

THE EFFECTIVENESS OF SOCIAL WORK SERVICES ON THE BEHAVIOUR MODIFICATION OF LEARNERS IN  
ESIKHALENI IN KWAZULU-NATAL

BY

NOKUTHUTHUKA NOZIBUSISO NKOSI

SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS OF THE DEGREE

MASTER OF SOCIAL WORK

IN

THE FACULTY OF ARTS

IN THE DEPARTMENT OF SOCIAL WORK

UNIVERSITY OF ZULULAND

SUPERVISOR: PROF N.H NTOMBELA

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## **Declaration**

I hereby declare that this dissertation is the result of my independent investigation, and that all the sources used have been acknowledged by means of complete references.

I hereby certify that this dissertation is not submitted for any other degree.

**Signature:** \_\_\_\_\_

N.N Nkosi

Student

**Date: 2012/11/14**

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## **Abstract**

Schools in South Africa have many young learners in the education system whose problematic behaviour have been left unattended, and thus resulting in learners having emotional turmoil. According to the researchers observation Youth between the ages of 13-19 spend 75% of their time in the classroom area and because of this, one can assume that it is where their good or bad learnt behaviour or adapted behaviour manifests itself. What social workers must appreciate is that children come to school with vastly different needs and values. Therefore, social workers should focus their intervention on helping children to become aware of and to learn to exert some degree of control over those change processes that are already at work in their lives. The goal of this study was to investigate the effectiveness of social work services on the behaviour modification of learners.

For this study, the researcher utilised the quantitative approach. The respondents included were twenty five educators as respondents to the research, representing five high schools in Esikhaleni.

The key findings indicated in the study are that there is an under-utilisation of social workers at schools by the Department of Education. The findings of the study also indicated that mainly practicing social workers perform the task of school social workers, hence this limits access to social work services for troubled learners.

The recommendations of this study are that Social Workers need to be placed on school premises as an immediate response measure, so that these two departments can work cooperatively. Social workers need to outline their plan of action and involve the educator in the modification process. Social workers should market themselves in their communities and should link up with other department so as to create a liaison partnership, such as schools and professional within those departments, eg educators, School Governing Body (SGB), and School Management Team (SMT).

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## **CHAPTER 1**

### **1. Introduction to the study.**

#### **1.1 Introduction**

The school is a microcosm of the world in which youth experience the same vast array problems as adults do in modern life. This, unfortunately, includes situations of trauma, violence, and death (Openshaw 2008:4). We know that children bring their problems from home with them to school, and often the school must provide services to help children deal with their anxieties in order to free them to learn. The unruly behaviour of children in the home manifests itself in the classroom, where the educator is faced with the learners with deviant behaviour. Social workers play a variety of roles in relation to different target groups of pupils most important is the identification of pupils who are at risk and experiencing difficulty in learning and meeting school requirements (Meares 2000:183).

For the social workers to be able to deal with learners with deviant behaviour they need to be equipped with the following skills:

- (a). Identification of deviant behaviour which emanates from home circumstances, or peer pressure.
- (b). Provision of intervention, when necessary, to protect the students themselves, and others in crisis situations.
- (c). Knowledge of when is it necessary for multidisciplinary collaboration.
- (d). Knowledge of how to conduct behaviour modification programmes.

This study intends to investigate the effectiveness of social work services on behaviour modification of learners in Esikhaleni in Kwazulu-Natal.

#### **1.1 Statement of the problem**

Schools in South Africa have many young learners in the education system whose problematic behaviour have been left unattended, and thus resulting in learners having emotional turmoil. According to the researchers observation the youth between the ages of 13-19 spend 75% of their time in the classroom area and because

of this, one can assume that it is where their good or bad learnt behaviour or adapted behaviour manifests itself. What social workers must appreciate is that children come to school with vastly different needs and values. Therefore, social workers should focus their intervention on helping children to become aware of and to learn to exert some degree of control over those change processes that are already at work in their lives.

The significance of the study is aimed at evaluating the effectiveness of social work services on behaviour modification of learners in Esikhaleni in KwaZulu-Natal.

## **1.2 Motivation of the study**

The researcher's rationale for the study was based on the interest that aroused during practicum block placement in 2009 at Khulisa Crime Prevention Initiative where practical involvement was hands on in the facilitation of a life skills programme targeting the youth at risk and crime prevention. During the researcher's experiential learning process, she was intrigued by how educators handled learners with deviant behaviour who participated in the programme of that time.

The five schools in the Mahlabathini locality that participated in the life skills programme were:

- (a) Mazondi High School
- (b) Mkhazane Primary School
- (c) Maqhingendoda High School
- (d) Masibumbane High School
- (e) James Nxumalo High School

In these schools the researcher was expected to integrate group work and life skills theory into practice. While conducting group work sessions the researcher had to identify learners with social problems.

The most common observation that influenced the conceptualisation of this research topic were the following:

- (a) Alcohol and Drug Abuse
- (b) Parental Absence
- (c) Death and Loss
- (d) HIV/ AIDS affected children and families
- (e) Poverty at home

During my observation as a student learner at Khulisa Crime Prevention in Nkandla, the researcher noted that the learners were labelled as the well-known problem makers of the school when their deviant behaviours could not be curbed by an educator. The researcher then noted that some educators made little effort to deal with the problem behaviour, but most tried several tactics to divert the student's behaviour. Their problem solving methods did little in addressing the learners' problematic behaviours. According to Hancock (1982) the feeling of the teacher with regard to the problems presented by the child cannot be overlooked. Very often the teacher struggles for weeks, months to find a way to teach the class despite a youngster who seems intent on destroying the all efforts made to hold the attention of the class. The educator may experience feelings of inadequacy and that they would be admitting to an inability to "control" students in the class.

In sum the topic of my research study crystallised as a result of my present and previous work experience.

#### **1.4 Objectives of the study**

The objectives of the research were conceptualised as follows:

- (a) To explore whether social work services provided in schools is effective in modifying the behaviour of learners.
- (b) To determine the type of social work services rendered to learners.
- (c) To investigate the type of behavioural problems displayed by learners and how these could contribute or hinder the behaviour modification process.

## 1.5 Research Questions

- (a) Are social workers providing effective social work services during the modification of learner's behaviours?
- (b) What are the behavioural problems displayed by learners in school?
- (c) What are the different circumstances that children are faced with in their households?
- (d) What are the social work services rendered in order to modify the behaviour of learner's?

## 1.6 Hypothesis

A Hypothesis according to Newman (2006:58) is a tentative statement about a relationship; that is, researchers are uncertain as to its truthfulness, or whether it operates in the empirical world.

The hypothesis of the study is that social workers are not able to give comprehensive social services to schools because of their high workload.

## 1.7 Theoretical Approaches

A sound theoretical and logically consistent theoretical structure permits us to explain our activity to others; to transfer our knowledge and skills in a testable, demonstrable way; and permit our activities to be scrutinised and evaluated by others.

Theory further helps us to recognise when we have encountered new situations that indicate gaps in our knowledge. As a researcher theory would also give assurance to the research. In the research the systems approach and ecological approach are amongst the theories that have been discussed.

**1.7.1 Systems Approach** is important to social work because they emphasise social focus, as opposed to counselling, psychotherapy or many caring professions, whose emphasis is on individual patients or clients (Payne, 2005:142).

The author further states that systems theory focuses on individuals as part of and incorporating other systems, and so it integrates social with psychological elements

of practice. Systems interact with each other in complex ways, exploring these help to understand how individuals interact with each other people in families and communities and in wider social environments. Furthermore, systems focus on connections between and resources of families and groups and their effective functioning, rather than, as with health work or counselling, seeing the family as helping or hindering the functioning of improving the health or well-being of the individual patient.

In the light of the above mentioned statement systems approach as an intervention measure entails that the social worker in the intervention process focus on the learners social systems being the family, peers, community and religious make-up of the learners social focus.

In the study the researcher intends to use the systems theory as a mean to identify the influence of the social systems in relation to his or her behaviour.

**1.7.2 Ecological Approach** is the most appropriate perspective for viewing social work practice in schools and for locating the target of intervention. It is appropriate in that it directs attention to the whole and not to any one part, system or aspect of the client's situation. The focus is on the social process of interaction and transactions between a child and that child's environment. The environment is defined as the aggregate of external conditions and influences that effect and determine a child's life and development. Germain cited in Meares (2000:75) states, that "the school social worker stands at the interface not only to the child and school. Thus he or she is in a position to help child, parents and community develop social competence and, at the same time to help the school's responsiveness to the needs and aspirations of children, parents and community."

With the use of this approach the researcher will be able to identify the types of barriers within the social systems of a learner that influences his behaviour problem.

### **1.8 Significance of the study**

This study would help both Department of Social Development and Department of Education to fully utilise more school social workers.

### **1.9 Research methodology**

The system of collecting data for research projects is known as research methodology. The data may be collected for either theoretical or practical research for example management research may be strategically conceptualised along with operational planning methods and change management (Neuman, 2006:89).

### **1.10 Research Design**

Research design is a plan outlining how information is to be gathered for an assessment or evaluation that includes identifying the data gathering method(s), the instruments to be used/ created, how the instruments will be administered, and how the information will be organised and analysed Neuman (2006: 65).

The research design that was chosen for this study is descriptive in nature and specifically aimed at looking at one target population. The group was studied only once, subsequent to some intervention that was intended to cause change. The target population were the educators, which were part in behaviour modification process.

### **1.11 Descriptive research design**

According to Neuman (2006) description is the systematic acquisition and assessment of information to provide useful feedback about some object. Descriptive research is a methodological area that is closely related to, but distinguishable from more traditional social research. Descriptive research utilises many of the same methodologies used in traditional social research, but because it takes place within a political and organisational context, it requires group skills and management ability (Barbie 2004: 31).

The researcher attained this by using questionnaires as an information finding tool.

### **1.12 Population**

A population is a large group of many respondents from which a researcher draws a sample and to which results from a sample are generalised (Newman 2006: 224). The researcher attained the target population from educators from five high schools in the Eskhawini H1, H2, J1 and J2 Section.

### **1.13 Sample procedure and size**

According to Rubbin and Babbie (2001:241), sampling is the process of selecting observations.

For this study the researcher used purposive sampling. This type of sampling method is used in field research as the sample is appropriately selected on the basis of one's own knowledge of the population, its elements and the nature of the research aims.

The researcher used educators as respondents to the research. The sample in this study was drawn from twenty five educators from the participating five high schools for the H2, H1, J1 and J2 Esikhaleni community.

### **1.14 Data Collection.**

Neuman (2003:56) asserts that data collection techniques are the tools or instruments that are used to gather and collect data for a research.

For the purpose of the study the researcher used questionnaires to gather information from respondents. The category of the respondents should be able to read and write.

### **1.15 Data analysis and interpretation**

Data analysis is the process of bringing order, structure and meaning to the mass of collected data. This is a process of reducing volume of raw information, sifting significance from details, identifying significant patterns and constructing a frame work for communicating the essence of what data reveals.

In this research, the researcher encoded all findings from the questionnaires into one comprehensive study, using the information gathered and worked through the data collected through quantitative methods.

### **1.16 Ethical considerations**

Codes of ethics and other researchers provide guidance, but ethical conduct ultimately depends on the individual researcher. The researcher has a moral and professional obligation to be ethical, even when research participants are unaware of or unconcerned about ethics. Indeed, many participants are concerned about protecting their privacy and other rights than the researchers.

In the course of this study, the researcher adhered to the following laws and codes of ethics and their prohibitions:

- (a) Never cause unnecessary or irreversible harm to subjects
- (b) Secure priority voluntary consent when possible
- (c) Never unnecessarily humiliate, degrade or release harmful information about specific individuals that was collected for research purposes.

### **1.17 Definition of terms**

#### **1.17.1 School social work**

Allen-Meares cited in Ntombela (2011:16) states that school social work is the application of social work principles and methods to the major purpose of the school. School social work is thus a specialist branch of general social work where the social worker utilises specific knowledge combined with the values and principles of the social work profession, to complement the educational function of the school.

#### **1.17.2 At risk**

Include primary and secondary school students who, on the one hand, run the risk of not acquiring the knowledge, skills, and attitudes needed to become successful adults and, on the other hand, behave in ways that put them at-risk for not completing high school (Herr cited in Dobizl: 4). A set of presumed cause and effect

dynamics that places the child or adolescent in danger of negative future events (Bezuidenhout and Joubert 2003:52)

### **1.17.3 Behaviour Modification**

It is based on the reinforcement of desired behaviour and removing the undesirable ones.

### **1.17.4 Anti-Social behaviour**

Label used to differentiate the behaviour that is damaging to the community from the crime that is defined by law.

### **1.17.5 Peer**

The term peer refers to a companion who is approximately of the same age and developmental level. The special feature of relations is the egalitarian or equal status.

### **1.17.6 Youth/Young person**

The United Nations, for statistical purposes, defines youth, as those persons between the ages of 15 and 24 years.

### **1.17.8 Social functioning**

Social functioning means the role performance of an individual in its entirety at all levels of his or her existence, in interaction with other individuals, families, groups, communities and situations in his or her environment.

## **1.18 Organisation of the study**

This study is organised in the following way that would be best in displaying the dissertation of information used as well as that gathered by the researcher.

Chapter 1- Orientation of the study

Chapter 2- Literature review

Chapter 3- Research methodology

Chapter 4- Data presentation, analysis and interpretation

Chapter 5- Summary of findings, conclusion and recommendations



## CHAPTER 2

### 2. LITERATURE REVIEW

#### 2.1 Introduction

The chapter focuses on the literature that is available regarding the research study. Literature review is based on the assumption that knowledge accumulates and that people learn from and build what others have done. Neuman (2006:111) stresses that the scientific research is a collective effort of many researchers who share their results with one another as a community.

The goals of a literature review is to demonstrate a familiarity with a body of knowledge and establish credibility, to show the path of prior research and how a current project is linked to it, to integrate and summarise what is known in an area (Newman 2006:111). From literature review the researcher tells what others have found so that a researcher can benefit from the efforts of others. A good review identifies blind alleys and suggests hypotheses for replication. A good review points out areas where prior studies agree, where they disagree and where major question remain.

Reviews may vary in scope and depth. Different kinds of reviews are stronger at fulfilling one. Reading the literature review helps the researcher to focus on important issues and variables that have a bearing on the research question. A review of the literature provides the researcher with source for generating or picking up definitions of key concepts that need to be used in the study.

Within the social work profession different ideologies influence the manner in which social workers conceptualise and approach their work (Ntombela 2011).

Each approach to social work influences what social workers accept as the roles and purpose, approaches and understanding of social work theory and practice. Coates cited in Ntombela (2011:23) asserts how different ideological perspectives reflect substantially different assumptions of social work practice as well as emphasis on certain values, roles and interventions. For instance, a domestic violence case,

different social workers use different approaches to solve the case. The approach used by the social worker in the problem solving process will be in the best interest of the child concerned.

According to Carnegie Council on Adolescent Development (1989) cited in Meares (1994) problem behaviour are particular concern in middle school, where a contagious youth culture of academic negativism and misconduct can thwart learning and disrupt the school routine.

School social work is becoming essential throughout the world as families and communities strive to make schools safe and inclusive places for children to learn, to grow, and to flourish (Constable et al, 2006).

School Social workers diagnose student's problems and arrange needed services, counsel children in trouble, and help integrate disabled students into the general school population. School social workers deal with problems such as student pregnancy, misbehaviour in class, and excessive absences. They also advise educators on how to cope with problem students. Seidman et al, (1994) mentioned that for a learner to protect themselves from the feelings of failure and incompetence, the learner may become apathetic or develop anti-social attitudes and behaviour. The author further mentions that often the school is the target of discontented students, who rebel against school rules, ignore academic, treat teachers and other students with disrespect.

The National Association of Social workers (NASW) has identified important guidelines for delivery of social work services in schools, including standards for practice, professional preparation and development and administrative structure and support.

The Social Service Professions Act No.110 of (1978) states that social work means a professional service performed by a social worker, aimed at the improvement of the social functioning of people.

In South Africa social work services only extend to schools when a social worker is dealing with a case that involves a school going child. There are no social workers stationed on school premises, consequently resulting in the late identification of a problematic behaviour, those employed by the Department of Education are usually placed at district offices where they will be called by the school if need arises.

The predominant objective of an education system is one of providing quality education for all learners in order to enable them to realise their full potential and thereby fully contribute to and participate in society (Prinsloo 2001: 344). Learners can achieve their full potential when the educator's teaching and learning skills answer to learner's problematic behaviours, caused by home circumstances. In the light of the above statement one can, therefore, say that educators need to be equipped with skills that enable them to deal with youth at risk in the classroom environment.

