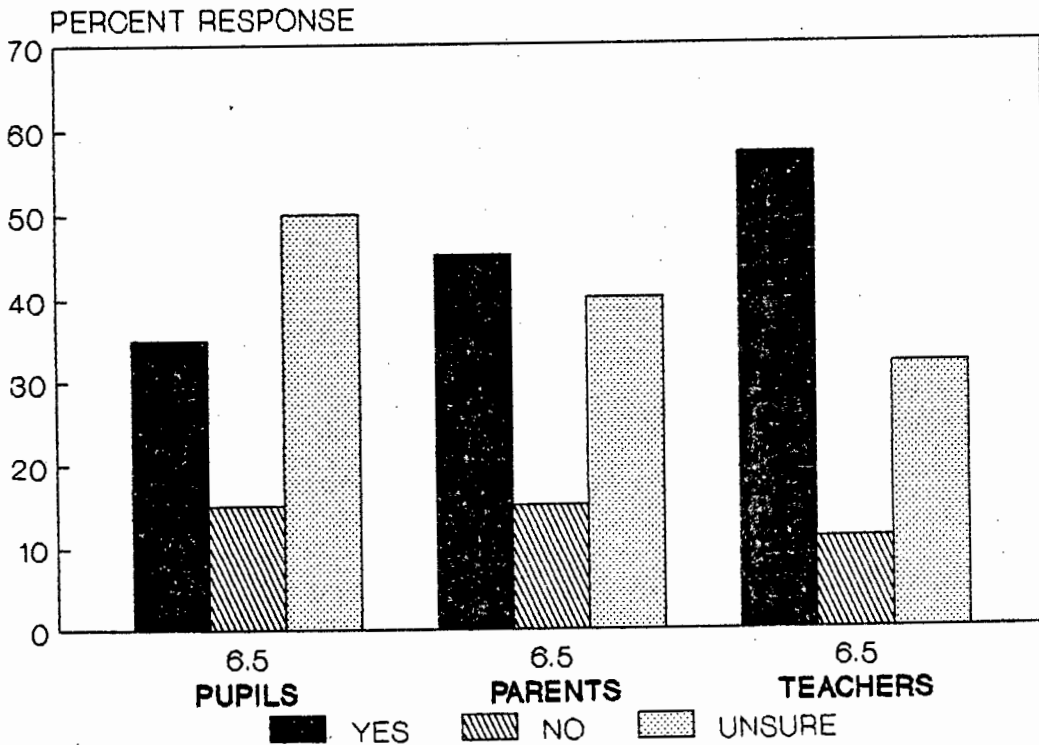
The school in which the research was conducted caters for Std 8, Std 9 and Std 10.

The entering of high school is considered by the literature reviewed to be a transition in the life-cycle of the pupil, which has an effect on parents and family when viewed in terms of a systems perspective. A certain amount of stress is caused, and this is where the social worker could intervene on a primary interventive basis to facilitate the transition for all parties concerned. At the time of administering the questionnaire, this role was not assumed by the author (social worker).

The results on the figure indicate that pupils and parents are uncertain if this is the social worker's role i.e. to be present at the enrolment of new pupils (46% of pupils, 42% of

parents). Although the literature indicates this as a role of the social worker, perhaps the uncertainty with the pupils and parents lies in the fact that they would be unsure what role the social worker would assume and what the purpose of the social worker would be in this instance. Only 47% of the teachers perceived this as being the social worker's role whereas 39% were unsure. Usually a new pupil is enrolled by the principal in the school. The teachers could also possible be unsure of what the purpose of the social worker in this instance would be. This should be clarified with the teachers and parents, and possibly be included as part of the services offered by the Counselling and Careers Department in the recommended pamphlet discussed earlier in the section of guidance.

**FIGURE 5 RESEARCHER**



Numbers refer to corresponding question number on questionnaire : (See appendix for questionnaire).

DISCUSSION

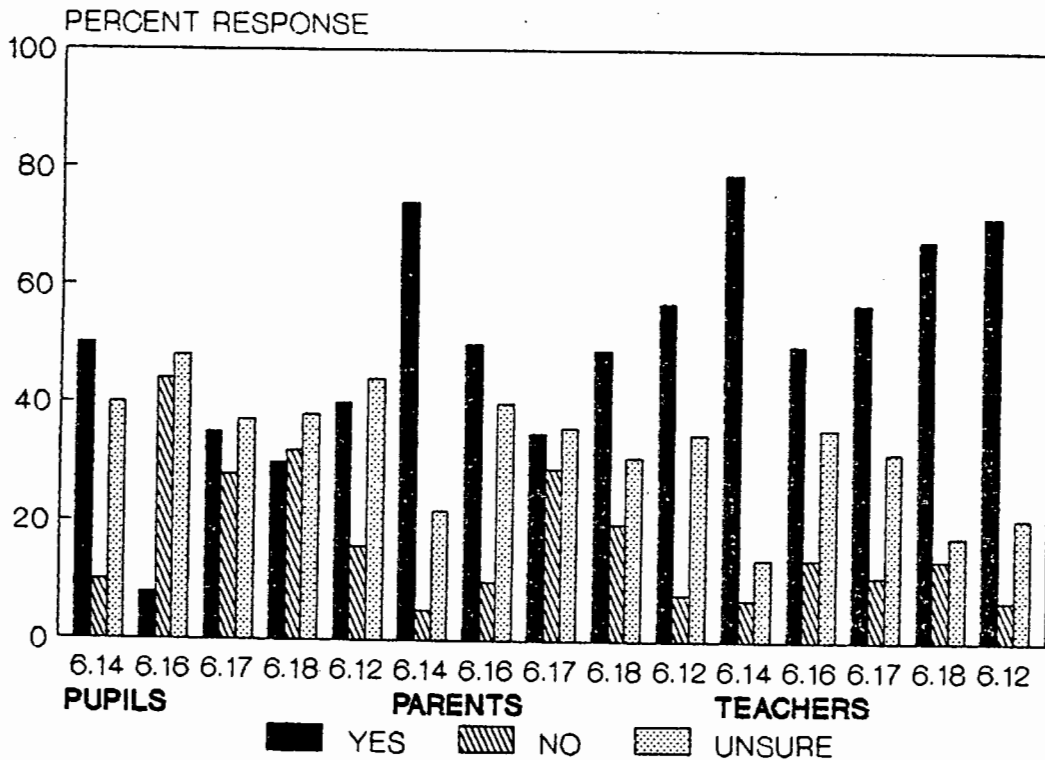
The social worker's role as researcher is important. By doing research the social worker is able to identify

problematic trends, to assess the needs of the school community, and to develop and evaluate programmes in order to be effective in the school system. Research will facilitate accountability to the school administration on the part of the social worker. This is of particular importance, since financial cutbacks are being instituted in the school and will involve evaluating the need for staff reduction. The results on the figure indicate that half (50%) of the pupils were unsure if the social worker does research in the school. This result could best be explained by the fact that in the past when research has been conducted in the school, the research has not been done by the school social worker, but by outside researchers. This fact could also explain the response of the parents, where 40% were uncertain of this role. More than half (57%) of the teachers perceived research to be the social worker's role. The author is of the opinion that the response indicates that research in terms of mental health difficulties in the school, is possibly best conducted by researchers from outside agencies. This allows for greater anonymity on the part of the respondents who might feel threatened if the school social worker conducted the research. However, the evaluation of programmes should be the social worker's role, since this enables the school social worker to account to the school administration with regard to the need for certain mental health programmes.

#### 5.2.2 SECONDARY PREVENTION

Secondary prevention is of great importance, since it allows for the early detection of a disorder, and thus for intervention to occur immediately in order to bring the disorder under control rapidly. The literature regards the following roles as secondary prevention : assessment, counselling and group work.

# FIGURE 6 ASSESSMENT ROLE



Numbers refer to corresponding question number on questionnaire : (See appendix for questionnaire).

## DISCUSSION

Assessment includes investigating a complaint about a pupil, assessing I.Q., personality assessment, home-visit, as well as running personal awareness or development groups for pupils, since the social worker will be able to identify and assess individual difficulties within the group that require attention.

The general trend indicated by the pupils, was that in most instances except for question 6.14, the pupils were unsure as to whether the social worker assumed these roles. The uncertainty of response could be understood in terms of the context of the school. As stated in the covering letter, the school employs a social worker, a clinical psychologist and a careers counsellor. The response indicates that the roles of the social worker and psychologist have not been clarified with the pupils and thus the response of uncertainty. This

is also in accord with the view of Radin and Welsh who have pointed out that often when there is more than one mental health professional employed at the school, the roles of each professional need to be clearly stated in terms of specialised training and functions so that there is no uncertainty or confusion. (Radin and Welsh, 1984).

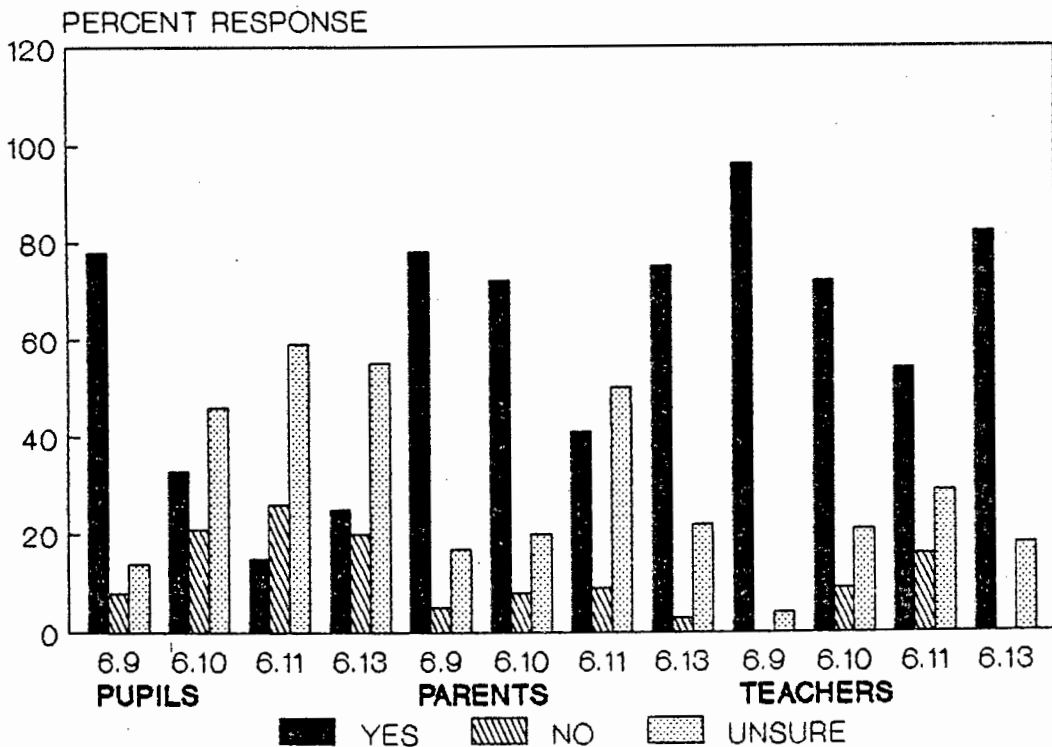
The perceptions of the parents on figure 6 indicated that the majority of parents perceive all the roles to be that of the social worker's, however it is also indicated that there is uncertainty with regard to this. The assessment of I.Q. (question 6.17) although indicated by 49% of the parents to be the social worker's role, was indicated in terms of uncertainty by 31% of the parents. This uncertainty could be as a result of confusion with regard to the specialised roles of the psychologist and social worker.

The teachers' responses present a more realistic view of the social worker's role. However, the majority of teachers' perceived I.Q. testing (question 6.17) to be the social worker's role. The teacher's responses could possibly be as a result of the fact that the author as social worker in the school, presented a formal lecture to the teachers with regard to the role of the social worker in the school. Although I.Q. testing is not directly administered by the social worker, the social worker does act as liaison in terms of organising the testing, and this could result in the perception of I.Q. testing as part of the social worker's role.

Home-visits (question 6.16) were perceived by 50% of the parents and 50% of the teachers as the social worker's role. This however is more in accordance with the literature, where home-visiting is a traditional role, and one of the first, roles of the social worker connected to a school [Robinson, 1978] than with the current functioning of the social worker in the school. The pupils response in this regard is more realistic where 44% indicated that home-visiting was not the social worker's role, and 48% were uncertain. The social worker does not do home-visits, but liaises with community resources to fulfil this role where necessary.

The responses with regard to the social worker's role of running personal awareness and development groups for pupils was affirmative by all population groups (question 6.12). This is in accord with the literature, and the current functioning of the school social worker. (Radin, 1975). The effectiveness of small groups will be discussed in section 5.3. The groups run by the social worker have high visibility in the school community, and are run after school hours with the result that pupils, parents and teachers are aware of this, and this could thus have affected the response. The author is of the opinion that group work is an effective means of reaching a large number of pupils, and thus more cost-effective in terms of time available. In this particular school, social groups are important, and perhaps this could be extended to working with personal awareness and development in small groups. This area needs to be assessed in terms of exploring the pupils perceptions in this regard.

**FIGURE 7 COUNSELLING ROLE**



Numbers refer to corresponding question number on questionnaire : (See appendix for questionnaire).

DISCUSSION

The results on the figure indicate that all population groups perceive the social worker as carrying out individual counselling (question 6.9 : 78% of the pupils, 78% of the parents and 96% of the teachers). This response is in accord with the current functioning of the social worker in this school. However, the literature reviewed views individual counselling as a traditional social work role and recommends that the school social worker should play a limited role in individual counselling and rather employ larger-scale programmes in order to reach more of the school population, rather than expending energy that affects a small number of pupils only. (Hancock, 1982, Radin, 1975). The author is in agreement with the literature as was previously discussed in the section on group work. Short term intervention is realistic and preparation for referral is necessary.

The counselling of parents and families was perceived by the majority of the parents and teachers as the social worker's role (question 6.10 : 72% of parents and 72% of teachers). The pupils indicated uncertainty with regard to this role (46% of the pupils). The result indicated by the teachers and parents reflects the current situation in the school. The teachers are usually informed by the author when counselling is employed with parents. More often than not, when the parent is experiencing a difficulty with a pupil at home, the method of parent counselling is employed in order to look at alternative methods of parenting in the home. The pupil is usually unaware of this, and this could have resulted in the pupils response of uncertainty with regard to this role.

The results indicate that half of the parents and pupils were unsure about the social worker's role in counselling teachers and staff (question 6.11), whereas 54% of the teachers

perceived this to be the social worker's role. The results are realistic, since the counselling of staff remains confidential, and the social worker's role is highlighted only in terms of serving the pupils and the parents.

