



The influence of the lack of social work interventions on teaching and learning outcomes in high schools in Johannesburg, Gauteng Province: the voices of educators.

A research report on a research study presented to

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DECLARATION

I declare that **the influence of the lack of social work interventions on teaching and learning outcomes in high schools in Johannesburg, Gauteng: The Voices of Educators** hereby submitted to the University of the Witwatersrand, for the degree of Masters of Arts by Coursework and Research Report in the Field of Social Development has not been previously submitted by me for the degree at this or any other university, that is, it is my work in design and in execution, and that all material contained herein has been acknowledged.

X

Ms. A.A. Khanyile

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ABSTRACT

School social workers have played an important role in schools for many years, as they contribute to the successful achievement of teaching and learning outcomes, through their interventions, which are based on the theoretical framework of holistic counselling services and behavioural intervention strategies. In America, school social workers play a vital role in the education system as it is understood that learners are holistic beings which require different interventions in supporting their educational success. On the contrary, in South Africa, the critical role that school social workers play has not yet fully been embraced. As such, the lack of school social work interventions within high school settings is becoming an issue that requires urgent attention. Guided by the CAIMeR model, the aim of the study was to apply a qualitative research method to explore and describe the influence of the lack of social work interventions in high schools. The collective case study research design guided the researcher in obtaining multiple perceptions of the lack of school social work interventions. The population of the study were high school educators, and a sample of nine (9) educators affected by the lack of school social work interventions, were selected using non-probability purposive sampling. Data was collected using the semi-structured face-to-face interview. An interview schedule, containing a set of questions was utilised as a guide during the interviews to ensure that all participants were asked the same question. The most important aspect that emerged from the thematic analysis content of the discussions was that school social work interventions are a necessity in academic institutions due to the multiple challenges learners and educators have to deal with which may impact the process of teaching and learning if left unattended. The main conclusion drawn from the study was that while other measures have been taken in remedying these issues, the deployment of trained and qualified school social workers would assist in eliminating the underlying psycho-social challenges affecting the teaching and learning process. Findings were able to see the value of educators and school social workers working together in promoting the educational success of learners.

Key Words: School Social Work, Social Work Interventions, High School, Teaching and Learning Outcomes, Johannesburg, Gauteng Province

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CHAPTER ONE

INTRODUCTION AND ORIENTATION OF THE STUDY

1.1. Introduction

School social work is a practice that has provided services in schools across the world for over a century (Altshuler & Webb, 2009). In America, the school social work practice started around the years 1906 before the profession was permanently integrated within the education system, with 'visiting teacher' services were being rendered in places such as New York, Chicago, Boston and Hartford (Shaffer & Fisher, 2017). In the same vein, school social work in Ghana can be traced back to services rendered by Christian Missionaries, voluntary agencies, and tribal societies (Kemp, 2014). Meanwhile in South Africa, the government's education department started to realise the necessity of school social work services from as early as 1973 and after the first social worker was employed in KwaZulu-Natal in 1983, the other provinces followed (Kemp, 2014). However, it was only in 2009 that the South African Council for Social Service Profession (SACSSP) recognised school social work as a possible specialised field (Van Sittert, 2016).

Van Sittert (2016) asserts that statistics in the Western Cape has to date employed fifty-seven school social workers, all allocated at the Provincial and District Offices; whilst the Free State Province has thirty-one school social workers based at District Offices and Special Schools. In KwaZulu-Natal there are a total of twenty-five school social workers which are deployed at Provincial and District Offices; whilst Gauteng, the Province with the highest population to date, has only appointed four school social workers who are based at Special Schools and District Offices (Van Sittert, 2016). Similarly, Mpumalanga has employed four school social workers who are all based at the District Offices; whilst the Northern Cape has three school social workers located at Special Schools (Van Sittert, 2016). Northwest only has one school social worker based at the District Office, whilst the Eastern Cape and Limpopo are the only two Provinces that have not yet employed any school social workers despite the daily reports in local media depicting the violence and dysfunction in most school in the country (Van Sitter, 2016).

The reality within South African communities is that violent crimes are a way of life. Shootings, stabbings, physical and emotional violence takes place on a daily basis

(Netshitangani, 2014) and this state of affairs is prevalent in high schools. Mncube and Harber (2013) state that, this culture of violence is rampant in most schools because a school is a microcosm of the society in which we live in. Therefore, it is imperative that all schools provide social work interventions to mitigate the scourge of violence in schools and communities. Moreover, different news headlines in local newspapers state that school-based violence, teenage pregnancy, drug/alcohol abuse, and gangsterism have infiltrated many schools, for example, the following headlines indicate the extent of the problem:

Teen girl stabbed in a Northwest school toilet (Montsho, 2019).

13-year old arrested for Mondeor school murder (Pijpos, 2019).

Pregnant KZN learners return to school thanks to DA (Mncwango, 2019).

These are but a few of the incidents that are prevalent in most schools. As a result, these social ills affect the teaching and learning activities within the classrooms, thus, calling for the intervention of school social work services. Epstein and Voorhis (2010) highlight the crucial roles that school social workers can play which includes implementing effective interventions to promote the educational success of school learners. However, the lack of social work services in most schools in South Africa hinders the implementation of these processes.

It was against this background that the researcher selected this topic and included the specific focus on the challenging effects of the lack of school social work interventions. The next section will outline the statement of the problem and rationale for the study. The discussion is followed the aim and objectives of the study. Thereafter, an overview of the research methodology is provided. Following the overview is the definition of key concepts. The limitations and delimitations of the study are discussed next. Finally, the chapter ends with an outline of the structure of the research report.

1.2. Statement of the Problem and Rationale for the Study

School-based violence is escalating, despite multiple measures that have been implemented by the Department of Education (DBE) to address this problem (Nconsta & Shumba, 2013). Schools are plagued with violence, drug and alcohol abuse, and teenage pregnancy. Furthermore, crime involving the carrying and

bringing of weapons into schools grounds (Grobler, 2018), together with gangsterism, satanism and high failure rates have all led dysfunctional schools and to high school drop-out rates (South African Council for Educators [SACE], 2016). In addition, as a school is the microcosm of society, school-based violence may be learned externally but later perpetuated internally (Zastrow & Kirst-Ashman, 2015). Evidently, violence has become a serious concern in South Africa across all educational levels, ages, gender, race, and school categories (Burton & Leoschut, 2012).

Research has indicated that often, learners are the perpetrators of the violence, leaving the educators to be the victims and the violence often involves being pushed or verbally attacked by the learners (Burton, 2007). Simultaneously, due to the many roles and responsibilities that educators have, they may suffer from burnout (Segalo & Rambuda, 2018). As a result of this burnout, the authors argue that educators may resort to corporal punishment. In addition, Masinga (2016) has also identified educators as perpetrators of violence as learners have reported being physically beaten or spanked by their educators. Ncontsa and Shumba (2013) observed that violence between learners and the use of corporal punishment by educators influences learners' and educators' well-being and affects the teaching and learning outcomes.

Consequently, school-based violence has heightened the need to employ school social workers because Soliman (2017) asserts that social workers are the most appropriate professionals to facilitate safe teaching and learning environments and to ensure that learners and educators feel comfortable, ready and safe to engage in teaching and learning. In support, Constable (2008) states that school social workers generate unique knowledge and skills to the school system and environment and provide services which are instrumental for the achievement for learner competence and confidence.

Within the American context, Johnson-Reid, Kontak, Citerman, Essma and Fezzi (2004) confirm that school social workers address the complexity of problems which range from child abuse and neglect, aggressive behaviours performed by learners, disciplinary issues, and separation and divorce. Similarly, Cawood (2013) established that school social workers in South Africa could provide a large variety

of services such as developing individual behaviour plans, make discipline referrals, provide individual and small group counselling, and the training of educators on classroom management.

Additionally, Van Sittert (2016) indicates that school social workers could facilitate contact between parents and the school to provide counselling to learners with learning disabilities or address barriers to learning, and where required initiate collaboration within external resources. Furthermore, school social workers can participate in policy making processes regarding specific issues that influence the achievement of teaching and learning outcomes. Sherman (2016) asserts that the above-mentioned services are however not achievable due to the shortage of school social workers in most public schools in South Africa. Therefore, this study aims to identify the gaps in service delivery to argue for change in policy for the allocation of needed resources to facilitate the provision of school social work services.

1.3. Research Question

How does the lack of social work interventions influence teaching and learning outcomes in high schools, in Johannesburg, Gauteng Province?

1.4. Aim of the Study

The study aimed to explore and describe the influence of the lack of social work interventions on teaching and learning outcomes in high schools.

1.5. Research Objectives

- To conceptualise and contextualise social work interventions in high schools, from a literature perspective.
- To investigate the perceived influence of the lack of social work interventions in South African high schools.
- To investigate the costs and benefits of implementing social work interventions in South African high schools.
- To explore and describe obstacles that may hinder government efforts in fast tracking the employment of school social workers in public schools.

1.6. Overview of the Research Methodology

The study made use of the qualitative research approach. Qualitative studies provide the researcher the opportunity to gain deeper insight and understanding about the variable of interest (Fouché & Delport, 2011, p. 65). Furthermore, the qualitative research approach makes it possible for a researcher to gather data from the participants' own words on their experiences, beliefs, and values (Kumar, 2014). As such, this approach was appropriate for this study as the researcher was able to capture the different educators' views, beliefs, and values (Howitt, 2010) about the effects of the lack of school social work interventions on teaching and learning.

The study relied on the case study design. A case study is described as an investigation of a single individual, group, or community which the researcher examines in-depth relating to a variable of interest (Heale & Twycross, 2017). As such, the case study design made it possible to understand the educators' realities on the lack of school social services (Creswell & Poth, 2014, p. 97). The collective case study design, defined as the process of selecting multiple cases to show different perspectives in a particular issue (Creswell & Poth, 2014, p. 99) was the most appropriate in this study context. Collective case studies gave the researcher the opportunity to obtain information through various sources (Zainal, 2007), therefore making it possible for the researcher to understand the effects of the lack of school social work services from multiple high school educators (Yin, 2014).

To conduct the study, the research population affected by the issues had to be identified. A population, according to Banerjee and Chaudhury (2010) is a complete set of people with a specialised set of characteristics in which the research aims to study. As such, the study comprised of high school educators in private, public, township and suburban schools. As it was impossible to study the entire population, a sample was used. Sampling is described as the method of selecting a representative subset of the population (Shokat & Parveen, 2017). The authors further state that sampling methods make the research process more accurate and economical and it determines the generalisability of the research. As such, non-probability sampling was utilised within the study, as the exact size of the population was not known to the researcher (Strydom & Delport, 2011, p. 391).

Furthermore, in selecting the participants, purposive sample was employed. Purposive sampling is defined by Showkat and Parveen (2017) as the process in which participants are chosen according to the researchers own judgment for the purpose of the study. Within this research study, purposive sampling was appropriate as the researcher selected participants based on certain characteristics which they possessed, and these characteristics made up the specific inclusion criteria (Daniel, 2012). The study's sample had a total of eight educators from which two educators were drawn from the respective public, private, township and suburban schools. In addition to the educators, a key informant from a private school was also part of the population.

A semi-structured interview schedule was used to answer the research question and achieve the aim and objectives of the research study. Semi-structured interviews involve unstructured and generally open-ended questions that are intended to elicit views and opinions from participants (Creswell, 2014, p. 190). The semi-structured interviews consisted of a dialogue between the researcher and participant, guided by a flexible interview schedule and supplemented by follow-up questions, probes and comments (DeJonckheere & Vaughn, 2019). Semi-structured interviews, as research instrumentation, seemed appropriate for this study as the researcher was able to explore participant thoughts, feelings and beliefs about the influence of the lack of social work interventions on teaching and learning outcomes and it also allowed the researcher to delve deeply into personal and sometimes sensitive issues that the participants face.

In analysing the data, the researcher employed thematic analysis according to the steps described by Braun, Clark, Hayfield and Terry (2018). The data analysis steps will be discussed in detail in Chapter three of the research report.

While conducting the study, the researcher ensured trustworthiness of the data and took into consideration ethical issues. Trustworthiness included credibility dependability, transferability, and confirmability. Ethical issues included informed consent; voluntary participation; privacy, confidentiality, and anonymity; avoidance of harm; and publication of results. These two sections will be discussed in-depth in Chapter three of the research report.

1.7. Definition of Key Concepts

1.7.1. School Social Work

School social work is a specialised area of the social work profession (Constable, 2008), which makes an essential link between school, home, and community (Allen-Meares, Montgomery & Kim, 2013) for the academic advantage of a learner. In addition, the National Association of Social Workers (NASW) (2014) describes school social work as the process of applying social work principals and methods in educational settings. In this study, school social work can be defined as a field within social work which aims to provide interventions to learners and educators where there are social barriers within the educational site.

1.7.2. School Social Work Interventions

Sundell and Olsson (2017) assert that social work interventions are intentionally implemented with the purpose of eradicating risk factors, mobilising protective factors, and introducing betterment beyond eradicating harms. In addition, school social work interventions encompass a range of treatments, programmes and interventions which may be simple or complex (Sundell & Olsson, 2017). Within this study, school social work interventions can be defined as the services provided to educators and learners in schools on micro, macro and meso levels for the purpose of educational development.

1.7.3. High School

Chrosniak (2003) describes high schools as an academic institution that provides education that is more advanced than primary school but less advanced than higher learning institutions. High school grades include 8, 9, 10, 11 and 12 (Masinga, 2016). High schools also prepare a learner for when they must go through the transition from high school to university or college. In this context, high schools can be defined as educational institutions which equip learners with the necessary academic skills and knowledge that will assist them in entering the higher institution of learning environment.

1.7.4. Teaching and Learning Outcomes

Teaching and learning outcomes are outcomes anticipated by educational staff members that will be obtained during the course of teaching and learning within the

classroom (Stellenbosch, n.d.). Teaching and learning outcomes are underpinned by the teaching process which involves the educators transforming knowledge to learners with the aim of transforming them into active constructors of their own knowledge (Stellenbosch, n.d.). Within this study, teaching and learning refers to the interaction between an educator and a learner with the purpose of working towards achieving academic goals.

1.7.5. Johannesburg

According to Blomkamp (n.d.), Johannesburg is one of the youngest of the world's major cities as it was founded in 1886 following the discovery of gold. Today, the city is part of Gauteng, a Sotho word meaning 'Place of Gold' and forms part of one of the nine Provinces in South Africa (Campbell, 2019). As part of a developing 'third-world' country, Johannesburg is plagued by harsh socioeconomic conditions including unemployment, poverty, crimes, and diseases, which continue to pose very serious threats to the city's education system (Muribwathoho, 2015). Geographically, Johannesburg is situated on the Highveld areas across the South African interior. See Figure 1.1 below, a map of Johannesburg with all the townships and suburbs.



Figure 1.1: Map of Johannesburg from:

<https://images.app.goo.gl/cFunQVKzAhAFeGTZ7>

1.7.6. Gauteng Province

Gauteng is considered to be the smallest Province in South Africa; however, it has recorded the largest population share with approximately 14, 7 million people (25, 4%) of South Africa's population (Stats SA, 2018). Despite Gauteng being the hub of the economic activity in South Africa, the Province is marred with challenges including high levels of poverty, unemployment, and social exclusion (Gauteng City Region Observatory, 2018). In addition, Gauteng is also regarded as one of the Provinces with the largest number of high school learners with a record of 4 963 820 learners enrolled in high schools in 2016 (Stats SA, 2018). In addition, Ramdass (2009) states that the quality of education is a major issue that is being faced by the Province's education system. The author further indicates that crime also has a significant impact in high schools which is evident by the large number of cases that have recently surfaced related to school-based violence. This therefore places emphasis on the need for social service interventions in schools within the Province. See Figure 1.2 below, a map of the Gauteng Province.



Figure 1.12: Map of the Gauteng Province from:
<https://images.app.goo.gl/ZqFSbK42PvuvLmi9>

1.8. Limitations and Delimitations of the Study

- Literature on school social work within a South African context is very limited. However, efforts were made to obtain as much literature, including from past research papers.
- The participant's time was not flexible as the educational environment does not allow them to engage in other activities during school time. However, efforts were made to conduct the data collection according to a time and date that was suitable for the participants.
- The process of obtaining the contact details of Gauteng Department of Education's Director or Deputy Director was particularly difficult. However, efforts

were made to obtain the necessary information from the key informant from private schools.