## **2.2 Policy on children: Bana Pele Policy**

This is the children's policy that focuses on the needs of the children. It emphasizes on the services that should be offered on the children. It asserts "Put children first". In all action related to children, the best interest of the child shall be primary consideration. They have amongst other basic rights such as, the right to education, recreation, nutrition, proper shelter, peace and good health, the right to protection from poverty, suffering, neglect, violence and hatred.

All children have the right to be at school, and no child should be left behind. Bana Pele principle is also focusing on every child's education that, they have the right learn to irrespective of his or her status (adopted child, foster child, and biological child) gender and race, poor or rich (Mlamla 2008 cited in Prinsloo 2001) . Children without basic education do not make it far in life, and they have slim chances of getting meaningful work (Mlamla 2008 cited in Prinsloo 2001).

## **2.3 Policies and Constitutional mandate**

The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), contains the Bill of Rights, which provides for not only basic human rights but social and economic rights. The Constitution, notably section 27(1)(c), also provides for the

right of access to appropriate social assistance for those unable to support themselves and their dependants.

South Africa is one of the few countries where the Constitution enshrines a duty to alleviate poverty. The South African government is obliged to meet basic human needs and accords these needs the status of basic human rights. The White Papers for Social Welfare (1997) and Population Policy (1998) provide the overarching policy framework for the Department (Service Delivery Model

[www.dsd.gov.za/archives.01.03](http://www.dsd.gov.za/archives.01.03) cite accessed on 2012/07/09 )

The Social Service Professions Act, 1978 (Act No. 110 of 1978), provides the framework for the development of the Council, which is a statutory, autonomous body, tasked with the development of the social service professions, protecting the interests of beneficiaries and promoting the interests of registered social service professionals. It also sets out the code of conduct for social service and related professions and sets standards for education and training [www.dsd.gov.za](http://www.dsd.gov.za) cite accessed 2012/10/09.

The United Nations Millennium Goals, which make a commitment to halve world poverty by 2015, also commit member countries to:

- eradicating extreme poverty and hunger;
- achieving universal primary education;
- promoting gender equality and empowering women;
- reducing child mortality;
- improving maternal health;
- combatting HIV/AIDS, malaria and other diseases;
- ensuring environmental sustainability; and
- developing a global partnership for development.

In relation to the study the millennium development goals set a benchmark for the operationalisation of any social development agency. The incorporation of these goals in service delivery would seek beneficial to all South African communities.

## **2.4 General attitude of the adolescents**

This section will be looked at in relation to attitudes and the behaviour of learners. It is important to look at attitude since the way in which young people are regarded in our society has the most formative influence of public policies towards them. There are two dominant and contradictory strands that may be detected in public perception of young people.

In the first Strand, young people are regarded with a set of attitudes, which are most powerfully linked by envy. Young people are regularly portrayed as having the time of their lives, untrammelled by responsibility or restraint. In the second strand, by contrast, young people are viewed with fear. These are the youngsters that are out of control and dangerous ( Haines and Drakeford 1998:27).

Some of the adolescents experience different problems during this stage. They display negative attitude. Some stay away from school and others are acting out sexually, antisocial behaviour such as delinquency and criminality becoming involved in drug cultures and gang behaviour (Briggs 2002).

Oppenheim (2002) defines attitude as a state of readiness, a tendency to respond in a certain manner when confronted with certain stimuli.

School going children tend, to develop negative attitude towards the school as an institution during the adolescent stage. This occurs as they grow up because they are faced with the challenges of the strict rules and regulations of that particular institution. In this stage, a structured family environment is needed for them, so that they can easily be managed and controlled by their parents. Children as adolescents' want to be in control of themselves and they have wrong conceptions that parents will no longer control them. Others may become out of control and display uncontrollable behavior (Mlamlala 2008 cited in Prinsloo 2001). Attitudes are reinforced by beliefs and often may have wrong attributes.

## **2.5 Theories that influence School Social Work**

Some of the theories and approaches underpinning social work intervention strategies will be discussed in the ensuing section.

Many theories have tried to explain to explain human behaviour. The following are some of the prominent theories and approaches that would assist us to understand, analyse and provide remedial intervention to behaviour modification.

### **2.5.1 Systems Theory**

Systems theory proposes that individuals are constantly interacting with each other. There is a reciprocal relationship with each other. They influence and affect each other's behaviour. Likewise the child is part of a bigger environment whereby he is being affected by others namely his family, his school environment, his friends etc. The child is never in isolation. His experiences with all the different systems would have an effect on his or her behaviour.

Hepworth and Larsen (1990:16), explained a systems theory states that individuals are engaged in constant transactions with other human beings and with other systems in the environment and that these various persons and systems reciprocally influence each other. The system theory stresses that social and interactional processes takes place which contributes to human development and self- conception. In other words, it is the process of socialisation, whereby individuals learn the norms, values roles, skills, and the expectation of society.

According to Maguire (2002:65), a system is defined as "any unit that has boundaries and interacting parts". The system theory recognises that human behaviour is a result of variety of interacting forces in the environment. Individuals have the ability to reflect on their experiences, visualise themselves, evaluate their actions and feelings and consciously make desired changes.

According to Buckly as cited in Goldenberg and Goldenberg (1996), a system is defined as a complex of elements directly or indirectly related to at least some other parts in a more or less stable way within a certain period of time. They point out that

no element within a system can be understood in isolation since it never functions independently.

In relation with the child learner this theory informs us that a child with a problematic behaviour at school, for example if he or she is a bully, has a track record of uncontrollable behaviour or abuses substances. His or her behaviour may be as a result of domestic violence or they may come from dysfunctional families or may have been sexually abused while growing up.

To describe a system as “open” implies that information flows back and forth among the boundaries of the family system, its individual parts, and the outer larger systems (Howell 2001 cited in Goldenberg and Goldenberg 1996 ). A family system develops its own unique set of rules which governs its interactive processes, degrees of openness, and structure pertaining to the information flow within and beyond the system (Howell 2001: 12 cited in Goldenberg and Goldenberg 1996).

For the purpose of this study the systems theory will guide the researcher to examine the influence of behaviours of subsystems (i.e the family, school) on the learner’s behaviour. During the intervention of a school social worker they, cannot treat the behavioural problems displayed in the school system in isolation, as it is a result of the families system that puts pressure on the child learner.

### **2.5.2 Ecological Theory**

Ecology is the study of organism. It seeks to understand the reciprocal relation between organisms and environment. How organisms shape the environment to its need and how this shaping enhances the life- supporting properties of the environment (Constable, *et al* ). In Social work science the ecology theory holds that problems of society are reflected in the schools and that social problems thus inevitably affect the daily roles and tasks performed by a school social worker and other educational staff (Ntombela 2011: 77) . In other words, substance abuse, dysfunctional families, violence, sexual abuse and other social problems affect the way in which schools offer quality education.

According to Meares (2000:74) an ecological perspective provides the framework for understanding the nature of the transaction between the person and different institutions/ or systems.

Because conduct disorder is associated with a variety of contextual conditions such as large family size, overcrowding, poor housing, and disadvantaged schools, it is also important to intervene into the mezzo and macro conditions that develop and maintain these problems. The ecological theory explains how stressful conditions produce situations in which parents and children may get locked into a never ending spiral of coercive interactions that lead to the escalation of aggressive behaviours, such as children with behavioural problems.

For example, if there is a problem in the family system, the child's academic performance might be affected and one can observe a series of aggressive behaviour from the learner.

Many people do not "mature" just because their natures plan to do so, however important people like educators and parents contribute towards nurturing by showing them how to behave in new and socially accepted ways and that people are made by life experiences (Magagula 2009:83). People change in response to the environment and all the other external physical and social conditions. The environmental forces are having their own impact on human lives.

The Ecology is also viewed as an interweaving between the family and the environment. It reflects the belief that family life and its immediate environment such as family violence, aggression, tension to mention but a few, form a complex living system of which family members are a part. By viewing the family as part of the environment, one can begin to understand how family life may be both the product of environmental forces and a significant creature force itself. The ecological approach allows family members in an era of rapid change to focus on the relationships between a changing environment and a changing family. One can look at the plight of domestic violence on a learner.

Families that are constantly in arguments and physical violence with one another in front of their children, pose a potential threat to the upbringing of their little one. Sometimes the violence at home erupts as a result of substance abuse. This violent behaviour is learnt by the child from home and it is periodically observed at the school. This child is prone to being disrespectful and violent towards peers and educators at school. Therefore due to conditions such as domestic violence in the family the child is a victim to anti-social behaviour in the school. Laws and principles as part of the ecology have created a negative impact on people.

With the changes of lifestyle and the economy, both men and women are economically active. In urban areas mothers and fathers have jobs that demand approximately 75% of their family time. This leaves the child unattended for most part of the day, and when they do come back from work the parents are mostly tired and they don't have time to spend with their children. These children due to peer group involvement engage in delinquent activities and show bad behaviour as they will be seeking attention from those who give it. Thus the ecosystem approach is not a specific personality theory but an integration of certain field studies (Meyer, More and Viljoen, 2002:88 cited in Magagula 2009: 108). According to the ecosystem approach, a human being is seen as a subsystem within a hierarchy of larger systems such as the family and the community (ibid: 108).

### **2.5.3 Behaviour Modification Theory**

Coming to Behaviour Modification Theory the therapist is trying to modify the unwanted behaviour. It is based on the reinforcement of desired behaviours and removing the undesirable ones. Qualified social workers and other paraprofessionals like psychologists see themselves as combined with professional skills in linking individuals, families or groups with available and appropriate resources and opportunities in order to deal effectively with anti-social behaviour. According to Sdorow and Rickabaugh (2002:433) behaviour modification refers to the treatment that favours changing maladaptive behaviour rather than providing insight into unconscious conflicts. Behavior modification therapists ignore unconscious conflicts,

emphasize present behavior, and assume that therapy can be accomplished in weeks or a month.

However, the philosopher Immanuel Kant (as cited in Morrison *et al.*, 2007:48), would have disagreed with such behaviourist methods and states that

“If you punish a child for being naughty, and reward him for being good, he will do right merely for the sake of the reward, and when he goes out into the world and finds that goodness is not always rewarded, nor wickedness always punished, he will grow into a man who only thinks about how he may get on in the world, and does right or wrong according as he finds an advantage to himself.”

Still, many primary grade teachers use behaviour modification to teach learners desirable behaviour, rewarding students who behave acceptably and withholding rewards from those who misbehave. Mohapi (2007:27) observes that more overtly *punished* learners might get the negative attention they are seeking from their peers, and then persist with negative behaviour in the hope of gaining more attention.

Behaviour theorists argue that maladaptive behaviour can be learned, maintained, and unlearned through the process of classical and operant conditioning (Gasa 2005:38). If a stimulus for an aggressive response repeatedly occurs at the same time and in the same place as some initially neutral environmental stimulus, that aggressive response will eventually begin to occur in the presence of the initial neutral stimulus.

Sarason cited in Sdorow and Rickabaugh (2002) mentions that people are unaware that habit controls much of their behaviours. Showing people through modelling that there are other ways of doing things can be very effective. Though modelling can take place when an individual observes someone demonstrating specific social skills, it occurs informally, as, for example, when children imitate the heroes of television shows.

Although most severely emotionally disturbed students requiring medication and /or specialised care are referred to outside agencies or to special education programmes designed to serve them, schools can find themselves providing the

needed service when a family or student refuses outside service, or when an agency cannot accept the referral because either the service needed does not fall within the guidelines of any agency, or there is a long waiting list (Constable 2006:286 ).

Lack of medical coverage also limits referral options. Social workers who provide service to the severely emotionally disturbed student in general education or who work in special education classrooms or day treatment programs for the emotionally disturbed should seek supervision, consultation, or collaboration with mental health professionals with expertise in these areas.

Youth who have severe behaviour problems and conduct disorder may commit violent acts against others and violate the rights of others (Kadzin cited in Constable 2006:285).It is not likely that every school social worker can become an expert in helping aggressive youth with conduct disorder. School social workers refer many students to other school professionals and experts in the community (Constable 2006: 286). Aggressive, disruptive, and antisocial behaviours, however, are responsible for most of the referrals to clinic and agency settings. One of the most worrisome behaviours for schools today is the aggressive acts committed by these children in school, including fighting, assaults, and even murder.

Learners with problematic behaviours, use anger and aggression at school because, they don't have positive outlets for their anger. When a teacher knows a student well enough to see that he or she is becoming angry the teacher may be able to redirect the student's attention and avert the angry outburst.

As part of the maturation process, youth are sure to be pulled towards activities that may be defined as extreme by school social workers, parents and adults responsible for regulating youths' behaviour. In other words youth causalities to their deviant behaviours should be understood by the parties concerned before therapeutic intervention.

In the light of the above mentioned subject, during the researchers working experience she worked hands on with children who have uncontrollable behaviours. This approach shapes the individual. A simple way of giving positive reinforcement

in behaviour modification is in providing compliments, approval, encouragement and affirmation for every positive behaviour displayed by the person being treated. With this approach the researcher asserts that if social workers and other professionals can apply it to children with behavioural problems, the bad behaviour will definitely change.

#### **2.5.4 Functional Theory**

*The functional theory* is defined as the basic human struggle, and the source of most individual problems characterised by the inherent tension between the desire to realize one's separate and distinctive individuality-to- move toward growth and change and competing wish to remain psychologically connected and dependant upon others to be cared for (Sanderson cited in Magagula 2009). This means a individual has a will to change his own ends. A person has potential to live the type of life he desires irrespective of whether it is good or bad as long he or she gets gratification out of that life-style. For example a learner with antisocial behaviour chooses the "will" to have an uncontrollable behaviour than to have a social accepted one. Therefore, nobody else can easily manipulate his mind-set and convince him or her to be good.

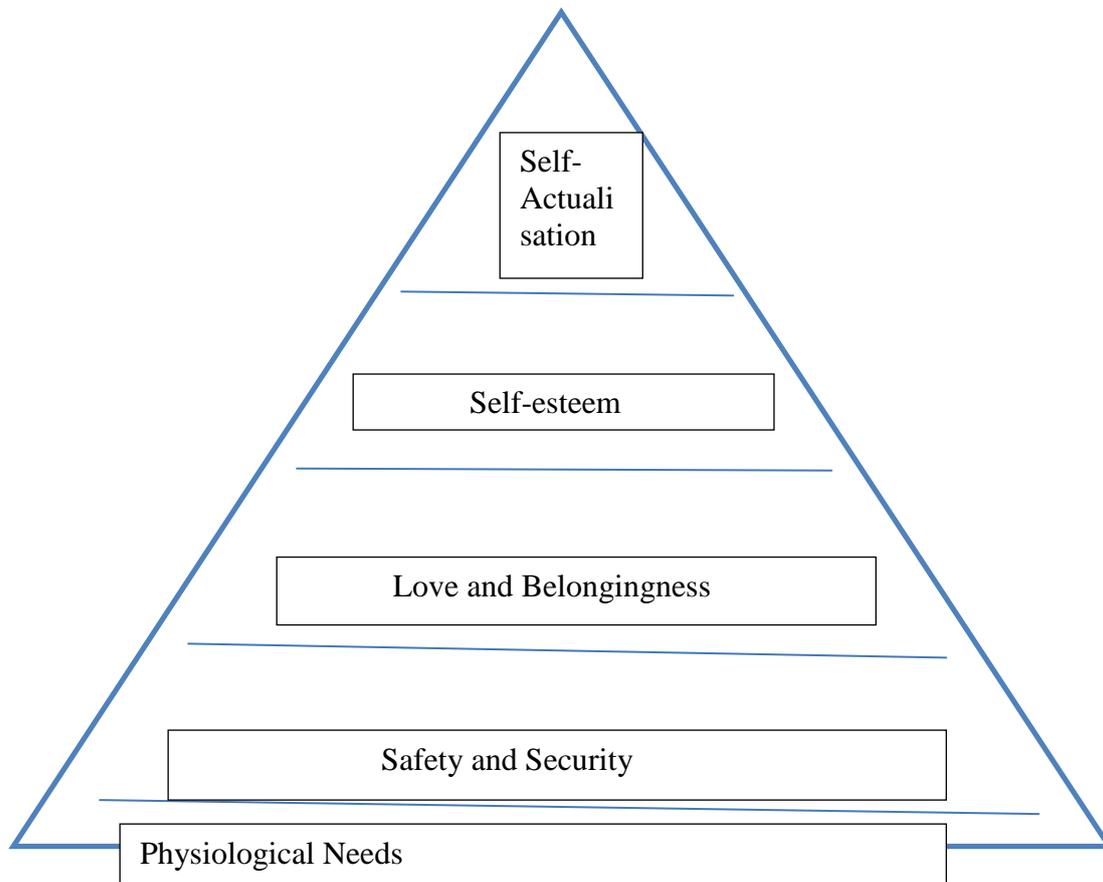
#### **2.5.5 Maslow's hierarchy of needs**

According to Baldock *et al*,(1999:113) cited Maslow's Hierarchy of needs in which he view humans holistically as not only being motivated by social needs but also Psychological needs, Safety, Love and Belongingness, Self-esteem and Self-actualisation.