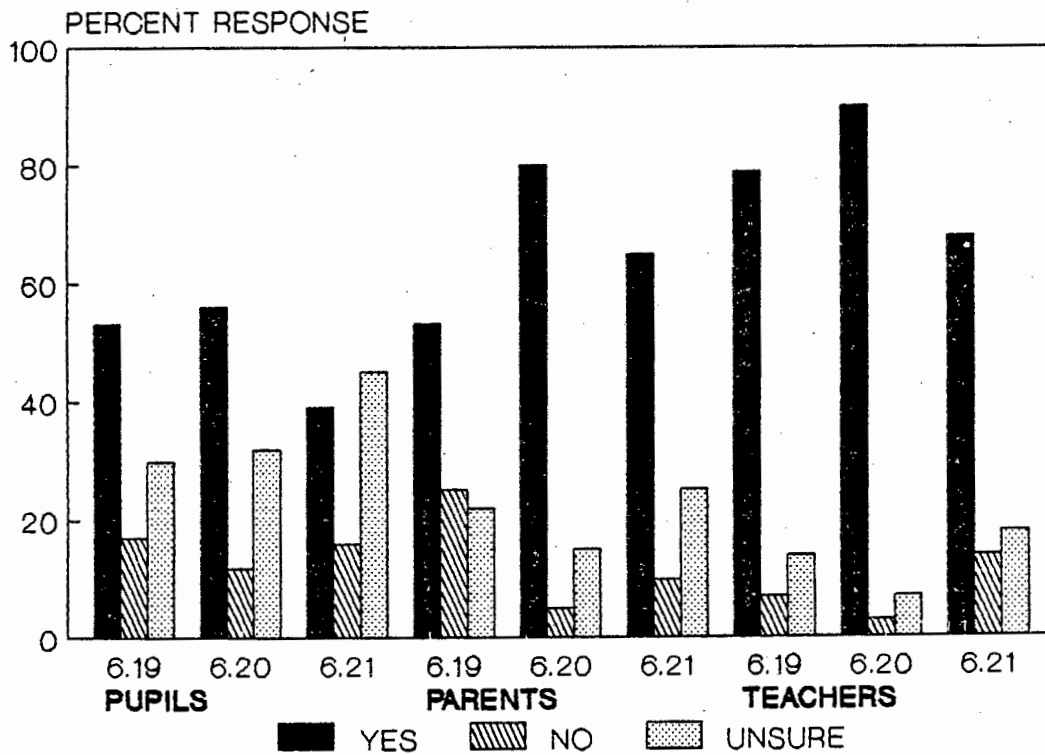
The responses on figure 7 indicate that pupils were unsure whether the social worker refers difficulties to outside professionals (question 6.13 : 55%) whereas both the parents (75%) and the teachers (82%) perceived this to be the social worker's role. This disparity could possibly be explained by the fact that parents and teachers are informed when referrals are made. Although the pupil is informed that he/she is going to be referred, they could possibly perceive the referral as coming from the parents' side, since the parents make the contact with the recommended professional, not the school social worker. This intervention affects a limited number of pupils only.

### 5.2.3 TERTIARY PREVENTION

Tertiary prevention is curative. The social worker intervenes once this disorder is established. The social worker's aim in tertiary prevention is to endeavour to limit the effects of the disorder, to prevent it from getting worse and to support both the individual and the family. Tertiary prevention involves treatment, either on an individual level, family level or group level. In reviewing the literature, the view is that short term intervention in terms of the school social worker's role is important at the tertiary intervention level. Short term intervention is used to assess and identify a difficulty and to prepare the pupil, parents and/or families for referral to a community or private resource. This allows the school social worker to expend more energy in the primary and secondary interventions, where larger population groups can be reached. The social worker's current functioning in the school is in accordance with the literature. However, where the

difficulty is affecting the pupils behaviour at school or performance, a team approach is used in terms of supportive work at school by teachers and school social worker in conjunction with the outside professional.

**FIGURE 8 TREATMENT ROLE**



Numbers refer to corresponding question number on questionnaire : (See appendix for questionnaire).

DISCUSSION

The results on figure 8 indicate that in terms of working with scholastic difficulties (question 6.19) the majority of the teachers (79%) perceived this to be the social worker's role. Although the pupils (53%) and parents (53%) perceived this to be the social worker's role, 30% of the pupils were unsure and 25% of parents did not perceive this to be the social worker's role. The results do reflect the current situation at the school. Where the teacher refers a pupil with scholastic difficulty to the social worker, often the social worker performs the function of resource person for pupils and parents by referring them to psychologists for

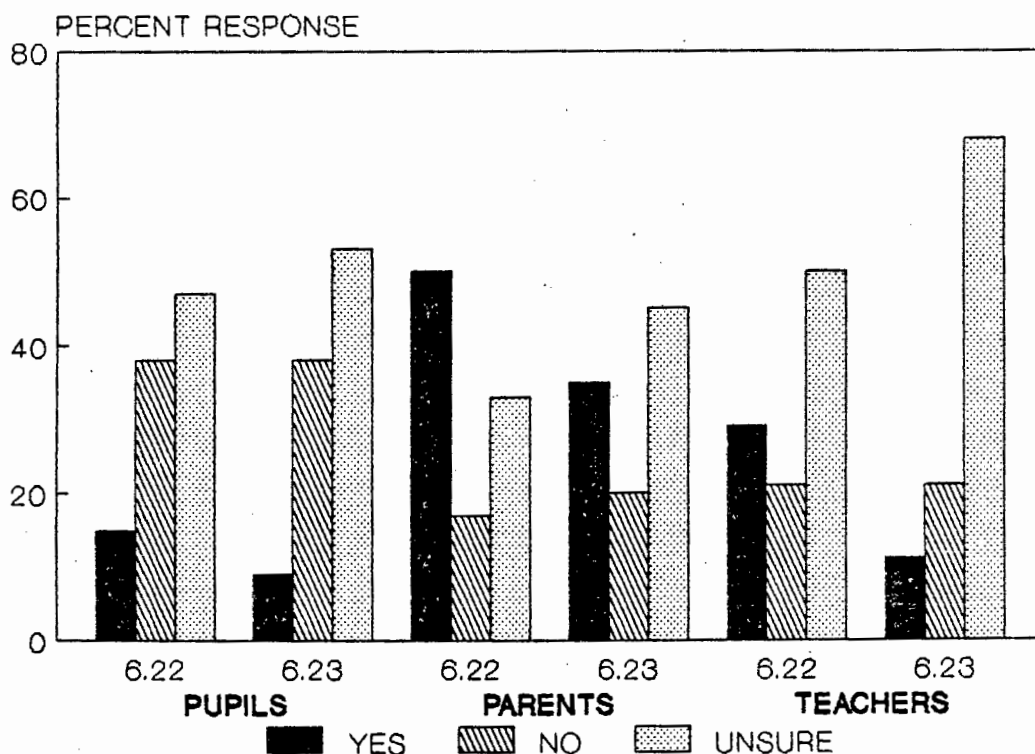
specialised testing and treatment. However, the social worker informs the teachers with regard to pupils' progress, and this could be misinterpreted by the teachers and seen as the social worker doing the treatment. The pupils and parents, however, who are involved directly with the psychologist perceive the social worker as the referring agent, not directly involved with the treatment of the problem.

The majority of the pupils, parents and teachers perceive that the social worker does play a role with regard to assessing and working with behavioural problems. (56% of pupils, 80% of parents, 90% of teachers). This is in accordance with the current functioning of the social worker.

The results indicate that almost two thirds of the parents and teachers (question 6.21): 65% and 68% respectively) perceive the social worker as working with emotional problems. This fairly accurately reflects the current functioning of the social worker. However, 45% of the pupils indicated that they were uncertain with regard to the social worker's role in this area. The results indicated by the pupils could reflect their confusion with regard to the difference in role and function of the social worker and school psychologist. The social worker also has higher visibility among the students in terms of organising education programmes and running groups than with working with pupils who are experiencing emotional difficulties. It is the author's view that clarification in this area is needed for the pupils.

FIGURE 9

# GROUP WORK



Numbers refer to corresponding question number on questionnaire : (See appendix for questionnaire).

## DISCUSSION

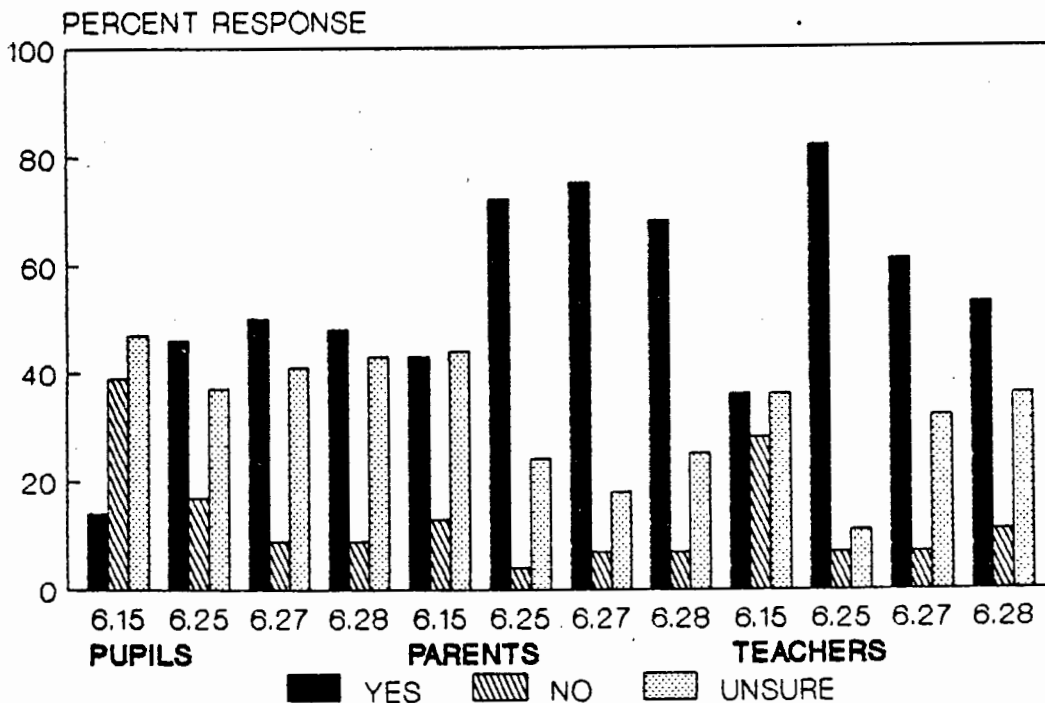
The results presented (Figure 9) indicate that apart from the parents in question 6.22 who perceive the social worker's role as running therapeutic groups for pupils (50% of parents) in all other instances the results indicate an uncertainty with regard to the social worker running therapeutic groups for pupils and support groups for parents. This uncertainty perhaps reflects the resistance to such groups that is pointed out in the literature. (Fine and Brownstein, 1983). The resistance referred to in the literature, however, is mainly parents' resistance to such groups. The predominant uncertainty with regard to therapeutic and support groups for pupils run at the school is at variance with the literature which tends to see an important role for social group work in the school. (Hancock, 1982; Allen-Meares et al, 1986).

Adolescents socialise in peer groups and peer group pressure is very evident at the ages of 14 years to 18 years, which is the age group of the school's pupil population. Group work could thus be an effective method to use within this age group to try and bring about change. Group work also allows the school social worker to reach a larger population. However, the results reflect the current situation in the school, where the author has not attempted to run therapeutic groups for pupils or support groups for parents, but has concentrated on individual casework. As stated in section 5.2.2 the efficacy of group work needs to be assessed in the school.

5.2.4 PERCEPTIONS WITH REGARD TO THE SCHOOL SOCIAL WORKER'S ROLE IN DISCIPLINE AND PROFESSIONAL RESPONSIBILITY

The current position and a new development at the school where the study was conducted, is that the social worker is part of the school's discipline committee. The role of the social worker on this committee has not been clarified.

**FIGURE 10 DISCIPLINE ROLE PROFESSIONAL RESPONSIBILITY**



Numbers refer to corresponding question number on questionnaire : (See appendix for questionnaire).

DISCUSSION

The general trend illustrated on figure 10 (question 6.15) indicates uncertainty with regard to the social worker's role on the school's discipline committee (47% of pupils, 44% of parents and 36% of teachers). These results reflect the reticence evident in the literature on this subject. (Wren, 1968; Allen-Meaures et al; 1986).

The literature describes the social worker's role with regard to discipline to be one of consultant rather than that of carrying out the discipline function.

The social worker is perceived as being involved in counselling the pupil once the discipline has been meted out, but this function is seen as separate from the discipline role. The response is also in accord with the current functioning of the social worker and the discipline committee where the social worker has been used as consultant or information giver with regard to a pupil who has to be disciplined. The issue of discipline is related to the previous section 5.2.1 where the social worker finds herself in the disciplinarian role when taking guidance classes. This issue needs to be carefully assessed in the school and clear role clarification is required.

With regard to the professional responsibility of the school social worker (questions 6.25, 6.27, 6.28) the results indicate that in all cases the pupils were unsure whether this was the social worker's role. The pupils uncertainty could be explained by the fact that they are unaware of the social worker's responsibilities outside of school activities. The majority of parents and teachers perceived the social worker to have a role in professional responsibility and this response could be interpreted by the fact that all teachers belong to a professional teacher's association and are also involved with training student

teachers, and the same applies to the parents. A large percentage of the parents of the school are professionals and thus identify with professional responsibility.

### 5.3 PERCEPTIONS OF IMPORTANCE OF SOCIAL WORK METHODS EMPLOYED IN THE SCHOOL SETTING

The literature reviewed reveals that all methods of Social Work are utilised in school social work. The author (the social worker in the school) currently utilises most methods of social work, with emphasis on individual casework. Where a method has not been employed this will be noted in the discussion.

TABLE IV : RANKING OF SOCIAL WORK METHODS

SOCIAL WORK METHODS	RANKING BY POPULATION*		
	PUPILS	PARENTS	TEACHERS
1. Individual Counselling	1.67 (1)	1.15 (1)	1.00 (1)
2. Group Work	2.21 (2)	1.67 (6)	1.96 (7)
3. Guidance in the classroom	2.60 (5)	1.66 (5)	1.85 (6)
4. Family Counselling	2.85 (8)	1.55 (4)	1.60 (4)
5. Teacher Groups	2.63 (6)	1.71 (7)	2.50 (8)
6. Teacher Consultation	2.43 (4)	1.44 (3)	1.53 (3)
7. Counselling Parents	2.65 (7)	1.38 (2)	1.36 (2)
8. Educational Programmes	2.41 (3)	1.93 (8)	1.75 (5)

\* Figures represent the mean score response to the social work methods. Bracketed figures represent the ranking order.

DISCUSSION : INDIVIDUAL COUNSELLING : PERCEPTIONS OF PUPILS  
: PARENTS AND TEACHERS

All three population groups perceived individual counselling to be the most important method used by the school social worker. These results are in accordance with the research conducted by Constable and Montgomery, where superintendents and school social workers also ranked individual counselling as a crucial method to be used by the school social worker. (Constable and Montgomery, 1985). However, the results indicated on the table are at variance with Hancock and Radin's point of view. (Radin, 1975). Hancock and Radin do not perceive individual counselling to be the most important social work method since this method allows for intervention to a very limited number of pupils. (Hancock, 1982, Radin 1975).

In terms of the context in which the study was done, the current situation could possibly have affected the result. The author, who is currently the social worker at the school, has mostly used the method of individual counselling as an individual strategy, this method thus has high visibility.