- The process of obtaining permission from the different high schools was particularly difficult. However, with the assistance of their supervisor, the researcher was able to obtain the necessary permission.
- As generalisation is usually not an issue within qualitative research, it needs to be acknowledged that the small, non-probability sample precluded generalisation of the findings to the broader population of high school educators

1.9. Organisation of the Research Report

Chapter One: Introduction

Within Chapter one, the research problem and rationale for the study were contextualised. Thereafter, the research aims, and objectives of the study were addressed. This discussion was followed by an overview of the research methodology as applied in the study. Succeeding this overview was the definition of key concepts. Thereafter, the chapter highlighted the limitations and delimitations of the study. Lastly, the chapter provided an overview of the organisation of the research report.

Chapter Two: Theoretical Framework and Literature Review

The CAIMeR model to Social Work is outlined in this chapter as it constitutes to the theoretical framework that underpinned the study. Preceding the theoretical framework is a discussion on the relevant literature for the study focusing on the influence of the lack of school social work interventions. Firstly, the literature review discusses the history of school social work, followed by an outline of school social work interventions and programmes that need to be implemented to address the academic barriers learners face. Next, the influence of the lack of school social work interventions is delineated. Thereafter, Legislative and Policy Frameworks are discussed. After this discussion, the costs and benefits of school interventions are highlighted and are followed by a discussion of the obstacles experienced by governments in the efforts of fast tracking the employment of school social workers. Concluding the chapter is the summary of what was comprised in Chapter two.

Chapter Three: Research Methodology

Within this chapter, the research methodology is presented in detail. In this context, the research question, aim and objectives of the study are discussed. This discussion will be followed by the research approach and design. Thereafter, the population, sample and sampling procedures are highlighted. Next is the research instrumentation, followed by a discussion on piloting the research tool. Next is a discussion of the method of data collection followed by the method of data analysis, as well as issues of trustworthiness. Ethical considerations and limitations are also discussed. The summary of chapter concludes the research methodology, which focuses on highlighting what was discussed within Chapter Three.

Chapter Four: Presentation of Data and Discussion of Findings

Chapter four is the presentation of data and the discussion of empirical findings. The chapter highlights the aim and objectives of the study, followed by a presentation of the demographics of the research participants and themes and sub-themes of the research findings. Concluding the chapter is a summary of the findings that was discussed.

Chapter Five: Main Findings, Conclusions and Recommendations

In this final chapter, the extent to meeting the aim and objectives of the study are discussed. The main findings are also summarised and conclusions from the study are presented, followed by recommendations for interventions and further research.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Introduction

Literature indicates that a theoretical framework is essential in explaining the social work intervention process and their mechanisms that give rise to the practice (Blom & Moren, 2010). This chapter discusses the CAIMeR model as the underpinning theoretical framework. In unpacking the respective acronyms of Contexts, Actors, Interventions, Mechanisms, and Results, an effort will be made to highlight the model's relevance to the need of school social work interventions. Following the theoretical framework, the chapter culminates with a description of the literature review guiding the research.

2.2. The CAIMeR Model

The CAIMeR model is a model of social work which demonstrates that different components of one's ecological system are all connected and have different causal processes (Blom & Moren, 2010). The different acronyms of the CAIMeR model (Context, Actors, Interventions, Mechanisms, and Results) therefore depict how the school is a context that has actors who provide interventions and use mechanisms to ultimately achieve positive results. Therefore, the assumption can be made that school social work interventions are critical as (Blom & Moren, 2010) assert that such processes could be carried out to address barriers to teaching and learning outcomes and achieve positive outcomes. The next sections unpack the aspects of the CAIMeR model.

First of these acronyms is the context strategy, which dwells into the client's life world (Blom & Moren, 2010). The authors continue that contexts are constituted by direct and indirect interventions which are more or less close to the actual situation requiring the social workers attention. We can distinguish three different types of contexts namely, *intervention context* which is relatively close to the client, and the *social* and *cultural context*, which are wider and further to the client (Blom & Moren, 2010). By looking into the client's *intervention context*, we look at 'local conditions' that affect their everyday life, such as norms and personal relationships (Blom & Moren, 2010). In addition, this context explains how interactions and interrelations

between learners and other immediate systems influence each other (Van Sittert, 2016). As such, the *intervention context* offers important insight of understanding certain motivations to the particular behaviours including school-based violence, drug/alcohol abuse, teenage pregnancy and gangsterism which learners carry out that may hinder the teaching and learning process (Blom & Moren, 2010). Contrasting the *intervention context* is the *social and cultural context* which looks into conditions including political, economic and cultural conditions (Blom & Moren, 2010) that underpin a learner to engage in dysfunctional behaviours that require school social work services for the purpose of positive teaching and learning.

In relation to this study, it can therefore be stated that a learner's context is of particular importance, because it has an influence on their behaviour. This is in line with the ecological systems perspective. Therefore, the school is part of the intervention context, this highlights that a learner is part of the family, peer group, school, the community system, and society (Van Sittert, 2016). Furthermore, it has also become imperative that the school social worker has to take these multiple systems in cognisance during the intervention phase as learners are part of the school context and are influenced by these systems within their social and cultural context to which they belong (Blom & Moren, 2010).

Actors are the second strategy, and they are referred to the individuals who are involved in the intervention process and contribute to the outlook an individual has on other different actors (Blom & Moren, 2010). In carrying out school social work intervention processes, the different actors' involvement is vital as they may play a role in enabling positive teaching and learning outcomes to be achieved. It is important that one take in cognisance of the different contexts promote the involvement of the different actors. Such as, actors within the school context include educators, peers, the principal, and the administration and housekeeping staff (Blom & Moren, 2010). It is also imperative to note that the different actors within the different contexts all have their unique influence on the behaviour of learners' requiring school social work interventions.

The third strategy is the intervention process that investigates the process of school social work interventions (Blom & Moren, 2010). The intervention strategy has two sub-categories: direct conditions, which comprises of organisation and working-

climate context where the school social worker is employed and indirect conditions that comprise of aspects such as local political decisions, administrative and governing systems and resource allocation (Blom & Moren, 2010), which have an effect on the educational setting. The intervention processes may include assessment, intervention, the decision-making process, and record keeping (NASW, 2012). In relation to this study, these aspects of the intervention process could guide the school social workers in creating strategies that are appropriate to responding to the behaviour affecting teaching and learning outcomes.

Mechanisms being the fourth strategy, speak to the activities and the resources that are required to implement required interventions (Blom & Moren, 2010) designed to address behaviours that impede the attainment of teaching and learning outcomes. Mechanisms are underpinned by the context in which the learners and the actors come from, which play a contributing factor to their behaviour. As such, mechanisms refer to the social-psychological and educational initiatives including behavioural interventions, parent-teacher relationship initiatives and preventative measures (Constable, 2008). In addition, the social mechanism can emanate from mechanisms that lie within the psychological level, which consist of school social workers and intra-psychic dynamics, and when internalised, these mechanisms can sometimes be transformed into the psychological level also known as the social-psychological transformation (Blom & Moren, 2010). The social-psychological mechanism works as a mediating and transforming force in the interface between the psychological and the social (Blom & Moren, 2010). In relation to the study, the social-psychological transformation plays a role in transforming the psychology of the learner whose behaviour obtained through social mechanisms, that hinders the attainment of teaching and learning outcomes into a behaviour that promotes positive aspects with the teaching and learning process. As such, through the aid of counselling services, school social workers can be guided by these mechanisms in obtaining the results which could impact positive teaching and learning.

Blom and Moren (2010) state that often discussions concerning the results strategies are quite diffuse as it is not clear what kind of results are in question. However, within this context, the strategy primarily refers to the process of changed behaviour – in essence; it refers to a change in the client's life situation which emerges from the intervention process (Blom & Moren, 2010). The results strategy

can be divided into two interconnected components namely, *client effects* which are the changes in the client's life situation which emerges as a result of the interventions and *outputs* which is an aspect that leads to the different types of services received by the client (Blom & Moren, 2010). In relation to this study, the results strategy relates to the interconnected goals that education wishes to achieve through the teaching and learning programme with its main focus on learners' outcomes (Blom & Moren, 2010). What this implies is that if teaching and learning outcomes are achieved, this will have an impact in changing the learners' life situation because of the school social work intervention (Blom & Moren, 2010). Another result could be in the form of outputs, which is the support the learner obtained from the different actors during the school social work intervention process (Blom & Moren, 2010).

Through its appropriate and applicable nature of enhancing the knowledge and skills of social workers employed within the educational context, the CAIMeR model could provide school social workers with the assurance that they can design and implement interventions that take into account all the contributing factors to learners' dysfunctional behaviour that may hinder the achievement of learning outcomes. Additionally, the CAIMeR model was appropriate as it assisted the researcher to understand how social work interventions in schools should be designed and how they generally work (Blom & Moren, 2010) to promote effective teaching and learning.

LITERATURE REVIEW

2.3. Introduction

The Department of Basic Education believes that an approach which assists in understanding and addressing any barriers to teaching and learning, should be adopted (Van Sittert, 2016). Social work is a profession that establishes different goals that aim to bring about change in an individual's life that will also promote the welfare of the society by empowering members to help themselves (Van Sittert, 2016). The same applies within the school setting. School social workers provide social services to learners, parents, schools and communities when there are risks of psychological barriers, and learners also obtain the opportunity to receive social

support therefore assisting them to develop to their full academic potential (Kemp, 2013).

The literature review includes an overview of the history of school social work. This aspect will be followed by social work interventions and programmes. Next will be a discussion on the influence of the lack of social work interventions in high schools. Thereafter, the legislative and policy frameworks underpinning school social work interventions are delineated. This aspect will be followed by the costs and benefits of providing school social work interventions in schools will be discussed. The section will conclude with a discussion on the obstacles that hinder the employment of school social workers in public schools.

2.4. History of School Social Work

Since the 20th century, school social workers have played a vital role in supporting the American education system (Van Sittert, 2016). The need for school social work was largely fuelled by immigration, poverty, and the view that every child has a right to an education (Higy, Haberkom & Pope, 2012). As such, private agencies then placed visiting teachers in schools in the early parts of the 20th century with the goal of providing contact between home and school (Huxtable, 2013). This later transformed to social work methods, which made use of knowledge pertaining mental hygiene and paying attention to the learners' micro, meso and macro environment (Huxtable, 2013). The author further indicates that in 2012, 30 000 school social workers were employed to work in the schooling system. It is therefore evident that over the years, schools in the US have increasingly recognised that they cannot manage all the issues that promote the educational success of their learners, and that in order to tackle these problems; they need to establish interdisciplinary teams using various expert knowledge and skills, including school social workers (Lyons, Hokenstad, Pawar, Heugler & Hall, 2012). Despite the profession being globally recognised, in the African context, the profession is in short supply or may not exist.

The beginning of social work in Africa and in Ghana in particular, can be traced back to the year 1940, to activities conducted by three major groups: Christian Missionaries, voluntary agencies, and tribal societies (Kemp, 2014). The author further states that these groups worked closely with ethnic societies and families in

need. Since Ghana's independence, the social work profession has gone through many structural changes (Kemp, 2014), such as the social welfare programme that was introduced in the 1960s by the Ghanaian Education Service System. The aim was to provide help with school attendance and to ensure that learner's needs are met so that they can benefit and perform well in school (Sossou, & Daniels, 2002).

In contrast to the US and Ghana, South Africa in 1920, appointed psychologists at various Departments of Education with the aim of focusing on IQ-testing and it is assumed that this process later gave birth to the practice of school social work (Van Sittert, 2016). The author further states that it was only during the late 1940s, that the need for social workers in schools was recognised. From 1948 and onwards, special educators were appointed by the Transvaal and Natal Education Departments to address some of the social welfare problems in schools and these educators only focused on the cognitive aspect of a learner (Kemp, 2014). In 1958, posts for school counsellors that possessed a teaching degree were created in the Transvaal Province, with the goal of addressing behavioural and emotional problems in schools (Van Sittert, 2016). Unfortunately, this was not very successful as these appointed school counsellors only had a teaching background (Van Sittert, 2016). Thus, the introduction of a school counselling course to train school counsellors (Rocher, 1977) was introduced. It is assumed that this process later led to the introduction of school social work practitioners (Van Sittert, 2016).

In 1973, the need to establish school social work in the South African education system was recognised (Kemp, 2013). This was due to the increase in social problems at schools (Kemp, 2013). However, the need for school social work to be recognised as specialised field was only identified by the SACSSP in 2009 (Kemp, 2014). Despite the need of school social workers being recognised, to date, there are only 69 school social workers that have been appointed across the 9 provinces of South Africa (Kemp, 2014).

Constable (2008) asserts that an increase in the appointment of school social workers in South Africa could be particularly beneficial to schools. Huxtable (2013) adds that, while educators develop the potential of learners through transmitting knowledge, skills and values, school social workers provide support for learners' well-being so that they can be ready to learn. The author further states that school

social workers provide special attention to learners who are marginalised by problems such as poverty, oppression or disability through the establishment of programmes and interventions that mobilise the strengths of family, school and community to overcome these obstacles in order to make the process of learning easier, as will be discussed next.

2.5. School Social Work Interventions and Programmes

The role of the school social worker is that of an active proponent who works with educators, parents, and administrators in the schools to encourage needed change (Kemp, 2014).

Globally, school social workers have provided a variety of services including individual, group, and family counselling; crisis interventions; and advocacy for learners, families, and educational systems (Allen-Meares, Montgomery & Kim, 2013). In achieving these services, school social workers become counsellors and enablers for the purpose of encouraging learners to create appropriate goals that will assist them in meeting their academic standards and to empower them with the ability to solve school related problems on their own (Kemp, 2014). Additionally, as a member of an interdisciplinary team, school social workers bring forth unique knowledge, values and skills that are appropriate in responding to the variety of human problems that impose on schools academic success, thus assisting learners and educators achieve teaching and learning outcomes (Huxtable, 2013).

School social workers also engage in a magnitude of interventions and programmes that are drawn from the ecological framework as a guiding principal for purposes which include, advocating for learners and their families, maintaining open lines of communication between home and school, and consulting with educators about learners' living situations and neighbourhood conditions (Dupper, 2003). This process also contributes to the learners achieving academic success. Furthermore, school social workers are not only tasked with the process of intervening in cases where learners experience barriers to learning, but they also have the responsibility of creating programmes that will assist learners with certain challenges they might face on school grounds (Openshaw, 2008).

Similarly, as in the global context, the roles carried by South African school social workers include counselling, providing support services to learners and their families and conducting home visits and referrals. Training is also provided, and social issues are addressed by linking learners from disadvantaged backgrounds with basic needs such as clothing, food, and healthcare (Van Sittert, 2016). Other interventions include supporting and assisting learners regarding their emotions that prevent them from performing academically to the best of their ability (Issakson & Larsson, 2017). Furthermore, the school social worker carries out a critical role of being a mediator, negotiator, consultant, and advocate for what is in the best interest of the learners (Kemp, 2014). In addition to these roles, school social workers share information and develop programmes that support the strategic goals of the Department of Basic Education (DBE) (Van Sittert, 2016).

Another important role that school social workers play includes helping schools create and sustain effective programmes that require the involvement of families and communities as a way of contributing to learner academic success (Epstein & Voorhis, 2010). Therefore, it can be agreed that learners who need extra support to succeed academically benefit from the services that school social workers provide. Additionally, as school social workers work with learners and their educators to build academic and behavioural improvement plans and provide additional support (Huffman, 2013), positive teaching and learning outcomes are achieved.

It is therefore evident that the establishment of an effective foundation for school social work interventions can be of unlimited advantage in creating preventative measures to serious social issues which possess the potential of damaging the fabric of the South African society (Kemp, 2014). However, without the employment of school social workers, aspects such as bullying, drug and alcohol abuse, teenage pregnancy, and discrimination of all kinds (Huxtable & Blyth, 2002) are often heightened, therefore, making the teaching and learning environment uncondusive. The influence of the lack of school social workers is therefore highlighted next.