The understanding behind these basic human needs is that an individual can only move into higher needs when physiological needs are being satisfied. When dealing with a child with antisocial behaviour his physiological needs such as food, proper shelter, medical care, education, recreational center are very essential. If the needs are inadequate for the child it is easy for him or her to have uncontrollable

behaviour. Moving on to Safety and Security, when the child feels neglected by his or her parents, be it due to alcohol abuse, divorce, death or work the child lacks security and prefers to associate himself with bad peers. Similarly, where the child feels unloved because the parent is chastising the child or not giving him or her the attention that they need, he or she feels very much insecure in the family and seeks for attention elsewhere as he or she may develop a low self-esteem. If the parent does not complement the child for good that he or she has done, the child views his self-actualisation as not being recognised.

Maslow's Hierarchy of Needs is displayed below



Maslow's (1954) Hierarchy of Basic Needs (Baldock, 1999:113)

### **2.5.6 Crisis Intervention Theory**

According to Allen Meares (1994:284), crisis situations occur throughout the normal life span of individuals, families, groups, communities, and nations. A crisis demands immediate short term help. Crisis situations frequently addressed by school social workers may be created by a suspension, a failing grade, the divorce or death of parents, the death or injury of a friend, attempted suicide, use of drugs, a change to a physically disabling state, or unwanted and unplanned pregnancy Meares (2000: 285). Child abuse is a situation that requires immediate attention. Service is required for both the child and the abuser and requires the involvement of

a child protection agency. With increased violence in neighbourhood's and schools, social work services have been made available to the victim, as well as to other students and staff who have been traumatised by the incidence. For example in the Mvutshini area Northen Kwazulu Natal in the uThungulu District Municipality a learner was raped and had her eyes gauged out by her fellow classmate. A crisis team of social workers was immediately formed to assist the parents, students, and teachers to come to terms with the trauma and grief they experienced.

In relation the research children come to school with various crisis's in their life's, which have adverse effects on their behaviours if they are left unattended.

### **2.5.7 Multidisciplinary approach**

According to Magagula (2009:102) in order to work within organisations, one needs to evaluate them, and sometimes work to change them. One first needs to understand the major theories and how organisations operate. The author further states that an organisation is one of the macro systems whereby if the worker, practitioner or researcher works with it he or she becomes part of that larger system. The multidisciplinary approach could provide more than one intervention when dealing with humans and the environment. That is why the researcher finds it important to use the multidisciplinary approach.

The multidisciplinary approach is part of a larger movement for more integration of education, health and social services for children.

## **2.6 TYPE OF SOCIAL WORK SERVICES RENDERD TO LEARNERS**

### **2.6.1 A brief social work perspective**

Social work is a profession concerned with helping individuals, families, groups and communities to enhance their individual and collective well-bring. It aims to help people develop their skills and their ability to use their own resources and those of the community to resolve problems. Social work is concerned with individual and personal problems but also with broader social issues such as poverty,

unemployment; domestic violence; divorce; family preservation; social rehabilitation of young offenders; marital counselling; juvenile delinquency; teenage pregnancy; community outreach programmes; adoption; foster care placement; Employee Assistance Programmes (EAP); Employee Wellness Programmes (EWP); Child Abuse and Neglect; Policy Formulation; Research; just to name but a few.

A growing population of diverse youth are labeled as 'at risk', those risk factors described by Morris (2000:4) are low achievement, retention in grade, behaviour problems, poor attendance, low socioeconomic status, and attendance at schools with large numbers of poor students. Youth who have been affected with many risk factors will drop out earlier than others (Kronick, 1997). As social work professionals what does this mean to us?

It simply means that learners with behaviour problems demands social workers to be alert and empower people with skills of survival, be it at micro, mezzo or macro levels.

There are three (3) primary social work methods used when dealing with people, namely, Casework, Group Work and Community Work. The most important concern of the said methods is to promote positive social functioning by both helping people cope more effectively with problems in living and by working to create systems which are more humane and responsive to their needs. For more clarity the researcher wishes to show how the social worker intervenes in each of these methods.

### **2.6.2 Case Work**

Casework is a personal service provided by qualified worker for individuals who require skilled assistance in resolving some material, emotional or character problem (Magagula 2009). It is a disciplined activity, which requires a full appreciation of needs of the client in his family and community setting ( Davidson cited in Magagula 2009: 86). Case work is a method that utilises a variety of skills, techniques and other aids to facilitate the clients' participation and decision-making in efforts to improve their social functioning. For example, if the learner with identified behavioural problem can be brave enough to introduce the social worker to his or

her family, the social worker can be able to establish the source of the problem and improve the situation.

### **2.6.3 Group Work**

Group work is a method whereby a group achieves group objectives within a group context by the purposeful application of group processes and interventions. Baldock cited in Magagula (2009) states that group work is a goal directed activity with small group treatment and task groups aimed at meeting the socio-emotional needs and accomplishment of tasks.

In the case of learners with anti-social behaviours the group worker (social worker) employed by the agency can formulate groups of learners with uncontrollable behaviour with similar problems. The worker can utilise group dynamics such as group the learners according circumstances they are faced with in their households, according to their ethnic group, gender and ages. By doing this it will be very easy for the child to reveal the truth about his or her life. For example the National Institute of Crime Prevention and the Reintegration of Offenders (NICRO) utilize a lot of group work in their treatment models.

### **2.6.4 Community Work**

Community work is a joint, planned action of a geographical or functional community and a social service practitioner to promote the social functioning and community development.

According to Midgely (2005) community development refers to the process and method aimed at enhancing the capacity of communities to respond to their own needs, and at improving their capacity for development, through community mobilisation, strength-based approaches and empowerment programmes.

With the shift to the social development approach, a new cadre of community or social development officers/workers were introduced to focus on community

development. Community development refers to a process and method aimed at enhancing the capacity of communities to respond to their own needs and improve their capacity for development, through community mobilisation, strength-based approaches and empowerment programmes.

Community development is perceived as a complex system of processes made up of two essential elements, namely –

- the participation of people themselves in efforts to improve their level of living, developing a sense of ownership of the process, taking initiative and contributing meaningfully to joint planning, decision making and implementation/evaluation; and

- the mobilisation and provision of resources, and the creation of access to opportunities that encourage initiative, self-help and initiatives for mutual benefit. The community worker also supports them in the process of putting any decisions that they make into effect in ways that help the people to develop their abilities and independence (Baldock, 1994:18). In the case of learners with behavioural problems if they indicate that their bad behaviour is influenced by the community members, the social worker can take the initiative of assisting the community to get its services improved. For example if the learners mention that there are drug dealers selling them drugs upon their way to school. The social worker can liaise with the local police station and in the view of conducting unannounced raids for the learners protections.

### **2.6.5 Social Work Principles**

The following are regarded as key principles for a developmental approach relevant to the South African context:

- **Participation:** People should be fully engaged in their own process of learning, growth and change, starting from where they are and moving at their own pace.

- ***Self-reliance***: People should be connected to each other and with their environment in ways that make them more effective in their individual and collective efforts towards a better life, developing leadership, decision-making and planning skills, among other things.
  
- ***Empowerment***: Power relations should shift towards people achieving greater control and influence over decisions and resources that impact on the quality of their lives through increasingly interdependent relationships.
  
- ***Universal access***: Social development services should be available to all vulnerable groups. No individual or group should be denied access either because of lack of resources or lack of knowledge of how to access services.
  
- ***Non-judgementalism***: Communicating non-judgementalism is essential to developing a relationship with any client. It does not imply that social workers do not make decisions; rather it implies a non-blaming attitude and behaviour. Social workers judge others as neither good or bad nor as worthy or unworthy.
  
- ***Purposeful Expression of feelings***: Clients need to have opportunities to express their feelings freely to the social worker. As social workers, we must go beyond “just the facts” to uncover the underlying feelings.
  
- ***Controlled emotional involvement***:  
 There are three components to a controlled emotional response to a client’s situation: Sensitivity to expressed or unexpressed feelings, and understanding based on knowledge of human behaviour, and a response guided by knowledge and purpose. The social worker should not respond in a way that conveys coldness or lack of interest while at the same time cannot over identify with the client.
  
- ***Acceptance***: Acceptance is fundamental social work principle that implies sincere understanding of clients. Acceptance is conveyed in the professional relationship

through the expression of genuine concern, receptive listening, intentional responses that acknowledge the other person's point of view,

- **Accessibility:** Accessibility in terms of physical and geographical conditions, time, language and need should be ensured.

- **Self determination** - The principle of self-determination is based on the recognition of the right and need of clients to freedom in making their own choices and decisions. Social workers have a responsibility to create a working relationship in which choices can be exercised.

Access to resources- Social workers are implored to assure that everyone has the necessary resources, services, and opportunities, to pay attention to expanding choices, and opportunities for the oppressed and disadvantages; and to advocate for policy and legislative changes that improve social conditions and promote social justice.

- **Affirming individuality:** To affirm individuality a client's individuality is to recognise and appreciate the unique qualities of that client. It means to "begin where the client is." Clients expect personalised understanding and undivided attention from professionals. Individualisation requires freedom from bias and prejudice, an avoidance of labeling and stereotyping, a recognition and appreciation of human behaviour.

- **Confidentiality:** Confidentiality or the right to privacy implies that clients must give expressed consent before information such as their identity, the content of discussion held with them, one's professional opinion about them, or their record is disclosed.

The above discussed social work principles which make way for benchmark of services to be provided by social workers. When a social worker comes into contact with a learner with behavioural problems these are the principles that need to be adhered to by the professional.

## 2.7 THE DELIVERY OF SOCIAL WORK SERVICES IN SCHOOLS

School social work became a more highly specialised field of practice in the United States, employing a large number of practitioners and with a well-developed theoretical foundation. In recent years school social workers have grown in number and have become a well organised and vocal group. Recently in South Africa, few school social workers are employed by the Department of Education and are placed at District Offices, but the majority of learners are seen by agency based social workers.

Demographic and socio-economic shifts in our nation's population and changes in the family structure have placed increasing demands on the public school systems of this country (Kozleski, 1993:54). The well-being of children depends on the ability of families to function effectively. Children need to grow up in nurturing and secure families that can ensure their optimal survival, development and protection as well as participation in full family and social life. From personal observation the only measures that a teacher has in reprimanding a wrong behaviour in the classroom, is by giving the responsible individual punishment such as detention, essay writing or the learner being chased out of the learning area (Gasa 2005). This method, however, does not curb the deviant behaviour of the learners at anytime, however, a recurrent behaviour is noticed. In A study conducted by Vijjaluxmi (2004:32) educators reported lack of time to handle discipline. Educators of senior classes especially those preparing learners for provincial or national examinations indicated that they were under pressure to complete set syllabi. They were thus of the opinion that handling matters of discipline impinges on valuable teaching time.

Vijjaluxmi (2004:32) further states that educators indicated that certain misconducts have serious psychological implications. Responding to this kind of indiscipline according to the respondents requires specialised counselling skills provided over a period of time and has to be done on a one to one basis.

Furthermore, there is nowhere during this method of intervention where a school social worker is involved, to the re-occurrence of this unwanted behaviour.

The breakdown of family systems resulted in today's children being raised in different types of family structures, which no longer seek to satisfy the child's developmental needs, as per Maslow's hierarchy of needs. These are psychological needs, safety needs, love and belonging, esteem, and self-actualisation. Therefore, most basic level of needs must be met before the individual will strongly desire the secondary or higher level need (Zastrow 2000).

It is also most common that educators will rather do away with a learner in their classroom rather than tackling the real issue at hand. This leaves no room for change for the learner leaving him or her at mercy of committing the same offence again. Social workers in schools have a major function to perform: they must help make the school a responsive and stimulating learning milieu for different pupil groups.

Urbanisation in South Africa has been characterised by a history of repression and the burgeoning poverty of certain segments of the population. Poverty and homelessness among the young and old is a phenomenon, not only of the new post-apartheid South Africa, but is also becoming increasingly prevalent everywhere else. During the early part of this century, the former government policies of separate development led to the confinement of the predominantly black population to the poorly developed rural areas which constitute only 27 per cent of the country's land (Gasa 2005). At the same time, the migrant labour policy, which relied on the labour of men from the rural areas for the mines and other industries, contributed to the accelerated destruction of the traditional African family structures (Maphathane 1993).

This 'non-white' migrant population found that the necessity of earning a wage and adjusting to urbanised life affected the traditional family system, which in many cases failed to adapt to changing circumstances. Neither from the traditional family, nor from the Western-style nuclear family, did any satisfactory urban family formations emerge. Extended family networks, and their role in extending support and discipline to members of the family, were effectively destroyed by the apartheid system (Maphathane 1993).

In relation to the study the school social worker needs to too understand the issues relating to urbanisation, poverty and destructed of traditional family structures. So as to come up with a wholistic intervention that will seek to be beneficial to adolescent.

Constable, Kuzmickaite, Harrison &Volkman cited in Openshaw (2008),discussed four basic tasks have been identified as common to all school social workers. These are:

1. Consultation with others in the school system as a member of a team.
2. Assessment applied to a variety of different roles in direct service, consultation and programme development.
3. Direct intervention with children and parents in individual group, and family modalities.
4. Assisstance with programme development.

### **2.7.1 The role of a School Social Worker**

According to Constable *et al*, (2006:22) school social worker's role is multifaceted. There is assessment and consultation within the social work team. There is direct work with children and parents individually and in groups. There is programme policy and development. In 1989 a group of nineteen nationally recognised experts in school social work were tasked to develop and list the tasks that entry level social workers would perform in their day-to-day professional roles. These tasks, when they were defined, fell along five job dimensions (Meares 2000: 23).

1. Relationships with and services to children and families
2. Relationships with services to teachers and school staff,
3. Services to other school personnel,
4. Community services, and
5. Administrative and professional tasks Nelson 1990 cited in Constable. R, et al (2006:22).

A key skill, the foundation of all other areas, is assessment. Assessment is a systematic way of understanding what is taking place in relationships in the

classroom, within the family, and between the family and school, and looking for ways to make changes. The social worker looks for units of attention, places where intervention will be most effective. An effective social worker in an organisation wears many hats. For example, the worker carries a whole range of roles such as a change agent, an enabler, mediator, coordinator/integrator, advocacy, educator or an analyst or evaluator. As a change agent the worker initiates the macro process and helps the target system, that is, the individual, group or community to be changed and achieve the social work goals (Magagula 2009:83).

In the light of the above statement the researcher aims to depict in the research the presence of these roles in the day-to-day activities of school social workers.

### **2.7.2 Levels of intervention of a School Social Worker**

The role and function of the school social worker vary among school districts. School social workers are generalist practitioners who must have skill to work with individuals, groups, families, and communities (Openshaw 2008:23).

Social workers in agencies need to understand diversity and how to work with unique situations. Furthermore, School social workers must have the ability to work with other professionals in the school district and to connect children and families to community resources. In relation to the learner with behavioural problems here under lies the level of interventions that are implored by the school social worker in the behaviour modification process.

Section 143(1) of the Children's Act No 38 of 2005 state that programmes must be designed and developed with the purpose of reaching all the levels of intervention to the intended recipients. This, therefore, means that programmes for persons at risk and in conflict with the law must be inclusive of the levels of intervention.

### **-Level 1: Prevention services and programmes**

At the first level of intervention the aim is to ensure that communities, families and groups of youth who are broadly identified as being vulnerable to risk factors such as poverty, drugs violence and unemployment, receive services which strengthen existing capacity and develop new capabilities that will promote resilience and increase their ability to benefit from developmental opportunities. Such services might include programmes such as youth development, leadership training, conflict management, early childhood care and education, after-care programmes at schools, day care, school-based development programmes and parenting skills training.

The same programmes could be used for re-integration and aftercare to youth who have passed through early intervention services and, will continue to benefit from additional strengthening and support. If services and programmes are effective and resources are adequate at this level there would be no need for the young person and family to engage with the early intervention services.