The general trend in the literature points to the use of all social work methods in school. This is an idealistic approach and the author agrees with Hancock and Radin who view individual counselling as time-consuming and ineffective in terms of reaching the larger school population group. (Hancock, 1982: Radin 1975). The resources available to the Jewish community, particularly the Jewish Board of Guardians (a General Child and Family Welfare Organisation) provide effective counselling services and this resource could be used to provide long term counselling to pupils, parents and families where required.

DISCUSSION : GROUP WORK : PUPILS PERCEPTION'S

The results indicate that the pupils perceived group work to be ranked second in importance. The pupils at the school

fall into the adolescent age group of fifteen years to eighteen years of age. The result is in accordance with the literature. Pupils of this age function socially in a group and group pressure is evident at this age.

Breidenbach (1984) implemented a group approach with pupils to teach them behavioural skills to help them manage manifestations of anger. One of the results of the study was that the programme did result in an increase in skills for the participants. Breidenbach does suggest that the study is not generalisable, but that further investigation is needed.

Rose (1985) employed the method of group work to enhance pupil's social competence in the classroom. Although it was the models of intervention that was being tested, the group work method was employed since a group offered far more attraction when compared to dyadic interaction and was considered to be a more efficient method in terms of time constraints. The study supported the notion that pupil's social competence can be enhanced through a classroom based group-intervention model.

The author is of the opinion that group work could be a far more effective and cost-effective method to use in this particular school setting. Social groups play a vital role among the pupil population, and such groups are perceived by the pupils as important and powerful. The efficacy of the group work approach, in the author's view, needs to be researched in this school setting, since it appears that it could be a vital method to use in the school.

#### EDUCATION PROGRAMMES : PERCEPTIONS OF PUPILS

Educational programmes were perceived by the pupils to be important (ranked 3). This result could have been affected by the fact that prior to the administration of the questionnaire, the author had organised experts in the field of AIDS and Drugs to present lectures to the pupils. The

feedback from the pupils was positive as well as requesting more of such programmes. It is the author's view that it is difficult to assess the effectiveness of such preventive educational programmes. However, such programmes do impart knowledge on which pupils could base decisions and values. The author recommends that such education programmes be followed up by small group discussions in which pupils have the opportunity to discuss issues and begin the process of developing attitudes and opinions.

#### TEACHER CONSULTATION : PERCEPTIONS OF PUPILS, PARENTS AND TEACHERS

Teacher consultation was perceived as relatively important by all three population groups. (pupils 4, parents 3, teachers 3). The method of teacher consultation has been utilised by the social worker frequently. The teacher is the person who has contact with the pupils most of the time and it is therefore the teacher that can identify difficulties in the classroom. The implications of teacher consultation appears to be recognised by all three population groups.

#### GUIDANCE IN THE CLASSROOM : PERCEPTIONS OF PUPILS, PARENTS AND TEACHERS

The ranking on Table 4 reflects that all three population groups perceive guidance in the classroom as being of relatively little importance. (pupils 5, parents 5, teachers 6). This is at variance with the literature where generally guidance is indicated to be a vital role of the school social worker. (Wren, 1968: Radin, 1975). The pupils perception in this case is also in contrast with their rating of group work which suggests that there is a difference in perception with formal guidance in small groups and extra-curricular groups. The ranking could also reflect the perceptions of the method used during guidance classes currently. The issue of guidance has been discussed at length in section 5.2.1 and section 5. It is clearly indicated that the area of guidance

during school needs to be re-evaluated and alternative planning is required.

#### COUNSELLING PARENTS : PERCEPTIONS OF PUPIL, PARENTS AND TEACHERS

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The perceptions of the pupils with regard to the method of counselling parents has been ranked relatively low in importance (7) with family counselling ranked the least important. This could be linked to section 5.2.2 where 46% of the pupils were uncertain whether parent counselling and family counselling was the role of the social worker. The result indicated by the ranking could possibly reflect the pupils perception of the beginning of the individuation process where the pupils require a sense of privacy. This issue will be discussed in more detail in section 5.4 where issues of confidentiality are explored.

The pupils ranking with regard to the importance of counselling parents is strongly contrasted by the response indicated by both parents and teachers where both groups ranked this as 2. The ranking given by the teachers could possibly reflect their needs as parents to seek help from the social worker with regard to difficulties they have with their own children. The response indicated by the parents is realistic and reflects the ethos of the parent population of the school. The author has noted in the time she has been in the school, that parents maintain regular contact with the principal and the teachers to keep up with the functioning of their child/children in the school. Le Croy, Koeplin-Le Croy and Long (1982) who conducted a study with regard to the effectiveness of parent training using consultation, lectures, group discussion and reading assignments concluded that these techniques are effective. The literature reviewed reflects the view that counselling of the prime care-givers of the children is often more effective than the counselling of the individual child. Adolescence is an age where both

the parent and the child have to adapt to transitions and changing expectations. It is a difficult period and according to the literature counselling parents could assist the parent in coping with the adolescent. (Allen-Meares et al, 1986).

#### FAMILY COUNSELLING

This was ranked the same by both parents and teachers as relatively important (ranked 4). This is in strong contrast to the ranking given by the pupils (8). The results could be explained as discussed previously in the pupil's perceptions of counselling parents.

#### GROUP WORK : PERCEPTIONS OF PARENTS AND TEACHERS

Group work was ranked as relatively low in importance. (6 by parents and 7 by teachers). Again this is in contrast to the rating of 2 by pupils. In terms of groups for pupils, the parents and teachers' response could possibly reflect their reticence with regard to peer groups, since peer group pressure during these ages is often seen in a negative light in this particular school. The author is of the opinion that it is necessary to clarify to the parents and teachers the value of group work with pupils of this age-group.

The response could also possible indicate the resistance parents and teachers feel with regard to parent groups or teacher groups. This has been discussed in section 5.2.2. Clarification with regard to parent groups and teacher groups thus needs to be clarified with this population.

#### EDUCATIONAL PROGRAMMES : PARENTS' PERCEPTIONS

Educational programmes has been ranked by the parents as least important (8). This is at variance with the results

indicated by Le Croy et al (1986) as discussed above. The author is of the opinion that educational programmes reach a large number of people. However, the ranking could reflect that educational programmes that have been run previously have been too broad and general with regard to subject matter. It is the author's opinion that a needs assessment needs to be conducted within the parent population of the school in order to plan educational programmes of interest and value to the parent population.

#### EDUCATIONAL PROGRAMMES : TEACHERS' PERCEPTIONS

The Teachers have ranked educational programmes relatively low in importance. The importance of such programmes has been discussed widely in this section and section 5.2. The value of general education programmes needs to be clarified to the teachers.

#### TEACHER GROUPS : TEACHERS' PERCEPTIONS

The teachers perceived teacher groups as being of least importance. This response could have been affected by a misinterpretation of teachers groups not being perceived as educational groups, but as perhaps therapeutic groups. The teachers could also possibly perceive the social worker's role as concerned mainly with the pupils. Currently the social worker has not run teacher groups and this could have affected the ranking. However, the author shares the same view as the literature reviewed that teacher groups are important since it is the teachers who identify difficulties in the classroom with pupils, and teacher groups could serve as educational in terms of giving teachers information which could aid them in the task of identifying difficulties and managing these difficulties in the classroom.

#### 5.4 PERCEPTIONS WITH REGARD TO CONFIDENTIALITY

The issue of confidentiality is a difficult one within the

school setting. The difficulty is exacerbated in the school in which this study was conducted since the general age of the pupils is between thirteen years and eighteen years, the period of adolescence wherein the individuation process is accentuated. However, the issue of confidentiality should be perceived in terms of the function of the school social worker. The school social worker is concerned about the best interests of each pupil in terms of academic and socioemotional development. Where academic functioning is being disturbed, the social worker works within the ecological perspective to ascertain in which area the pupil is experiencing difficulty. Assessment thus involves contact with parents and teachers and at times friends. In order to improve the pupil's functioning the school social worker needs to employ a multidisciplinary approach within the school system, at times this could involve the aid of the principal, the Standard Head, the teacher and /or the parents and families. The issue of confidentiality thus becomes controversial, (Hancock, 1982) for example, where a pupil has made contact with the social worker as a result of feeling depressed about having broken up with a boyfriend/girlfriend, and this depression has affected the pupil's current functioning in the school, does the school social worker explain this to the Standard Head so that the pupil is not pressurised by teachers? or so that the Standard Head has an understanding of what could have caused the deterioration in mark?

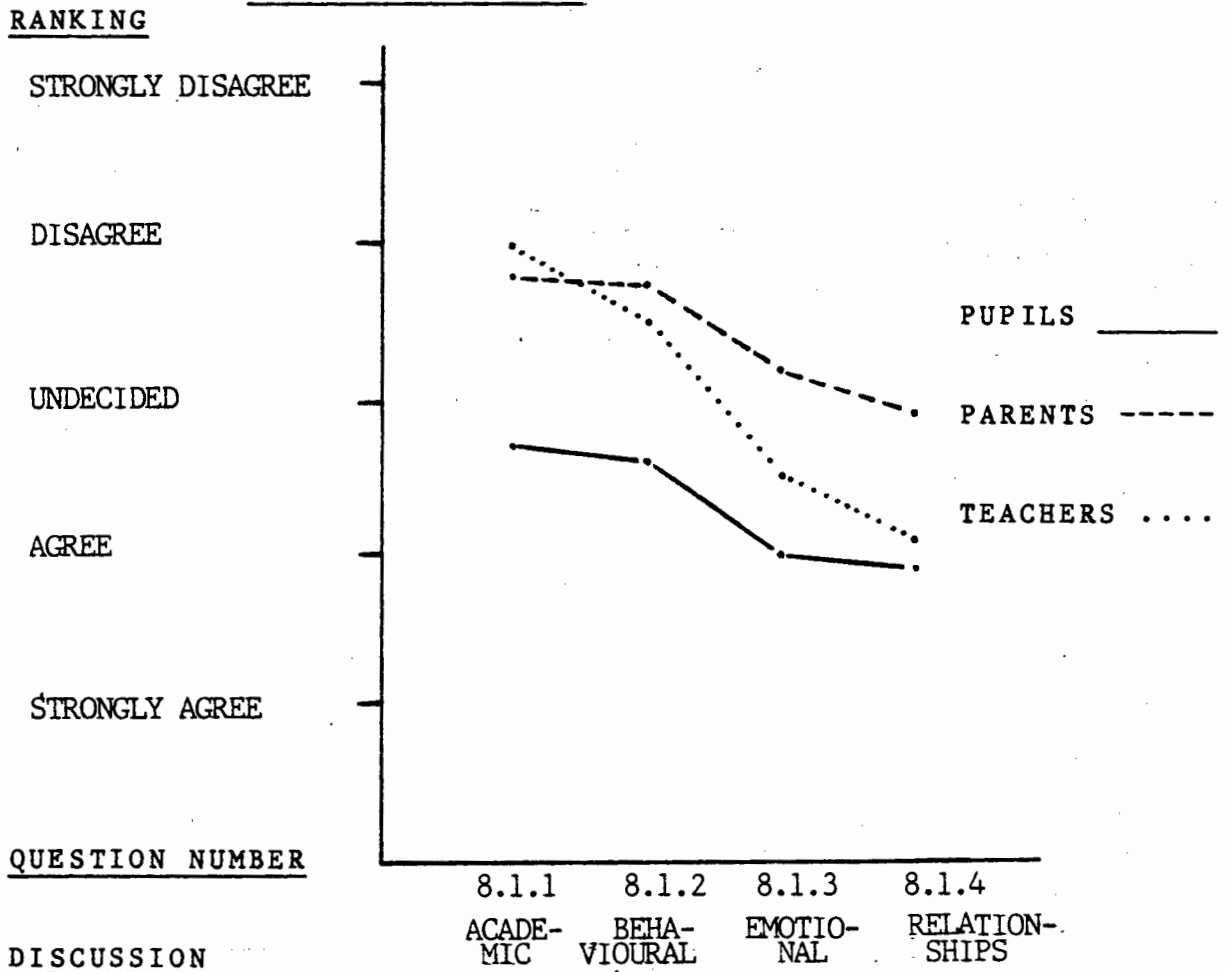
Currently there is no policy in the school with regard to confidentiality, and this from the author's point of view makes contracting with all population groups in the school difficult. Thus this section of the questionnaire serves to explore perceptions with regard to confidentiality to explore whether there is a disparity of perceptions.

A descriptive analysis of the results is presented. Discussion will serve to highlight disparities and congruencies. The mean score has been utilised for the

purpose of description. The question will be given for ease of discussion and the question number will correspond with the question number on the questionnaire. (See appendix for questionnaire).

8.1 If a pupil calls a meeting with the social worker with regard to a particular problem, the social worker should keep this in the strictest confidence, i.e. the social worker should not discuss this with parents, teachers or principals.

FIGURE 11 : CONFIDENTIALITY : PERCEPTIONS WHEN PUPIL INITIATES CONTACT



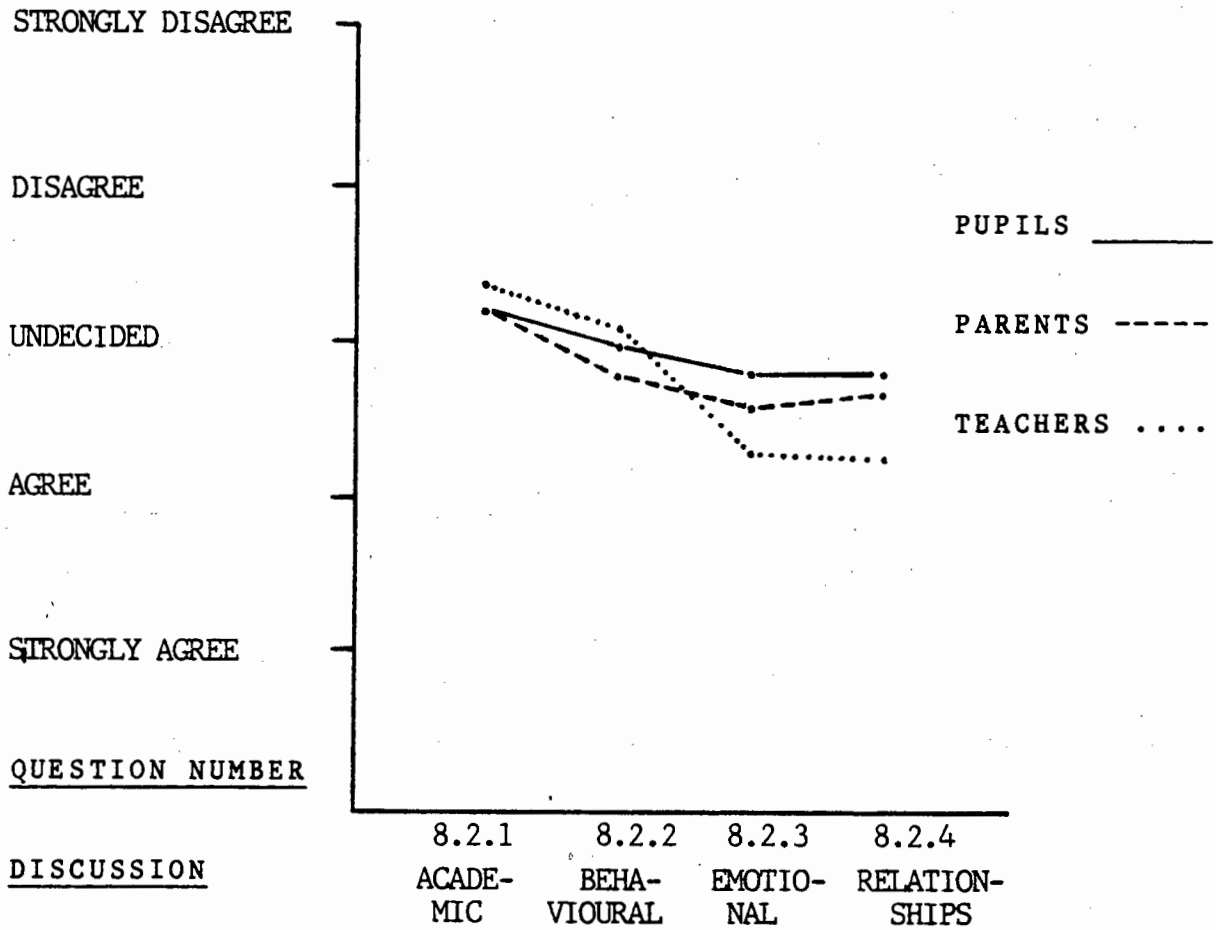
The mean scores illustrated on figure 11 indicates disparity between the perceptions of pupils in relation to the

perceptions of the parents and teachers in terms of all difficulties. The pupils perception lies on the continuum of agreeing that the contact remain confidential except for academic difficulties. Disparity between the parents and teachers is illustrated with regard to emotional and relationship difficulties, where the average scores of the teachers are on the continuum of agreeing that the issues should remain confidential to indecision, and the average scores of the parents are on the continuum of indecision to disagreeing.