2.6. The Influence of the Lack of Social Work Interventions in High Schools

In a study that was conducted in the US, it was found that due to the lack of school social workers, approximately 33% of learners were absent each day in urban suburban schools and that the absenteeism rate was influenced by risk factors

which included antisocial peers and peer pressure, and family conflict (Newsome et al., 2008). In addition, the lack of school social work interventions has also weakened the partnerships between home, school and community that address the barriers to academic achievement (Higy, Haberkom, Pope, & Gilmore, 2012). Indirectly, this disrupts teaching and the achievement of learning outcomes.

Kaminer and Eagle (2010) state that, South Africa has a high rate of child physical and sexual abuse, school-based violence, and many young South Africans are exposed to different types of trauma. As such, these experiences can interfere with the learners' critical development as well as affect their academic performance and milestones (Muribwathoho, 2015). Such exposures presuppose the need for school social work interventions to provide psycho-social or emotional needs of learners and build healthy, happy and a stable future population. In addition to coercing some learners to learn in a negative environment, the lack of school social work interventions has also influenced many of these psycho-social issues affecting learners to be neglected (Muribwathoho, 2015).

Additionally, many schools are currently experiencing an increase in a variety of ill-behaviours such as school-based violence, high teenage pregnancy rates, gangsterism and Satanism (Sherman, 2016). As such, the school social worker has the responsibility of being concerned with these difficult challenges that are faced by learners (Muribwathoho, 2015). However, the absence of school social work interventions can result in these challenges not being addressed therefore, preventing learners from using their educational opportunities to the fullest (Higy, et al., 2012). President Cyril Ramaphosa indicated that in the midst of the challenges that are faced by the youth of today, legislations, policy frameworks and guidelines on how to deal with the psycho-social issues such as poverty, school-based violence, bullying, rape, substance abuse and teenage pregnancy have been formulated and passed down by the DBE (Muribwathoho, 2015), as will be discussed next.

2.7. Legislative and Policy Frameworks

South Africa is a signatory of multiple endorsements which have been established for the purpose of upholding and protecting human rights (Masinga, 2016); including the *1948 Universal Declaration of Human Rights* which specifies that every

individual has the right to education, support and protection (Masinga, 2016). The author further states that it is therefore the school's principal and educator's duty to ensure that learners are free from physical and emotional harm including, exploitation, abuse, or intimidation whilst under their care. In promoting safe and conducive learning environments that support and protect learners, the following legislations have been passed down.

2.7.1. Section 28 (1)(c) of the Constitution and Section 8 (5)(b) of the Schools Act

1. Section 28(1)(c) of the Constitution

Section 28 (1)(c) of the Constitution declares that “every child has the right to basic nutrition, shelter, basic health care services and social services” (p.11) (<https://www.justice.gov.za/legislation/constitution/SACConstitution-web-eng.pdf>).

2. Section 8 (5)(b) of the Schools Act

Section 8 (1)(c) of the Schools Act gives effect to this right by determining that school governing bodies (SGBs) must ensure that support measures or structures for counselling are available for learners (Reyneke, 2018).

Despite these legislations, many children experience social hardships, and this can at times be projected into the classroom and on school grounds through ill-behaviour (Muribwathoho, 2015). Educators do not have the necessary skills to perform interventions that are beyond transforming knowledge. Therefore, as part of a learners rights to social services, a well-functioning educational institution needs not only properly qualified educators, but also school social workers, psychologists or access to adequate social services which are provided by the DBE, the Department of Social Development (DSD) or Non-Governmental Organisations (NGOs) (Reyneke, 2018). The employment of school social workers could ensure that this right is realised by working towards decreasing risk factors present in the school and in the wider social environment of the learner (Reyneke, 2018).

2.7.2. The National School Safety Framework

According to Makota and Leoschut (2015), research associated with learner victimisation has indicated a wide range of consequences which affect a learner's physical and emotional aspect of their lives. These consequences also have an

impact on a learner's performance at school and contribute to their inability to abstain from criminal and delinquent behaviour (Makota & Leoschut, 2015). As a result, the DBE has pledged to create a safe and conducive educational environment by establishing measures such as the National School Safety Framework (NSSF) that are committed to prevent, manage and respond to certain incidents (Department of Basic Education [DBE], 2015).

The NSSF is a framework that was developed by the DBE and other key governmental stakeholders (Centre for Justice and Crime Prevention [CPCJ], 2016) and approved by Minister of Education, Angie Motsega in April 2015 (DBE, 2015). Through its commitment to uphold the right that all children should be protected from all forms of violence, the framework aims at providing a guiding strategy to educational departments across national and provincial levels to address to the violence that is occurring in high schools (CPCJ, 2016). In addition, the NSSF is a toolkit that ensures that children have access to an equal quality of education in an environment that is safe and secure (CPCJ, 2016).

Despite the constitution clearly stipulating that every learner has the right to be provided with social services such as school social work interventions combined with the establishment of the NSSF framework, unfortunately, there are not nearly enough trained professionals available to attend to the needs of the learners (Reyneke, 2018). The costs could be unbearable in the long run; meanwhile there could be benefits to employing social workers in schools, as discussed below.

2.8. The Costs and Benefits of School Social Work Interventions

According to Masilo (2018), the South African Department of Treasury has the responsibility to provide funding resources to the DBE so that school social workers could be employed in the educational setting. The author further states that, given the current global economic challenges, financial constraints experienced by government could be the reason that the employment of school social workers is not possible at present. Unfortunately, national data highlighting the specific costs which promotes the employment of school social workers by private and public districts is particularly challenging to obtain (Poppy, 2012). Despite the financial constraints, there are multiple benefits which could be attained from the process of

having social work interventions in schools (Huffman, 2013), including a decrease in learner dysfunctional behaviour and the promotion of teaching and learning.

In the US study, school social workers indicated that there was a change in learners' behaviour as a result of the different interventions provided by school social workers in helping learners addresses any contributing factors to the dysfunctional behaviours (Huffman, 2013). The author further states that, the availability of school social workers results in an increase in academic learning, the provision of direct support services, the coordination of other school-related services, and/or engagement in advocacy related activities within the academic setting.

In contrast, South Africa has an increasing number of high school learners engaging in school-based violence, behavioural problems, and those experiencing teenage issues including self-esteem, peer relations and family problems, and this has indicated to be signs of developmental challenges (Lam & Hui, 2010). The employment of school social workers can benefit these young people who face numerous challenges including the pressures to engage in drug and alcohol abuse, or early sexual activity and the resultant worrying levels of teenage pregnancy (Muribwathoho, 2015). In addition, many young South Africans are exposed to different types of trauma across multiple settings to an extent that traumatising is more of a 'condition' than an 'event' (Kaminer & Eagle, 2010). The employment of school social workers can therefore be beneficial to traumatised learners to prevent the possible interference of a learner's critical developmental transitions, as well as remove placed implications for their academic performance (Muribwathoho, 2015).

Furthermore, employing social workers within the educational setting will be highly beneficial as they can deliver needed services to address and to decrease the abovementioned issues (Muribwathoho, 2015). Mainstreaming social work interventions within the educational setting will have the added benefit of eliminating barriers to learning caused by the home and environmental circumstances which learners are exposed to (Openshaw, 2008). However, the employment of school social workers within the educational system is obstructed by various factors as will be discussed next.

2.9. Obstacles Experienced by Government that Hinder the Employment of School Social Workers

In South Africa, there are two predominant reasons as to why the formalisation of school social work is taking too long within high schools. The first reason is the lack of funding, which is one of the biggest obstacles faced by government that prohibits the provision of school social workers in the educational setting (Huffman, 2013). According to Nkosi (2018) since 2013, the various Provincial DSDs have been experiencing backlogs in employing social work graduates due to insufficient funds. Furthermore, the lack of funding has resulted to an increase in the number of unemployed social workers (Arcangeli, 2019), therefore resulting to the migration of some of the skilled professionals, including social workers (Van Sittert, 2016). Secondly, as indicated by Balli (2016), there has also been a lack of cooperation between the social work profession and other school stakeholders including parents, teachers, and other specialists within the education system. This is due to the negative perceptions and insufficient knowledge about social work as a profession that can assist in diverse activities related to education, training, and the socialisation of learners in an extracurricular environment (Balli, 2016).

It should be noted that, school social workers are not the silver bullet that will solve all the problems of schools and of the communities from which learners come from (Reyneke, 2018). However, they do possess the skills and knowledge that educators do not have, and their contribution in schools can help create a school environment that will fulfil the children's right to basic education and social services (Reyneke, 2018). Therefore, it can be argued that the necessary South African Governmental Departments should make a developmental priority to employ school social workers.

2.10. Summary

This chapter described how the CAIMeR model guides a social worker employed within the educational context to provide services to high school learners who portray dysfunctional behaviours. As a school social worker, despite having to intervene with similar dysfunctional behaviours from learners, it is important that one gives recognition to the different contexts, actors and mechanisms which have fuelled learners to behave in a manner which is regarded as dysfunctional or

inappropriate. This recognition will assist the school social worker in intervening in a manner that will produce results, and which promotes positive teaching and learning.

Furthermore, it has been observed that school social work is an essential need, internationally and locally. Various factors highlighting the importance of school social work have been credited, including the different interventions and programmes that school social workers provide within the educational setting. Furthermore, the legislative and policy frameworks were also identified as a measure to guard a learner's right to learn in an environment that is considered safe and conducive. Furthermore, the costs and benefits of school social workers were discussed as a measure to highlight the importance of the profession within the academic agency in ensuring school safety. Finally, the obstacles experienced by government in fast tracking the employment of school social workers have also been discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The chapter will focus on highlighting the research methodology utilised to achieve the aim and objectives of the study. The research methodology chapter will include a discussion of the research approach and design. A description of the population sample and sampling procedures will follow this. Next will be a description of the research instrument and a discussion of how the pilot study was conducted. The chapter continues with an outline of the data collection and data analysis methods used. Thereafter, the issues on trustworthiness are outlined which is followed by a discussion of the ethical aspects that were taken into consideration during the empirical study. Finally, a summary is provided to conclude with this chapter.

To recap, the research question was:

How does the lack of school social work interventions influence the teaching and learning outcomes of high schools in Johannesburg, Gauteng Province?

3.2. Research Aim

The aim of the study was to explore and describe the influence of the lack of school social work interventions on teaching and learning outcomes in high schools.

3.3. Research Objectives

- To conceptualise and contextualise social work interventions in high schools, from a literature perspective.
- To investigate the perceived influences of the lack of social work interventions in high schools.
- To investigate the costs and benefits of implementing social work interventions in high schools.
- To explore and describe obstacles that may hinder government efforts in fast tracking the employment of school social workers in public schools.

3.4. Research Approach

The researcher followed a qualitative research approach as the purpose of the study was to provide meaning and understanding about the lack of school social work interventions, from the perspective of the research participants themselves (Fouché & De Vos, 2011). Bryman (2012) states, this form of research approach attempts to understand issues from the viewpoints of the participants, whereby the researcher engages in the process of seeking to describe, translate and generally come to terms with the meaning of a researched phenomenon in the social world, such as the lack of school social work services. Furthermore, the qualitative approach places emphasis on aspects of meaning, process and context (Howarth, Devers, Moore, O'Cathian & Dixon-Woods, 2016), providing the researcher an opportunity to narrate the meaning the participants attach to the phenomenon being explored (Daher, Carrie, Jaramillo, Olivares & Tomicic, 2017). In this manner, the researcher was able to comprehend the meaning educators attached to working under challenging conditions and obtained greater understanding of their experiences of working in an environment that lacked some of the desperately needed social work services.

The advantage of using the qualitative approach was that it produced detailed descriptions of participants' feeling, opinions and experiences regarding the lack of school social work interventions (Kumar, 2014). Furthermore, the approach gave the researcher the opportunity to discover the participants' inner experiences and to figure out how its shaped meanings of their day-to-day encounter with challenging learners (Rahman, 2017). Beyond the above advantages, Silverman (2010) critiques the qualitative approach for leaving out contextual sensitivities and for focusing on the participants' experiences of the lack of school social work interventions rather than any other family, school, or community related factors which may contribute to certain learner behaviours that require the attention of a school social worker.

Despite the disadvantages highlighted above, the qualitative research approach was deemed appropriate as Delport and De Vos (2011) confirm that the core of qualitative research is to explore and understand participants' experiences as was the context of this study. The focus was to understand how educators experience not having social work interventions in schools and how they cope without these

interventions and not necessarily focusing on the contextual factors that contribute to learner behaviour.

3.5. Research Design

Silva (2017) defines research design as a framework that guides a researcher in collecting data. Similarly, Smith (2010) describes a research design as a systematic structure by which data collection can take place. In addition, Creswell (2014) states that within the qualitative approach, there are five traditional designs which include, narrative, phenomenology, ethnography, case study and grounded theory. As such, the current research study was guided by the case study design. Creswell and Poth (2014), define a case study as a design which involves exploring a real-life bounded system that has occurred over time, through the collection of rich data involving multiple sources of information.

In concert, Baxter and Jack (2010) state that case studies ensure that the matter being studied is not exploited through one lens, but rather through a variety of lenses so that the phenomenon is revealed and understood. Thus, employing the case study design was useful within this study as it provided the researcher with the opportunity to obtain in-depth information from multiple sources to understand how educators promote teaching and learning in an environment that lacks the necessary social service interventions (Crowe, Cresswell, Robertson, Huby, Avery & Sheikh, 2011).

Creswell and Poth (2014) identify different variations of the case study design. These include the single instrumental case study, the collective case study and the intrinsic case study design. Within this study, the collective case study research design was employed to investigate the influence of the lack of school social work interventions in high schools. Creswell and Poth (2014) describe a collective case study as a design that involves one particular social issue that requires multiple cases to illustrate it. Through the collective case study design, the researcher obtained the opportunity to understand the effects of the absence of school social workers on teaching and learning, from multiple perspectives (Beam, 2015). Furthermore, the researcher was able to capture information and multiple views on why school social workers are not deployed in all schools, what barriers contribute

to the lack of school social work interventions, and how the absence of school social workers affect teaching and learning in high schools (Crowe, et al., 2011).

Using the collective case study design provided the researcher with a variety of lenses for looking at how teaching and learning has affected schools that do not have access to social work services. Therefore, the collective case study design provided multiple in-depth perceptions and opinions from different individuals regarding the lack of school social work interventions (Crowe et al., 2011). Furthermore, the collective case study design allowed the researcher time to unpack more complex circumstances and obtain multiple views regarding the effects of the lack of social work interventions (Crowe et al., 2011). On the contrary, collective case studies are criticised for being incapable of making generalisations (Crowe et al., 2011). Nonetheless, this study did not wish to make any generalisations. Thus, the collective case study design was appropriate as it gave the researcher the opportunity to obtain first-hand information and allowed the power of stories regarding the lack of school social work interventions to come through from multiple participants who took part in the research study.

3.6. Population, Sample and Sampling Procedures

A population is defined as a total number of people who possess certain characteristics with which a research problem is concerned (Strydom, 2011). In concert, Bless, Higson-Smith and Sithole (2013) describe a study population as a group of people that are the focus of the research project, whose characteristics would be described and explained by the researcher. The population for this study comprised of all high school educators in public, private, township and suburban high schools. Included in this population, were key informants of private and public schools.

As Mujere (2016) contends, it is important to investigate a phenomenon exhaustively. In view of the fact that collecting information from all educators and key informants was not going to be possible, selecting a representative sample was the only way to get the exhaustive information about the population (Bless et al., 2013) of educators who are plagued by learner misconduct and undesirable behaviours and would probably benefit from professional social work interventions.

Thus, it was critical that sampling be conducted to be able to get answers to the research question.

The non-probability sampling procedure was regarded as the most appropriate sampling technique because the researcher had no knowledge of the population size of educators within the City of Johannesburg and the odds of including everyone within the study were not known (Strydom & Delport, 2011). Non-probability purposive sampling, also known as judgemental or subjective sampling (Sharma, 2011) is a technique which is based on the researcher's judgement of the population that is being studied (Bless et al., 2013). Purposive sampling procedures are widely utilised in qualitative research studies as they assist in identifying and selecting cases which are rich in information that may be related to the phenomenon of interest (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015). The researcher relied on this specific sampling technique to enable them to obtain diverse perspective from the various educators who have experience about the lack of school social work interventions.