### **- Level 2: early intervention Services and Programmes**

Whilst prevention targets a wide range of young people and families , early intervention within this framework is a deliberate intervention in relation to a specific young person or family and is based on the fact that there is a identified risk of the young person being placed away from home or entering the criminal justice system.

Effective assessment is one of the core components at this level and should be undertaken using a multi-disciplinary team. If early intervention services are effective, the young person will remain in the family and or/ community, and if needed, could receive additional support through the prevention programmes in that community. If these services are ineffective, inaccessible, or for any reason unsuitable for a young person, the young person would be referred to the statutory process related to either Criminal Court or Children's Court. Early intervention programmes may also serve as reunification, re-integration and aftercare services for young people disengaging with the Child and Youth Care System.

### **-Level 3: statutory process**

According to the Social Development Self Development (Lifeskills) Programme Module (2012: 4) statutory processes focus on children in conflict with the law and or/ children needing care and protection and thus includes both Criminal Courts and Children's Court proceedings. These proceedings operate under the Criminal Procedure Act no 51 of 1977, the Probation Services Act no 116 of 1991, Correctional Services Act no 8 of 1959, Children's Act no 38 of 2005 as amended, Child Justice Act no 75 of 2008.

The author further states that the programmes administered should be child-centered and should allow for meaningful participation by the young person, the family and where suitable the members of the broader community. One important aim of this process should be to ensure the most appropriate placement option for the young person in terms of the need for protection and/ or containment, and for development and in the best interest of the child and family. When dealing with a learner with behavioural problems the statutory process assists the worker with legal entities that come into play in the behaviour modification process. For an example, if a learner who is an orphan has stabbed a fellow learner at the school, a case of assault with intent to do grievous bodily harm (depending on the severity of the injury) would be opened at the local SAPS station. The learner (accused) will be handled in accordance to the Child Justice Act no 75 of 2008. This entails that the Probation officer compiles an assessment report in terms of section 40 of the said act. In no later than 48 hours after the assessment has been conducted a preliminary inquiry is to be held with the Presiding Officer, Public Prosecutor, Probation officer, the accused as well as his or her guardian or parent. The probation officer needs to made the necessary recommendation to the court about the manner in the child should be dealt with.

### **-Level 4: Aftercare services**

Aftercare services is to ensure continuing development and delivery of appropriate services to those children and their families whose needs are not being adequately met by existing services and programs. According to the Social Development Self

Development (Lifeskills) Programme Module (2012: 4) the aim of after care services is to supplement existing services available to this population and promote support that encourages family strength and self-sufficiency by providing services to complete the range of services needed in the least restrictive, most appropriate setting. This means that the social workers intervention is continuous up until the learner is able to without the services of the social worker.

In conclusion, the goal is to contribute to human development through sustaining self-resilience and assessing the impact of services.

### **2.7.3 Framework of services**

The school social worker should render the following services as identified by various authors. Children should be given social skills instruction to decrease their antisocial behaviour, especially when the instruction is combined with some form of supportive peer group or family therapy (Connor: 2002).

Hawkins and Weis (2001) cited in (Gasa 2008) mention that poor social skills, perception of low social competence, academic underachievement, negative attitudes toward school and lack of parental guidance have been identified as modifiable risk factors for problem behaviour.

Life skills are defined skills as something which the individual needs to sustain and enrich life. Life skills are primary skills for an individual's physical and emotional well-being which will help people cope with development tasks (Richardson 2001) and can serve as preventative and early intervention levels of intervention.

Life skills can also be defined as "abilities for adaptive and positive behaviour that enable individuals to deals effectively with the demands and challenges of everyday life" ( Social Development Programme Fascilitator Guide Module 2012:2).

The following life skills were conducted during the researchers second year practical block placements in secondary and primary schools:

(a) Working in small groups and facilitation

*Effective groups, members' roles, rules and goals, facilitation, tasks: making a decision*

(b) Communication

*Types of effective, verbal and non-verbal communication, active listening, barriers to communication*

(c) Decision making

*Influences on, levels of, group and individual, decision making model, values and feelings*

(d) Assertion

*Supporting decision, rights and responsibilities, assertive model, refusal skills, resistance skills*

(e) Self Awareness building skills

*Dealing personal responsibility, building self esteem and resilience, giving and getting compliments*

(f) Time Management

Planning, Prioritising and Execution of managing their daily activities in their orders of importance.

(g) Emotions

*Dealing with different types of emotions, building emotional intelligence, and understanding why they feel the way they do.*

(h) Coping and Stress management Skills

*Goal setting, positive thinking, time management, handling stress, negotiation skills, conflict resolution, prioritizing, handling social situations, asking for help, building support networks.*

According to Mark cited in Openshaw (2008), the fact that peer groups have such strong influence on behaviour suggests that schools that employ collaborative learning and mainstreaming of antisocial students with regular students may prove most beneficial to the antisocial child.

Social workers early intervention is the best hope for children exhibiting antisocial behaviour. A supportive, nurturing, and structured home environment is believed to be the best defense against anti-social behavioural problems.

Learners with difficulties in school should get appropriate academic assistance. Addressing these problems when they first appear helps to prevent the frustration and low self-esteem that may lead to antisocial issues later.

#### **2.7.4 Referral system**

The school social worker will have to refer pupils to other agencies if she is unable to help them. Some of the children's problems might need the intervention of specialised professional.

### **2.8 THE BEHAVIOURAL PROBLEMS DISPLAYED BY LEARNERS IN SCHOOL**

Schools play a huge role in whether learners value school and thereby invest in it. The schools' role is often reflected in their policies and practices. For instance, schools with zero-tolerance and out of school punishment policies have more students that disengage from school and engage in negative activities (Richart, Brooks, & Soler, 2003 cited in Gasa 2008). Failure to meet the needs of students jeopardizes the students' entire future and lead to early involvement in negative activities such as drug abuse, teenage pregnancy and delinquency. Due to the expectation of schools to prepare students for societal participation, they have a responsibility to meet the needs of students, however, not all schools have been effective in doing so.

The researcher hereunder has mentioned and discussed the various behavioural problems displayed by school going children.

#### **2.8.1 Uncontrollable behaviour.**

Vera Institution of Justice (2002) cited in Vijilixum (2008) defines uncontrollable behaviour as an unacceptable behaviour that is displayed by the youngster in society. The behaviour is mostly consisting of anger, aggression, frustrations, impossible stubbornness of the child.

School failure is caused by complex problems among school going children consequently these problems result in children having deviant behaviours', which have an effect on their school failure.

Rubington and Weinbuerg (1999:1), explain that: Deviance is defined as “an alleged breach of a social norm”

According to Zastrow (2000:145), deviant behaviour is any behaviour that is different from what is typically or ordinary and would be expected of person in a similar role.

## **2.8.2 COPING BEHAVIOUR**

According to Constable (2006:37), coping behaviour is that behaviour at the surface of the human organism that is capable of being consciously directed toward the management of transactions. Coping behaviours exclude the many activities that are governed by neural processes below the conscious level. It includes the broad repertoire of behaviour that may be directed to the impinging environment and that potentially can be brought under conscious control.

Maguire (2002), asserts that coping behaviours include not only the behaviours directed to the impinging environment , but also those efforts of individuals to exert some control over their behaviours- to use themselves purposively.

In other words coping behaviours are learned behaviours, and once learned they become established as coping patterns.

In school learners cope with themselves as well as with the environment, and this is also learned behaviour. These behaviours, as they are developed over time, incorporate expectations and feedback from the environment. The ways in which learners cope are related to the information they have about themselves or their environment. If we take a closer look to a learner with behavioural problems in the classroom, with specific reference to the period of the researchers practical block placements in her third year of study. A learner by the name of Sibusiso\* was the “clown of classroom” the learners laughed at every remark or answer that he responded with during group discussions. The researcher noticed that this learner was enjoying this attention from his fellow peers. The researcher then approached the learner on different occasions with an attempt of probing more information

relating to his family circumstances. The researcher discovered that Sibusiso\* is an orphan that comes from an extended family which is merely dependent on their grandmothers old age pension for survival. In relation to coping behaviours Sibusiso learnt this behaviour, and once learned it became established as a coping behaviour for him to escape the harsh realities of his life.

### **2.8.3 Anti-social behaviour in learners**

Antisocial behaviour can be broken down into two components: the presence of antisocial (i.e. angry aggressive, or disobedient) behaviour and the absence of prosocial (i.e. communicative, affirming, or cooperative) behaviour.

According to Zastrow (2005) most children exhibit some antisocial behaviour during their development, and different children demonstrate varying levels of prosocial and antisocial behaviour.

According to the Carneige Council on The Development of Adolescents, learners may lie or steal or engage in violent behaviours, and be diagnosed with conduct disorder. Learners with conduct disorder whose behaviour does not improve as they mature will go on to develop adult antisocial personality disorder.

Some adolescents' involvement in aggressive behaviour is rewarded by their peer group. Deviant adolescents interacting with deviant friends have been found to reinforce each other's talk on rule breaking behaviour. Peer rejection has been labelled as a punishment one gets if he or she is not abiding to rules. For the sake of peer acceptance, adolescents may be involved in aggressive episodes to prove their loyalty in the group. This is likely to happen in the school of South Africa, that is already labeled as the most violent country (Gasa cited in Cavell 2003:17).

### **2.8.4 Truancy**

According to Burley and Harding (1998: 1) the most common definitions of truancy is excessive unexcused absences. An unexcused absence is defined as the time a student misses the majority of hours or periods in a school day or fails to meet the

school district's definition of an excused absence. According to Reid cited in Gentle-Genitty (2008), there are at least three types of truancy:

*specific lesson absence*- those students who skip a particular class, such as Math, English, or Physics. *Registration truancy*- those students who register for class as present and they leave, and *parental –condoned truancy*- those parents who agree that they can miss school for various reasons (Reid cited in Gentle-Genitty 2008). Learners who are truants show a low self-concept, and remove themselves from accommodating surroundings, therefore missing school primarily for social conditions or difficulties. Learners with peer groups head their own groups and are generally not physically absent from school- often engaged in bullying and harassment. In relation to the learner with anti-social behaviour, truancy is one of the problematic behaviours in school setting which the school social worker has to combat.

## 2.9 THE DIFFERENT CIRCUMSTANCES CHILDREN ARE FACED WITH IN THEIR HOUSEHOLDS AND HOW THEY CAN CONTRIBUTE OR HINDER BEHAVIOUR MODIFICATION

Behaviour modification has taught us that some theories regard the modeling of aggression in the family as an important determinant for imitation or learned behaviour. It is ,therefore, important to explore family life as an external determinant of aggressive behaviour among adolescent. These problems will be singled out and will be discussed briefly so as to identify their connection to adolescent anti-social behaviour.

### 2.9.1 Changing families

During the researchers practicum block placement, she asked the common problem makers in the group the researcher facilitated that “with whom do they reside within their households”, they answered that they live with grandparents, some single parents and some with their extended family. Evidently less than 20% of the learners came from a nuclear family.

Meares (2000) explains school failure as follows: Children in mix families, or children raised by single parent are at greater risk of education difficulties than children living with two parents. They score lower on standardised test, get lower grades in school, and are twice as likely to drop out of high school before completing.

Briggs (2002) emphasizes that, processes of accelerating social change have created new diversities, and among the most significant of those are new range family structures, models and cultural values. Coleman & Henry (1999:87) emphasize that, other family structures are headed by lone parent. With some children, there is a huge difference in that family structure, therefore, he has to adapt. It is not easy to cope with some children, learn and adapt to these new family structures. They normally display uncontrollable behaviour and develop negative attitudes towards the school. Ruttler (1997) emphasizes that children with negative attitude towards school, spent less time in school being absent and not achieve any scholastic attainment.

Among those students most at risk for failure are those who may be homeless, abuse drugs or other substances, live in poverty, or have other problems that can affect their learning and societal interactions Friend cited in Openshaw (2008:57).

### **2.9.2 Dysfunctional family**

The dysfunctional family can be traced to conducive family relations and other adjustment issues, family stress, conflict and poor communication among its members. These aspects are caused by different problems that the family is exposed to, like divorce and separation, domestic violence, abusive parents, substance dependency and socio economic status of parents Gasa (2005:45). According to Wexler (2003:49) 64% of children are raised by single parents, divorcees and extended families with parents that come back home only once a year because they have to fend for their families, which entails them having to find working opportunities in big cities. The family is a powerful socialising agent and quality of attachment and bonding processes between parent and infant in the first few months and years of life are important for the later emotional health of the individual. Consequently, any disturbance of this support system through factors such as

parental separation and negative parenting style, have implications for adolescent functioning Heavens (2001:53).

### **2.9.3 Domestic Violence**

Hampton, Guillotta, Adams, Potter III and Weissberg cited in Gasá (2005) define violence as an act performed with the intention of causing physical pain or injury to another person. The Department of Justice Pretoria reveals that about 2297 cases of domestic violence were reported in Pretoria in 2001. Domestic violence occurs in physical, emotional, psychological and sexual forms developed to perpetuate intimidation, power and control of the abuser over the abused. It usually involves parents. The husband abusing the wife and sometimes children become part of the quarrel Gasá (2005:46).

Downs and Miller (1998:66) confirm that experiences of parental violence in children can cause immoral behaviour in adulthood. Traumatic experience brought on by the parents may cause some children not to cope. Sometimes they experience emotional difficulty and sensitivity with emotional expressions. If one has a failure in expressing their emotions it can have an effect on their behaviour and burst into aggressiveness.

Therefore, parental quarrel is an important factor that heightens adolescents' anti-social behaviour. Some of the children get used to the violence in such a way that they find it acceptable to fight in order to be recognised.

### **2.9.4 Child abuse**

Abuse is defined as any act of omission or commission that endangers or impairs a child's physical or emotional health and development (Pegalow cited in Gasá 2005:50). Statistics reveal that in 1993 about 17 000 children were abused and their number increased to approximately 36 000 in 1998 (Mwanda 2001:2 ).

A study by the Carnegie Foundation for the Advancement of Teaching cited in Ntombela (2011: 157) reveals that approximately 80 percent of teachers see abuse or neglected children in their classroom and yet, for a variety of reasons, are reluctant to report suspected abuses.

According to McWhirter *et al* (1998:48) almost all children who are abused in their families find themselves at risk of future problems. Poor behavioural and emotional control is witnessed from teenagers in these families. Some become easily upset, usually disturb the smooth of the school with unusual behaviour.

The hostile, erratic behaviour of physical abusive parent often prevents and emotional bond from developing between the parent and the child. Some parents fail to manifest consistency, caring and support, and their children are likely to show less conformity to parental values and standard of behaviour.

The abuse teenagers experience in early life inhibits their ability to trust people and leads them to believe that inflicting pain on others is the only acceptable norm.

### **2.9.5 Drug and alcohol abuse**

Drug and alcohol abuse is a worldwide problem. According to Ghodise (1991:8) drug abuse is a persistent or sporadic excessive use of drugs inconsistent with or unrelated to acceptable medical procedure. Wexler (2003:61) defines alcoholism as a disorder associated with the excessive use of intoxicating beverages. Drug and alcohol abuse are among the highest of all drugs affecting broad segments of the population. Parents who are drug and alcohol abusers are usually escaping their family problems.

McWhirter *et al* (1998:48) mention that parental alcoholism causes emotional damage and social adjustment among children. The home with an alcoholic parent is often characterized by family conflict, arguments, incongruent communication, spouse abuse, emotional neglect and isolation of children.

Teenagers who observe unpredictable behaviour from their parents do not know what to expect from their parents and end up being embarrassed, insecure and disturbed by their parents' behaviour.

## **2.9.6 Variables to be considered in the behaviour modification process**

### **(a) Poverty**

According to the U.S Census Bureau cited in Constable (2006: 106), children tend to be more economically advantaged if they are born to parents with college degrees. Children living in households with two married parents are far less likely to live in poverty than children living in female headed-families.

Federal Interagency Forum (1997) cited in Ntombela (2011:124) which states that in 1995, one of five children lived in families with incomes below the Federal poverty line. In 1995, 24 percent of children under the age of six lived in poverty compared to 18 percent of older children. Childhood poverty has both immediate and lasting negative effects.

Poverty alleviation strategies should be introduced in the schools and the nearby communities. Families in poverty, stress is often severe. Stress can result in parental behaviour that is punitive, and unresponsive, often causing psychological distress in children and under achievement (Meares 2000:63).