Clarity is needed in terms of the purpose of the school social worker in the school setting to all population groups with particular reference to the pupils where the issue is an academic one and help can be sought in the school setting. It is the author's view that a policy should be developed, since without a policy, the school social worker does have difficulty when contracting with a pupil, and there are times, especially with regard to behavioural, emotional and relationship difficulties that a contract for complete confidentiality becomes precarious.

8.2 If a teacher refers a pupil to the social worker, the referring teacher should remain anonymous, i.e. the pupils should not be told who the referring teacher is.

**FIGURE 12 : CONFIDENTIALITY : PERCEPTIONS WHEN TEACHER REFERS PUPIL RANKING**



The mean score presented in figure 12 indicates that the perceptions of the pupils and parents are the same with regard to an academic referral, where the average score is closer to indecision about confidentiality than the teachers' perceptions. The pupils and teachers' perception with regard to a behavioural referral are similar and, on the continuum of indecision to disagreeing that the teacher should remain confidential, whereas the parents perceptions are on the continuum of agreeing that the referring teacher remain confidential, to indecision. The perceptions of the pupils indicate indecision with regard to emotional and relationship difficulties whereas the perceptions are distributed on the continuum of agreement but lie closer to indecision. The teachers' perceptions in terms of emotional and relationship difficulties are at variance with pupils and parents, where

the average score of the teachers is on the continuum of agreeing that the referring teacher remain confidential.

The implications involved in maintaining the confidentiality of the teacher in any of the instances are problematic. The major difficulty, from the author's point of view, is for the social worker. If the anonymity of the teacher is maintained it becomes a difficult task for the social worker to intervene, since the difficulty cannot be directly confronted since the pupil will be perceptive to hidden agendas and this could cause difficulties. Where confidentiality is maintained when a teacher refers a possible relationship difficulty he/she is experiencing with a pupil, the problem is then placed on the pupil, where intervention should occur with both parties involved. This situation has often arisen, and it is the author's view that a policy must be developed in this regard to avoid any misunderstandings and difficulties.

8.3 If parents contact the social worker with regard to a particular pupil, that this remain confidential, i.e. just between parents, pupil and social worker.

FIGURE 13 : CONFIDENTIALITY : PERCEPTIONS WHEN PARENT INITIATES CONTACT

RANKING

STRONGLY DISAGREE

DISAGREE

UNDECIDED

AGREE

STRONGLY AGREE

QUESTION NUMBER

8.3.1

8.3.2

8.3.3

8.3.4

ACADE-  
MIC

BEHA-  
VIORAL

EMOTIO-  
NAL

RELATION-  
SHIPS

DISCUSSION

PUPILS \_\_\_\_\_

PARENTS - - - - -

TEACHERS . . . . .

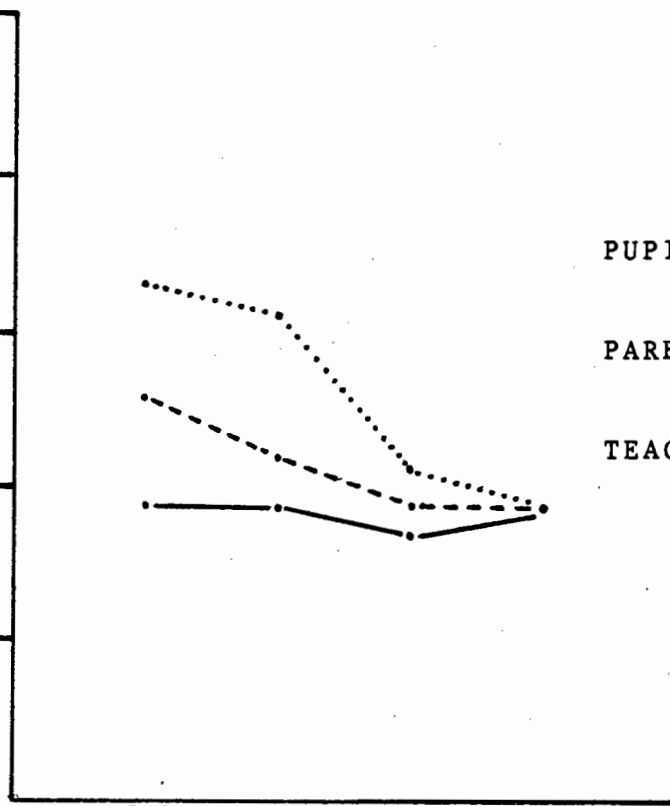


Figure 13 illustrates a disparity in terms of the teachers perceptions in this instance with regard to academic and behavioural difficulties, whereas the pupils and parents scores lie on the continuum of agreeing that in this instance the issue should remain confidential, although the score of the parents is distributed more to indecision. The perceptions of all population groups are approximately similar with regard to emotional difficulties and the same with regard to relationship difficulties.

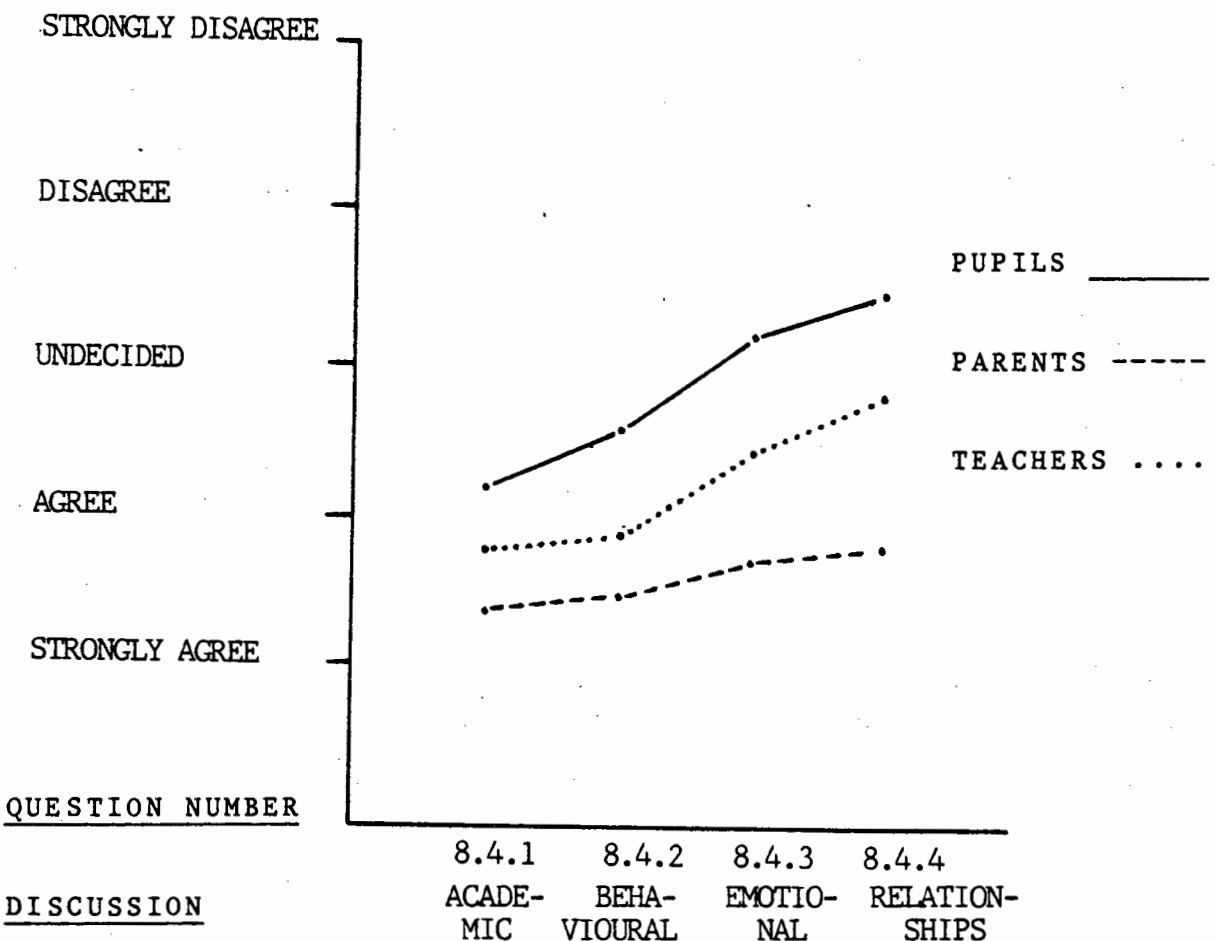
It is clear that pupils and parents need to be educated in terms of the social worker's purpose in the school. Academic difficulties are important for the teachers to be aware of since often the teacher's assistance in this area is invaluable. Behavioural difficulties experienced by pupils

often spill over into the classroom situation and if the teacher is unaware of the difficulty, it is often managed in the classroom to the detriment of the pupil. Clarification is needed to the pupils and parents with regard to assistance the school is able to give in terms of academic difficulty as well as education with regard to the often needed assistance of teachers in relation to a behavioural difficulty with particular reference to appropriate classroom management.

8.4 That the social worker liaises with the principal in order to keep him in touch with difficulties pupils are experiencing.

FIGURE 14 : CONFIDENTIALITY : SCHOOL SOCIAL WORKER LIAISON WITH PRINCIPAL

RANKING



The scores presented on the figure indicate that in terms of academic difficulties the perceptions of all populations are approximately in agreement. The disparity of perceptions of

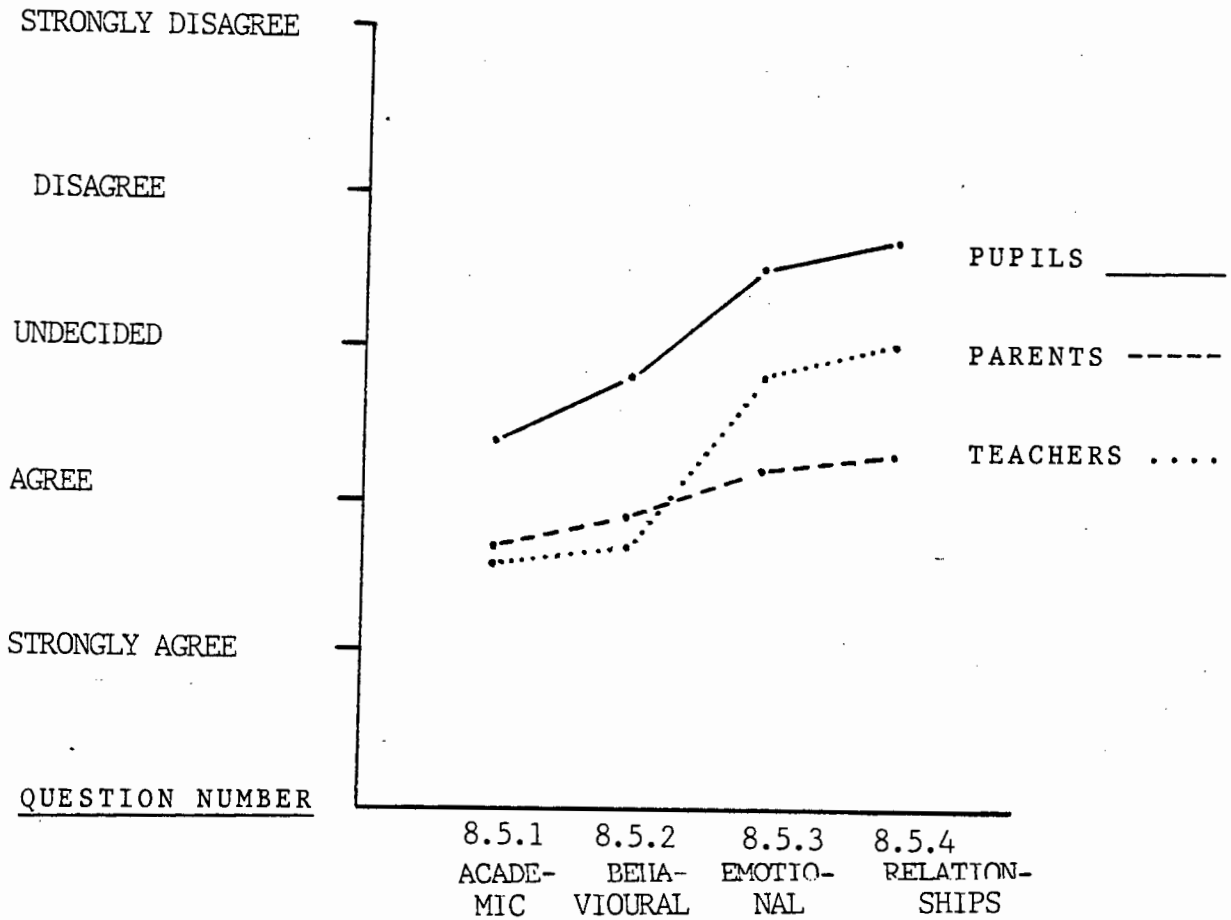
the pupils is illustrated with regard to behavioural, emotional and relationship difficulties, where the average scores are distributed closer to indecision. This indecision could reflect the pupils uncertainty with regard to the purpose of informing the principal and what the principal's role in such circumstances would be.

The school social worker is directly accountable to the principal in terms of the services he/she offers. Where confidentiality is maintained in any instance, the responsibility is the social worker's. If any complication does arise and for example the parent contacts the principal, this could create a difficult position for both principal and social worker. The social worker is also in a position where he/she needs to practice discretion in terms of what information to give to the principal. At times the social worker needs to be assured that the principal will maintain confidentiality. It is the author's view that these issues need to be clarified with the principal and that a mutual decision is reached with regard to the social worker's liaising with the principal. This in itself poses difficulties, and it is the author's view that a certain amount of education will be necessary before a policy can be developed.