Although purposive sampling does not allow a researcher to extrapolate information for the purpose of making generalised claims about the population being studied (Regoli, 2019), however, the sampling procedure made it possible for the researcher to make generalisations within the Johannesburg Metro Region as all educators possessed the same characteristics (Sharma, 2017). In contrast, Bless et al. (2013) states that purposive sampling has the limitation of heavily relying on the researcher's subjective ideas than on objective criteria. However, Sharma (2017) argues that this subjectivity component becomes a considerable disadvantage when judgements are ill-conceived.

As part of the recruitment process, participants had to meet the following inclusion criteria:

- Educators had to be registered with the South African Council for Educators (SACE).
- Educators had to have at least five years or more of teaching experience.
- Educators had to be teaching grade 10-12.
- Educators could teach any subject including Life Orientation.

Furthermore, in recruiting the key informants, participants had to meet the following inclusion criteria:

- Be a District or Deputy District Director for Public Schools within the Metro Region of the Gauteng's Department of Education.
- Be a Director or Deputy Director for a Private High School within the Metro Region of the Gauteng's Department of Education.
- Be a Director or Deputy Director who has at least one-year experience in the job position.

The researcher was guided by a sampling frame to administer the sampling procedure. The sampling frame consisting of a list of all public, private, township and suburban high schools in Johannesburg, Gauteng Province was requested from the DBE where the samples were drawn from (Masinga, 2016). With the approval from the GDE (See Appendix A), letters requesting permission to conduct the study (See Appendix B) were sent to all the school principals within the sampling frame. The first four (4) schools that responded positively were chosen to participate in the study. After principals had given their approval, educators were recruited to participate in the study through the Participant Information Sheet (Appendix C) that was given to the principals to circulate to interested educators.

Appointments were then set according to a date and time that was suitable for the educators and the respective key informants to be interviewed. From the population of educators within the four (4) high schools, a total of two (2) educators within the private, public, township and suburban areas were selected, respectively. This sampling process resulted in eight (8) educators being selected to be part of the study. In addition to the eight (8) sampled educators, two (2) key informants in the form of one (1) Director or Deputy Director for public schools and one (1) Director or Deputy Director for private schools were anticipated to be part of the study. Due to unforeseen circumstances, only one (1) key informant from a private school was selected. In the end, a total of nine (9) participants were selected to participate in the study. According to Harry and Lipsky (2014), a small sample size within qualitative research raises the issue of generalisability of the findings. Within the context of this study, this was not an issue because the results of a small sample size were not meant to be generalised to the wider population of high school

educators (Lam, 2015), but rather were meant to explain and understand their lived experiences at the absence of social work interventions.

3.7. Research Instrumentation

Research instrumentation is the tools that are utilised by a researcher during the data collection process which assists them to measure the issue being researched (Salikind, 2010). In addition to selecting the research instrumentation and assessing the appropriateness of the research process, research instrumentation also involves the process of evaluating the conditions under which the chosen instruments are administered (Salikind, 2010). Within the context of this study, the researcher made use of a semi-structured interview schedule to guide the research process and to ensure that all the participants were asked the same set of questions organised around the areas of interest (Greef, 2011). The semi-structured interview schedule allowed the researcher to exercise control over the interview process (Lekgothaone, 2017) and assisted in ensuring that data is collected in an organised and consistent manner (Greef, 2011). For purposes of conducting the interviews with two different groups, it was imperative that two interview schedules be used. One interview schedule was designed for educators (See Appendix D1) and the other for the key informants (See Appendix D2). To ensure that these instruments were adequate, a pilot study was conducted as will be described next.

3.8. Pilot Study

Piloting a research study is imperative as it assists the researcher in checking if the questions work as intended and if participants of the actual study will be able to respond to them accurately (Hilton, 2015). A pilot study also assesses the practicability of the research study instrument and to determine if relevant data can be collected (Fouché & Delport, 2011). In a qualitative research study, piloting is an effective way of improving trustworthiness of a study as it permits the researcher to detect errors in language, relevance, ambiguities and possible flaws laid out in the questions (Hurst, et al., 2015). Furthermore, piloting in a qualitative research study includes interviewing participants who will not be part of the actual research, to minimise negative effects and to increase trustworthiness and credibility of the findings (Nakazawa, 2012). The author further confirms that pilot testing a research

instrument enables a researcher to assess the detected flaws and make the necessary changes to the semi-structured interview schedule.

As such, a pilot testing of the interview schedule was conducted with two (2) educators who met the selection criteria but were not included in the main study. The pilot study took place over a period of 30 minutes per educator. The pilot results showed that the questions were understandable, and that the recording devices worked well. The researcher did not make any changes and could continue with the actual data collection process.

3.9. Method of Data Collection

Data collection includes the process of systematically answering a research question on a phenomenon of interest (Kabir, 2016). The author further notes that data collection is one of the most important stages in conducting a research study as quality evidence is captured which is later translated into rich data, thus, allowing the researcher to build a convincing and credible answer to the research question.

For the study, the researcher conducted semi-structured face-to-face interviews to collect data. Utilising the semi-structured interview method was useful as the researcher was able to develop an understanding of the educators' experiences regarding the lack of school social work interventions (Adams, 2015). Through the semi-structured interviews, the researcher was able to test their own preliminary understanding of the situation plaguing schools (Kabir, 2016), while still allowing for new ways of determining how to address the lack of school social work services.

Adams (2015) credits semi-structured interviews for allowing the researcher the opportunity to probe for answers through the process of asking open-ended questions. Another advantage noted by O'Keeffe, Buytar, Mijie, Brozovic and Sinha (2016) is that it gave the participants the freedom to express their views in their own terms, therefore, providing reliable and comparable qualitative data. On the contrary Adams (2015) laments the disadvantages of semi-structured interviews by stating that this method is time-consuming and labour intensive. Despite the disadvantage, the semi-structured interview method was used to obtain an understanding of the experiences of each individual participant.

Data collection began after Ethical Clearance (See Appendix E) and approval was obtained from the GDE. The selected participants signed a consent form prior to participating in the study (See Appendix F). With the consent of the participants, the interviews were audio recorded (See Appendix G). The main advantage of audio recording the semi-structured interviews included its efficiency in capturing the data in contrast to writing notes (Tessier, 2012). Another advantage included the accuracy in capturing information as often the open-ended questions diverged from the interview guide (Kabir, 2016). However, Tessier (2012) opines that audio recorded interviews are not immediately available for analysis because the recordings must be downloaded. The researcher does not believe that this disadvantage outweighs the advantages. Hence, the qualitative interviews were audio recorded, to be able to accurately capture the participants' perceptions and opinions regarding the lack of school social work interventions.

The data was collected over a period of four (4) weeks and each participant was interviewed for approximately forty-five (45) minutes to an hour. Each interview was conducted during a time and place that was preferred by the participant as Creswell (2014) asserts that a researcher should collect data within the participants' natural setting where they experience the problem that is being investigated.

3.10. Method of Data Analysis

Schurink, Fouché and De Vos (2011) assert that data analysis is the process which requires the application of techniques that help bring order, structure and meaning to the collected data. The data was analysed thematically. Thematic analysis is a method used for identifying, analysing, and reporting themes within data (Braun & Clark, 2013). Lapadat (2010) credits thematic analysis as it reduces large volumes of data, which assists the researcher make sense of the data. The advantage of utilising thematic analysis in this study was that it gave the researcher a flexible way to analyse data (Braun, Clark, Hayfield & Terry, 2018). The authors further state that due to its flexibility, thematic analysis has the advantage of being able to be altered for the needs of other studies, providing researchers with an in-depth yet complex account of data. Another advantage of using thematic analysis is that it examines the perspectives of the different participants, highlighting their similarities, differences, and generating unanticipated insights (Nowell, Norris, White & Moules,

2017). Thematic analysis is, however, criticised as it is believed that its flexibility can result to the development of inconsistent and incoherent themes which are drawn from the research data (Nowell, et al., 2017).

The researcher followed the spiral method as recommended by Creswell because various analytical procedures provide a way of drawing inductive inferences from data (Peersman, 2014). Braun et al., (2018) highlight the various steps of thematic analysis, as described below:

Familiarisation with the Data

Fundamentally, familiarisation is about appreciating the data as *data* (Braun et al., 2018). The researcher engaged in this step by repeatedly reading the data in an active way and becoming immersed in the data as a means of searching for meaning, patterns and connecting with it in different ways (Braun, et al., 2018). This included listening to the audio recordings and/or reading the transcribed interview textual data more than once, highlighting interesting features and making notes about interesting items as well as reviewing the whole dataset (Schurink, Fouché & De Vos, 2011). As recommended by Braun et al., (2018), the researcher started taking notes as to be able to go back to this information in subsequent phases. In this process, the more formal coding process began.

Generating Initial Codes

This phase involved producing initial codes from the analysed data (Braun & Clark, 2013). Schurink et al., (2011) describes generating initial codes as the process whereby the analyst produces labels for data features which are considered important within the research study. Braun and Clark (2013) identify various ways of coding extracts. One of which is coding manually, where the research writes the data down and highlights or colour codes certain texts to indicate potential patterns. One may also initially identify codes and match them with data extracts (Braun & Clark, 2013). Another way of coding involves using computer software where the researcher codes by tagging and naming selections of texts within each data item (Braun & Clark, 2013). The researcher carried out this phase by manually producing codes from the collected data. This process involved writing down data extracts and

using colour codes to highlight the identified potential patterns. Codes were then used in identifying features of the data and were categorised according to themes.

Searching for Themes

The searching for themes began when all data had been initially coded, and the analyst had a long list of the different codes which were identified across the dataset (Braun & Clark, 2013). Furthermore, collating the codes went on to formulate main themes which are related to the research question and others formulated sub-themes (Pienaar, 2013). This phase is an active process as it requires an analyst to construct the themes (Mortensen, 2020). Within the study, the researcher constructed the themes by using the codes as building blocks. The researcher assembled similar codes to formulate coherent clusters that told a story about an aspect of the dataset (Braun et al., 2018). At the end of this phase, the researcher had a collection of candidate themes and sub-themes.

Reviewing the Themes

This step included the refinement of themes. The key to reviewing themes was to see if the organised data tells a story by reviewing if all coded data relates to the collated candidate themes (Braun et al., 2018). Braun and Clark (2013) identify two levels of reviewing and refining themes. Level one requires the analyst to read all collated extracts for each theme and decide if it forms a coherent pattern (Braun & Clark, 2013). Level two involves a similar process, where the analyst is required to consider the validity of the individual themes in relation to the dataset. Utilising level one, the researcher began to identify the nature of each respective theme and prove that a logical pattern existed between the collated extracts and respective themes. At the end of this phase, the researcher had a good idea of the different themes and the story the codes told about the data.

Defining and Naming the Themes

Defining and naming the themes means identifying the essential meaning of each theme and determine what each theme captures (Braun et al., 2018). Furthermore, the author's state, the collated data extracts for each them together with their narrative, needs to be organised into a coherent and consistent account. As such, the researcher began to identify the story that each individual theme told and

highlighted how the theme fits into the broader aspect of the story about the educators' opinions and experiences of working in environments that are not well resourced. By the end of this phase, it was important for the researcher to clearly define what the themes are, give the themes a working name that is concise and punchy, and that immediately gives the reader a sense of what the name is about (Schurink et al., 2011). As such, once the thematic map was completed, the researcher began to write in-depth inscriptions of each individual theme which highlighted the core of each theme and constructed concise and informative findings related to the topic.

Producing the Report

Producing the report often serves as a final test of how well the themes work to tell a story (Braun et al., 2018). This phase begins when the analyst has collated a full set of the worked-out themes, and includes the final write up of the research report (Schurink et al., 2011). It is vital that when producing the report, the identified themes account for a story that is logical, non-repetitive and interesting (Mortensen, 2020). As such, the researcher had the task of telling the complex narrative of the data in a way that convinces the reader of the merit of the research study (Braun & Clark, 2013). Such a report is contained in this actual study and will be told in the form of a research report. To ensure that the actual findings of the study are reported as relayed by the participants, several strategies were employed to ensure data trustworthiness, as discussed below.

3.11. Trustworthiness

Trustworthiness is one way a researcher can convince themselves and readers that their research findings are worth reading (Nowell et al., 2017). Furthermore, the concept of trustworthiness evaluates the quality of the qualitative research. This can be done by using four strategies, namely: credibility, dependability, transferability, and confirmability (Bless et al., 2013). These strategies are discussed below.

Credibility

Credibility corresponds to internal validity in qualitative research, as it attempts to persuade readers that the research findings represent the truthful reality under the study (Bless et al., 2013). Moreover, credibility addresses the relationship between

the participants' views, experiences, and ideas regarding a variable of interest and the researcher's level of accurately interpreting them (Nowell et al., 2017). Korstjens and Moser (2018) assert that a study is high in credibility when a researcher has satisfyingly demonstrated the research questions, study design, data collection and analysis methods, in a logical and concise manner. There are many methods that can be used to address credibility which include prolonged engagements with participants, persistent observation during data collection, data collection triangulation, and researcher triangulation (Nowell et al., 2017). In this study, the researcher was able to enhance credibility through audio recordings of interviews and taking field notes so that the data can be triangulated to ensure that a detailed description of the findings is provided. The descriptions of detailed findings demonstrated that the researcher captured and interpreted the views of the participants correctly.

Dependability

Dependability is the qualitative equivalent of reliability in quantitative research (Lekgothaone, 2017). It ensures that the research process is traceable and well documented (Korstjens & Moser, 2018). According to Bless et al. (2013), it is essential for the researcher to highlight that each step has been completed thoroughly and carefully, in which failing to do so, indicates to the critical reviewer that the study and its methods were poorly applied, thus coercing the reviewer to have less trust in the results derived from the study. However, when detailed descriptions on how data was collected, coded and analysed, critical reviewers therefore, trust that results are dependable (Bless et al., 2013). In enhancing dependability within this study, the researcher documented the educators' experiences regarding the lack of school social work interventions by using an audio recorder. Furthermore, the researcher utilised an audit trail which included safe-keeping research documents so that the public would be able to follow and critique the research process (Lietz & Zaya, 2010). As such, the researcher kept all audio recordings of the interviews with the educators in a protected file in their computer. The researcher also utilised their computer to keep transcribed records of the interviews.

Transferability

Transferability of the study refers to correctly interpreting participants' views (Anney, 2014). Transferability can be established through thick descriptions of data which includes the process of providing sufficient information towards a phenomenon that allows evaluation and conclusions to be made from (Anney, 2014). Furthermore, transferability is the degree to which the research findings can be generalised (Nowell et al., 2017), and whether the collected information allows other researchers to compare the similarities between the researched situation and other similar contexts (Bless et al., 2013). While generalisation is usually not an issue in qualitative research, the small non-probability sample precluded transferability of the findings to the broader population of high school educators. Findings may nevertheless be applicable to other educators in similar settings. Furthermore, the research findings of the study can form the basis for further studies pertaining the influence of the lack of school social work interventions, as the experiences of the educators in relation to this phenomenon has been accurately highlighted by the researcher.

Confirmability

Lastly, confirmability focuses on demonstrating that the interpretations and findings made within the study are not figments of the researcher's imagination but are clearly derived from the data and how it assisted the researcher in reaching conclusions (Nowell et al., 2017). Confirmability also refers to the degree to which the results can be corroborated by other researchers if they were to utilise processes, contexts and settings which are like the research study (Bless et al., 2013). When credibility, dependability, transferability, and confirmability are all reached, confirmability is also achieved (Nowell et al., 2017). Within the study, confirmability was achieved by the audio recordings of the semi-structured interviews and transcriptions of the interviews to ensure accuracy in the reflection of the educators' views and experiences in the effects of the lack of social work services.