### **(b) Teen sex and pregnancy**

Every day 1.115 teenagers have abortions 1.340 teenagers have babies; 2.781 teenagers get pregnant and 8,400 teenagers become sexually active (Children's Defense Fund, 1994 as cited in Howell 2001). As Howell states, "Statistical measures such as these yield a picture of U.S teen pregnancy problem that some researchers have described as epidemic in proportion. Risk and outcomes of teenage pregnancy are numerous. According to the researchers knowledge more than half of the learners in schools have experimented with sex or are sexually active. Teenage mother are only half likely to complete high school as their non-mother group, increasing numbers of teens must receive welfare to cover the cost of delivery, and poverty and low achievement often linger as a consequence of early child bearing(Howell 2001). Based on the researchers observation during practicum block placements at schools mentioned in chapter one, the researcher observed the

pregnancy rate present at the schools that it was a factor to be considered for causing academic underachievement.

### **(c) Family structure**

According to the U.S Bureau of the Census (2000) as cited in Olsen and Fuller (2003:3), defines a family as "two or more persons related by birth, marriage or adoption that resides in the same house hold." Children in contemporary South Africa are unique. Many of them live in family situations that are different from those formally considered to be "ideal" or typical South African family. One-parent family's those blended through divorce and remarriages, families made up of young people and grandparents. Who have assumed for their upbringing and situations were young people live independently because they have "thrown away" or forced out of their former home situations.

Viljoen as quoted in Maphatane (1993:23) identified 4 family structures, namely the nuclear family, the extended family, the reconstituted family and the single parent family. He explains them as follows:

*Nuclear family*- it is when a man and a woman are joined together by marriage. They live together as a unit with their children.

*Extended family*- It links to wider circle of people who are related by blood marriage in a network of relatives who normally identifies and feels for each other. They live in one household for it is more desirable as a social unit than a nuclear family and will continue for a longer period of time.

*Reconstituted family*- these families are usually referred to as stepfamilies or blended families that come in effect as a result of remarriages after divorce or death.

*Single parent families*- children are raised in a single parent family when the mother is usually unmarried, when there has been divorce or separation or when the parent has died.

#### **(d) Unemployment**

According to Haines and Drakeford (1998:154), the growth in poverty and unemployment has equal impact upon particular groups of people especially the youth. Poverty and unemployment leads to people borrowing from friends and relatives, while other take to begging or crime. According to Openshaw research studies have highlighted that school dropout is related to low-income families.

It is of paramount importance that the above variables are taken into consideration by the school social worker in the behaviour modification process. As these factors will have an influence upon the individual learner.

The goal of school social work in behaviour modification would be to bring about a fit that makes for positive outcomes both for the person and the environment. Professional intervention for bringing about a match may include efforts to change the coping behaviour, the quality of the invading environment or both.

#### **(e) HIV/AIDS**

South Africa has one of the fastest growing HIV/AIDS epidemics in the world with 5 million South Africans infected with HIV (UNAIDS, 2002: 190). Dorington & Johnson (2002) propose that: "The total number of children in South Africa who will have lost their parent/s to HIV and AIDS and any other causes (paternal, maternal and double orphans) could reach a staggering 5 7000 000 by 2015". The author further states that "it is primarily a disease of young adults". "A few years after they become infected, it reduces their productivity by making them sick and weak, and then it kills them in their prime time, thereby destroying the human capital built up in them through child-rearing and formal education". Lastly, as the children of AIDS suffer become adults with little education and limited knowledge received from their parents, they are in turn less able to raise their own children and to invest in their education (Ibid: 8-9).

Fouche (2002:26) stated that a significant number of children have been identified as HIV/AIDS affected because of parental death or chronic illness from AIDS. The

effect of HIV and AIDS on a child with behavioural problems is that they would receive inadequate child rearing from the parents as they will be ill health to do so. One can conclude that it is inevitable that this child mends their own survival in the community and in the classroom.

## **2.10 Summary**

The chapter briefly has looked at a number of theories, which are variables to be considered in a behaviour modification process, it has further looked at coping behaviour and its significance to the research.

## **Chapter 3**

### **3 Community Profile**

#### **3.1 Introduction.**

This document is based in the community profile of Esikhaleni Township which is the urban area and accompanied by the rural areas named Gobandlovu reserve, Mkhobosa, Madlankala, Mabuyeni and Port Dunford. Looking at the different topics, such as location, its population, educational system and etc.

#### **3.2 Location and physical setting**

The Esikhaleni Township is located in the Northern part of KwaZulu-Natal, it is an urban area and it has the surrounding rural areas (Mkhobosa, Madlankala, Gobandlovu, Mabuyeni and Port Dunford), it is about 24 kilometers away from the nearest towns Empangeni and Richards Bay. Esikhaleni area is a residential settlement.

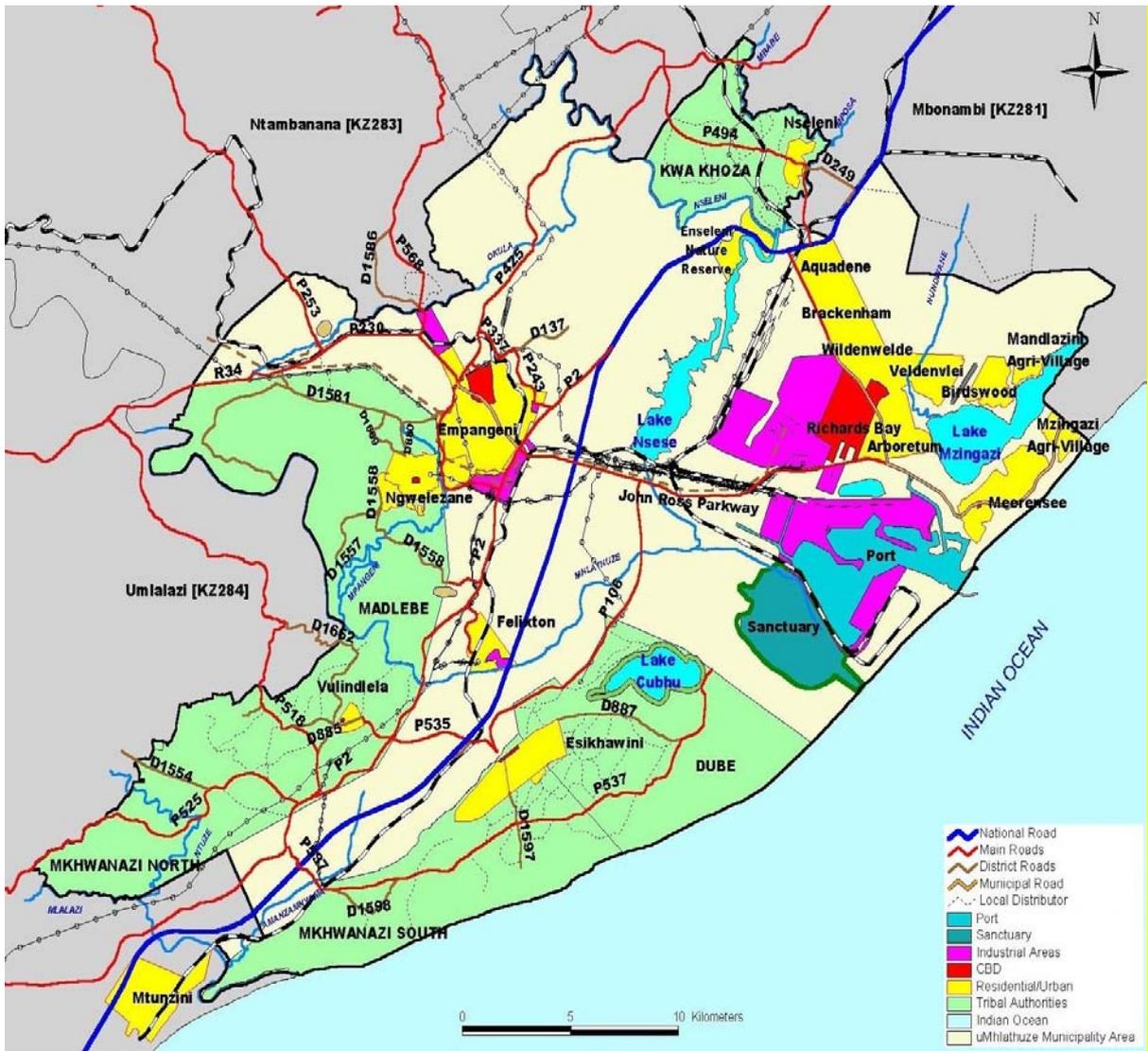


Figure 1

The climate of this sub region is characterised by human summers and hot winters. At Esikhaleni the average maximum temperature during summer is 28,4 celsius but can at times exceed 40 celsius. The average minimum temperature is also high, being 18,5 celsius in summer and 13,2celsius in winter. Extreme minimum temperatures in winter seldom fall below 5 Celsius and seldom occur. This township obtains electricity from Eskom, which supplies the whole community of Esikhaleni. Water is from uMhlathuze water board and the Department of Water Affairs and Forestry have recently completed of strategic environment assessment of water use within the uMhlathuze catchments.

### 3.3 Population

The estimated population in the area is +/-78 000 according to the sensors count of 2001. The community is dominated by Zulu-speaking people.

#### 3.3.1 Population group of Esikhaleni

Table 3.1

Black African	72342
Coloured	298
Indians or Asian	120
White	7

#### 3.3.2 Population by gender and age group

Table 3.2

Age	Female	Male	Population( N)	Population (%)
<i>0 – 4 years</i>	18028	18028	36056	10,43%
<i>5 – 14 years</i>	37392	36724	74116	21,43%
<i>15 – 34 years</i>	76192	70167	146359	42,33%
<i>35 – 64 years</i>	40739	39042	79781	23,07%
<i>Over 65 years</i>	6084	3380	9464	2,73%
<i>Total (N)</i>	178436	167341	345776	

### 3.3.3 Number of persons per household

Table 3.3

Area	Persons / household
eSikhaleni	4,80-5,98

### 3.4 The educational system

#### A. Educational level

(i) Males and females are all highly equally educated

#### B. The educational facilities

- i) There are 29 schools including primary schools and pre-schools.
- ii) School attendance is good, let alone there is still a high increasing numbers of drop outs on daily basis which result to 52%.
- iii) There are 10400 students attending schools on various levels.
- iv) Adequate facilities offered by schools are up to a good standard their success rate is 73%.
- v) 45% students are attending schools outside the community due to various reasons.
- vi) Teacher ratio is 1:45
- vii) Students with special needs are taken to special schools which are Thuthukani special school and Empangeni Remedial School.
- viii) ABET

## B. Educational programmes offered

- i) Science, Commerce and General
- ii) Yes
- iii) No, currently the Department is working on implementing programmes.

## D. Health-care services

- (i) a. Doctors =10
- b. Dentists =2
- c. Clinics and a few home base cares

(ii) There are no hospitals. There are two clinics one at J1section and one at H2 section. Clinics offer services that pertains health, they conduct awareness campaign that specialises on HIV/ Aids. They also render services by use assisting in providing mobile clinics for people so that the community members can be helped.

## 3.5 The Economic Systems

### A. Business and Industry

(i) Within this community there are industries and businesses. One of the industries is Ticor which is located at Gobandlovu area. The existence of this industry affects the nearby community and the surrounding areas of Esikhaleni by polluting the area. Due to such conditions, the health of the community members is affected, in most cases you find that individuals suffer from Asthma, Sinus, and T.B and skin problem.

Businesses that operate in this community varies to name the few, there are supermarkets and Liquors Stores. These businesses also affect the community in different ways. For instance Liquors stores perpetuate crime and drug trafficking.

(ii) Institutions that employs people from the community are conducted as follows:

- Clinics
- Umfolozi College
- Social Development
- Surrounding schools

(iii) The local economy of this community is not stable, due to high rate of unemployment and poverty

(iv) Organisations that are available for the community that influence business are Umsobomvu Youth Fund.

(v) The leading business people in the community are conducted as follows:

Esikhaleni shopping mall partners namely

- Mr Gumbi
- Mr Dube( Mkhobosa )
- Squmbe
- Esikhaleni Plaza

### 3.6 Employment and Income

#### Labour Market Status

Table 3.4

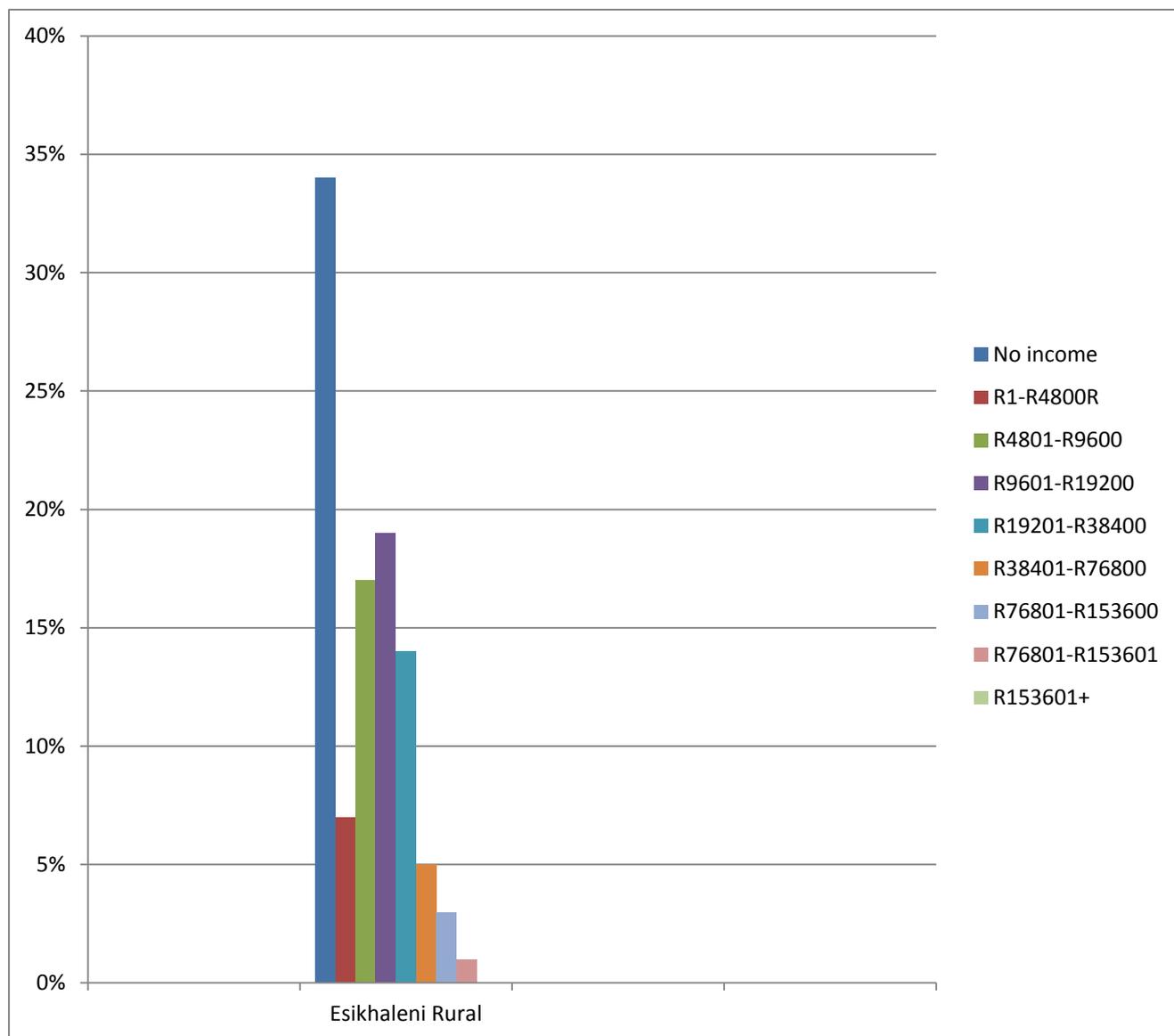
	eSikhaleli	Total
Economically active		
-Employed	12485	12485
-Unemployed	7767	7767
Unemployment rate	12%	12%
<b>Total Labour Force</b>	<b>20252</b>	<b>20252</b>
Not economically active*	11671	11671
<b>Total Labour Market</b>	<b>31923</b>	<b>31923</b>

\*includes students,homemakers, the disabled, those too ill to work and anyone not seeking work

The percentage of employed people in this community is 48 percent and the unemployed is 12 percent. Those who are employed are characterised by having qualification (Degree and Diplomas), they are working in Private Sectors with grade 12 Certificate, and some have got experience that is why they get permanent jobs.