8.5 That the Standard Heads, i.e. the different teachers in charge of e.g. all Standard 8's, all Standard 9's, all Standard 10's are informed about difficulties pupils are experiencing.

FIGURE 15 : CONFIDENTIALITY : SCHOOL SOCIAL WORKER LIAISON  
WITH STANDARD HEADS

RANKING



DISCUSSION

The mean scores on figure 15 illustrate that the pupils differ in perception with regard to this issue in all four difficulties. The pupil's scores fall within the continuum of agree to indecision for behavioural difficulties and disagreement with regard to emotional and relationship difficulties. The parents and teachers differ with regard to emotional and relationship difficulties.

The teachers' perception with regard to emotional and relationship difficulties, is indicated on the continuum of agree to indecision, whereas the parents perception fall within the continuum of agree.

The Standard Heads are in charge of all pupils that fall within their standard group. The role of the Standard Head is to assess and monitor the functioning of the pupil in academic and extra-curricular activity. In order for them to make a fair assessment of a pupil it is often necessary for them to be aware of difficulties a pupil might be experiencing. The author is of the opinion that perhaps this needs to be clarified with the pupils in order to prevent misunderstanding. Perhaps to prevent misunderstanding it could be considered to develop a policy that where the social worker has contact with the Standard Head, that the particular pupil be given the choice of being present or not so that the pupil knows what information is being communicated.

#### SUMMARY

Disparity of perceptions has been indicated in the case of all five questions. However, the general trend indicates that in terms of academic difficulties the pupils' perceptions differ from those of the parents and teachers. Generally the perceptions of all three populations differ with regard to emotional and relationship difficulties. With regard to relationship difficulties, the question at all times combined boyfriend/girlfriend, teacher/pupil and parent/child difficulties. Each population group could have responded to this question in terms of their own frame of reference, and this could thus have affected the response. The disparity of responses could also have been affected by the fact that all population groups do not have clarification of the purpose of the social worker in the school, as well as the fact that there is no policy in the school with regard to the social worker and confidentiality. The current position of the author (social worker) in the school is that confidentiality is practised according to the social worker's professional discretion at all times.

The general trend for all problem categories tends to be that pupils are more concerned with confidentiality i.e. privacy of information between themselves and the school social worker, than either the parents or teachers. This trend is indicative of the initial individuation process discussed in the introductory section of this section. However, the school social worker works within an educational setting where the primary aim is education and this has implications with regard to the responsibility the social worker has towards the principal and the teachers [Wren, 1968]. The implications of this finding highlight the undermining and distrust of the social worker if clear policy decisions are not made and not clarified to all three population groups. The purpose of the school social worker needs clear clarification especially to the pupil population.

#### 5.5 PERCEPTIONS WITH REGARD TO SCHOOL SOCIAL WORK

The tables below reflect the percentage responses of all the population groups.

TABLE V : ASSESSMENT OF RESPONSE TO SCHOOL SOCIAL WORK

GROUP OF RESPONDENTS	HAVING THE SOCIAL WORKER IN THE SCHOOL IS:			
	A GOOD IDEA (%)	NOT SURE (%)	NOT A GOOD IDEA (%)	TOTAL
PUPILS	75%	21%	4%	100% (N = 420)
PARENTS	86%	14%	0%	100% (N = 76)
TEACHERS	96%	4%	0%	100% (N = 28)

DISCUSSION

Table V indicates that the majority of all the population groups view having a school social worker as a good idea. This is a sound foundation to begin with and to perpetuate this positive response it is important that the social worker's role in the school is clarified and that clear policy with regard to confidentiality is communicated to all groups.

TABLE VI  
ASSESSMENT OF NEED FOR PAMPHLET ON SCHOOL SOCIAL WORK

GROUP OF RESPONDENTS	I WOULD LIKE A PAMPHLET ON THE ROLE OF THE SCHOOL SOCIAL WORKER.		
	YES	NO	TOTAL
PUPILS	67%	33%	100% (N = 420)
PARENTS	87%	13%	100% (N = 76)
TEACHERS	89%	11%	100% (N = 28)

DISCUSSION

A pamphlet on the purpose and role of the school social worker would facilitate effective use of the services offered by the school social worker.

CHAPTER 6 : SUMMARY AND CONCLUSIONS OF MAIN FINDINGS AND  
: RECOMMENDATIONS

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6.1 SUMMARY OF MAIN FINDINGS

In the light of the aims of the study stated in Chapter 1, an analysis of the findings revealed the following overall perceptions.

1. In terms of the perceptions of the pupils, parents and teachers with regard to the current functioning of the school social worker it is noted that:-

a) With regard to primary prevention functions, except for guidance in the classroom, the populations were uncertain about the other functions. Functions that are not in the realm of the school social worker, such as vocational guidance and counselling with regard to subject choice, were perceived as the school social worker's role and not the role of the careers guidance counsellor. The uncertainty could reflect the fact that the roles of the different mental health professionals in the Counselling and Careers Department have not been clarified to the population. The uncertainty reflected with regard to the other school social worker's roles could indicate that the population is unsure of the role and purpose of the social worker in the school.

b) With regard to secondary prevention functions the pupils' responses generally indicated uncertainty, whereas the parents and teachers perceived all functions to be the school social worker's role. The results in respect of the pupils reflect the confusion that exists with regard to the purpose and functions of the different mental health professionals in the Counselling and Careers Department.

- c) With regard to Tertiary prevention, this was perceived by parents and teachers generally as the school social worker's role, particularly in terms of difficulties experienced by pupils. There was general uncertainty with regard to group work with all three population groups. (Although this is in accord with the current functioning of the social worker, group work as a method is discussed later in this section). Tertiary intervention on an individual level thus has a high profile in the school.
- d) In terms of the school social worker being involved on the school's discipline committee, the responses of all population groups indicated uncertainty in this regard. This could reflect the fact that the school social worker has attempted to maintain a low profile in this regard, and to carry out this function more as consultant than disciplinarian.
- e) In terms of professional responsibility and development the pupils indicated uncertainty in this area, whereas the parents and teachers perceived this to be the social worker's role. This could be as a result of the fact that many of the parents and all the teachers are themselves professionals and identify with the responsibility that accompanies this.
2. The perceptions of the importance of social work methods employed in the school, except for individual counselling which was perceived by all three population groups to be the most important, were perceived differently. The pupils' perceptions differed from that of the teachers and parents. This indicates that education as to the importance and purpose of each

method could help to clear up possible misconceptions in this area and so enable these methods to be used more effectively by the school social worker.

3. The pupils' perceptions with regard to confidentiality issues differed in most cases to that of the parents and teachers. The responses indicated that the pupils were more concerned with confidentiality issues than the parents and teachers. The fact that there is no policy in the school with regard to confidentiality causes difficulty. Coupled with this is the uncertainty of the purpose of the social worker in the school. This causes difficulties with regard to trust issues as well as placing a great deal of responsibility onto the social worker.

## 6.2 CONCLUSIONS

In the light of the major findings and through an assimilation of the relevant literature, it may be concluded that:-

1. The purpose of the social worker in the school needs to be clarified to all population groups.
2. The role of the mental health professionals comprising the Counselling and Careers Department needs to be clarified to all population groups.
3. The methods of social work employed in the school needs to be clarified to all population groups; and finally
4. The issue of confidentiality needs to be addressed in order to provide clarity on this issue for all population groups.

The study has served to identify which roles, functions and

issues need to be addressed to the school community that is the pupils, parents and teachers, in order to facilitate the effective use of the school social worker. On the basis of the findings of this present study, the author has formulated the following recommendations.

### 6.3 RECOMMENDATIONS

From the above conclusions it is felt that the following recommendations are appropriate.

#### 6.3.1 Specific Recommendations

1. The Counselling and Careers Department of the school in which the study was undertaken should compile a booklet which should be distributed to pupils, parents and teachers outlining the following:-
  - a) The purpose of the social worker, the clinical psychologist and the careers guidance counsellor in the school setting.
  - b) The different roles and functions of all three professionals in the school.
  - c) The primary preventive purpose of all three professional disciplines should be highlighted.
  - d) The methods of social work employed in the school should be spelled out with an explanation of the purpose and value of the methods with particular reference to the value of small groups.
2. A policy with regard to confidentiality needs to be investigated further. Each situation is unique and should be dealt with accordingly, however ground rules

are necessary for clarification to the school population, since the social worker is working within a secondary educational setting. The author is aware of the possible difficulties involved in working within a policy, for example, where a pupil is experiencing a difficulty which affects the pupil's performance academically, this should be communicated to the Standard Head. However, the Standard Head is not bound by the same ethics as is the social worker and this could result in further complications when the Standard Head communicates with the other teachers.

A policy with regard to confidentiality is further complicated with regard to the fact that the parents are the prime care-givers:

- does the social worker contact parents when a pupil contacts the social worker?
- does the social worker have license to see the pupil for counselling without the parent's knowledge?
- does the issue of confidentiality depend on the problem/difficulty/issue?

The issue is controversial, and policy and contracting in this regard could possibly in itself create further problems as well as help current problems. Despite this possibility, however, the author is of the opinion that this area needs further investigation.

#### GENERAL RECOMMENDATIONS

1. Guidance classes should be run on a small group basis in an informal setting, not the classroom. Apart from issues with regard to the psycho-social stages of development that the pupils are currently experiencing - that are dealt with in guidance - a needs assessment

should be conducted among the pupils, and the content thereof implemented in the guidance classes.

2. Co-operation with community resources should be sought in the planning and implementation of general education programmes. This will prevent overlapping of services and help integrate the school in the community.
3. Co-operation with community resources should be sought in terms of tertiary preventive services. This will allow the school social worker more time to direct energy towards primary prevention roles and functions, thereby enabling the school social worker to expend energy reaching the larger school population. This will also prevent overlapping of services.
4. More use should be made of a small group approach with regard to primary and secondary preventive roles and functions. This enables the school social worker to reach a greater part of the school population.
5. A needs assessment should be conducted among the parents in order to plan and implement programmes directed to this population group. This could result in greater attendance of such programmes and thus be more effective.
6. A needs assessment should be conducted among the teachers in order to plan and implement staff development programmes.
7. Ongoing research on the part of the school social worker is vital in order to keep up with the changing situation in the school, in order to adapt his/her role to the needs of the school community.

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# UNITED HERZLIA SCHOOLS

## בתי"ה ס המאוחדים הרצליה



נ"ה

HERZLIA HIGH SCHOOL  
S. KAPLINSKI M.A., S.T.D.  
HEADMASTER

### Appendix A

Dear Pupil

Herzlia High School has, as one of the many services it provides for pupils, parents and staff, a **Counselling and Guidance Department**. This department comprises a clinical psychologist, an ORT career guidance counsellor and a clinical social worker.

In order for this department to provide an effective service in the school, and to promote the best interests of the pupils at our school, we are conducting a survey of the current functioning of the department.

Your co-operation and participation will be appreciated. Could you complete the attached questionnaire and hand it to the teacher in front of the class. The questionnaire will take about 30 minutes to complete and will be treated anonymously, so please do not put your name on it. Please note that there are no wrong or right answers.

Thanking you for your time and co-operation.

Yours sincerely

Signed by candidate

Signature Removed

**S KAPLINSKI**

**HEADMASTER**

SECTION A : DEMOGRAPHIC DATAQuestion One

Please tick (✓) appropriate block.

How long have you been at Herzlia SENIOR HIGH SCHOOL?

- 36% -- 1.  less than 6 months  
 30% -- 2.  1½ years  
 31% -- 3.  2½ years  
 3% -- 4.  more than 2½ years

Question Two

Please tick (✓) appropriate block

What standard are you in?

- 34% -- 1.  Std 8  
 33% -- 2.  Std 9  
 33% -- 3.  Std 10

Question Three

Please tick (✓) the appropriate block.

Did you know that there was a social worker in your school?

- 94% -- 1.  yes  
 3% -- 2.  no  
 3% -- 3.  unsure

Question Four

Please tick (✓) appropriate block

Have you ever had contact with the social worker?

- 73% -- 1.  yes  
 24% -- 2.  no  
 3% -- 3.  unsure

Question Five

Please tick (✓) the appropriate block(s). You can tick more than one block.

If you have answered "yes" to question four, has the nature of the contact been:

- 59% -- 1.  only in the guidance class  
 10% -- 2.  an individual formal session with the social worker at your request  
 5% -- 3.  an individual formal session at the request of the social worker  
 3% -- 4.  an individual formal session at the request of a teacher or the principal  
 10% -- 5.  an informal chat with the social worker in the school corridor  
 0% -- 6.  any other, please specify

SECTION B

Question 6

The purpose of the following questions is to find out how well the role and tasks of the School social worker is seen and understood by pupils, teachers and parents.

Below are a set of tasks carried out by the school's Counselling and Guidance Department.

Please tick (✓) those tasks which you are aware of and think the social worker actually does.