3.12. Ethical Considerations

Ethics are an integral part of this research as they demand engagement in reflection and analysis of morals (Sanjari, Bahramhezhad, Fomani, Shoghi & Cheraghi, 2014). More critically, ethics are vital for improving the quality of the research study. Qualitative studies often require face-to-face interactions between the researcher and participants, thus making it ethically challenging for the latter due to their personal involvement within the research until its conclusions (Sanjari et al., 2014). This therefore makes the formulation of specific ethical guidelines a research necessity. As discussed below, these considerations include informed consent, voluntary participation, privacy, and confidentiality, and anonymity, avoidance of harm and publication of results.

Informed Consent

Informed consent has been acknowledged as a vital component of ethics in research (Sanjari et al., 2014). Informed consent entails the process of informing potential participants about the research and highlighting their roles and responsibilities as a participant so that they can make an informed decision about taking part in the study (Monette, Sullivan & Dejong, 2011). According to Leedy and Ormond (2016), it is important to ask participants to sign a consent form to show their understanding of the study. In this study, the researcher provided the participants within an information sheet (PIS) that explained the purpose goal and nature of the study (See Appendix C). The researcher also informed the participants that they had the option to withdraw from the study at any given time without fear of reprisals (Strydom, 2011). Once the participants had agreed to participate, they were given a consent form to sign (See Appendix F).

Voluntary Participation

A basic principal of research is that people should not be forced to take in the study (Strydom, 2011). Essentially, this means that potential participants must be given all information regarding procedures and possible risks involved and participants should not feel pressured to take part in the study (Sanjari et al., 2014). According to Lavrakas (2008), the effort involved in ensuring voluntariness depends on several circumstances, such as the participants' abilities to resist authority figures, financial

movements, or other forms of persuasion, therefore essential care must be taken to eliminate pressures. Within the context of this study, the basic rights of participants as human beings as well as the school communities who were part of the study were respected. Thus, participation within the study was voluntary and participants knew that they could decline participation and leave the study at any given point. Participants were made aware of their roles in volunteering to be part of the study. Participants could also choose not to answer any questions and had the choice of stopping the interview at any point if they felt uncomfortable and unwilling to proceed.

Privacy, Confidentiality and Anonymity

There is a distinction between privacy, confidentiality, and anonymity.

Privacy is defined as the level of control a person has over the extent of sharing oneself with others (Strydom, 2011). As the right to privacy is important in every study (Monette et al., 2011), participants were informed that their information will not be shared with anyone else outside the actual study. Furthermore, the researcher adhered to privacy by avoiding probing into the personal details that could identify the learners whose challenges were revealed in the interview, and only focused on the challenges and benefits of having school social work interventions (Neuman, 2011).

Confidentiality is related to treating participants' disclosed information with trust and with the assumption that the information will not be revealed to the public without permission (Strydom, 2011). Benefits of confidentiality includes the establishment of trust between the researcher and participants; it maintains the participants dignity, therefore making them feel respected; and confidentiality gives the participant control over their responses within the interviews (Muribwathoho, 2015). As such, the researcher adhered to confidentiality by keeping all the raw data such as transcriptions and audio recordings safeguarded, and only made information accessible to people in terms of the limits of the research study.

Essentially, *anonymity* means that the researcher does not know the participants within the research study (Lavrakas, 2008). In this respect, anonymity could not be assured as the identities of the educators were known to the researcher. However, the participants were guaranteed that their identities would be handled in a

confidential manner as the researcher utilised numbers instead of names (Babbie, 2011) in the final research report.

The researcher adhered to privacy, confidentiality, and anonymity of participants by ensuring that only the researcher and their supervisor had access to the audio recordings of the interviews and the verbatim transcripts. After compiling the research report, the researcher still ensured these ethical considerations by storing the audio recordings and transcripts of the interviews in a secured storage space that will only be accessible through a password known by the researcher only. The data collected will be kept for two years following publication of the study or for six years if the research is not published.

Avoidance of Harm

Strydom (2011) argues that under no circumstances should a research study bring harm to the participants. Creswell (2014) identifies two forms of harm: physical harm and emotional harm. As such, the researcher should protect participants from any form of harm by thoroughly informing them about the potential impact that the study could have on them (Strydom, 2011). In adhering to this ethical consideration, the researcher had the obligation to make prior arrangements with the necessary health and social services. However, within the context of this study, no harm of the educators was anticipated as the study focused on the challenges and benefits of school social work interventions, therefore, no prior arrangements were made.

Publication of Results

Publication of results occurs when the findings of the research study are introduced to the reading public in a written form that is clear and understandable (Strydom, 2011). The researcher also has the obligation to report correct and unbiased findings as it is ethical when conducting research (Kumar, 2014). As such, the findings of the study will be reported in the form of a research report, which will be submitted to the Faculty of Humanities and the Department of Social Work at the University of the Witwatersrand in the form of a research report.

Research Procedure

As such, the procedure for this research study was conducted in the following sequence:

- Ethics clearance was obtained from the university's Human Ethics Research Committee (See Appendix E).
- Permission was obtained from the Gauteng Department of Basic Education before the researcher embarked on the research study (See Appendix A).
- Permission was obtained from principals to conduct the research study within the respective private, public, township and suburban high schools (See Appendix B), in which interested educators were recruited and informed about the research study and their responsibility in being a potential participant. This was outlined in the Participant Information Sheet (See Appendix C).
- The interview schedules were piloted with two educators who met the selection criteria and the findings were not included in the main study. These educators provided the researcher with the feedback that the questions were understandable, and that the recording devices worked well. The researcher did not make any changes and could continue with the actual data collection process.
- The researcher then made appointments with the educators who were going to be part of the actual research study. The appointments were set according to a date and time that was convenient to the educators.
- Participants signed consent forms as evidence that they voluntarily agreed to be part of the research study (See Appendices F and G).
- The researcher conducted the interviews with the respective educators and key informant using the interview schedule (See Appendices D1 and D2). The average time per interview was forty-five minutes.
- The interviews were then transcribed and analysed using thematic analysis.
- Data was then presented in the form of themes and sub-themes with verbatim quotes (See Chapter Four in this report) and presented as the final research report.

3.13. Summary

This chapter provided a detailed explication of the methodology underpinning the study. Starting the chapter was a recap on the research question which was followed by the research aims and objectives. The chapter explained that the study was located within a qualitative approach, which was guided by the collective case study design to collect data. The study's population focused on high school educators with a total of nine (9) sampled participants recruited to participate in the study and were interviewed using a semi-structured interview schedule. The chapter discussed thematic analysis as the analytical technique utilised to analyse the data and was followed by a description on how the study ensured trustworthiness by assuring credibility, transferability, dependability, and confirmability within the study. Concluding the chapter was the ethical considerations which pointed out the ways in which the researcher assured that participants were not harmed in the duration of the research study. Chapter 4 now follows with a discussion on the key findings of the research study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF EMPIRICAL FINDINGS

4.1. Introduction

The chapter presents the findings which emanated from the study. The chapter starts with a recap on the research aim and objectives. This section is then followed by a presentation of the demographic profile of the participants. Thereafter, the themes and sub-themes that emerged from the data analysis are presented in table format. These are presented in the discussion of the empirical findings whereby the verbatim quotes from the participants are integrated to support the findings. Literature is also integrated in support or to contrast the research findings. The discussion concludes with a summary.

4.2. Research Aim

The aim of the study was to explore and describe the influence of the lack of school social work interventions on teaching and learning outcomes in high schools.

4.3. Research Objectives

- To conceptualise and contextualise social work interventions in high schools, from a literature perspective.
- To investigate the perceived influence of the lack of social work interventions in high schools.
- To investigate the costs and benefits of implementing social work interventions in high schools.
- To explore and describe obstacles that may hinder government efforts in fast tracking the employment of school social workers in public schools.

4.4. Demographic Profile of Participants

The information obtained from the participants covers the age, the gender, and the number of years in employment as an educator.

Table 4.1 Socio Demographic Profile of Participants (N=9)

Category	Sub-category	No. of participants
Age in years	21-25	0
	26-30	4
	31-35	1
	36-40	2
	41-45	0
	46-50	0
	51-55	1
	56-60	1
Gender	Female	7
	Male	2
Ethnicity	White	3
	Black	4
	Indian	2
	Coloured	0
Years Teaching	0-5	5
	5-10	0
	10-15	1
	15-20	1
	20-25	0
	25-30	1

	31-35	1
Current Position	Junior Educator	5
	Senior Educator	1
	HOD	2
	Key Informant	1

Table 4.1 shows that the sample was made up of nine (9) participants. Eight (8) of the participants were high school educators who had different years of teaching experiences and different current positions. One (1) participant was a key informant for private schools. The participant's ages ranged from 21 to 60 and most of the participants were between the ages of 26-30. This is attributed to the idea that high schools are now employing younger educators as it is believed that they are better equipped to educate than their older peers (Nkosi, 2019).

The fact that there were far more female educators than males could possibly be ascribed to the idea that teaching is an overwhelmingly female profession (Rich, 2014). The distribution of ethnicity shows that two (2) participants were White, four (4) were Black, two (2) were Indian and there were no Coloured educators. The fact that there were no coloured educators could possibly be related to the idea that educators still experience difficulties around inclusion (Daniels, 2018). Research shows that coloured educators are under-represented in education as reported by Daniels (2018) that coloured individuals are still constantly questioned about their competence and work standard.

In terms of teaching experience, all participants had been teaching for five (5) years and more. Participants had different current positions with many participants being junior educators. Lacireno-Paquet, Bocala, Fronius and Phillips (2012) define junior educators as those professionals who have five years or less in teaching experience. Brock (2007) asserts that many aspects influence one's classification as a junior educator. According to the author these include coming directly out of a tertiary institution and into the workplace; being previously employed in other

careers and changing into the educational sector; and/or transferring to a new school.

4.5. Themes and Sub-Themes

This section focuses on presenting and discussing the empirical data obtained from the interviews with the eight (8) educators from private, public, township and suburban high schools and the one (1) private school key informant. The findings are presented in table format. Five (5) themes and fifteen (15) sub-themes emerged, as summarised in Table 4.2 below.

Table 4.2 Themes and Sub-Themes

THEMES	SUB-THEMES
1. Accessibility of School Social Work Services	1.1. Lack of School Social Workers 1.2. Availability of School Social Workers
2. Challenges Faced by Educators	2.1. Socio-Economic Challenges 2.2. School-Based Violence 2.3. Exposure to Drugs and Alcohol 2.4. Teenage Pregnancy
3. Educator Coping Strategies	3.1. Disciplinary Committee 3.2. Peer Counselling Groups 3.3. Spiritual Counselling by Religious Sector
4. Benefits of Employing School Social Workers	4.1. Learner Support System 4.2. Educator Personal Issues 4.3. Learner Trauma Issues 4.4. Learner Stress and Anxiety
5. Employment of School Social Workers	5.1. Costs 5.2. Financial Constraints

Theme 1: Accessibility of School Social Work Services

Educators were asked if they had access to school social work services. Some educators reported that they do not have school social work services, while others stated that in the event where they could not assist the learners themselves, the

social worker at the District Office would be contacted and appointments would be made. The fact that none of the participants reported to have a school social worker employed within the school premises confirms findings made by Schrieber (2020) that learners' emotions are often disregarded within the educational setting. The findings are discussed in detail below according to the following sub-themes

Sub-Theme 1.1: Lack of School Social Workers

The findings of this current study showed that some schools do not have social workers employed nor do they have access to the social workers that are employed in the District Offices. Below are the narratives shared by the participants:

"Here, we only have one for so long. I am sure after... it has been a long time since the last time it was here. It honestly has been a while since that lady came here, maybe about 4 or 5 years ago" [Participant 2].

"Honestly, I haven't seen this social worker. I don't know who they are; I don't know how they look like" [Participant 5]

"Government schools are large enough to have counsellors, so this is the first time working in a school that doesn't have a counsellor or anything of the sort" [Participant 8].

"I haven't been at the school when the social worker was physically present" [Participant 9].

In view of the above, the findings revealed that some schools do not have access to school social workers. Gregson and Fielding (2008) support this finding as they state that each school should have an employed social worker as they play a crucial role in keeping school learners safe. In addition, Boitt (2016) states that it is paramount for schools to consider employing school social workers as learners face psychological and social issues that affect their institutional learning. Despite some schools indicating not having access to social services, there are some schools that are exposed to this profession upon request, as discussed below.

Sub-Theme 1.2: Availability of School Social Workers

Based on the findings of this study, it was revealed that school social work interventions are available in some schools upon request. The following remarks were made:

“They only come when we call them, because a learner may come to us and say ‘ma’am, I am experiencing this and that at home so I need your help’ and that’s when I can get to call the social worker and then they come. I think it’s a procedure, the learner can’t just go straight to the social worker, they need to go to the class teacher and then take it to the committee, and then from there, to the social worker” [Participant 3].

“There’s this lady who is a social worker. I met her once and she came to this school and from there, every now and then I do communicate with her. If maybe there is a problem, something I can’t really help immediately with, then I would refer the learner to that lady” [Participant 4].

“We have got a psychologist that comes in for consultations. She is available, they have to set up appointments and they can go and see her and that’s for the serious cases” [Participant 6].

“We had, I think it was a psychologist, as far as I know it was a psychologist. I think she came in once a week and then we had the kids because they would schedule sessions with her” [Participant 7].

In view of the above, the finding revealed that some schools have access to social workers only upon request. This finding is supported by Boitt (2016) who states, after a number of recommendations and guidelines in various Education Commission Reports, National Development Plans and Government Sessional Papers, school social work is a profession that is not yet adequately exploited as some parts of the world consider school social work interventions as a luxury. The author further states that social workers should be employed in schools on a full-time basis as there are currently negative societal trends that have underscored the increasing demand for services of these professionals. According to the CAIMeR model, school social workers are vital actors within an educational setting as they play important roles including the process of looking into a learners’ context so that

they can create *intervention* strategies which yield positive *results* that relate to teaching and learning outcomes (Blom & Moren 2010). However, the lack of school social work interventions has resulted schools facing multiple challenges that hinder the process of teaching and learning, as discussed next.

Theme 2: Challenges Faced by Educators

Educators were asked about the challenges they faced in promoting teaching and learning. The findings of the study indicated that all participants experience multiple challenges which affect the teaching and learning process. The participants revealed that challenges they encounter make teaching and learning difficult. These include socio-economic challenges, school-based violence, drugs and alcohol exposure and teenage pregnancy. These will be presented next as sub-themes.

Sub-Theme 2.1: Socio-Economic Challenges

Most of the participants reported that learners' socio-economic status has a significant impact on whether they succeed or drop out of school. The participants revealed that learners from lower Socio-Economic backgrounds are less likely to participate in educational activities and this can affect their educational career if additional support is not provided to help learners cope with their family circumstances. The following narratives confirm this sentiment:

"Sometimes we can see that they are not coming from good families. They come from problematic families and they are looking for attention. And some of them, after doing those wrong things, they will come and apologise and tell you that I have got problems at home and they are affecting me and that's where we try to arrange to get the parent" [Participant 2].

"Most of our learners stay in those shacks there, so you can see the conditions there... they stay in Freedom Park there, so we are dealing with learners like that. They don't even have electricity that side... when it rains, they don't sleep because a learner will say 'ma'am, I'm sorry I didn't do your homework because it was raining yesterday and then we had such problems, we have to move the bed'... things like that, you see? Most of them they come from families like that" [Participant 3].

"We had an incident yesterday and so we called in the parent and then she came this morning and then we were trying to resolve this matter, but the learner, she was

fighting with the parent in front of us... the parent mentioned that they are going through a divorce between her and the father of the child, so that child has anger issues. If you could have seen her, the attitude that she gives you, it's like you are nobody" [Participant 3].

"Learners come with their own challenges from home, especially with the current learners that we are dealing with they come from disadvantaged backgrounds, so their background and they don't really have much support from their families... Sometimes they would come with problems that are beyond us as educators and you can see that, for me as my capacity as a teacher, I don't really have the necessary training to be dealing with this kind of a learner or this kind of an issue" [Participant 4].

"The socio economic challenges, I mean I look at, in grade 8 I deal with a lot of the supposed problem children and I deal particularly with the boys, almost always, the problematic boys they come from a household where there is either no father, a household where they are being raised by a single parent" [Participant 6].