Those who are unemployed are characterised by having grade 12 and could not afford to continue with their education, some have their Degrees and Diplomas but they not employed or there are no job opportunities for them. Some of them they are still searching for the job opportunity. Last but not least some are unemployed because they have dropped-out to schools.

## Annual income of Esikhaleni Rural Area



Graph 1

Close to 20% of household income in the eSikhaleni rural areas earn between R9601 and R19200 per annum.

As we have mentioned earlier in this profile that the leading business people are people who own stores and shopping malls. Therefore, skills that they require from

an individual are marketing skills and the leadership skills especially to those employees who have got qualification so being leaders.

The percentage of professionals in this community is 35%

- Technical-15 percent
- Semi-skilled-15 percent
- Unskilled- 25 percent

The provisions that are made for the advancement of entrepreneurship is through workshops that are being organised National Youth Development Agency and love life.

### **3.7 The political System.**

- (i) Community members are being elected by other community members so to be community leaders.
- (ii) The two dominant parties are ANC and IFP. The leadership is in the ruling party ANC under the counsellor Mr. Mbatha under the Municipality of UMhlathuze who renders services to the Community of Esikhaleni.
- (iii) Community channels are effective because funds are generated and distributed amongst all the representatives in order to meet the community needs.

### **3.8 Justice System, Law enforcement and Safety**

The police are adequate although they can include individuality and yes- those reported receive adequate attention.

Escalating from year to year, increasing statistics in terms of domestic violence and rape.

Those who were involved in violence e.g. assault, murder, car hijacking and house breaking. In 2007 there were 400 cases of violence that were reported.

Sometime they have bad attitude because the community had made complains about thief. The community was not satisfied by the service delivery.

There are community forums whereby eligible community members form a committee and together with the police to help with crime prevention. The forum reports to them as they are not supposed to take law in their own hands. Sometimes they were active they take major steps sometimes were not active not easy to say but often they hear police saying they are drug dealing syndicates, car syndicates and A.T.M. schemers.

### **3.9. Socio-Cultural System**

#### *A. Power and Leadership*

The area of Esikhaleni is divided into wards and each ward has got its own counsellor. The counsellor gets into power by being voted by the community and its must be someone who really works hard in-order for the community to develop effectively.

There are powerful leaders in this community which are males. The base of their power are formed by honesty (Integrity), they must display to the community that they serve. Secondly, one should display love for people in-order to work effectively. Thirdly, it is competence which goes together with skills of implementing new things in the community so for the Community Development. Last. but not least the base is formed by trustworthiness, a leader must be trustworthy.

Community leaders are very much involved in community affairs (activities). In most cases activities that take place within this Community Concerns Sport. Each and every committee of each and every ward has its own Sports co-coordinators not forgetting that it is not only sports department. There are other departments that leaders are involved in.

Organisations that operate in the community are department of social development, police stations and churches.

Institutions: are Umfolozi College, Clinics, Schools and Shopping Mall.

Groups are Home base care, Projects, Crèches and Luncheon clubs. These organisations, institutions and groups do exercise control over the community affairs

by creating job opportunities especial project within the community they share ideas while together not forgetting to involve the community in everything they do acquainting those skills. Last but not least these institutions and organisations empower the community.

### **3.10. Media and Communication**

- (i) The community communicates through means of news paper/ city press, telephone, radios, television and post offices.
- (ii) The community communicates with units outside its boundaries by means of newspaper, phones and computers to those with internet.
- (iii) Forms of communication that are used to public opinion are conference (Imbizo), newspaper and radio.

### **3.11 Human Service System**

#### *A. Health Care Service and Institution*

- (i) a. Doctors =10
- b. Dentists =2
- c. Nurses =2 and few home base cares

(ii) There are no hospitals. There are two clinics one at J1section and one at H2 section. Clinics offer services that pertain to health. They conduct awareness campaign that specialise in HIV/AIDS. They also render services by use assisting in providing mobile clinics for people so that the community members can be helped.

#### **Social Development Services and Institutions**

- (i) There is only one welfare agency, in the following field of service.
  - Case work
  - Group work

➤ Community work

- (ii) In most cases Agencies that are out side the community are private Agencies but they do render services to our clients, for instance SANCA is one of the agencies that render services to Substance Abuse Clients, these clients get rehabilitated through the help of this Agency.
- (iii) There is no overleaping of services between the different service providers, instead clients who are abusing substance are referred to SANCA for rehabilitation

B. Informal Helping

- (i) There are number of informal helpers that are active, to name the few it is care givers, community workers or Community base cares, and Auxiliary workers.
- (ii) Most informal helpers that operate within the community have gone through training.

### **3.12 Major Problems and Concerns in the Community**

There are number of concerns, to name the few it is crime which is very high, drug trafficking, HIV/Aids, teenage pregnancy and rape. The community members are the ones who are concern about the above mentioned issues. There are concerns because they want to see the community of Esikhaleni improving in terms of fighting these issues which are increasing in an alarming rate each and every year. Much has been done, there was once a community forum which was formed to watch through out the night love life campaigns visited schools to address teenagers about safe sex and HIV/Aids. In everything that has been done, the results are not impressing.

Nowadays school children are very much privileged; they are taught everything that pertains their education and social health. For instance there is this subject called life orientation (L.O). This is one subject that teaches about a social health care to pupils and the existence of this subject had shown a greater improvement. Therefore there are no jobs between social health care and educational services instead these two

works in close conjunction with each other having one aim of improving the life on individual.

The youth of Esikhaleni are the most affected people causes the high rate of affected people is the youth, teenage pregnancy is experienced by the youth, teenage pregnancy is experienced by the youth and most people engage in crime is the youth especial those who were drop-out of school. Therefore they are affected in that way.

The concern is located in an educational sub system of the community. The goals and objectives of the educational sub-system in maintaining or eradicating of the condition are top get the youth to be educated about such issues as much as possible. The media and magazines must also play a role in educating, not forgetting educational activities that the youth engages in, so to stay out of drugs and unplanned pregnancy. No-one would lose but instead the youth gain a lot.

People who are targeted or main victims are the youth. people to be blamed for the existence of the condition is the government, because of these right that children have, they do whatever they want to do since they are protected by the Law, at schools they are not punished as well as in their homes or families.

There are sports grounds where by the youth can engage themselves from sports so to stay away from drugs. Secondly, the youth need to be empowered and acquire skills so that they can start their own businesses with the help of Umsobomvu Youth Fund.

### **3.13 Strengths and limitations**

#### *A. Potential and strengths*

Most of the community members are educated and also have skills which make them to be employable. They affect the problem condition by empowering other community members so that they can stand up and take actions in improving their lives.

It is not very easy to meet the previous challenges ,what keeps them going is that they are well empowered and through that empowerment they are able to function effectively within the environment in which they find themselves into. Therefore, due to that they are able to cope effectively.

### **3.14 Limitations and stumbling blocks**

Limitations and stumbling blocks that the community experience are that most of the youth do not want to involve themselves in community projects; they only get involved if they are going to earn something. Due to this fact the number of youth that ends up employable becomes limited compared to the number of unemployed youth in the whole community. This prevents the change.

There are means and resources available, like empowering youth. Telling them that by involving themselves in such project is going to improve their state of well-being and to have a certain skill is not the same as someone with no skill at all.

The sub-systems in maintaining or eradicating of the condition uneducated youth are a top priority to get the youth to be educated as much as possible.

## CHAPTER 4

### Research Methodology

#### 4.1 Introduction

The literature study in Chapter 2 formed framework of the empirical study. This chapter discusses the approach, research design, the sample and sampling procedure, data analysis and interpretation, ethical consideration and the value of the study.

Silverman (2005:98), defines research methodology as a general approach to studying research topics.

According to Flick (2009:) research methodology is a detailed design of the manner in which the research will be conducted. Research methodology refers to the way in which the data is collected for the research project and this method incorporates various aspects.

It involves a description of the research design, exploratory design, sampling method, data collection method, ethical consideration and issues of validity and reliability.

Neuman (2006: 79) mentions that research methodology is concerned with the method of inquiry, it means that social researchers choose from alternative approaches to science.

Unrau, Krysik and Grinnel (1997:256), view the research methodology as the use of qualitative and quantitative approaches to find and answer to specific problems.

When a learner has behavioural problems corollary the academic achievement of the learner will be affected. He or she is brought to the attention of the area social worker by his or her parent, guardian or school councillor. This is the time when most information about the child is captured, the social worker establishes what the child's present circumstance is, functioning and needs are. It is after establishing this information that a social worker together with the parties involved can be in position to formulation an intervention plan towards the child's life difficulties.

## **4.2 Approach**

For the purpose of this research the researcher used a quantitative approach. The researchers choice of approach is motivated by the following characteristics of quantitative approach as stated by Creswell (1994), cited in Vijilixium (2004).

- The quantitative paradigm is based on positivism, which makes scientific explanation as normal- batic (i.e. based on universal law)
- The aim of such an approach is to measure the social world objectively. To test hypothesis and to predict and control human behaviour.
- It is an inquiry to social or human problem, based on testing a theory composed of variables, measured with numbers and analysed with statistical procedure in order to determine whether the predictive generalisation of the theory hold true.

Quantitative approaches focus on statistical data with emphasis on numerical information and figures. According to Neuman (2006:152), most quantitative researchers rely on a positivist approach to social science. They apply “reconstructed logic” and follow a linear research path. Quantitative approach emphasizes precisely on measuring variables and testing hypothesis that are linked to general causal explanations. Rubin and Babbie (2008: 64) suggest that quantitative research methods attempt to produce findings that are precise and generalisable. The authors also mention that quantitative analysis may be descriptive or exploratory, it may involve one, two or more variables.

A quantitative approach has been chosen for this study for the researcher does not want to interfere with the data. The researcher wants to avoid using her own impressions or interpretations of the data that is already present.

## **4.3 Research Design**

Rubin & Babbie (2010:76) define a research design as a phase that considers alternative logical arrangements and data collection methods. Which arrangements and methods are selected would depend on the issues addressed in the problem formulation phase.

Sridhar (2008) suggests that research design involves the creation of a conceptual structure and blue print for collection, measurement and analysis of data. In other words, decisions regarding what, where, when, how much, by what means concerning research are made in the design.

Hysamen (1993:10), sees a research design as “the plan or blueprint according to which data are collected to investigate the research hypothesis or question in the most economical manner”.

The basis of this research is on describing the effectiveness of social work interventions on the behaviour modification of learners.

The research assumption was that social work services offered to learners with uncontrollable behaviours is ineffective in curtailing these behaviours because of the high social work case load which subjects to inefficient service delivery. The independent variable is the social work services offered and the dependent variable are the learners with problematic behaviours.

The design employed in this research is descriptive in nature as the researcher aims to describe the effectiveness of social work services on behaviour modification. Quantitative research methods were utilized by the study so as to assert or recue the hypothesis of the study.

With this information in mind the following process was conducted.

- Educators from the five Secondary Schools in Eskhaleni are respondents to the research, namely Khula High School, Dlamvuzo High School, Mdlamfe High School, Tisand Technical High and Hlamvane High School.

#### **4.4 Descriptive research**

Rubin and Babbie (2004: 42), state that description typically refers to the characteristics of a population; it is based on quantitative data obtained from a sample of people that is thought to be representative of that population.

The data being described in quantitative studies are likely to refer to surface attributes that can be easily quantified such as age, income, size of family and so on. In quantitative descriptive studies, the objectivity, precision, and generalisability of the description are paramount concerns Rubin and Babbie (2004:138).

The research intends on determine whether or not social workers interventions are doing justice the behaviour modification of learners. The researcher aims on conducting an descriptive research so as to generate tentative insights as to what ways of intervening might be worth describing further.

The researcher aims to achieve this by formulating questionnaires for educators as a first step towards description of the effectiveness of social work services on their behaviour.

#### **4.5 Methods of Data Collection**

Data collection occurs when the researcher investigates the phenomenon under study. It entails that the researcher attains information from his or her sample population by the use of various data collection methods. Babbie (2005:65) mentions that, data are the empirical evidence or information that one gathers carefully according to rules or procedures.

Neuman (2003: 41) asserts that data collecting techniques can be grouped in two categories: qualitative, collecting data in the form of words or pictures, and quantitative, collecting data in the form of numbers. He further states that, data collection techniques are the tools or instruments that are used to gather and collect data for a research. For the purpose of this study the researcher used questionnaires to gather information from respondents. The category of the respondents were able to read then the respondent wrote the answers.

To collect this data the researcher drew up structured closed ended questionnaires that were in line with soliciting the effectives or ineffectiveness of social work services. A questionnaire according to the New Dictionary of Social Work (1995:51) is defined as a "set of questions on a form which is completed by the respondents in respect of a research project." According to Rubin and Babbie (2004:202) closed-

ended questions can be used in self-administered questionnaires as well as interview schedules and are popular because they provide a greater uniformity of responses and are more easily processed. The objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on a particular issue.

#### **4.5.1 Validity**

The term validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. Babbie (2005: 81) explains validity as “the degree to which a given procedure for transforming a concept into a variable actually operationalizes the concept that is intended to.”

Rubin and Babbie(2001:296), reiterate validity as “the extent to which a measure really measures what it intends to measure.” Validity is classified into four categories as mentioned by Jordan and Shirley(2000), as quoted in Flick (2009), namely content, face, criterion and construct validity. They further summarise these categories as follows:

- How well does this instrument measure what we want it to measure? (Content validity)
- How well does the instrument compare with one or more external criteria purporting to measure the same thing? (criterion validity)
- How does it measure what the researcher intended(face validity)
- How does the instrument cover the universe of facets that make up the concept? (Content validity).

Relevant sources were utilized in order to gather the necessary information that was required to fill out the questionnaire. The sources were the database of problematic learners at the various identified high schools.

#### **4.5.2 Reliability**

Mouton (2001), explains reliability as “the application of a valid measuring instrument to different groups under a different set of circumstances should lead to the same observation.” Sridhar (2008), as quoted in Flick (2009:289) also sees reliability as a matter of whether a particular technique, applied repeatedly to the

same object, would yield the same result each time. Reliability is primarily concerned not with what is being measured but with “how well” it is measured. Bernard (2000: 47), states that reliability refers to whether or not you get the same answer by using an instrument to measure something more than once.

The data collection tool that is used in this study is a questionnaire, the advantages of a questionnaire as follows: they are more reliable because they are anonymous and they are more economical in terms of time and money.

#### **4.6 Sampling**

Rudestam & Newton (2001:64) state that when selecting a sample the researcher should look for a design that serves the research objective. Sampling is defined by Rudestam & Newton (2001:64) as a measurement and sampling procedures are orientated to the aim of the project.

For this study the researcher chose purposive sampling method. Purposive sampling is explained by Singleton *et al* (1988:53) in De Vos (2002) as “this sample is based on the knowledge of the population, its elements, and the nature of your research aims. Purposive sampling is done by the researcher to seek to compare “opposite extremes” of a phenomenon in order to generate hypotheses about it.

#### **4.7 Sample Size**

Neuman(2000) stated that the large the population the smaller the percentage of the population the samples need to be, and vice versa.

Bless and Higson-Smith(2000) perceive the size of the sample s crucial issue in sampling. The authors further indicated that a large sample, while costly is more representative, while, on the other hand, a small sample is much less accurate, but more convenient.

The sample in this study is drawn from twenty five educators from the participating five high schools from the H2, H1, J1 and J2 Esikhaleni community.

#### **4.8 Value of the research**

The study would have profound effect on the Department of Education and Social Development in relation to social workers effective service delivery on behaviour modification. The research is intended to uphold the foundation on which behaviour modification principals are based. The intentions of the researcher were not to “re-invent the wheel” in respect the service delivery. The study would also be of significance to the department of Education in their policy on school social work services by fully utilising school social workers with school personnel. The study would also be reflective of showing the relationship between learners with deviant behaviour and barriers to learning as well as the relationship between social work services and barriers that stagnate delivery of service.

This study was intended to highlight the variables that contribute or stagnate delivery of adequate social work services in schools.

#### **4.9 Summary**

No research project is completed if recommendations have not been made (Bless and Higson-Smith 1997). Authors also suggest that after results have been carefully explained they should be summarised. According to De Vos (2005) a summary also serves the purpose of further interpretation of findings. A summary would further serve as a base from which recommendation would be made.

## Chapter 5

### 5 Data analysis and interpretations.

#### 5.1 Introduction

In this chapter the researcher gives the analysis and the interpretations of the results of the empirical study. The chapter also points out the way in which results were processed and integrated with the findings of the theoretical study. Where applicable, the information has been presented in tables, charts and graphs. The researcher has used frequencies and percentages to show the statistical methods used for data analysis.