6.1 Teaches guidance

- |           |   |                          |        |
|-----------|---|--------------------------|--------|
| 70% ----- | 1 | <input type="checkbox"/> | yes    |
| 20% ----- | 2 | <input type="checkbox"/> | no     |
| 10% ----- | 3 | <input type="checkbox"/> | unsure |

6.2 Continuously prepares, develops and updates the guidance syllabus

- |           |   |                          |        |
|-----------|---|--------------------------|--------|
| 37% ----- | 1 | <input type="checkbox"/> | yes    |
| 24% ----- | 2 | <input type="checkbox"/> | no     |
| 39% ----- | 3 | <input type="checkbox"/> | unsure |

6.3 Organises, plans and runs parent (adult) programmes

- |           |   |                          |        |
|-----------|---|--------------------------|--------|
| 29% ----- | 1 | <input type="checkbox"/> | yes    |
| 21% ----- | 2 | <input type="checkbox"/> | no     |
| 50% ----- | 3 | <input type="checkbox"/> | unsure |

6.4 Organises, plans and runs professional staff programmes

- |           |   |                          |        |
|-----------|---|--------------------------|--------|
| 11% ----- | 1 | <input type="checkbox"/> | yes    |
| 25% ----- | 2 | <input type="checkbox"/> | no     |
| 64% ----- | 3 | <input type="checkbox"/> | unsure |

6.5 Initiates and conducts research within the school system

- |           |   |                          |        |
|-----------|---|--------------------------|--------|
| 35% ----- | 1 | <input type="checkbox"/> | yes    |
| 15% ----- | 2 | <input type="checkbox"/> | no     |
| 50% ----- | 3 | <input type="checkbox"/> | unsure |

6.6 Provides pupils with vocational guidance

- |           |   |                          |        |
|-----------|---|--------------------------|--------|
| 60% ----- | 1 | <input type="checkbox"/> | yes    |
| 12% ----- | 2 | <input type="checkbox"/> | no     |
| 28% ----- | 3 | <input type="checkbox"/> | unsure |

6.7 Counsels pupils with regard to subject choice

6.3% -----	1	<input type="checkbox"/>	yes
18% -----	2	<input type="checkbox"/>	no
19% -----	3	<input type="checkbox"/>	unsure

6.8 Organises special educational programmes e.g. sex education, drug education, mental health programmes

77% -----	1	<input type="checkbox"/>	yes
8% -----	2	<input type="checkbox"/>	no
15% -----	3	<input type="checkbox"/>	unsure

6.9 Counsels pupil on a one-to-one basis

78% -----	1	<input type="checkbox"/>	yes
8% -----	2	<input type="checkbox"/>	no
14% -----	3	<input type="checkbox"/>	unsure

6.10 Counsels parents and families

33% -----	1	<input type="checkbox"/>	yes
21% -----	2	<input type="checkbox"/>	no
46% -----	3	<input type="checkbox"/>	unsure

6.11 Counsels teachers and staff

15% -----	1	<input type="checkbox"/>	yes
26% -----	2	<input type="checkbox"/>	no
59% -----	3	<input type="checkbox"/>	unsure

6.12 Runs personal awareness/development groups for pupils

40% -----	1	<input type="checkbox"/>	yes
16% -----	2	<input type="checkbox"/>	no
44% -----	3	<input type="checkbox"/>	unsure

6.13 Refers pupils, parents, teachers and staff to psychologists and/or psychiatrists when necessary

25% -----	1	<input type="checkbox"/>	yes
20% -----	2	<input type="checkbox"/>	no
55% -----	3	<input type="checkbox"/>	unsure

6.14 Investigates a complaint about a pupil from parents, teachers and others

50% -----	1	<input type="checkbox"/>	yes
10% -----	2	<input type="checkbox"/>	no
40% -----	3	<input type="checkbox"/>	unsure

6.15 Plays a part with regard to the school's discipline committee

14% -----	1	<input type="checkbox"/>	yes
39% -----	2	<input type="checkbox"/>	no
47% -----	3	<input type="checkbox"/>	unsure

6.16 Does home visits when necessary

8% -----	1	<input type="checkbox"/>	yes
44% -----	2	<input type="checkbox"/>	no
48% -----	3	<input type="checkbox"/>	unsure

6.17 To assess pupils' I.Q.

35% -----	1	<input type="checkbox"/>	yes
28% -----	2	<input type="checkbox"/>	no
37% -----	3	<input type="checkbox"/>	unsure

6.18 To assess pupils' personality

30% -----	1	<input type="checkbox"/>	yes
32% -----	2	<input type="checkbox"/>	no
38% -----	3	<input type="checkbox"/>	unsure

6.19 To assess and work with pupils who have scholastic difficulties.

53% -----	1	<input type="checkbox"/>	yes
17% -----	2	<input type="checkbox"/>	no
30% -----	3	<input type="checkbox"/>	unsure

6.20 To assess and work with pupils who display behavioural problems

56% -----	1	<input type="checkbox"/>	yes
12% -----	2	<input type="checkbox"/>	no
32% -----	3	<input type="checkbox"/>	unsure

6.21 To clinically assess and work with pupils who display emotional problems

39% -----	1	<input type="checkbox"/>	yes
16% -----	2	<input type="checkbox"/>	no
45% -----	3	<input type="checkbox"/>	unsure

6.22 To run therapeutic groups for pupils e.g. eating disorder group

51% -----	1	<input type="checkbox"/>	yes
8% -----	2	<input type="checkbox"/>	no
41% -----	3	<input type="checkbox"/>	unsure

6.23 To run therapeutic and support groups for parents, e.g. single parent groups

9% -----	1	<input type="checkbox"/>	yes
38% -----	2	<input type="checkbox"/>	no
53% -----	3	<input type="checkbox"/>	unsure

6.24 To implement community based projects for pupils

30% -----	1	<input type="checkbox"/>	yes
25% -----	2	<input type="checkbox"/>	no
45% -----	3	<input type="checkbox"/>	unsure

6.25 To be involved in social and psychological seminars

46% -----	1	<input type="checkbox"/>	yes
17% -----	2	<input type="checkbox"/>	no
37% -----	3	<input type="checkbox"/>	unsure

6.26 To be present at enrolment meetings of new pupils

30% -----	1	<input type="checkbox"/>	yes
24% -----	2	<input type="checkbox"/>	no
46% -----	3	<input type="checkbox"/>	unsure

6.27 To attend professional association meetings and conferences (e.g. Child and Adolescent Conferences)

50% -----	1	<input type="checkbox"/>	yes
9% -----	2	<input type="checkbox"/>	no
41% -----	3	<input type="checkbox"/>	unsure

6.28 To be involved in the supervision of social work students

48% -----	1	<input type="checkbox"/>	yes
9% -----	2	<input type="checkbox"/>	no
43% -----	3	<input type="checkbox"/>	unsure

6.29 To liaise with other community based agencies in the best interests of the pupils (e.g. Adolescent Day Hospital, Jewish Board of Guardians)

31% -----	1	<input type="checkbox"/>	yes
16% -----	2	<input type="checkbox"/>	no
53% -----	3	<input type="checkbox"/>	unsure

**Question 7**

Below is a set of tasks of the school social worker. The scale provided is a rating of 1 to 5, where 1 is the most important, and where 5 is not important. Please rate by ticking (✓) each of the following functions according to how important you feel each one is. Use each numerical rating as often as appropriate, e.g. if in question 30 you have given a rating of 5 (not important), you may rate question 31 as 5 (not important) as well.

7.1 Individual counselling: i.e. providing a service on a one-to-one basis between social worker and pupil with the aim of helping with particular personal, school or social problems.

1 58%	2 23%	3 15%	4 2%	5 2%
most important		neutral		not important

7.2 Groupwork: i.e. the social worker meeting with groups of either pupils, parents or teachers, to either discuss academic/learning, social, behaviour or emotional problems, or for other educational purposes.

1 29%	2 31%	3 32%	4 5%	5 3%
most important		neutral		not important

7.3 Guidance in the classroom: i.e. classes run by the social worker which aim to deal with problems in the classroom situation, and encourages awareness of issues such as values and communication. This work is aimed at preventing more serious problems from developing.

1 21%	2 27%	3 32%	4 10%	5 10%
most important		neutral		not important

7.4 Family counselling: i.e. family counselling where all members of the family, both parents and children meet together with the social worker with the aim of helping to improve communication and relationships as well as helping with current problems in the family.

1 18%	2 21%	3 34%	4 13%	5 14%
most important		neutral		not important

7.5 Teacher groups: i.e. the social worker meeting with small groups of teachers to discuss general problems experienced by the teachers in either the classroom situation, or in the school system generally.

1 20%	2 25%	3 36%	4 11%	5 8%
most important		neutral		not important

7.6 Teacher consultation: i.e. working with the social worker in evaluating the needs of particular pupils.

1 27%	2 25%	3 34%	4 8%	5 6%
most important		neutral		not important

7.7 Counselling parents: i.e. the same as individual counselling. To be available to parents as a resource person if they are experiencing difficulties with their child/children at home, or to discuss any matter with regard to their child/children.

1 21%	2 26%	3 30%	4 11%	5 12%
most important		neutral		not important

7.8 Educational programmes: i.e. programmes on various aspects of parenting adolescents, and various issues concerning adolescence. Usually experts in the community are invited to present lectures.

1 23%	2 30%	3 35%	4 7%	5 5%
most important		neutral		not important

Question 8

This question relates to the issue of confidentiality. Below is a list of problems and difficulties that occur in the school. Please refer to the explanations below before answering each question.

Problems:

- a) Academic difficulties: e.g. difficulty with subjects, deterioration of marks, etc.
- b) Behavioural problems: e.g. aggressive behaviour; eating disorders, disruption of class-room lesson(s), etc.
- c) Emotional problems: e.g. depression, moodiness, etc.
- d) Relationship difficulties: e.g. boyfriend/girlfriend problems; teacher/pupil difficulties; parent/child difficulties, etc.

Do you perceive the role of the school social worker in terms of confidentiality as follows? Please rate the following on a scale from 1 to 5 where 1 is strongly agree and 5 is strongly disagree. Please tick (✓) the appropriate rating.

8.1 If a pupil calls a meeting with the social worker with regard to a particular problem, the social worker should keep this in the strictest confidence, i.e. the social worker should not discuss this with parents, teachers, or principal.

Problems

- a) academic difficulties
- b) behavioural difficulties
- c) emotional difficulties
- d) relationship difficulties

	1 strongly agree	2 agree	3 undecided	4 disagree	5 strongly disagree
a) academic difficulties	23%	20%	24%	22%	11%
b) behavioural difficulties	22%	26%	26%	17%	9%
c) emotional difficulties	48%	18%	17%	10%	7%
d) relationship difficulties	51%	19%	17%	6%	7%

8.2 If a teacher refers a pupil to the social worker, the referring teacher should remain anonymous, i.e. the pupils should not be told who the referring teacher is.

Problems

- a) academic difficulties
- b) behavioural difficulties
- c) emotional difficulties
- d) relationship difficulties

	1 strongly agree	2 agree	3 undecided	4 disagree	5 strongly disagree
a) academic difficulties	17%	15%	20%	23%	25%
b) behavioural difficulties	18%	19%	23%	20%	20%
c) emotional difficulties	23%	23%	19%	15%	20%
d) relationship difficulties	27%	17%	21%	12%	23%

8.3 If parents contact the social worker with regard to a particular pupil, that this remain confidential, i.e. just between parents, pupil and social worker

Problems

- a) academic difficulties
- b) behavioural difficulties

	1 strongly agree	2 agree	3 undecided	4 disagree	5 strongly disagree
a) academic difficulties	50%	21%	14%	10%	5%
b) behavioural difficulties	49%	24%	17%	6%	4%

c) emotional difficulties	1 strongly agree 55%	2 agree 22%	3 undecided 16%	4 disagree 3%	5 strongly disagree 4%
d) relationship difficulties	1 strongly agree 50%	2 agree 20%	3 undecided 18%	4 disagree 7%	5 strongly disagree 5%

8.4 That the social worker discusses with the principal in order to keep him in touch with difficulties pupils are experiencing.

Problems

a) academic difficulties	1 strongly agree 29%	2 agree 38%	3 undecided 19%	4 disagree 6%	5 strongly disagree 8%
b) behavioural difficulties	1 strongly agree 20%	2 agree 29%	3 undecided 27%	4 disagree 12%	5 strongly disagree 12%
c) emotional difficulties	1 strongly agree 14%	2 agree 16%	3 undecided 24%	4 disagree 21%	5 strongly disagree 25%
d) relationship difficulties	1 strongly agree 13%	2 agree 12%	3 undecided 21%	4 disagree 18%	5 strongly disagree 36%

8.5 That the Standard Heads, i.e. the different teachers in charge of e.g. all Std 8's, all Std 9's, all Std 10's, are informed about difficulties pupils are experiencing.

Problems

a) academic difficulties	1 strongly agree 27%	2 agree 37%	3 undecided 16%	4 disagree 8%	5 strongly disagree 12%
b) behavioural difficulties	1 strongly agree 15%	2 agree 33%	3 undecided 23%	4 disagree 14%	5 strongly disagree 15%
c) emotional difficulties	1 strongly agree 11%	2 agree 11%	3 undecided 21%	4 disagree 27%	5 strongly disagree 30%
d) relationship difficulties	1 strongly agree 9%	2 agree 9%	3 undecided 20%	4 disagree 23%	5 strongly disagree 39%

**Question 9**

Please tick (✓) only one of the following:

9.1 Having the social worker in the school is:

75% -----  
21% -----  
4% -----

- 1
- 2
- 3

a good idea  
cannot say because I am not sure what she is there for  
should not be in the school at all

**Question 10**

Please tick (✓) the appropriate block.

10.1 It would be helpful to obtain a pamphlet from the school informing me of the role of the school social worker.

67% -----  
33% -----

- 1  yes
- 2  no

10.2 I think the social worker should have the following additional roles:

0% -----  
0% -----  
0% -----

- 1 .....
- 2 .....
- 3 .....

10.3 I think the social worker should not have the following roles:

0% -----  
0% -----  
0% -----

- 1 .....
- 2 .....
- 3 .....

# UNITED HERZLIA SCHOOLS

## בתי"ה ס המאוחדים הרצליה



HERZLIA HIGH SCHOOL  
S. KAPLINSKI M.A., S.T.D.  
HEADMASTER

נ"ה

### Appendix B

Dear Parent

Herzlia High School has, as one of the many services it provides for pupils, parents and staff, a Counselling and Guidance Department. This department comprises a clinical psychologist, an ORT career guidance counsellor and a clinical social worker.

In order for this department to provide an effective service in the school, and to promote the best interests of the pupils at our school, we are conducting a survey of the current functioning of the department.

Your co-operation and participation will be appreciated. Could you complete the attached questionnaire and send it back to the school with your child, who should hand it to Mrs Morris by 2 June. The questionnaire will take about 30 minutes to complete and will be treated anonymously, so please do not put your name on it. Please note that there are no wrong or right answers.

Thanking you for your time and co-operation.

Yours sincerely

Signed by candidate

Signature Removed

S KAPLINSKI

HEADMASTER

SECTION A : DEMOGRAPHIC DATA

Question One

Please tick (✓) appropriate block.

How many of your children are presently at Herzlia SENIOR High School?

- 84% -- 1.  one
- 16% -- 2.  more than one

Question Two

Please tick (✓) appropriate blocks

What standard is/are your child/children in?

- 26% -- 1.  Std 8
- 41% -- 2.  Std 9
- 16% -- 3.  Std 10
- 6% -- 4.  Std's 8 and 9
- 7% -- 5.  Std's 9 and 10
- 4% -- 6.  Std's 8, 9 and 10

Question Three

Please tick (✓) appropriate block

Did you know that there was a social worker in the school?

- 78% -- 1.  yes
- 17% -- 2.  no
- 5% -- 3.  unsure

Question Four

Please tick (✓) appropriate block

Have you ever had any contact with the school social worker?

- 21% -- 1.  yes
- 79% -- 2.  no
- 0% -- 3.  unsure

Question Five

Please tick (✓) appropriate block(s). You can tick more than one if applicable.

If you have answered "yes" to question four, has the nature of the contact been:

- 7% -- 1.  indirect contact via a circular written by the school social worker
- 4% -- 2.  a chat at a PTA meeting
- 11% -- 3.  a formal meeting to discuss a particular difficulty with regard to a child
- 3% -- 4.  an arranged meeting at the request of the school social worker
- 3% -- 5.  any other, please specify telephonic contact on the part of parents

SECTION B

Question 6

The purpose of the following questions is to find out how well the role and tasks of the School social worker is seen and understood by pupils, teachers and parents.

Below are a set of tasks carried out by the school's Counselling and Guidance Department.

Please tick (✓) those tasks which you are aware of and think the social worker actually does.