"For example, a student came to speak to me and told me something and I sat there and like woah, I don't even know how to respond to you. So she was scared that her father was going to take her back to her uncle or something family that was far away and her mom had passed away when she was young as well, so it was quite a long, back story and a lot of history and then it was only just emotional issues that she was dealing with, I think there were other issues as well but I could not... it was beyond than what I could help her with" [Participant 7].

The findings revealed that most high school learners are experiencing socio-economic challenges which affect their learning abilities. In support, Thompson (2018) states that the socio-economic background of a learner affects their academic achievements. The author further states that the inequalities imposed on learners by their home, neighbourhood and community environment have become the inequalities which not only affect their school life but have penetrated into their adult life. The Australian Association of Social Workers [AASW] (2015) contends that school social workers have the ability to work with the school community as a whole. They have easy access to learners' parents and can identify emerging trends so that they can implement proactive and early intervention strategies that might

prevent the worsening of learner difficulties. In addition, the CAIMeR model can guide a school social worker in looking in the *context* of a learner as a way of gaining understanding of the multiple socio-economic challenges which influence a learners inability to utilise their academic opportunities to the fullest, therefor hindering positive teaching and learning outcomes (Blom & Moren, 2010). Furthermore, SES is an emerging issue that contributes to multiple other issues including school-based violence, as discussed below.

Sub-Theme 2.2: School-Based Violence

Three educators explained that they had been exposed to school-based violence either by being mediators of pupil-on-pupil violence or by being victims and learners were being the perpetrators. The following quotes encapsulated this sub-theme:

“I don’t know if I can say that they are full of anger as there are a lot of fights each and every day. They are stabbing each other and sometime last year, I was a class teacher of grade 8 so this other learner stabbed another learner outside during break. It’s very common, maybe using a pair of scissors whatever sharp object, okay fine, and they use it. I do not know where the problem lies” [Participant 3].

“The mind-set amongst these youngsters these days is, they are very quick to anger, and they don’t think the consequence through so violence is quiet prevalent-not nearly as here as what it is in some of the schools around us. But we did have a stabbing last year where a boy was killed... I am not sure of the exact details but on his way to school in the morning, these boys met up and they actually stabbed him in the street. So that sort of thing is becoming more and more of an issue. The kids are getting a little bit more violent” [Participant 6].

One participant stated that she and a fellow colleague were victimised by learners.

“Not this year, but about 2 years ago, yeah... I had a pair of twins that took out a scissor during break and they put it at my neck... they’re very abusive, and I had children lock me in the class. There’s a teacher... an HOD for... geography and a kid hurt them... pushed the door into their face and hurt their eye” [Participant 1].

The findings of this study confirm that school-based violence is particularly common in high schools. This finding is supported by Kirst-Ashman (2015) who states that

violence in schools is amazingly common and learners who are most likely to engage in this activity are those who feel that nobody cares about them and those who believe that they have no support. In addition, according to the CAIMeR model, focusing on the *intervention context* can also provide school social workers with the insight about the motivations behind a learner perpetrating acts of violence (Blom & Moren, 2010). The context can furthermore assist a school social worker to create *intervention strategies* that are appropriate to responding to situations hindering teaching and learning. In addition, Burton (2008) indicates that the most common form of violence in schools is pupil-on-pupil violence, with perpetrators commonly using weapons such as knives and guns. Furthermore, the author emphasises that the increase of learners violently attacking educators is a result of increased exposures and access to drugs and alcohol, as discussed next.

Sub-Theme 2.3: Exposure to Drugs and Alcohol

Two educators reported that they had knowledge of learners who were either exposed to alcohol and drugs from their family members or from their peers and community members. Responses articulating this finding include the following:

“Drugs are rampant. It’s almost as though you know with the legalisation of marijuana, what they don’t understand because they are still minors is that they think it’s legal for them also, so it’s becoming almost this mainstream mind-set. Possibly their parents are doing it, also it’s not uncommon to have kids who have got older friends who are out of school who are using it, they are using it with them. Sometimes even family members... for example, I have got a boy now who smokes it with his uncle” [Participant 6].

“Sometimes, a lot of the time it’s parents, so a kid wants to say something to their parents but they don’t know how to say it to them, sometimes it’s bigger than that, parents who have drug issues and the kids have kind of ignored it” [Participant 8].

The findings indicate that drug and alcohol exposure amongst high school learners is a significant barrier to the achievement of educational objectives. This finding is supported by Boitt (2016) who states that drug and alcohol exposures indicate that learners need guidance and counselling from school social workers. Furthermore, as per the CAIMeR model, exposure to drugs and alcohol falls under the *context*

aspect (Blom & Moren, 2010) and should be the focus in designing prevention *strategies*. The *context* provides insight about the type of family a learner belongs to, the peer group they are part of and the type of community the learner resides in (Blom & Moren, 2010). Taking such contextual factors into consideration plays a critical role in understanding the reasons why a learner uses drugs and alcohol. This therefore provides the school social worker with the understanding of the motivations behind learners' anti-social behaviours and this could guide the school social worker to create appropriate *intervention* strategies to combat inappropriate and undesirable behaviours performed within the educational settings. Furthermore, (Tshitangano & Tosin, 2016) add that drug and alcohol exposure contribute to school dropout, unemployment, high level of crime, and poverty. Moreover, (Chauke, van der Heever & Hogue, 2014) showed that alcohol influences learners to engage in risky sexual behaviour including having multiple sex partners, thus making them vulnerable to sexually transmitted infections and unintended pregnancy, as discussed next.

Sub-Theme 2.4: Teenage Pregnancy

Two educators stated that teenage pregnancy is an issue within their schools as it not only affects the process of teaching and learning but it also affects a learner's ability to finish school. The educators also raised the concern of the particular ages the learners are falling pregnant as some of them are still minors. Examples of responses articulating this sub-theme include the following:

"We also experienced, there was a high number of pregnancies last year, of which we think that social workers should play their part there in terms of finding out because when you see a learner pregnant and the child is hardly 16 so you ask yourself, where is the father and who did this, how old is he" [Participant 3].

"Girls get pregnant. On average we pretty much have one a year, sometimes two. And most of them do finish school and that's because they've been lucky, and they've had like family support. We have also had one's though who haven't finished, so I think that it's a massive challenge to have a small child and still finish your schooling" [Participant 6].

The findings indicate that teenage pregnancy is a challenge that is on the rise within high schools. This finding is supported by Laldas (2018) who states that despite ongoing awareness and deterrent attempts by government and non-government organisations, teenage pregnancy is still a major concern. Results show that annually, about 16 million girls between the ages 15-19 have become young parents and about 1 million girls under the age of 15 have given birth (Laldas, 2018). In addition, young girls are exposed to sexual activities from a young age because of crowded living conditions, violence in communities and alcohol and drug abuse which contributes to their heightened interest in sexual activities (Nkosi & Pretorius, 2019) thus, leading to the increase of teenage pregnancy in South Africa.

In view of the above, it is evident that the challenges experienced by educators affect their teaching and learning. Furthermore, socio-economic challenges, school-based violence, drug and alcohol exposure and teenage pregnancy call for necessary measures to be taken to address these challenges (Nkosi & Pretorius, 2019). As such, empirical evidence from this study shows that educational settings have established different strategies which address the different challenges that educators experience in promoting teaching and learning, as described below.

Theme 3: Educators' Coping Strategies

Participants were asked how they cope and respond to social problems within the school environment in the absence of school social work interventions. The responses from the participants revealed a multitude of various strategies which include disciplinary committees, peer counselling groups and spiritual counselling by religious sectors, which have assisted educators with learner related challenges. These strategies are presented in line with the following sub-themes as discussed below.

Sub-Theme 3.1: Disciplinary Committee

Two educators reported that their school has a disciplinary committee put in place to deal with the violence and ill-behaviours of learners. Responses articulating this finding include the following:

"Here at school, we have a disciplinary committee, so we normally take that learner to that committee so they can follow up as to why are they resisting, we try to find

out whether is it me the learner has a problem with or do they do that to any teacher you see and then normally they have it in writing as whether it's the first incident or something like that" [Participant 3].

"Such as behaviour problems, if it is something that I don't really get successful in class then I would refer to the disciplinary committee" [Participant 4].

"But for the most part, the behavioural problems, the disruption of class, the substance abuse problems, that would come to me and I would handle that either with the grade level or we would do it through the governing body and disciplinary hearings with the disciplinary committee" [Participant 6].

These findings indicate that disciplinary committees have assisted educators in addressing issues that occur within the educational setting such as learner behaviour problems. This is supported by Evans, Betty, Sigel and Chesaro (2015) who state that at the absence of certain professions such as school social services, disciplinary committees can be used to promote discipline. The authors further state that the disciplinary committee can play an important role in the management of learner discipline problems such as assault, fighting, theft, destruction of school environment and harassment cases that occur on school grounds. Therefore, addressing these issues through disciplinary committees and hearings assists in the promotion of teaching and learning outcomes. Despite disciplinary committees portraying that they are effective in addressing inappropriate behaviour in educational settings, school social workers are *actors* and part of the educational team within the educational setting. Based on their knowledge and skills, they have the potential to address the root cause of the inappropriate behaviour. Therefore, using the CAIMeR model as a guideline helps social workers focus on not only on the contexts but to ensure that the contribution of all the actors is key in addressing school related problems effectively. By looking into the family, peers, school, and community *contexts* and the contribution of all the *actors* can guide and assist the school social worker to create intervention strategies that will yield positive results (Blom & Moren, 2010). Over and above disciplinary committees, other schools have established peer support groups as will be discussed next.

Sub-Theme 3.2: Peer Counselling Groups

Four educators explained that their schools had established support groups to assist them in managing learner behaviour problems. The participants indicated that these support groups usually provide an opportunity for learners from junior grades to share experiences and feelings with learners from senior grades. The senior learners would lead the group and they would offer coping strategies or information based on first-hand experience about certain aspects. The participants remarked as follows:

“We also had a buddy system where they would identify that this child is not okay, and that child is not okay and would be buddies in whatever issues the identified child was going through. It really worked and it also gave them a sense of belonging” [Participant 1].

“Well, at present, we have this committee which is called SBST (School Based Support Team) so if I feel like I have got something that I cannot help out with immediately, then I would refer them to the SBST” [Participant 4].

“There is peer counselling where they meet up like after school. Sometimes during break, they will sit with certain learners and have discussions and then they will peer counsel each other” [Participant 5].

“The head of department of Life Orientation is actually, he’s the head counsellor so he runs peer counselling group” [Participant 6].

In view of the above, the findings revealed that peer counselling groups are not only common, but they are helpful. This finding is supported by Mudis and Onyango (2015), who emphasise the importance of having peer counsellors in high schools as they give direction to other learners and support them when it is necessary. Peer counsellors are chosen by life skills educators based on whether other learners can confide in them in case they are facing difficulties (Mudis & Onyango, 2015).

Sub-Theme 3.3: Spiritual Counselling by Religious Sector

In addition to setting up peer counselling services, the educators understood that learners cannot counsel each other due to lack of skills. Hence the other strategy that they implement is to request pastors of certain religions to come and provide

spiritual guidance to learners who portray ill-behaviours. This will be discussed below.

One participant mentioned that their school has a pastor who comes to speak learners about dysfunctional behaviours: The participant said:

“There are pastors that come but they are the Islamic pastors that would come and help us. They talk to the Muslim learners. Every Monday they are here and talk to the Muslim girls, but they talk to the Muslim boys most of the time. Also, most of them, around 85% are boys that are troubling us, the girls, they are few” [Participant 2].

Similarly, Hope and van der Merwe (2013) indicated that a belief in God is a protective factor that has been recognised by many people as a coping mechanism. Despite other strategies being employed in responding to the different educational problems, schools cannot replace a professionally trained school social worker who should be available to all learners, school staff, administration staff and the community as a whole (Janse Van Rensburg, 2015). Hence, the Australian Association of Social Work (2015) calls for all public, private, township and suburban high schools to be resourced with a school social worker for the delivery of individual, group, family, and school community programmes.

Theme 4: Benefits of Employing School Social Workers

Educators were asked what benefits they think would come at the employment of school social workers. The findings indicated that employing school social workers would be beneficial in promoting the teaching and learning process. The benefits of employing school social workers include being a learner's support system, assist educators with their personal issues, address a learner with trauma issues and assist learners cope with stress and anxiety. These benefits will be presented next as sub-themes.

Sub-Theme 4.1: Learner Support System

Seven participants stated that the employment of school social workers would be beneficial as it would provide learners who come from different disadvantaged backgrounds with a support system. The participants reported that the employment of school social workers would be beneficial to learners as they would have

someone to talk to; therefore, helping them to offload the different burdens in which they carry. Furthermore, participants indicated that school social workers could give learners the assurance that their issues they are facing will be resolved. The following quotations captured this theme:

“Most of the girls come from Congolese or Venda and they are wealthy kids but most of them come from homes where the parents are divorced or some of them had foster parents of which the father was arrested... so the then employed social workers gave them strategies to cope and it really worked” [Participant 1].

“Having social workers would help because at least we would have someone to talk to. The learners would have someone to talk to. There are learners who react in class and they would come back and apologise and tell you that the reason why they act like is because of difficulties at home. Having social workers will help in such cases” [Participant 2].

“Our learners would carry less burden as they would have someone to talk to who is always there for them, I think it would really help if we were to have one or two social workers who are able to share their concerns, their problems with someone they could trust. And then they will feel that they have moral support or just support because that is all that they need-support, knowing that someone is there for them” [Participant 3].

“These kids go through a lot. You know, some lose their parents, some fail, some are busy with boys. So, I think they do need someone that is going to serve as guidance would be beneficial” [Participant 5].

“The kids felt like they had someone to go and speak to, somebody that they could go and talk to about any issues and problems. They didn’t then have to try and think of somebody they could find, or they didn’t want to talk to the teacher about those particular issues you know” [Participant 7].

“So, if they are going through something, and I can tell them, okay... I know you are going through something right now, I want you to take 5 minutes, go downstairs to the counsellor right, schedule a time for you to go speak to her and then get back to class and then we can move on from there. And then you know that at the end of

the day, you are not going home without your problems being solved. Someone is going to help, someone who is qualified to help you” [Participant 8].

“They suffer from depression, they suffer from you know, social issues that they could really benefit from having, just having somebody that they can go and talk to about their problems” [Participant 9].

In view of above, the findings are supported by Openshaw (2008) who stresses that the experiences that learners go through within their homes and family lives often results in learners being distracted from learning. Hence, the essential need for school social workers as they possess the necessary skills and resources to investigate a potentially disadvantaged home, neighbourhood, and environment and then provide services (Poppy, 2012) that will assist the learner, therefore, promoting teaching and learning. In addition, guided by the *context* and *actor* strategy of the CAIMeR model, school social workers can gain insight of the different systems which play a role in a learner’s life which results in a learner requiring counselling or support (Blom & Moren, 2010). Furthermore, by looking into a learner’s *context* in line with the CAIMeR model, this offers a school social worker understanding of certain motivations behind learner behaviours and therefore providing appropriate *intervention strategies* that are focused on serving as a support system. Over and above assisting learners from disadvantaged backgrounds, the employment of school social workers could be beneficial to educators who need support and encouragement.

Sub-Theme 4.2: Educator Personal Issues

Four participants explained that the employment of school social workers would be particularly beneficial for them, as they experience a personal issue which sometimes affects their ability to effectively promote teaching and learning. The participants indicated that school social workers would be particularly beneficial for school management as they have a great deal of responsibility in managing the school. The participants remarked as follows:

“As a teacher, I go through a lot of stressors. So, I also think with teachers it would be beneficial because we are human, we go through our things you know and within our own personal lives” [Participant 5].

“The psychologist was actually available for us to go and speak to them also if we have problems. I don’t know the exact numbers, but a significant amount of staff is suffering from depression... lots... last year we had 4 so it’s bad” [Participant 6].

“Sometimes with the teachers, after dealing with all that stuff, you need somebody to, not only that but you need it in your personal life sometimes as well. It is very difficult to have issues in your personal life and then not let it influence your teaching because it does. As much as you try not to let it, especially if it is really big issues, then it does impact on it” [Participant 7].