#### 5.2 Analysis and presentation of data

There is one set of interview schedule which is intended for educators.

##### 5.2.1 Biographical details of educators

The background information of respondents biographical information was obtained. The following aspects were covered and regarded to be important factors in influencing views of the respondents, gender, age, sex, race, educational achievement and duration of service. In this study, the researcher interviewed 25 educators from five high schools in the Esikhaleni area.

##### 5.2 Age

The question of age of respondents was asked in order to establish whether respondents' views differed according to their age.

**Table 5.1 Age Distribution**

Age	Frequency	Percentage
21-31	7	28
31-41	4	16
41-51	7	28
51-60	7	28
<b>Total</b>	<b>25</b>	<b>100</b>

Table 5.1 The number of respondents between the ages of 51-60 was 7 representing 28 percent of the total sample. The same number of respondents were between the ages of 21-31 also representing 28 percent of the total sample. Another same number was between 41-51 representing 28 percent of the sample. The number of respondents between the ages 31-41 was 4 representing 16 percent of the total sample. This reflects that the maturity of educators, that 56 percent were above the age of 41. This analysis could also contribute to behaviour modification of learners in terms of the learners and educators have a huge age difference.

### 5.3 Gender

The question of the respondents' gender was asked in order to find out where their views were gender related. The views of the respondents would differ according to their gender, which might influence the results of the study.

**Table 5.2 Gender Distribution**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	7	28
Female	18	72
<b>Total</b>	<b>25</b>	<b>100</b>

The data collected in this sample indicates that the number of female respondents was 18 representing 75 percent of the total sample. The number of male respondents was 8 representing 25 percent of the total sample. This is due to the gender percentages found in the Esikhaleni community; refer to (chapter 3 community profile).

## 5.4 Race

**Table 5.3 Race**

<b>Race</b>	<b>Frequency</b>	<b>Percentage</b>
Black	25	100
White	-	-
Indian	-	-
Coloured	-	-
Other	-	-
<b>Total</b>	<b>25</b>	<b>100</b>

Table 5.3 reflected that 25 respondents were black representing 100 percent of the total sample. The data indicates that there were blacks only who are participants in the research.

## 5.5 Marital Status

**Table 5.4 Marital Status**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	8	32
Married	12	48
Separated	3	12
Widow	2	8
<b>Total</b>	<b>25</b>	<b>100</b>

Table 4.5 reflected that 12 respondents were married representing 48 percent of the total sample, 8 respondents were single representing 32 percent of the total sample. The majority of the respondents were married.

## 5.6 Educational Achievement

**Table 5.5 Educational Achievement**

<b>Educational Achievement</b>	<b>Frequency</b>	<b>Percentage</b>
Primary	-	-
High School	-	-
College	7	28
Graduate	18	72
Other	-	-
<b>Total</b>	<b>25</b>	<b>100</b>

According to table 5.5 eighteen respondents representing 72 percent of the total sample had degrees in education. Only seven respondents representing 28 percent of the total sample had college diplomas. It is evident from these statistics that educators in the ward are qualified. This suggests that educators have current and updated information about educational matters. The national Department of Education supports basic qualification for employment, including enrichment programmes such as the Advanced Certificate of Education (ACE).

## 5.7 Duration of service

The question of years of experience of respondents was asked in order to establish whether respondents' views differed according to their years of experience. It is upon this kind of experience that effective education depends.

**Table 5.6 Duration of service**

<b>Duration</b>	<b>Frequency</b>	<b>Percentage</b>
1-10 years	10	40
10-20	7	28
20-30	3	12
30-40	5	20
<b>Total</b>	<b>25</b>	<b>100</b>

Table 5.6 indicates that the number of respondents that have a service duration between one and ten years are 10 representing 40 percent of the total sample. Another larger number of respondents that had service duration between ten and twenty years are 7 representing 28 percent of the total sample. Five (5) respondents had service duration between thirty and forty years representing 20 percent of the total sample. Three (3) respondents had a service duration between twenty and thirty years representing 12 percent of the total sample.

### 5.8 Empirical Findings: Educators' perspective

The data provided by the respondents will be given according to themes and findings, the data will be supported by percentages indicating the respondents' views.

### 5.9 What is behaviour modification

The educators were asked of their understanding of the term "behaviour modification."

**Table 5.7 Behaviour Modification**

What is behaviour modification?	Frequency	Total
A therapeutic process which is aimed at treating learner's unwanted behaviour.	9	36
A change agent on learner's attitude.	9	36
It is a process which is intended to do away with the bad and promote the good	7	28
None	-	-
<b>Total</b>	<b>25</b>	<b>100</b>

From table 5.7 a high percentage of 9 respondents representing 36 percent of the total sample mentioned that its a therapeutic process which focuses on treating learners to better their circumstances. Another nine (9) respondents representing 36 percent of the total population focused on the fact that it is a change agent on the learner’s attitude. While a slightly low 7 respondents representing 28 percent added that behaviour modification is intended to do away with the bad and promote the good. All in all, though, it can be said that educators consider behaviour modification to be something that makes learners behaviour to become better.

### 5.10 THOUGHTS ON MISBEHAVIOUR

The researcher asked the educators about their thoughts on misbehavior.

**Table 5.8 Thoughts on Misbehaviour.**

Thoughts on Misbehaviour	Frequency	Percentage
It disrupts lessons	7	28
Causes difficulty while teaching	5	20
A bad trend	3	12
It is disrespectful	5	20
<b>Total</b>	<b>25</b>	<b>100</b>

From table 5.8 a high percentage of 7 respondents representing 28 percent of the total sample felt that misbehaviour disrupts lessons. Five (5) respondents representing 20 percent of the total sample felt that it causes difficulty while teaching. It is evident that from the given finding educators find it very difficult in conducting lessons which are continuously disrupted by learners.

### 5.11 What do you, as an educator do, when a learner misbehaves?

**Table 5.9 Actions against classroom misbehaviour**

Action against misbehavior	Frequency	Percentages
Send the learner home	-	-
Chase the learner outside the classroom	9	36
Scolded the learner	4	16
Report the learner to the school principal.	3	12
Reprimanded learner by giving him/her acceptable punishment	2	8
No action taken, because there is lack of time in dealing with discipline issues.	4	16
Seek for counselling	2	8
Involvement of school SGB.	1	4
<b>Total</b>	<b>25</b>	<b>100</b>

Table 5.9 indicates that 9 respondents representing 36 percent of the total sample chase learners out of the classroom as an action against misbehaviour, while 4 respondents representing 16 percent of the total sample scold the learners for any acts of misbehaviour. A contra indication of 4 respondents making 16 percent of the total sample indicated that no action was taken against misbehaviour, because there's a lack of time in dealing with discipline issues. Three (3) respondents representing 12 percent of the total sample reported the learner to the school principal. A very low 2 respondents representing 8 percent of the total population seek counselling for learners with adamant misbehaviour issues. One (1) respondent representing 4 percent of the total sample indicated that the matter is forwarded to the School Governing Body.

In A study conducted by Vijialuxmi (2004:32) educators reported lack of time to handle discipline. Educators of senior classes especially those preparing learners for provincial or national examinations indicated that they were under pressure to

complete set syllabi. They were thus of the opinion that handling matters of discipline impinges on valuable teaching time.

Vijjaluxmi (2004:32) further states that educators indicated that certain misconducts have serious psychological implications. Responding to this kind of indiscipline according to the respondents requires specialised counselling skills provided over a period of time and has to be done on a one to one basis.

This finding correlates with the finding of Meares (2003: 110) that educators use negative reinforcements to do way with problematic behaviour amongst school going learners, which is always not the best method.

### **5.12 Are you, as an educator, able to identify learners with social behavioural problems?**

The researcher asked the educators if they were able to identify learners with social behavioural problems.

**Table 5.10 The Identification of learners with social behavioural problems.**

<b>Identification of learners with social behavioural problems.</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	15	60
No	5	20
Uncertain	5	20
<b>Total</b>	<b>25</b>	<b>100</b>

As reflected in table 5.10 fifteen respondents representing 60 percent of the total sample indicated that they were able to identify learners with social behavioural problems. While 5 respondents representing 20 percent of the total sample indicated that they could not identify learners with behavioural problems. Five (5) respondents representing 20 percent of the total sample were uncertain if they could identify learners with behavioural problems.

The educators who were able to identify learners with behavioural problems indicated, that, more and more of the learners are having uncontrollable behaviours, which affects their academic performance. In order for a learner’s behavioural problem to be modified one needs to be able to identify one.

### 5.13 Type of behavioural problems displayed by learners

The researcher asked the educators about the types of behavioural problems displayed by learners.

**Table 5.11 Behavioural problems displayed by learners.**

<b>Behavioural problems displayed by learners</b>	<b>Frequency</b>	<b>Percentage</b>
Truancy	7	28
Uncontrollable behaviour	9	36
Aggressiveness	5	20
Ill mannered	4	16
<b>Total</b>	<b>25</b>	<b>100</b>

The above figure shows that 9 respondents representing 36 percent of the total sample felt that learners display elements of uncontrollable behaviour while 7 respondents representing 28 percent of the total sample indicated that truancy is a behavioural problem which is displayed by learners. Five (5) respondents representing 20 percent of the total sample indicated that aggressiveness was a behavioural problem they picked up among the learners. Four (4) respondents representing 16 percent of the total sample indicated that ill-manners is also a behavioural problem that they noted from learners.

According to Carneige Council on Adolescent Development 1989) problem behaviours are particular concern in middle school, where a contagious youth culture of academic negativism and misconduct can thwart learning and disrupt the school routine.

Hawkins and Weis (2001) mention that poor social skills, perception of low social competence, academic underachievement, negative attitudes toward school and lack

of parental guidance have been identified as modifiable risk factors for problem behaviour.

To substantiate the findings on ill-mannered learners Seidman *et al* (1994) mentions that for a learner to protect themselves from the feeling of failure and incompetence, students may become apathetic or develop anti-social attitudes and behaviour. The author further mentions that often the school is the target of discontented students, who rebel against school rules, ignore academic, treat teachers and other students with disrespect.

#### 5.14 What are the type problems experienced by learners in households?

**Table 5.12 Problems experienced by learners in their households**

Household problems experienced by learners	Frequency	Percentage
Child Abuse	3	12
Drug and Alcohol Abuse	4	16
Orphaned through HIV/AIDS	7	32
Family Dysfunction	2	8
Domestic violence	2	8
Poverty	7	32
Other	-	-
<b>Total</b>	<b>25</b>	<b>100</b>

Table 5.12 indicated that 7 respondents representing 32 percent of the total sample state that children experienced poverty as the major problem. The same percentage state that children experienced the problem of being orphaned through HIV/AIDS. Another 16 percent of respondents state that children were indicated to be faced with the problem of drug abuse in the family. Three (3) respondents representing 12 percent of the total sample indicated that child abuse is also reported to be rife amongst the school going children. Two (2) respondents representing 8 percent of the total sample indicated that family dysfunction was a problem that learners are

faced with in their household. Another 8 percent of children were indicated to be faced with the problem of domestic violence.

A study by the Carnegie Foundation for the Advancement of Teaching cited in Ntombela (2011: 157) reveals that approximately 80 percent of teachers see abuse or neglected children in their classroom and yet, for a variety of reasons, are reluctant to report suspected abuses.

The view of this study on poverty are in agreement with the findings of the federal Interagency Forum (1997) cited in Ntombela (2011:124) which states that in 1995, one of five children lived in families with incomes below the Federal poverty line. In 1995, 24 percent of children under the age of six lived in poverty compared to 18 percent of older children. Childhood poverty has both immediate and lasting negative effects.

The findings of this study on being orphaned through AIDS are also in agreement with the findings of Fouche (2002:26) where they state that a significant number of children have been identified as HIV/AIDS affected because of parental death or chronic illness from AIDS.

The findings of this study on family dysfunction are in agreement with the findings of Wexler (2003:49) which states that 64% of children are raised by single parents, divorcees and extended families with parents that come back home only once a year because they have to fend for their families, which entails them having to find working opportunities in big cities.

### **5.15 The delivery of social work services in schools**

The researcher asked the educators if they do involve a social worker when a learner has bad behaviour issues.

**TABLE 5.13 The involvement of a social worker when a learner has bad behaviour issues**

<b>INVOLVEMENT OF OTHER PROFESSIONALS</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
YES	6	24
NO	19	76
<b>TOTAL</b>	<b>25</b>	<b>100</b>

From the table 5.13 it is noted that a majority of respondents (19) representing 76 percent of the total sample do not involve social workers when a learner has behaviour problems. It can be noted that a low number of respondents (6) representing 24 percent of the total sample stated that they do involve social workers in modifying a learner's problematic behaviour. From the table above it can be viewed that educators do not involve social workers so as to find amicable solutions to behavioural problems.

#### **5.16 Type of social work services rendered to learners with behavioural problems**

The researcher asked the educators the type of social work services were rendered

**Table 5.14 Type of social work services rendered to learners with behavioural problems**

<b>Services rendered by social workers to learners with behavioural problems.</b>	<b>Frequency</b>	<b>Percentage</b>
Life skills	2	8
Counselling	4	16
Not sure	9	36
None	10	40

<b>Total</b>	<b>25</b>	<b>100</b>
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The majority of the respondents 10 representing 40 percent of the total sample mentioned that there are no social work services rendered to learners with behavioural problems. Nine respondents representing 36 percent of the total sample were not sure about the types of social work services that are rendered to learners with behavioural problems. Four (4) respondents representing 16 percent of the total sample indicated that counselling services are offered to learners with behavioural problems. The findings also revealed that 2 respondents representing 8 percent of the total population indicated that life skills as a behaviour modification programme was rendered to such learners. A study conducted by the Carnegie Council cited in Mlamla (2008) indicated that only 24% of cases of learners with behavioural problems are referred to trained professionals by the Department of Education yearly.

#### **5.17 Are social workers providing effective social work services during the modification of learners behaviours**

The researcher asked the educators if social workers were providing effective behaviour modification services.

**Table 5.15 Determining the effectiveness of social work services.**

<b>Are they providing effective services during modification of learner s behaviour</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	6	24
No	19	76
<b>TOTAL</b>	<b>25</b>	<b>100</b>

As reflected in Table 4.10 an alarming 19 respondents representing 76 percent of the total sample indicated that social workers were not providing effective social work services during the modification of learner's unwanted behaviour. Seven (6) respondents representing 24 percent of the total sample indicated that social workers are effective in modifying learner's ant-social behaviour.

### 5.18 Referral of Children With Social Problems

The researcher asked the educators if they refer learners with social/ behavioural problems.

**TABLE 5.16 Referral System**

<b>Referral</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	6	24
No	19	76
<b>TOTAL</b>	<b>25</b>	<b>100</b>

As reflected in table 4.12 an alarming 19 respondents representing 76 percent of the total sample indicated that they do not refer learners with social/ behavioural problems, whereas a very small percentage of 6 respondents representing 24 percent of the total sample indicated that they do refer learners with social/ behavioural problems.

### 5.19 Who was the child referred to

**Table 5.17 Child referred to whom**

<b>CHILD REFERRED TO WHOM</b>	<b>Frequency</b>	<b>Percentage</b>
referred the learner to his or her parent or guardian	2	8
I referred the learner to the school principal.	2	8
Referred the learner to his or	1	8

her guidance counsellor		
Referred the learner to a social worker	1	4
The child was referred to a psychologist	-	-
The child was referred to mental health	-	-
The child was referred to the Department of Health		--
Learner not referred	19	76
<b>TOTAL</b>	<b>25</b>	<b>100</b>

As indicated from figure 5.17, An alarming 19 respondents representing 76 percent of the total sample did not refer learners with behavioural problems. Two(2) respondents representing 8 percent of the total sample referred learners to the school principal. Another 2 respondents representing 8 percent of the total sample referred learners to their parents/guardian. One respondent representing 4 percent of the total population referred learners to the guidance counsellor. Also one respondent representing 4 percent of the total sample indicated that they refer learners to the social workers.

From the above information it can be noted that only a few learners with social behavioural problems receive the attention of social workers. Educators seem to lack understanding of the services and the roles rendered by social workers in helping these learners. According to Ntombela (2011:136) the school principal, focusing on the educational experience of the child, sometimes has difficulty connecting social work intervention with the learning process.

Social workers presence at school gives a holistic intervention to learner's social behavioural problem as it would assist the learner to achieve his or her educational peak. With approval from the school administrator school social workers can inform school personnel about particular areas of expertise available through the social worker.

## 5.20 Problems educators experienced with social workers

Educators were asked what problems do they experience with the social work services that they received, in terms of their effectiveness in helping the learner develop.