6.1 Teaches guidance

- |     |       |   |                          |        |
|-----|-------|---|--------------------------|--------|
| 68% | ----- | 1 | <input type="checkbox"/> | yes    |
| 15% | ----- | 2 | <input type="checkbox"/> | no     |
| 17% | ----- | 3 | <input type="checkbox"/> | unsure |

6.2 Continuously prepares, develops and updates the guidance syllabus

- |     |       |   |                          |        |
|-----|-------|---|--------------------------|--------|
| 58% | ----- | 1 | <input type="checkbox"/> | yes    |
| 11% | ----- | 2 | <input type="checkbox"/> | no     |
| 31% | ----- | 3 | <input type="checkbox"/> | unsure |

6.3 Organises, plans and runs parent (adult) programmes

- |     |       |   |                          |        |
|-----|-------|---|--------------------------|--------|
| 48% | ----- | 1 | <input type="checkbox"/> | yes    |
| 18% | ----- | 2 | <input type="checkbox"/> | no     |
| 34% | ----- | 3 | <input type="checkbox"/> | unsure |

6.4 Organises, plans and runs professional staff programmes

- |     |       |   |                          |        |
|-----|-------|---|--------------------------|--------|
| 28% | ----- | 1 | <input type="checkbox"/> | yes    |
| 16% | ----- | 2 | <input type="checkbox"/> | no     |
| 51% | ----- | 3 | <input type="checkbox"/> | unsure |

6.5 Initiates and conducts research within the school system

- |     |       |   |                          |        |
|-----|-------|---|--------------------------|--------|
| 45% | ----- | 1 | <input type="checkbox"/> | yes    |
| 15% | ----- | 2 | <input type="checkbox"/> | no     |
| 40% | ----- | 3 | <input type="checkbox"/> | unsure |

6.6 Provides pupils with vocational guidance

- |     |       |   |                          |        |
|-----|-------|---|--------------------------|--------|
| 50% | ----- | 1 | <input type="checkbox"/> | yes    |
| 20% | ----- | 2 | <input type="checkbox"/> | no     |
| 30% | ----- | 3 | <input type="checkbox"/> | unsure |

6.7 Counsels pupils with regard to subject choice

42% -----	1	<input type="checkbox"/>	yes
32% -----	2	<input type="checkbox"/>	no
26% -----	3	<input type="checkbox"/>	unsure

6.8 Organises special educational programmes e.g. sex education, drug education, mental health programmes

89% -----	1	<input type="checkbox"/>	yes
4% -----	2	<input type="checkbox"/>	no
7% -----	3	<input type="checkbox"/>	unsure

6.9 Counsels pupil on a one-to-one basis

78% -----	1	<input type="checkbox"/>	yes
5% -----	2	<input type="checkbox"/>	no
17% -----	3	<input type="checkbox"/>	unsure

6.10 Counsels parents and families

72% -----	1	<input type="checkbox"/>	yes
8% -----	2	<input type="checkbox"/>	no
20% -----	3	<input type="checkbox"/>	unsure

6.11 Counsels teachers and staff

41% -----	1	<input type="checkbox"/>	yes
9% -----	2	<input type="checkbox"/>	no
50% -----	3	<input type="checkbox"/>	unsure

6.12 Runs personal awareness/development groups for pupils

57% -----	1	<input type="checkbox"/>	yes
8% -----	2	<input type="checkbox"/>	no
35% -----	3	<input type="checkbox"/>	unsure

6.13 Refers pupils, parents, teachers and staff to psychologists and/or psychiatrists when necessary

75% -----	1	<input type="checkbox"/>	yes
3% -----	2	<input type="checkbox"/>	no
22% -----	3	<input type="checkbox"/>	unsure

6.14 Investigates a complaint about a pupil from parents, teachers and others

74% -----	1	<input type="checkbox"/>	yes
5% -----	2	<input type="checkbox"/>	no
21% -----	3	<input type="checkbox"/>	unsure

6.15 Plays a part with regard to the school's discipline committee

43% -----	1	<input type="checkbox"/>	yes
13% -----	2	<input type="checkbox"/>	no
44% -----	3	<input type="checkbox"/>	unsure

6.16 Does home visits when necessary

50% -----	1	<input type="checkbox"/>	yes
10% -----	2	<input type="checkbox"/>	no
40% -----	3	<input type="checkbox"/>	unsure

6.17 To assess pupils' I.Q.

35% -----	1	<input type="checkbox"/>	yes
29% -----	2	<input type="checkbox"/>	no
36% -----	3	<input type="checkbox"/>	unsure

6.18 To assess pupils' personality

49% -----	1	<input type="checkbox"/>	yes
20% -----	2	<input type="checkbox"/>	no
31% -----	3	<input type="checkbox"/>	unsure

6.19 To assess and work with pupils who have scholastic difficulties.

53% -----	1	<input type="checkbox"/>	yes
25% -----	2	<input type="checkbox"/>	no
22% -----	3	<input type="checkbox"/>	unsure

6.20 To assess and work with pupils who display behavioural problems

80% -----	1	<input type="checkbox"/>	yes
5% -----	2	<input type="checkbox"/>	no
15% -----	3	<input type="checkbox"/>	unsure

6.21 To clinically assess and work with pupils who display emotional problems

65% -----	1	<input type="checkbox"/>	yes
10% -----	2	<input type="checkbox"/>	no
25% -----	3	<input type="checkbox"/>	unsure

6.22 To run therapeutic groups for pupils e.g. eating disorder group

50% -----	1	<input type="checkbox"/>	yes
17% -----	2	<input type="checkbox"/>	no
33% -----	3	<input type="checkbox"/>	unsure

6. 23 To run therapeutic and support groups for parents, e.g. single parent groups

35% -----	1	<input type="checkbox"/>	yes
20% -----	2	<input type="checkbox"/>	no
45% -----	3	<input type="checkbox"/>	unsure

6. 24 To implement community based projects for pupils

46% -----	1	<input type="checkbox"/>	yes
12% -----	2	<input type="checkbox"/>	no
42% -----	3	<input type="checkbox"/>	unsure

6. 25 To be involved in social and psychological seminars

72% -----	1	<input type="checkbox"/>	yes
4% -----	2	<input type="checkbox"/>	no
24% -----	3	<input type="checkbox"/>	unsure

6. 26 To be present at enrolment meetings of new pupils

25% -----	1	<input type="checkbox"/>	yes
33% -----	2	<input type="checkbox"/>	no
42% -----	3	<input type="checkbox"/>	unsure

6. 27 To attend professional association meetings and conferences (e.g. Child and Adolescent Conferences)

75% -----	1	<input type="checkbox"/>	yes
7% -----	2	<input type="checkbox"/>	no
18% -----	3	<input type="checkbox"/>	unsure

6. 28 To be involved in the supervision of social work students

68% -----	1	<input type="checkbox"/>	yes
7% -----	2	<input type="checkbox"/>	no
25% -----	3	<input type="checkbox"/>	unsure

6. 29 To liaise with other community based agencies in the best interests of the pupils (e.g. Adolescent Day Hospital, Jewish Board of Guardians)

70% -----	1	<input type="checkbox"/>	yes
9% -----	2	<input type="checkbox"/>	no
21% -----	3	<input type="checkbox"/>	unsure

Question 7

Below is a set of tasks of the school social worker. The scale provided is a rating of 1 to 5, where 1 is the most important, and where 5 is not important. Please rate by ticking (✓) each of the following functions according to how important you feel each one is. Use each numerical rating as often as appropriate, e.g. if in question 30 you have given a rating of 5 (not important), you may rate question 31 as 5 (not important) as well.

7.1 Individual counselling: i.e. providing a service on a one-to-one basis between social worker and pupil with the aim of helping with particular personal, school or social problems.

1 90%	2 7%	3 3%	4 0%	5 0%
most important		neutral		not important

7.2 Groupwork: i.e. the social worker meeting with groups of either pupils, parents or teachers, to either discuss academic/learning, social, behaviour or emotional problems, or for other educational purposes.

1 55%	2 29%	3 12%	4 1%	5 3%
most important		neutral		not important

7.3 Guidance in the classroom: i.e. classes run by the social worker which aim to deal with problems in the classroom situation, and encourages awareness of issues such as values and communication. This work is aimed at preventing more serious problems from developing.

1 55%	2 26%	3 16%	4 3%	5 0%
most important		neutral		not important

7.4 Family counselling: i.e. family counselling where all members of the family, both parents and children meet together with the social worker with the aim of helping to improve communication and relationships as well as helping with current problems in the family.

1 63%	2 25%	3 7%	4 4%	5 1%
most important		neutral		not important

7.5 Teacher groups: i.e. the social worker meeting with small groups of teachers to discuss general problems experienced by the teachers in either the classroom situation, or in the school system generally.

1 49%	2 37%	3 10%	4 3%	5 1%
most important		neutral		not important

7.6 Teacher consultation: i.e. working with the social worker in evaluating the needs of particular pupils.

1 70%	2 17%	3 12%	4 1%	5 0%
most important		neutral		not important

7.7 Counselling parents: i.e. the same as individual counselling. To be available to parents as a resource person if they are experiencing difficulties with their child/children at home, or to discuss any matter with regard to their child/children.

1 68%	2 28%	3 3%	4 0%	5 1%
most important		neutral		not important

7.8 Educational programmes: i.e. programmes on various aspects of parenting adolescents, and various issues concerning adolescence. Usually experts in the community are invited to present lectures.

1 38%	2 36%	3 22%	4 3%	5 1%
most important		neutral		not important

#### Question 8

This question relates to the issue of confidentiality. Below is a list of problems and difficulties that occur in the school. Please refer to the explanations below before answering each question.

#### Problems:

- Academic difficulties: e.g. difficulty with subjects, deterioration of marks, etc.
- Behavioural problems: e.g. aggressive behaviour; eating disorders, disruption of classroom lesson(s), etc.
- Emotional problems: e.g. depression, moodiness, etc.
- Relationship difficulties: e.g. boyfriend/girlfriend problems; teacher/pupil difficulties; parent/child difficulties, etc.

Do you perceive the role of the school social worker in terms of confidentiality as follows? Please rate the following on a scale from 1 to 5 where 1 is strongly agree and 5 is strongly disagree. Please tick (✓) the appropriate rating.

8.1 If a pupil calls a meeting with the social worker with regard to a particular problem, the social worker should keep this in the strictest confidence, i.e. the social worker should not discuss this with parents, teachers, or principal.

Problems

- a) academic difficulties
- b) behavioural difficulties
- c) emotional difficulties
- d) relationship difficulties

	1 strongly agree	2 agree	3 undecided	4 disagree	5 strongly disagree
a) academic difficulties	5% 5%	13% 13%	7% 7%	38% 38%	37% 37%
b) behavioural difficulties	7% 7%	15% 15%	16% 16%	38% 38%	24% 24%
c) emotional difficulties	14% 14%	24% 24%	12% 12%	24% 24%	26% 26%
d) relationship difficulties	21% 21%	22% 22%	12% 12%	26% 26%	19% 19%

8.2 If a teacher refers a pupil to the social worker, the referring teacher should remain anonymous, i.e. the pupils should not be told who the referring teacher is.

Problems

- a) academic difficulties
- b) behavioural difficulties
- c) emotional difficulties
- d) relationship difficulties

	1 strongly agree	2 agree	3 undecided	4 disagree	5 strongly disagree
a) academic difficulties	12% 12%	24% 24%	10% 10%	34% 34%	20% 20%
b) behavioural difficulties	16% 16%	33% 33%	12% 12%	25% 25%	14% 14%
c) emotional difficulties	20% 20%	38% 38%	12% 12%	18% 18%	12% 12%
d) relationship difficulties	17% 17%	38% 38%	10% 10%	22% 22%	13% 13%

8.3 If parents contact the social worker with regard to a particular pupil, that this remain confidential, i.e. just between parents, pupil and social worker

Problems

- a) academic difficulties
- b) behavioural difficulties

	1 strongly agree	2 agree	3 undecided	4 disagree	5 strongly disagree
a) academic difficulties	30% 30%	26% 26%	7% 7%	22% 22%	15% 15%
b) behavioural difficulties	37% 37%	33% 33%	9% 9%	13% 13%	8% 8%

c) emotional difficulties	1 strongly agree 43%	2 agree 34%	3 undecided 11%	4 disagree 8%	5 strongly disagree 4%
d) relationship difficulties	1 strongly agree 42%	2 agree 34%	3 undecided 13%	4 disagree 8%	5 strongly disagree 3%

8.4 That the social worker discusses with the principal in order to keep him in touch with difficulties pupils are experiencing.

Problems

a) academic difficulties	1 strongly agree 61%	2 agree 37%	3 undecided 1%	4 disagree 0%	5 strongly disagree 1%
b) behavioural difficulties	1 strongly agree 50%	2 agree 45%	3 undecided 4%	4 disagree 0%	5 strongly disagree 1%
c) emotional difficulties	1 strongly agree 42%	2 agree 43%	3 undecided 11%	4 disagree 3%	5 strongly disagree 1%
d) relationship difficulties	1 strongly agree 40%	2 agree 40%	3 undecided 14%	4 disagree 5%	5 strongly disagree 1%

8.5 That the Standard Heads, i.e. the different teachers in charge of e.g. all Std 8's, all Std 9's, all Std 10's, are informed about difficulties pupils are experiencing.

Problems

a) academic difficulties	1 strongly agree 47%	2 agree 42%	3 undecided 3%	4 disagree 5%	5 strongly disagree 3%
b) behavioural difficulties	1 strongly agree 30%	2 agree 57%	3 undecided 4%	4 disagree 7%	5 strongly disagree 2%
c) emotional difficulties	1 strongly agree 27%	2 agree 46%	3 undecided 10%	4 disagree 12%	5 strongly disagree 5%
d) relationship difficulties	1 strongly agree 24%	2 agree 45%	3 undecided 14%	4 disagree 10%	5 strongly disagree 7%

Question 9

Please tick (✓) only one of the following:

9.1 Having the social worker in the school is:

86% -----  
14% -----  
0% -----

- 1
- 2
- 3

a good idea  
cannot say because I am not sure what she is there for  
should not be in the school at all

Question 10

Please tick (✓) the appropriate block.

10.1 It would be helpful to obtain a pamphlet from the school informing me of the role of the school social worker.

87% -----  
13% -----

- 1
- 2

yes  
no

10.2 I think the social worker should have the following additional roles:

0% -----  
0% -----  
0% -----

- 1 .....
- 2 .....
- 3 .....

10.3 I think the social worker should not have the following roles:

0% -----  
0% -----  
0% -----

- 1 .....
- 2 .....
- 3 .....

# UNITED HERZLIA SCHOOLS

## בתי"ה ס המאוחדים הרצליה



ו"ה

HERZLIA HIGH SCHOOL  
S. KAPLINSKI M.A., S.T.D.  
HEADMASTER

### Appendix C

Dear Teacher

Herzlia High School has, as one of the many services it provides for pupils, parents and staff, a **Counselling and Guidance Department**. This department comprises a clinical psychologist, an ORT career guidance counsellor and a clinical social worker.

In order for this department to provide an effective service in the school, and to promote the best interests of the pupils at our school, we are conducting a survey of the current functioning of the department.

Your co-operation and participation will be appreciated. Could you complete the attached questionnaire and hand it to Mrs Morris by 2nd June 1987. The questionnaire will take about 30 minutes to complete and will be treated anonymously, so please do not put your name on it. Please note that there are no wrong or right answers.

Thanking you for your time and co-operation.

Yours sincerely

Signed by candidate

Signature Removed

S KAPLINSKI

HEADMASTER

SECTION A : DEMOGRAPHIC DATA

Question One

Please tick (✓) appropriate block.

How many years have you been teaching at Herzlia Senior High School?

- 32% ----- 1.  less than a year
- 7% ----- 2.  1 - 2 years
- 7% ----- 3.  2 - 3 years
- 54% ----- 4.  3 years

Question Two

Please tick (✓) appropriate block.

Did you know that there was a social worker in the high school?

- 100% ----- 1.  yes
- 0% ----- 2.  no
- 0% ----- 3.  unsure

Question Three

Please tick (✓) appropriate block.

Have you ever had contact with the social worker?

- 89% ----- 1.  yes
- 11% ----- 2.  no
- 0% ----- 3.  unsure

Question Four

Please tick (✓) appropriate block(s). You can tick more than one block if applicable.

If you have answered "yes" to question three, has the nature of the contact been:

- 7.1% ----- 1.  an informal staffroom contact
- 18% ----- 2.  an arranged meeting by the social worker
- 25% ----- 3.  formal meeting initiated by you to discuss a particular pupil problem
- 11% ----- 4.  an arranged meeting initiated by the principal
- 36% ----- 5.  an arranged meeting initiated by a parent
- 0% ----- 6.  any other, please specify

SECTION B

Question 6

The purpose of the following questions is to find out how well the role and tasks of the School social worker is seen and understood by pupils, teachers and parents.

Below are a set of tasks carried out by the school's Counselling and Guidance Department.

Please tick (✓) those tasks which you are aware of and think the social worker actually does.

6.1 Teaches guidance

89% -----	1	<input type="checkbox"/>	yes
7% -----	2	<input type="checkbox"/>	no
4% -----	3	<input type="checkbox"/>	unsure

6.2 Continuously prepares, develops and updates the guidance syllabus

61% -----	1	<input type="checkbox"/>	yes
4% -----	2	<input type="checkbox"/>	no
35% -----	3	<input type="checkbox"/>	unsure

6.3 Organises, plans and runs parent (adult) programmes

25% -----	1	<input type="checkbox"/>	yes
14% -----	2	<input type="checkbox"/>	no
61% -----	3	<input type="checkbox"/>	unsure

6.4 Organises, plans and runs professional staff programmes

21% -----	1	<input type="checkbox"/>	yes
43% -----	2	<input type="checkbox"/>	no
36% -----	3	<input type="checkbox"/>	unsure

6.5 Initiates and conducts research within the school system

57% -----	1	<input type="checkbox"/>	yes
11% -----	2	<input type="checkbox"/>	no
32% -----	3	<input type="checkbox"/>	unsure

6.6 Provides pupils with vocational guidance

82% -----	1	<input type="checkbox"/>	yes
7% -----	2	<input type="checkbox"/>	no
11% -----	3	<input type="checkbox"/>	unsure

6.7 Counsels pupils with regard to subject choice

71% -----	1	<input type="checkbox"/>	yes
11% -----	2	<input type="checkbox"/>	no
18% -----	3	<input type="checkbox"/>	unsure

6.8 Organises special educational programmes e.g. sex education, drug education, mental health programmes

93% -----	1	<input type="checkbox"/>	yes
0% -----	2	<input type="checkbox"/>	no
7% -----	3	<input type="checkbox"/>	unsure

6.9 Counsels pupil on a one-to-one basis

96% -----	1	<input type="checkbox"/>	yes
0% -----	2	<input type="checkbox"/>	no
4% -----	3	<input type="checkbox"/>	unsure

6.10 Counsels parents and families

72% -----	1	<input type="checkbox"/>	yes
7% -----	2	<input type="checkbox"/>	no
21% -----	3	<input type="checkbox"/>	unsure

6.11 Counsels teachers and staff

54% -----	1	<input type="checkbox"/>	yes
16% -----	2	<input type="checkbox"/>	no
29% -----	3	<input type="checkbox"/>	unsure

6.12 Runs personal awareness/development groups for pupils

72% -----	1	<input type="checkbox"/>	yes
7% -----	2	<input type="checkbox"/>	no
21% -----	3	<input type="checkbox"/>	unsure

6.13 Refers pupils, parents, teachers and staff to psychologists and/or psychiatrists when necessary

82% -----	1	<input type="checkbox"/>	yes
0% -----	2	<input type="checkbox"/>	no
18% -----	3	<input type="checkbox"/>	unsure

6.14 Investigates a complaint about a pupil from parents, teachers and others

79% -----	1	<input type="checkbox"/>	yes
7% -----	2	<input type="checkbox"/>	no
14% -----	3	<input type="checkbox"/>	unsure

6.15 Plays a part with regard to the school's discipline committee

36% -----	1	<input type="checkbox"/>	yes
28% -----	2	<input type="checkbox"/>	no
36% -----	3	<input type="checkbox"/>	unsure

6.16 Does home visits when necessary

50% -----	1	<input type="checkbox"/>	yes
14% -----	2	<input type="checkbox"/>	no
36% -----	3	<input type="checkbox"/>	unsure

6.17 To assess pupils' I.Q.

57% -----	1	<input type="checkbox"/>	yes
11% -----	2	<input type="checkbox"/>	no
32% -----	3	<input type="checkbox"/>	unsure

6.18 To assess pupils' personality

68% -----	1	<input type="checkbox"/>	yes
14% -----	2	<input type="checkbox"/>	no
18% -----	3	<input type="checkbox"/>	unsure

6.19 To assess and work with pupils who have scholastic difficulties.

79% -----	1	<input type="checkbox"/>	yes
7% -----	2	<input type="checkbox"/>	no
14% -----	3	<input type="checkbox"/>	unsure

6.20 To assess and work with pupils who display behavioural problems

90% -----	1	<input type="checkbox"/>	yes
3% -----	2	<input type="checkbox"/>	no
7% -----	3	<input type="checkbox"/>	unsure

6.21 To clinically assess and work with pupils who display emotional problems

68% -----	1	<input type="checkbox"/>	yes
14% -----	2	<input type="checkbox"/>	no
18% -----	3	<input type="checkbox"/>	unsure

6.22 To run therapeutic groups for pupils e.g. eating disorder group

29% -----	1	<input type="checkbox"/>	yes
21% -----	2	<input type="checkbox"/>	no
50% -----	3	<input type="checkbox"/>	unsure

6. 23 To run therapeutic and support groups for parents, e.g. single parent groups

11% -----	1	<input type="checkbox"/>	yes
21% -----	2	<input type="checkbox"/>	no
68% -----	3	<input type="checkbox"/>	unsure

6. 24 To implement community based projects for pupils

39% -----	1	<input type="checkbox"/>	yes
14% -----	2	<input type="checkbox"/>	no
47% -----	3	<input type="checkbox"/>	unsure

6. 25 To be involved in social and psychological seminars

82% -----	1	<input type="checkbox"/>	yes
7% -----	2	<input type="checkbox"/>	no
11% -----	3	<input type="checkbox"/>	unsure

6. 26 To be present at enrolment meetings of new pupils

47% -----	1	<input type="checkbox"/>	yes
14% -----	2	<input type="checkbox"/>	no
39% -----	3	<input type="checkbox"/>	unsure

6. 27 To attend professional association meetings and conferences (e.g. Child and Adolescent Conferences)

61% -----	1	<input type="checkbox"/>	yes
7% -----	2	<input type="checkbox"/>	no
32% -----	3	<input type="checkbox"/>	unsure

6. 28 To be involved in the supervision of social work students

53% -----	1	<input type="checkbox"/>	yes
11% -----	2	<input type="checkbox"/>	no
36% -----	3	<input type="checkbox"/>	unsure

6. 29 To liaise with other community based agencies in the best interests of the pupils (e.g. Adolescent Day Hospital, Jewish Board of Guardians)

71% -----	1	<input type="checkbox"/>	yes
7% -----	2	<input type="checkbox"/>	no
22% -----	3	<input type="checkbox"/>	unsure

**Question 7**

Below is a set of tasks of the school social worker. The scale provided is a rating of 1 to 5, where 1 is the most important, and where 5 is not important. Please rate by ticking (✓) each of the following functions according to how important you feel each one is. Use each numerical rating as often as appropriate, e.g. if in question 30 you have given a rating of 5 (not important), you may rate question 31 as 5 (not important) as well.

7.1 Individual counselling: i.e. providing a service on a one-to-one basis between social worker and pupil with the aim of helping with particular personal, school or social problems.

1 100%	2 0%	3 0%	4 0%	5 0%
most important		neutral		not important

7.2 Groupwork: i.e. the social worker meeting with groups of either pupils, parents or teachers, to either discuss academic/learning, social, behaviour or emotional problems, or for other educational purposes.

1 43%	2 32%	3 18%	4 0%	5 7%
most important		neutral		not important

7.3 Guidance in the classroom: i.e. classes run by the social worker which aim to deal with problems in the classroom situation, and encourages awareness of issues such as values and communication. This work is aimed at preventing more serious problems from developing.

1 43%	2 39%	3 10%	4 4%	5 4%
most important		neutral		not important

7.4 Family counselling: i.e. family counselling where all members of the family, both parents and children meet together with the social worker with the aim of helping to improve communication and relationships as well as helping with current problems in the family.

1 61%	2 21%	3 14%	4 4%	5 0%
most important		neutral		not important

7.5 Teacher groups: i.e. the social worker meeting with small groups of teachers to discuss general problems experienced by the teachers in either the classroom situation, or in the school system generally.

1 32%	2 21%	3 22%	4 14%	5 11%
most important		neutral		not important

7.6 Teacher consultation: i.e. working with the social worker in evaluating the needs of particular pupils.

1 61%	2 32%	3 4%	4 0%	5 3%
most important		neutral		not important

7.7 Counselling parents: i.e. the same as individual counselling. To be available to parents as a resource person if they are experiencing difficulties with their child/children at home, or to discuss any matter with regard to their child/children.

1 64%	2 36%	3 0%	4 0%	5 0%
most important		neutral		not important

7.8 Educational programmes: i.e. programmes on various aspects of parenting adolescents, and various issues concerning adolescence. Usually experts in the community are invited to present lectures.

1 57%	2 21%	3 14%	4 4%	5 4%
most important		neutral		not important

Question 8

This question relates to the issue of confidentiality. Below is a list of problems and difficulties that occur in the school. Please refer to the explanations below before answering each question.

Problems:

- a) Academic difficulties: e.g. difficulty with subjects, deterioration of marks, etc.
- b) Behavioural problems: e.g. aggressive behaviour; eating disorders, disruption of classroom lesson(s), etc.
- c) Emotional problems: e.g. depression, moodiness, etc.
- d) Relationship difficulties: e.g. boyfriend/girlfriend problems; teacher/pupil difficulties; parent/child difficulties, etc.

Do you perceive the role of the school social worker in terms of confidentiality as follows? Please rate the following on a scale from 1 to 5 where 1 is strongly agree and 5 is strongly disagree. Please tick (✓) the appropriate rating.

8.1 If a pupil calls a meeting with the social worker with regard to a particular problem, the social worker should keep this in the strictest confidence, i.e. the social worker should not discuss this with parents, teachers, or principal.

Problems

- a) academic difficulties
- b) behavioural difficulties
- c) emotional difficulties
- d) relationship difficulties

	1 strongly agree	2 agree	3 undecided	4 disagree	5 strongly disagree
a) academic difficulties	4% 4%	7%	11%	39%	39%
b) behavioural difficulties	14% 14%	14%	4%	36%	32%
c) emotional difficulties	43% 43%	14%	7%	14%	22%
d) relationship difficulties	50% 50%	25%	4%	3%	18%

8.2 If a teacher refers a pupil to the social worker, the referring teacher should remain anonymous, i.e. the pupils should not be told who the referring teacher is.

Problems

- a) academic difficulties
- b) behavioural difficulties
- c) emotional difficulties
- d) relationship difficulties

	1 strongly agree	2 agree	3 undecided	4 disagree	5 strongly disagree
a) academic difficulties	14% 14%	14%	4%	46%	22%
b) behavioural difficulties	25% 25%	11%	7%	39%	18%
c) emotional difficulties	39% 39%	25%	11%	14%	11%
d) relationship difficulties	43% 43%	18%	14%	14%	11%

8.3 If parents contact the social worker with regard to a particular pupil, that this remain confidential, i.e. just between parents, pupil and social worker

Problems

- a) academic difficulties
- b) behavioural difficulties

	1 strongly agree	2 agree	3 undecided	4 disagree	5 strongly disagree
a) academic difficulties	14% 14%	25%	0%	32%	29%
b) behavioural difficulties	18% 18%	25%	3%	29%	25%

c) emotional difficulties	1 strongly agree 39%	2 agree 39%	3 undecided 4%	4 disagree 7%	5 strongly disagree 11%
d) relationship difficulties	1 strongly agree 46%	2 agree 36%	3 undecided 7%	4 disagree 0%	5 strongly disagree 11%

8.4 That the social worker discusses with the principal in order to keep him in touch with difficulties pupils are experiencing.

Problems

a) academic difficulties	1 strongly agree 50%	2 agree 36%	3 undecided 0%	4 disagree 11%	5 strongly disagree 3%
b) behavioural difficulties	1 strongly agree 43%	2 agree 39%	3 undecided 0%	4 disagree 14%	5 strongly disagree 4%
c) emotional difficulties	1 strongly agree 32%	2 agree 36%	3 undecided 0%	4 disagree 18%	5 strongly disagree 14%
d) relationship difficulties	1 strongly agree 25%	2 agree 28%	3 undecided 0%	4 disagree 29%	5 strongly disagree 18%

8.5 That the Standard Heads, i.e. the different teachers in charge of e.g. all Std 8's, all Std 9's, all Std 10's, are informed about difficulties pupils are experiencing.

Problems

a) academic difficulties	1 strongly agree 53%	2 agree 40%	3 undecided 0%	4 disagree 4%	5 strongly disagree 3%
b) behavioural difficulties	1 strongly agree 50%	2 agree 39%	3 undecided 3%	4 disagree 4%	5 strongly disagree 4%
c) emotional difficulties	1 strongly agree 21%	2 agree 36%	3 undecided 7%	4 disagree 11%	5 strongly disagree 25%
d) relationship difficulties	1 strongly agree 14%	2 agree 36%	3 undecided 7%	4 disagree 18%	5 strongly disagree 25%

**Question 9**

Please tick (✓) only one of the following:

9.1 Having the social worker in the school is:

- |           |   |                          |                                                        |
|-----------|---|--------------------------|--------------------------------------------------------|
| 96% ----- | 1 | <input type="checkbox"/> | a good idea                                            |
| 4% -----  | 2 | <input type="checkbox"/> | cannot say because I am not sure what she is there for |
| 0% -----  | 3 | <input type="checkbox"/> | should not be in the school at all                     |

**Question 10**

Please tick (✓) the appropriate block.

10.1 It would be helpful to obtain a pamphlet from the school informing me of the role of the school social worker.

- |           |   |                          |     |
|-----------|---|--------------------------|-----|
| 89% ----- | 1 | <input type="checkbox"/> | yes |
| 11% ----- | 2 | <input type="checkbox"/> | no  |

10.2 I think the social worker should have the following additional roles:

- |    |   |       |
|----|---|-------|
| 0% | 1 | ..... |
| 0% | 2 | ..... |
| 0% | 3 | ..... |

10.3 I think the social worker should not have the following roles:

- |    |   |       |
|----|---|-------|
| 0% | 1 | ..... |
| 0% | 2 | ..... |
| 0% | 3 | ..... |