“And I think that it would be even beneficial for people such as the HODs and the principals because they go through a lot and the responsibility and if they don’t do that responsibility, it affects the running of the school. So, I think everybody would benefit all around” [Participant 8].

Similar findings have been shared by Kourjoutas and Giovazolias (2015) who state that educators increasingly face multiple challenges ranging from their personal lives to the classroom. As such, school social workers are called upon to carry out a variety of duties for educators who may require counselling for personal issues, crisis intervention, and mental health assessments, behaviour management or family needs (Ruffin, 2017). In addition, in line with the CAIMeR model, school social workers are guided to design *intervention strategies* that can have an effect on all the actors within the educational setting (Blom & Moren, 2010), including educators that are experiencing personal issues that could hinder the teaching processes. The benefits of employing a school social worker to address a learner’s trauma issues is discussed next.

Sub-Theme 4.3: Learner Trauma Issues

Findings from this study showed that learners go through traumatic experiences such as rape and abuse, therefore, the availability of social work interventions in schools would be highly beneficial in such cases. One participant elaborated as follows:

“For a learner whose been sexually abused, for a learner whose been raped or a learner whose going through that kind of trauma, a lot of the time they go quiet and

they are withdrawn, so a psychologist would be able to handle those issues” [Participant 6].

The findings above are supported by those of the Australian Association of Social Work (2015), who showed that learners often disclose the experience of physical, emotional or sexual abuse to the educators so that it can be brought to the attention of child protection and family support specialists. Hence, (Poppy, 2012) argues that school social workers should be viewed as an interdisciplinary member of the school system that provides overall support to higher risk learners and educators for the purpose of successfully implementing academic agenda. Furthermore, when viewed as part of the interdisciplinary member of the school system, a school social worker can utilise the *mechanism* strategy of the CAIMeR model to guide them in the process of changing a learner’s life situation (Blom & Moren, 2010). This strategy speaks to the activities that are designed to address behaviours that impede on the attainment of teaching and learning outcomes (Blom & Moren, 2010), including a learner’s traumatic issues. In addition to assisting learners with traumatic issues, school social workers also assist learners with exam stress and anxiety.

Sub-Theme 4.4: Learner Stress and Anxiety

The Two participants highlighted that school social workers would be beneficial as a lot of learner’s experience stress and anxiety issues particularly due to exams. The participants remarked as follows:

“It would also help with the mental health of our students, dealing with stress because now they will have someone who will teach them constructive methods of dealing with stress. They will be able to handle it better because someone has taught them” [Participant 8].

“Having a social worker means when a child is experiencing like, a lot of our kids suffer from exam anxiety and now they don’t have anybody they can go to for help and they’re experiencing that” [Participant 9].

The above findings were also highlighted by the National Association of Social Work (2010) who states that, school social workers play a vital role in educational settings as the services they provide to learners contribute to enhancing their emotional wellbeing which also improves their academic performance. Furthermore, as

already said in previous sections, a learners background, including the people that are a part of their lives, the groups they are a part of and the community's from which they come from (Blom & Moren, 2010) guide a school social worker in creating intervention strategies that are appropriate to address factors that cause stress and anxiety. Despite findings highlighting the potential benefits of employing school social workers in public and private high schools, fast tracking their employment may contain some challenges. This challenge is discussed below.

Theme 5: Employment of School Social Worker

The findings of this study revealed the specific cost of employing a school social worker. The findings also revealed that institutions are experiencing financial constraints and budget cuts; hence they are unable to employ school social workers. The following sub-themes emerged.

Sub-Theme 5.1: Costs

The private school key informant was asked about the particular costs in employing school social workers. The findings revealed that the cost of employing a school social worker is between R250 000 and R300 000. One participant indicated the following:

“So, an indefinite budget for a position like that is between R250 000 and R350 000 a year” [Participant 9].

The findings are supported by Dlamini (2017) who expressed that the average salary of a school social worker is R227 823 per year in South Africa. This figure comes after a salary estimate was conducted which was based on 73 salaries submitted anonymously by various specialisations of social work employees in the past 36 months. The author further indicates that social workers, in many cases, are the first line of assistance for any crises and are always ready to heal and help, therefore suggesting that the costs of employment of a school social worker is unfortunately not enough and does not outweigh the costs of employing full-time social workers for every school.

Sub-Theme 5.2: Financial Constraints

The findings within this study revealed that the obstacles which hinder the process of fast tracking the employment of school social worker in private schools is due to financial constraints and budget cuts. One participant revealed this sub-theme in the following quote:

“It was a budget issue. It was because they were cutting costs in the group and so one of the positions that they cut was the social worker position. Obviously, the more social workers you have, the better it is for children but the school budget, if you are a private school, you would never be able to afford that kind of a ratio” Participant 9].

From the above response, it seemed that school social work positions have been eliminated within the private school. This is supported by the NASW (2018) which states that, in many instances, school social work services have been eliminated all together in educational settings due to financial deficits. Furthermore, the financial deficits have resulted to constraints and created a competition within school priorities, therefore making it difficult to employ other professions such as school social workers to adequately meet the needs of the learner population (NASW, 2018).

4.6. Summary

The chapter presented the empirical findings on the lack of social work interventions on teaching and learning outcomes in high schools in Johannesburg, Gauteng. Within this context, the research aims, and objectives were recapped. This discussion was followed by the presentation of the demographic information of the participants which was presented in tabular form. Thereafter, a presentation of the empirical findings was presented. The information collected from the interviews were analysed and the findings were discussed through five themes and fifteen sub-themes. Lastly, a summary of the chapter is provided. The key findings, conclusions and recommendations are discussed in the next and final chapter of the research report.

CHAPTER FIVE

KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

In this study, the researcher explored the influence of the lack of school social work interventions on teaching and learning outcomes in high schools in Johannesburg, Gauteng. This chapter commences with a description of how the research objectives were achieved. Thereafter, the chapter will highlight the key findings. Next, a discussion of the conclusions is made based on the key findings. This discussion is followed by recommendations that were made based on the key findings and conclusions.

5.2. Research Aim and Objectives

To recap, the aim of the study was to explore and describe the influence of the lack of social work interventions on teaching and learning outcomes in high schools. The aim of the study was achieved through the following objectives:

Objective 1: To conceptualise and contextualise social work interventions in high schools, from a literature perspective

This objective was achieved through the literature review in Chapter 2(See Section 2.5). The literature review has discussed how social work is an essential service within schools as the profession contributes to the development of happy, healthy, and industrious learners (Martson & McDonald, 2012). As such, the school social work profession has regularly focused on coordinating the different efforts made by a learners' ecology toward assisting them improve their academic achievements together with their social, emotional, and behavioural competence (Singh & Verma, 2020). School social workers strive to uphold the rights of all children to access an education and aim to remove barriers to learning to maximise educational opportunities (Singh & Verma, 2020). The literature review revealed that school social workers could perform unique roles using approaches that focus on creating environments that are conducive to facilitating teaching and learning outcomes (Shokane, Masoga & Blitz, 2020).

Furthermore, the literature review (Chapter 2, Section 2.7) presented the different legislative and policy frameworks that have been implemented locally in justifying the employment of school social workers. The legislations and policy frameworks stipulated that every learner has the right to social services to be provided by school social workers. The legislations and policy framework also stated that school social workers do not work in isolation, but as an interdisciplinary team that is focused on the wellbeing of learners for the purpose of facilitating teaching learning. The literature review chapter also explored the costs and benefits of implementing school social work interventions (See Section 2.8).

Objective 2: To investigate the perceived influence of the lack of social work interventions in high schools

The objective was achieved in Chapter 2 (See Sec 2.6). In this section, the influences were based on academic opportunities learners could obtain but often do not due to the lack of the profession's services within the academic agency. Furthermore, the objective was also achieved within the empirical findings of the study presented in Chapter 4 (See Theme 2; Sub-theme 2.1-2.4). The theme supported by the sub-themes highlighted the different challenges that are faced by educators due to the lack of school social work interventions. These included the different socio-economic challenges learners go through including being raised in single-parent households or experiencing parent divorces; school-based violence and learners being exposed to drugs and alcohol and teenage pregnancy.

Objective 3: To investigate the costs and benefits of implementing social work interventions in high schools

The objective was achieved in Chapter 2 (Section 2.8) whereby the costs involved in the employment of school social workers were highlighted. Furthermore, objective was achieved in Chapter 4 (See Theme 5; Sub-Theme 5.1) which also revealed the specific costs of employing social workers in high schools.

In addition to the costs, Chapter 2 (See section 2.8) of the literature chapter discussed the benefits that school social workers could bring within the educational setting. These included an increase in student learning through the provision of the necessary support that learners require and decreasing behavioural problems by

implementing appropriate interventions for the learner, family, school, and the community. In Chapter 4 (See Theme 4; Sub-Themes 4.1-4.4), the empirical findings of the study revealed that learners benefit from school social workers in multiple ways, including assisting learners who come from disadvantaged backgrounds, being a support system for learners, assisting learners who have trauma issues and helping learners who have stress and anxiety. In addition, the findings revealed that educators could also benefit from school social work services as many educators face a magnitude of social issues in their personal lives which may sometimes affect their work life (See Chapter 4, Theme 4; Sub-Theme 4.2).

Objective 4: To explore and describe obstacles that may hinder government efforts in fast tracking the employment of school social workers in public schools:

This objective was achieved in Chapter 2 (Section 2.9), whereby the obstacles faced by government schools includes financial constraints and a lack of cooperation between the social work profession and other school stakeholders including parents, teachers, and other specialists within the education system as they have negative perceptions and insufficient knowledge about social work as a profession.

5.3. Key Findings, Conclusions and Recommendations

In this section, key findings, conclusions, and recommendations are presented according to the themes and sub-themes that emerged in this study.

5.3.1. Theme 1: Accessibility of School Social Work Services

- ***Sub-theme 1.1: Lack of School Social Workers***

Key finding: The overall finding from this current study shows that some schools do not have any full-time social worker employed within their educational setting nor do they have access to the social workers that are employed in the District Office.

Conclusions: It is evident that not all schools have access to full-time social workers. Therefore, the conclusion is that there is a shortage of school social workers in schools.

Recommendation It is recommended that the Department of Basic Education conduct investigations and hold information sessions with learners and educators

to investigate the challenges faced in schools and determine the need and costs of employing school social workers.

- ***Sub-theme 2: Availability of School Social Workers***

Key finding: The overall finding from this current study shows that some schools do not have any full-time social worker employed within their schools. However, they have access to social workers that are employed in the District Office. Therefore, it is imperative that such school social workers are guided by the CAIMeR model to create strategies which could address learner behaviour challenges and yield positive results that promote effective teaching and learning.

Conclusions: It is evident that most schools do not have a full-time social worker that is employed within their schools. However, most schools rely on social workers that are only called when there is a crisis. Not all schools have the contact details of the necessary social workers that can be called when there is a crisis.

Recommendation: In this regard, contact details of social workers employed in District offices of the Johannesburg Metro Region should be provided to the schools that fall under the same region. In addition, GDE offices need to make it a priority to employ full-time social workers in schools to attend to the different crises that may arise within the school grounds. Furthermore, GDE offices need to create school social work training programmes and workshops where employed school social workers are trained about the CAIMeR model and how to carry out its different strategies.

5.3.2. Theme 2: Challenges Faced by Educators

- ***Sub-Theme 2.1: Socio-Economic Challenges:***

Key finding: The major finding shows that learners go through socio-economic challenges including coming from disadvantaged backgrounds, poor living conditions, parents' divorce, or separation and one parent households. Furthermore, the study findings show that the CAIMeR model can guide a school social worker in understanding the multiple contextual challenges learners experience.

Conclusion: The different socio-economic challenges that learners go through affect their academic achievement which also makes it difficult for an educator to facilitate teaching and learning.

Recommendation: Partnerships must be strengthened between DSD and GDE so that education departments can employ more social workers for the purpose of responding the socio-economic challenges that learners face. Communication strategies need to be established and strengthened between the schools and social workers employed at District Offices so that they can be aware of the challenges different learners are going through and provide intervention strategies to assist those learners. It is recommended that school social workers employed by the GDE become familiar with the CAIMeR model's to use as a guide in gaining proper understanding about the different challenges a particular learner goes through in and out of the educational setting.

- ***Sub-Theme 2.2: School-Based Violence***

Key finding: The overall finding shows that educators have experienced school-based violence either by being mediators of pupil-on-pupil violence or by being the victims of the violence and learners being the perpetrators. A pair of scissors is the most common weapon that is used by learners when engaging in school-based violence, and that learners are very quick to anger, thus the increase in school-based violence. In addition, the study findings show that the CAIMeR model can assist a school social worker gain insight about the motivations behind a learner's inappropriate behaviours, therefore creating appropriate strategies that respond to a learner's situation.

Conclusion: It is evident that school-based violence is not only common in high schools, but it is rapidly becoming a social issue that needs to be addressed. School-based violence affects a learner's educational needs and it also contributes to some of the fear's educators have within the educational setting.

Recommendation: It is recommended that GDE formulate response strategies to the schools and educators who have recently fallen victim of school-based violence. GDE strengthen relationships with the necessary organisations that deal with learners who have a history of violence within the school setting. It is also

recommended that school social workers should be deployed in schools that have high levels of school-based violence and create preventative programmes guided by the CAIMeR mode for high risk learners.

- ***Sub-Theme 2.3: Exposure to Drugs and Alcohol***

Key finding: The overall finding for this study was that learners are exposed to drugs and alcohol, either from their peers or community members or family members. Due to the exposure, some learners have started using drugs and alcohol. Another finding was that exposure to drugs and alcohol falls can be addressed by focusing on the *context* aspect of the CAIMeR model to understand the reasons why a learner uses drugs and alcohol.

Conclusion: It is evident that the exposure of drugs and alcohol is a serious emerging issue as more and more learners are starting to use drugs and drink alcohol.

Recommendation: It is recommended that the GDE establishes preventative strategies and programmes for learners who are identified as high-risk learners due to their exposure of drugs and alcohol. School social workers need to be employed within the educational setting to assist learners who have already started using drugs and alcohol through the process of creating strategies and interventions that will assist them to stop taking drugs and alcohol. It is also recommended that school social workers focus on the *context* and *actor* strategy of the CAIMeR model to guide them to identify different contexts and actors that places and contribute to a learner being at risk of drugs and alcohol usage.

- ***Sub-Theme 2.4: Teenage Pregnancy***

Key finding: The overall finding for this study was that there has been an increase in teenage pregnancies within high schools. The findings also indicated that some of the learners which have fallen pregnant are barely 16 years old, thus raising the issue of consensual sexual activities. Furthermore, the findings showed that learners who do fall pregnant find it difficult to finish school as taking care of a child while still in schools is particularly difficult.

Conclusion: It is evident that teenage pregnancy is an issue not only in schools but within the country as statistics have indicated an increase in teenage pregnancy rates.

Recommendations: Relationships between the Health sector and GDE need to be strengthened so that health sector workers such as nurses and doctors can come to schools and educate learners about teenage pregnancy and its dangers. Relationships between DGE and DSD need to be strengthened for the purpose of creating preventative and educational programmes that inform learners about the dangers of engaging in sexual activities at a young age and the dangers of teenage pregnancy.

5.3.3. Theme 3: Educators Coping Skills

- **Sub-Theme 3.1: Disciplinary Committee**

Key finding: The main finding for this study was that schools have adopted disciplinary committees as a strategy to respond to the ill-behaviours of learners. The findings also revealed that disciplinary committees have been successful in addressing behavioural problems. Another finding for this study showed that the CAIMeR model can be used as a guideline to help school social workers ensure that school related problems are addressed effectively involving all the actors that form part of the disciplinary committees.

Conclusion: It is evident that at the absence of certain professions, disciplinary committees have assisted in addressing behavioural issues of learners.

Recommendation: School social workers should be deployed within school settings and have sessions with learners, particularly focusing on those with behavioural issues and create intervention strategies that would assist them in finding the root cause for the learner's ill-behaviour. It is recommended that deployed school social workers should also use the *context* and *actor's strategy* of the CAIMeR model which can guide and assist them to create *intervention* strategies that will yield positive results such as changed behaviour.