**Table 5.18 Problems educators experienced with social workers.**

<b>Problems experienced</b>	<b>Frequency</b>	<b>Percentage</b>
Social Workers do not show up.	-	-
Social workers do not respond immediately	5	20
I am not aware of the core functions of social workers.	8	32
Social workers complained of having a high caseload	10	40
No problems experienced.	2	8

<b>Total</b>	<b>25</b>	<b>100</b>
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Table 5.18 indicates that 10 respondents representing 40 percent of the total sample stated that social workers complained of having high caseloads. Eight respondents representing 32 percent of the total sample mentioned that they are not aware of the core functions of social workers. Another 5 respondents representing 20 percent of the total sample mentioned that social workers do not respond immediately to their cry out for problems. From the above table 2 respondents representing 8 percent of the total population mentioned that they have not experienced any problems with social work services.

The findings of this study, on social worker caseloads are in agreement with Lombard (2003:27) where he highlights the high caseload of statutory social workers, when he writes: " The overwhelming caseloads associated with statutory work such as foster care investigations are debilitating to practitioners." In response a guideline document for the remuneration, service condition and human resources management in the social services professions, has been created, which, according to the SACSSP, makes the following recommendations with regard to social worker caseloads:

- Within each organisation or department, work study and job evaluation should be conducted, where possible to determine a reasonable workload per staff member.
- Consultation should take place with staff and agreement should be reached regarding workload.

Some educators mentioned that they are not quite aware of the roles that social workers play in the social behaviour change of learners. In a study conducted by Klein (2004:81) she states that: " more marketing should be done to make communities aware of what social workers do and what they strive to achieve." Another problem that emanated was that the educators in schools do not collaborate with social workers in order to work hand in hand with the social workers.

## 5.21 SUGGESTIONS EDUCATORS HAVE FOR WELFARE ORGANISATIONS, REGARDING SOCIAL WORK SERVICES

The researcher asked the educators what suggestions they have for welfare organisations.

**Table 5.19 Suggestion educators have for welfare organisations**

<b>Suggestions for welfare organisations.</b>	<b>Frequency</b>	<b>Percentage</b>
Marketing of services by social workers	6	24
Social workers need to outline their plan of action	3	12
Social workers need to be placed on school premises	9	36
Life skills programmes should be developed which	6	24

talks to learners' individual needs.		
Satisfied with welfare organisations service delivery.	1	4
<b>Total</b>	<b>25</b>	<b>100</b>

Table 5.19 indicates that 9 respondents representing 36 percent of the total population suggested that social workers should be placed on school premises so as to effectively deal with learner social/ behavioural problems. Six(6) respondents representing 24 percent of the total sample suggested that a marketing of services by social workers is needed. Another 6 respondents representing 24 percent of the total sample indicated that life skills programme should be draw on learners individual needs. Three (3) respondents representing 12 percent of the total sample suggested that social workers need to outline their plan of action as a intervention strategy. One respondent representing 4 percent of the total sample seemed to be satisfied with welfare organisation service delivery.

## 5.22 SUGGESTIONS EDUCATORS HAVE FOR GOVERNMENT, REGARDING SOCIAL WORK SERVICES IN SCHOOLS

The researcher asked the educators on suggestions that they would have for the government.

**Table 5.20 Suggestions for government**

<b>Suggestions for government</b>	<b>Frequency</b>	<b>Percentage</b>
Implementation of school based social workers.	16	64
Requested support from Management levels within DoE for their buy in for school based social workers.	8	32

No suggestion	1	
<b>Total</b>	<b>25</b>	<b>100</b>

The findings of this study as tabulated in table 4.16 indicates that the majority of respondents which were 16 representing 64 percent of the total sample mention that the implementation of school based social workers could seek to address learners behavioural problems effectively. Another 8 respondents representing 32 percent of the total sample requested support from the Department of Education management levels for their buy in and co-operation for the implementation of school based social workers.

### **5.23 Summary**

It can be deducted from the study, that educators seemed not to be fully utilising school social work employed by the Department of Education and also they seem not to be aware of their functions. The visibility of Social work services in schools in non-existent, it could be, because they are placed at the district level.

## **CHAPTER 6**

### **6 Conclusion and Recommendations**

#### **6.1 Introduction**

The first five steps of the research process are completed. The aim of this chapter is to draw conclusions and make recommendations from the available data. The effectiveness of social work services on behaviour modification of learners.

The objectives underlying this aim were as follows:

1. To explore if social workers are providing effective Social Work services during the modification of learner's behaviour.
2. To determine the type of social work services rendered to learners with behavioural problems.
3. To investigate the types of behavioural problems displayed by learners in schools.
4. To examine the different circumstances that children are faced with in their households.

The research was descriptive and utilised only quantitative research approaches. Questionnaires were used as a method of data collection. The researcher formulated and distributed questionnaires amongst Educators stationed in High Schools found in Esikhaleni.

The sample in this study is drawn from twenty five educators from the participating five high schools for the H2, H1, J1 and J2 Esikhaleni community.

In this chapter the main findings of the study are presented, followed by some recommendations.

#### **6.2 Findings of the study in terms of the objectives**

##### **6.2.1. Are social work services effective in modifying learner's behaviours.**

As reflected in Table 5.12 it appears that social workers are not effective in modifying learner's behaviour as 72%(18) educators said no social work services

rendered to learners with behavioural problems are not effective, and only 28%(7) of respondents said they are effective in their endeavours. Table 5.16 in study also revealed that 76% of educators do not refer learners with social behavioural problems.

The study also suggests that educators would use social work services for reporting problems such as child abuse and domestic violence. They also would help solve problems which seek to help parents who do not get social grants and learners with disability problems. The findings of the study are in agreement with the findings of the research that social workers do not respond immediately to their call for assistance. As per the educator, she indicated that the social worker complained about the high amount of workload they have and therefore apologised for her late response. Lombard (2003:27) highlights the high caseload of statutory social workers, when he writes: "The overwhelming caseloads associated with statutory work such as foster care investigations are debilitating to practitioners."

### **6.2.2 Type of Social work services rendered to learners with behavioural problems**

The findings reveal according to the respondents that, 40% of the total sample mentioned that there are no social work services rendered to learners with behavioural problems. Thirty six (36%) of the total sample were not sure about the types of social work services that are rendered to learners with behavioural problems. The finding also revealed that 16% of respondents mentioned counselling services are offered to learners with behavioural problems. The findings also revealed that 8 % of the total population indicated that life skills as a behaviour modification programme were rendered to such learners. Furthermore, findings in table 5.13 indicate that 76 percent of educators do not involve social workers when a learner has behavioural problems.

According to Ntombela (2011:249) the goals of school social work remain poorly advertised and often misunderstood by its consumers, administrators and teachers in the school system and ultimately by students and their parents.

### **6.2.3 Behavioural problems displayed by School-going children**

The analysis of the finding revealed that 36% of learners are identified by educators with having uncontrollable behaviour. Just below that, 28% of learners are indicated to being truant at school. Furthermore, the figure also shows that aggressiveness is at 20% and is also rife amongst the learners with problematic behaviours.

The views of this study on behavioural problems displayed by school going learners are in agreement with the findings of, Mlamla (2008), who explains that uncontrollable behaviour is the result of the loss of biological parent of the learner. The learners who did not deal or grieve the loss of the parent often display uncontrollable behaviour. The author further states that learners who are truant are more likely to grow up unhappy and unfulfilled because develop tendencies of not attending school on a regular. They even score lower on standardised test, get lower grades in school, and are twice as likely to drop out of high school. According to Mlamla (2008:34) Learners who fail to attend school regularly are blighting their chances of future success, may put themselves at risk of abuse and can be drawn into antisocial or criminal behaviour.

### **6.2.4 Circumstances learners are faced with in their households**

The analysis of the findings revealed that a high percentage (32%) of learners experienced poverty as the major problem. The same percentage (32%) of learners faced the problem of being orphaned through HIV/AIDS. A slightly lower 16% experience drug and alcohol abuse in their households. The findings revealed that child abuse is also reported to be rife amongst the school going children. The respondents indicated that only 8% of learners experience family dysfunction and domestic violence as a household problem.

The views of this study on poverty are in agreement with of the Federal Interagency Forum (1997) cited in Ntombela (2011:124) states that in 1995, one of five children lived in families with incomes below the Federal poverty line. In 1995, 24% of children under the age of six lived in poverty compared to 18% of older children. Both immediate and lasting negative effects are the results of childhood poverty.

This study, on being orphaned through HIV/AIDS, these findings are in agreement with the findings of Dorington & Johnson (2002) where they propose that: children of AIDS sufferers become adults with little education and limited knowledge received from their parents, they are in turn less able to raise their own children and to invest in their education. South Africa has one of the fastest growing HIV/AIDS epidemics in the world with 5 million South Africans infected with HIV (UNAIDS, 2002: 190). As a matter of concern the total number of children in South Africa who will have lost their parent/s to HIV and AIDS and any other causes (paternal, maternal and double orphans) could reach a staggering 5 7000 000 by 2015.”

The findings of the study on drug and alcohol abuse are in agreement with the finding of McWhirter et al (19998:48). In that study authors mentions that parental alcoholism causes emotional damage and social adjustment among children. The home with an alcoholic parent is often characterised by family conflict, arguments, incongruent communication, spouse abuse, emotional neglect and isolation of children.

The responses reveal that learners are faced with problematic situations in their households which play a contributory role in the problematic behaviours.

#### **6.4 Recommendations of the study**

On the basis of the research and results obtained in this study, the following recommendations are suggested.

- (a) Social Workers need to be placed on school premises as an immediate response measure, so that these two departments can work cooperatively.
- (b) Social workers need to outline their plan of action and involve the educator in the modification process.
- (c) There should be inter-departmental liaison and partnership: Social workers should market themselves in their communities and should link up with other department so as to create a liaison partnership, such as schools and professional within those departments, eg educators, School Governing Body (SGB), and School Management Team (SMT.).

- (d) Educators should be made aware of the damaging consequences of being inconsistent or ambiguous in their responses to misbehaviour.
- (e) The Department of Education needs to ensure that all schools in its jurisdiction have well-published discipline policies, a code of conduct and school rules for their school which clearly specify the consequences of misbehaviour.
- (f) The Department of Education needs to give support to schools with discipline problems, even supporting cases where a social worker is required, for the sake of learners' academic achievement.

### **6.5 Recommendations for future research**

This research should be repeated in other communities, specifically rural and semi-urban areas, in order to verify the findings of this research.

Similar research studies should be conducted with social workers, learners and their parents in order to compare the findings with the findings of this study.

### **6.6 Conclusion**

It is without reasonable doubt that there is an ineffectiveness of social work services on the behaviour modification of learners in the Esikhaleni community. This study revealed that there is an under-utilisation of social workers at schools by the Department of Education. The findings of the study also indicated that mainly practicing social workers perform the task of school social workers, hence this limits access to social work services for troubled learners.

In conclusion the study revealed that there must be an implementation of school based social workers as this will seek to be beneficial to the learner behaviour modification process. Support from management levels within the DoE for their buy in for school based social workers is requested.

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## Questionnaire

### Part 1. Personal Data

#### Biographical information

Direction: Kindly fill up all the necessary information about yourself. Do not leave any item unanswered.

a. Age

Age	
21-31	
31-41	
41-51	
51-60	

b. Sex

Sex	
Male	
Female	

c. Race

Race	
Black	
White	
Indian	
Coloured	
Other	

d. Civil/ Marital Status

Civil/Marital Status	
Single	
Married	
Separated	
Widow/Widower	

e. Educational Achievement

Educational Achievement	
Primary	
High School	
College	
University Graduate	
Other	

f. Duration of service in the School

Duration of service	
1-10	
10-20	
20-30	
30-40	

Part 2. Open ended questions

What is behaviour modification in your understanding?

<b>What is behaviour modification?</b>	
A therapeutic process which is aimed at treating learner's unwanted behaviour.	
A change agent on learner's attitude.	
It is a process which is intended to do away with the bad and promote the good	
None	

What are your thoughts on about misbehaviour?

<b>Thoughts on Misbehaviour</b>	
It disrupts lessons	
Causes difficulty while teaching	
A bad trend	
It is disrespectful	

What do you do when learners misbehave in your classroom?

<b>Action against misbehaviour</b>	
Send the learner home	
Chase the learner outside the classroom	
Scolded the learner	
Report the learner to the school principal.	
Reprimanded learner by giving him/her acceptable punishment	
No action taken, because their is lack of time in dealing with discipline issues.	
Seek for counselling	
Involvement of school SGB.	

Are you able to identify learner's behavioural problems' ?

<b>Identification of learners with social behavioural problems.</b>	
Yes	
No	
Uncertain	

What do you think are the types of behavioural problems displayed by learners.

<b>Behavioural problems displayed by learners</b>	
Truancy	
Uncontrollable behaviour	
Aggressiveness	
Ill mannered	

What do you think are the type of circumstances children are faced with in their households?

<b>Household problems experience by learners.</b>	
Child Abuse	
Drug and Alcohol Abuse	
Orphaned through Hiv/Aids	
Family Dysfunction	
Domestic violence	
Poverty	
Other	

Do you involve the social worker or any other professional when a child has bad behaviour issues?

<b>INVOLVEMENT OF OTHER PROFESSIONALS</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
YES	6	24%
NO	19	76%
<b>TOTAL</b>	<b>25</b>	<b>100</b>

What are the type of social work services are rendered to learners with behavioural problems.

<b>Services rendered by social workers to learners with behavioural problems.</b>	
Life skills	
Counselling	
Not sure	
None	

Do you think social workers are providing effective social work services during the modification of learner's behaviour?

<b>Are they providing effective services during modification of learner s behaviour.</b>	
Yes	
No	

Do you refer learners with social/behavioural problems.

<b>Referral</b>	
Yes	
No	

Who was the child referred to?

<b>CHILD REFERRED TO WHOM</b>	
referred the learner to his/her parent or guardian	
I referred the learner to the school principal.	
Referred the learner to his/her guidance counsellor	
Referred the learner to a social worker	
The child was referred to a psychologist	
The child was referred to mental health	
The child was referred to the Department of Health	

Problems educators experienced with social workers

<b>Problems experienced</b>	
Social Workers do not show up.	
Social workers do not respond immediately	
I am not aware of the core functions of social workers.	
Social workers complained of having a high caseload	
No problems experienced.	

Suggestions educators have for welfare organisations regarding social work services

<b>Suggestions for welfare organisations.</b>	
Marketing of services by social workers	
Social workers need to outline their plan of action	
Social workers need to be placed on school premises	
Life skills programmes should be developed which talks to learners' individual needs.	
Satisfied with welfare organisations service delivery.	

Suggestions educators have for government

<b>Suggestions for government</b>	
Implementation of school based social workers.	
Requested support from Management levels within DoE for their buy in for school based social workers.	
No suggestion	

P.O Box 1133

Empangeni

3880

The Department Of Education (Empangeni Region)

To whom it may concern:

**Re: REQUEST TO INTERVIEW EDUCATORS FOR THE PURPOSE OF A RESEARCH STUDY.**

**Topic: The effectiveness of social work services on behaviour modification of learners in Esikhawini in KwaZulu-Natal.**

My name is Nokuthuthuka Nkosi and I am employed as a social worker in the Department of Social Development. I am currently doing my Masters degree in Social Work at the University of Zululand. As part of my course, I am conducting a research study into investigating the effectiveness of social work services on behaviour modification of learners in Esikhawini. I would like to ask your permission to allow me to interview educators in your school.

I strongly believe the findings and recommendations of the research study would benefit everyone involved in the learner behaviour modification process.

Looking forward to your favourable consideration

Yours faithfully

N.N Nkosi

Tel: 071 630 3058

(035) 796 6672

P.O Box 1133  
Empangeni  
3880

Ongoye Service Office (Ulundi Cluster)  
Private Bag X 8544  
Esikhawini  
3887

Attention: Ms P.R Champion ( Service Office Manger)

**Re: NOTICE TO THE DEPARTMENT OF SOCIAL DEVELOPMENT**

My name is Nokuthuthuka Nkosi Persal No. 64048250 and I am employed as a social worker in the department. I am currently doing my Masters degree in Social Work at the University of Zululand. As part of my course, I am conducting a research study into investigating the effectiveness of social work services on behaviour modification of learners in Esikhaleni.

I strongly believe the findings and recommendations of the research study would benefit everyone involved in the learner behaviour modification process.

Looking forward to your favourable consideration

Yours Faithfully

N.N Nkosi  
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(035) 796 6672