- ***Sub-Theme 3.2: Peer Counselling Groups***

Key finding: The major finding of this study was that peer counselling groups have been a major contribution in schools in helping learners who need support. The finding revealed that peer groups allow for a safe space for learners to share their thoughts and feelings about certain issues they are facing. Peer groups have also allowed learners to have coping strategies that will assist them in facing their particular issues.

Conclusion: It is evident that peer counselling groups are assisting learners deal with their issues. Peer counselling groups are also important as they give direction and support about particular thoughts and feelings when necessary.

Recommendation: It is recommended that the GDE employ more school social workers in schools to help learners deal with their issues as peer counsellors do not have the necessary skills and competence to properly conduct a counselling session with other learners. It is also recommended for the GDE to establish a programme or module in Life Orientation which gives learners the basics of peer counselling.

- ***Sub-Theme 3.4: Spiritual Counselling by Religious Sector***

Key finding: The overall finding was that spiritual counselling by religious sector has assisted in addressing the ill-behaviours, particularly for learners who come from the Muslim religion.

Conclusion: It is evident that a belief in God has become a protective factor for many aspects including the behaviour of learners.

Recommendation: It is recommended that schools cater for all religions and request different pastors of different religions to come and talk to the learners within the educational setting as not all learners may believe in Muslim values.

Theme 4: Benefits of Employing School Social Workers

- ***Sub-Theme 4.1: Learner Support System***

Key finding: The main finding within this study was that school social workers could be of great benefit to learners as learners would have some to talk to about their issues, thus offloading some of their burden, learners would be assisted with some

of their trauma issues and they would obtain aspects such as coping strategies for exam stress and anxiety. Another finding indicates that the CAIMeR model can assist school social workers gain insight of the different systems which play a role in a learner's life which results to a learner requiring support.

Conclusion: It is evident that learners require a lot of support so that they can use their educational opportunities to the best of their abilities. It is evident that learners go through a lot of issues; therefore, having a social worker in school would be very beneficial to them.

Recommendation: In this regard, if schools cannot afford to employ a school social worker, the contact details of social workers employed in District offices should be provided to the schools. In addition, GDE offices need to make it a priority to employ full-time social workers in schools to attend to the different crises that may arise within the school grounds. Furthermore, the GDE needs to make it a priority that employed school social workers have extensive training in the CAIMeR model which can guide them in gaining insight and understanding of the different aspects of a learner's life.

- ***Sub-Theme 4.2: Educator Personal Issues***

Key finding: The major finding of this study was that educators could benefit from the employment of school social workers as educators have issues within their personal lives which sometimes affect their work lives. The employment of school social workers would be beneficial particularly for educators that are part of management as they have a great deal of responsibility. In addition, the CAIMeR model can guide a school social worker to design strategies that can assist all the actors, including educators that are experiencing personal issues.

Conclusion: It is evident that educators could benefit from the employment of school social workers as they have issues within their personal lives which may sometimes affect their work lives.

Recommendation: It is recommended that the GDE deploy social workers to schools to also provide counselling services for educators twice a week to assist educators with issues that they may be experiencing. In addition, deployed social workers should have knowledge and skills in creating intervention strategies in line

with the CAIMeR model to respond to the different situations faced by educators within of the classroom.

- ***Sub-Theme 4.3: Learner Trauma Issues***

Key finding: The overall finding within this study was that school social workers would be beneficial to learners as there are certain traumatic issues that they go through which require counselling sessions with a professional, trained person. The CAIMeR model regards school social workers as a member of the interdisciplinary team who creates appropriate strategies that address behaviours including learner trauma issues.

Conclusion: It is evident that learners would benefit from school social workers as there are certain issues in which they experience at home which they may feel comfortable in disclosing at school with a trained counsellor.

Recommendations: GDE should deploy trauma counsellors to schools to provide trauma counselling services for learners who may need the counselling services. Trauma counsellors should be particularly familiar with the CAIMeR model as it will help them understand the root cause of the certain behaviours and enables them to design different strategies and activities that address the trauma related behaviours. GDE should also establish relationships with organisations that deal with learners who have trauma issues so that learners may also know where to go if they do not feel comfortable with speaking to anyone on the school premises.

- ***Sub-Theme 4.4: Learner Stress and Anxiety***

Key finding: The overall finding within this study was that learners could benefit from the services of school social workers as they may sometimes have stress and anxiety, especially during exam time. The CAIMeR model can guide school social workers create strategies that are appropriate in addressing stress and anxiety related issues.

Conclusion: It is evident that school social workers play a vital role in school settings as they contribute to the well-being of learners, therefore assisting them to enhance their academic performances.

Recommendation: GDE should create contracts where they deploy social workers to schools near the time of exam so that learners can have someone to talk to; therefore, assisting learners decrease their stress and anxiety levels. School social workers using the CAIMeR model should be able to assist learners cope effectively with stress and anxiety.

Theme 5: Employment of School Social Worker

• Sub-Theme 5.1: Cost

Key finding: The main finding within the study was the specific cost of employing a social worker is approximately between R250 000 and R350 000.

Conclusion: It is evident that the budget for employing a school social worker within an educational setting upon a full-time basis should be at least R250 000.

Recommendation: It is recommended that the GDE treasury department formulate budgets that allow school social workers to be employed within educational settings upon a full-time basis. It is also recommended that the treasury departments of private schools should formulate budget strategies that make it possible for school social workers to be deployed within their schools.

• Sub-Theme 5.2: Financial Constraints

Key finding: The main finding within this study was the obstacles which hinder the process of fast tracking the employment of school social workers is due to financial constraints. The financial constraints have also resulted to social work services in private schools to be eliminated.

Conclusion: It is evident that financial constraints have resulted to school social workers to not be employed within school settings upon a full-time basis. These financial constraints have also resulted to the services of school social workers in some schools to be eliminated.

Recommendation: It recommended that the Department of Basic Education and their treasury department conduct investigations and hold sessions in which they determine the costs of employing of school social workers. Once the costs are

determined, financial strategies should be devised to overcome current financial constraints and future possible constraints.

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Appendices



APPENDIX A

THE INFLUENCE OF THE LACK OF SOCIAL WORK INTERVENTIONS ON TEACHING AND LEARNING OUTCOMES IN HIGH SCHOOLS IN JOHANNESBURG, GAUTENG: THE VOICES OF EDUCATORS.



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	21 January 2020
Validity of Research Approval:	04 February 2020 – 30 September 2020 2019/369
Name of Researcher:	Khanyile A.A
Address of Researcher:	1a Nehru Road Glencoe KwaZulu-Natal, 2930
Telephone Number:	034 393 1763
Email address:	827398@students.wits.ac.za
Research Topic:	The influence of the lack of Social Work Intervention on teaching and learning outcomes in high schools in Johannesburg: The voices of Educators.
Type of qualification	MSW in Social Development
Number and type of schools:	Four Secondary Schools
District/s/HO	Johannesburg Central

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Making education a societal priority

1

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za



1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 21/01/2020



APPENDIX B
THE INFLUENCE OF THE LACK OF SOCIAL WORK INTERVENTIONS ON
TEACHING AND LEARNING OUTCOMES IN HIGH SCHOOLS IN
JOHANNESBURG, GAUTENG: THE VOICES OF EDUCATORS.

University of the Witwatersrand
1 Jan Smuts Ave,
Johannesburg,
2000
South Africa

[Date]

School Principal
[School address]

SCHOOL PERMISSION TO CONDUCT RESEARCH STUDY

Dear Principal

My name is Andile Khanyile. I am a Social Development Master's student at the University of the Witwatersrand. I am writing this letter in requesting permission to conduct a research study at your school. The research conducted for my Master's dissertation involves "the influence of the lack of social work interventions on teaching and learning outcomes in high schools in Johannesburg, Gauteng Province.

I hope that I will be able to recruit a number of 2 educators who will be voluntary participate in the research study. Interested educators, who volunteer to participate in this study, will be issued with a consent form for them to sign which



provides them with all the information pertaining participation within the study. If approval is granted, educator participants will participate in a semi-structure interview that will take place upon the times and dates suggested by the educators on the school site. The interview will last from 45 minutes to an hour. Answers in this study will be entirely anonymous and none of the information provided will bring harm and will be linked to the any of the educator participants.

Upon completion of this study, if requested by the school, I undertake to provide the school with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on the following numbers or alternatively on my email address provided below.

Cell phone: (076) 555 4859

(081) 267 7642

Email: 827398@students.wits.ac.za

If you agree, kindly sign below and email the signed form to the above-mentioned address

Approved by: _____

Name of School: _____

Date: _____

Signature: _____



APPENDIX C

Participation Information Sheet

THE INFLUENCE OF THE LACK OF SOCIAL WORK INTERVENTIONS ON TEACHING AND LEARNING OUTCOMES IN HIGH SCHOOLS IN JOHANNESBURG, GAUTENG: THE VOICES OF EDUCATORS.

Good day,

My name is Andile Khanyile and I am a post graduate student registered for the degree MA in Social Work at the University of the Witwatersrand. As part of the requirements for the degree, I am conducting research regarding the influence in which the lack of social work interventions in high schools has had on the teaching and learning outcomes of the school. It is hoped that the information gathered could assist in highlighting the importance and the essential need of the Social Work profession within the education system as part of a multi-disciplinary team in enhancing their educational outcomes. The outcome of this study could inform both the knowledge base and practice of Social Work in the education system.

I therefore wish to invite you to participate in my study. If you accept my invitation, your participation would be entirely voluntary and you are free to withdraw at any time without penalty. There are no consequences or personal benefits of participating in this study. If you agree to take part, I would arrange to interview you at a time and place that is suitable for you. The interview will last approximately one hour. If you choose to participate, you may withdraw from the study at any time and you may also refuse to answer any questions that you feel uncomfortable with answering. If you decide to participate, I will ask your permission to tape-record the interview. No-one other than the researcher and the supervisor will have access to the tapes. The tapes will be kept in a locked cabinet for two years following the publications or for six years if no publications emanate from the study. A copy of your interview transcript without identifying information



will be stored permanently in a locked cupboard and may be used for future research.

Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research report. The results may also be used for academic purposes (including book, journals and conference proceedings) and a summary of findings will be made to available to participants on request.

Please contact me on; 081 267 7642/076 555 4859 or 827398@students.wits.ac.za, or my supervisor, Dr Poppy Masinga at Poppy.Masinga@wits.ac.za if you have any questions regarding my study. We shall answer them to the best of our ability. If you have any concerns and complaints about the study, please contact **Human Research Ethics Committee (Non-Medical) Contact Details**: Chairperson: Jasper.Knight@wits.ac.za or the administrator: Ms Shaun Schoeman Tel: 011 717 1408 or Shaun.Schoeman@wits.ac.za.

Thank you for taking the time to consider participating in the study

Yours sincerely,

Andile Khanyile



APPENDIX D1

EDUCATORS SEMI STRUCTURED INTERVIEW SCHEDULE

THE INFLUENCE OF THE LACK OF SOCIAL WORK INTERVENTIONS ON TEACHING AND LEARNING OUTCOMES IN HIGH SCHOOLS IN JOHANNESBURG, GAUTENG: THE VOICES OF EDUCATORS.

Biographical information:

1. Educators Gender
2. Educators Ethnic Group
3. Number of years as an educator

Brief background as an educator

1. Tell me about your career as an educator
2. What are the main challenges that you face as an educator in promoting teaching and learning outcomes?
3. How do you respond to these challenges?

Influence of the lack of social work intervention in high schools in Johannesburg Gauteng.

1. Does your school have access to school social work services?
 - 1.1. If yes, what services do they provide?
 - 1.2. If no, how do you cope when you experience social problems within the school environment?
2. How does the lack of social work services affect your teaching and learning outcomes?

The benefits of school social work interventions in high schools in Johannesburg, Gauteng.

1. In the event of being provided with school social work services, what would be the benefits in the teaching and learning outcomes?



APPENDIX D2
DIRECTOR OR DEPUTY DIRECTORS SEMI STRUCTURED INTERVIEW
SCHEDULE
THE INFLUENCE OF THE LACK OF SOCIAL WORK INTERVENTIONS ON
TEACHING AND LEARNING OUTCOMES IN HIGH SCHOOLS IN
JOHANNESBURG, GAUTENG: THE VOICES OF EDUCATORS.

Biographical information:

1. Directors or Deputy Directors Gender
2. Director or Deputy Directors Ethnic Group
3. Years of Experience as a Director or Deputy Director

Challenges that government experience in the efforts of fast tracking the employment of school social workers in public schools.

1. What are the particular costs that government faces with the employment of school social workers in high schools?
2. What are the major challenges that government faces in employing school social workers?

The benefits of school social work interventions in high schools in Johannesburg, Gauteng.

1. What would you say are the benefits of the deployment of social workers in our South African high schools?



APPENDIX E

THE INFLUENCE OF THE LACK OF SOCIAL WORK INTERVENTIONS ON TEACHING AND LEARNING OUTCOMES IN HIGH SCHOOLS IN JOHANNESBURG, GAUTENG: THE VOICES OF EDUCATORS.



SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)



DEPARTMENTAL HUMAN RESEARCH ETHICS COMMITTEE (SOCIAL WORK) CLEARANCE CERTIFICATE

PROTOCOL NUMBER: SW/19/05/07

PROJECT TITLE: The influence of the lack of social work interventions on Teaching and Learning Outcomes in High Schools in Johannesburg, Gauteng Province

RESEARCHER/S: A. Khanyile (827398)

SCHOOL/DEPARTMENT: SHCD Social Work

DATE CONSIDERED: 09 May 2019

DECISION OF THE DEPARTMENTAL COMMITTEE: Approved

RATIFIED BY THE WITS HREC (NON-MEDICAL): 13 September 2019

EXPIRY DATE: 19 September 2021

DATE: 19 September 2019

CHAIRPERSON: Dr F. Masson

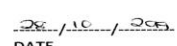
Cc: Supervisor: Dr. Poppy Masinga

DECLARATION OF RESEARCHER(S)

To be completed in **DUPLICATE** and **ONE COPY** returned to the Administrative Assistant, Room 8, Department of Social Work, Umthombo Building Basement.

I/We fully understand the conditions under which I am/we are authorised to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the committee. **For Masters and PhD an annual progress report is required.**


SIGNATURE


DATE

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES



APPENDIX F

THE INFLUENCE OF THE LACK OF SOCIAL WORK INTERVENTIONS ON TEACHING AND LEARNING OUTCOMES IN HIGH SCHOOLS IN JOHANNESBURG, GAUTENG: THE VOICES OF EDUCATORS.

I hereby consent to participate in the research study. The purpose and procedures of the study have been explained to me.

I understand that:

- My participation in this study is voluntary and I may withdraw from the study without being disadvantaged in any way.
- I may choose not to answer any specific questions asked if I do not wish to do so.
- There are no foreseeable benefits or particular risks associated with participants in this study.
- My identity will be kept strictly confidential, and any information that may identify me, will be removed from the interview transcript, research report and other publications that may emanate from this research study.
- A copy of my interview transcript without any identifying information will be stored permanently in a locked cupboard and may be used for future research.
- I understand that my responses will be used in the write up of a master's project and may also be presented in conferences, book chapters, journal articles or books.

Name of Participant: _____

Date: _____

Signature: _____



APPENDIX G
THE INFLUENCE OF THE LACK OF SOCIAL WORK INTERVENTIONS ON
TEACHING AND LEARNING OUTCOMES IN HIGH SCHOOLS IN
JOHANNESBURG, GAUTENG: THE VOICES OF EDUCATORS.

I hereby consent to tape-recording of the interview.

I understand that:

- The recording will be stored in a secure location (a locked cupboard or password-protected computer) with restricted access to the researcher and the research supervisor.
- The recording will be transcribed and any information that could identify me will be removed.
- When the data analysis and write-up of the research study is complete, the audio-recording of the interview will be kept for two years following any publications or for six years if no publications emanate from the study.
- The transcript with all identifying information directly linked to me removed, will be stored permanently and may be used for future research.
- Direct quotes from my interview, without any information that could identify me may be cited in the research dissertation or other write-ups of the research.

Name of Participant:

Date:

Signature:
