A descriptive study of teachers' perceptions of the school social workers' role

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ABSTRACT
SOCIAL WORK

TOBLER, SONJA B.A., VALDOSTA STATE UNIVERSITY, 1993

A DESCRIPTIVE STUDY OF TEACHERS' PERCEPTIONS
OF THE SCHOOL SOCIAL WORKERS' ROLE

Advisor: Professor Sandra Foster

Thesis dated: March 1996

The purpose of the study was to identify the current role of the school social worker in Atlanta Public Schools and to determine whether teachers in the school system understood the function of the school social worker, as well as the need for social work services in the school system. Currently there exists confusion and overlap in the roles of various professionals in youth services.

The participating school system was the Atlanta Public School System. The site for the sample was John F. Kennedy Middle School. The sample consisted of 36 of the 42 teachers assigned to this location. The subjects were surveyed using an instrument from a previous study by Woodard in 1966.

The analysis revealed that the teachers in the school system had a general knowledge of the school social worker's function in the school setting. The study also revealed a significant number of teachers recognize the need for social workers in the school system.
A DESCRIPTIVE STUDY OF TEACHERS' PERCEPTIONS
OF THE SCHOOL SOCIAL WORKERS' ROLE

A THESIS
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTERS OF SOCIAL WORK

BY
SONJA D. TOBLER

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA
MARCH 1996
ACKNOWLEDGEMENTS

First, I am thankful to God for all the blessings he has given me, and for those blessings I know I will receive in the future.

Secondly, to my father, Jonas Tobler, Sr. who has been my rock through my entire educational experience. I Love You! I am also grateful to my siblings, Veronica, Kevin, and Jonas Jr. for your love and support when I needed it most. Thanks to my closest friends for your patience and words of encouragement (you know who you are), during this hectic period of my life. Thank you all for believing in me!

Thirdly, to my practicum instructor, Ms. Miriam Porter, for your understanding, wisdom, and flexibility this was the best experience any student could ever ask for in the field of school social work. Thank You Very Much! To my thesis adviser, Sandra Foster, Ph.D., I appreciate your flexibility and for keeping me on target during this process. I was glad to have you as my advisor. Also, I send a special thanks to the University for such a wonderful and unique experience.

In conclusion, a special thank you to all my aunts and uncles and their families for the inspiration and support I received throughout my entire educational experience. May God bless you all!
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CHAPTER I
INTRODUCTION

School social work, as a field of practice has addressed itself to the increasing societal expectations of education in a complex and modernizing society, over the past eighty years of its existence. The educational institution is confronting a range of problems—such as truancy, immigrant population, emotional disturbances, homelessness, drugs and AIDS. The diversity of problems the school social worker has dealt with historically, and in the present moment, is immense and ever-changing. School social workers, as one of the specialists in the school social system play several different roles, depending on the needs of the particular school community and what they have negotiated with school personnel as an appropriate focus.

In a period of rapid changes, educational goals and values are under close supervision, it is inevitable that school team members conceive their role to be different from those traditionally assigned. Under these conditions, an individual may see himself as having a different status than that assigned to him and he may try to perform a role which is not expected of him; conflict and confusion results. The social worker as one of the specialists in the school social

system introduces another possible source of misconception or role conflict. A teacher, for example, is successful when children meet anticipated levels of educational achievement. The very presence of the social worker and his client, the child who fails to live up to educational expectations, may seem to represent failure of the school's program and of the teacher's efforts.

It appears that many school personnel have not acquired a clear conception about the function of the school social worker. Much of the confusion and lack of clarity about the function of school social work appears to have resulted from its historical background. Therefore, it is imperative that the teacher has adequate knowledge of the function of school social work services. Recognition of a need for social work skills in the school setting could prove to be an asset to the teacher in effectively promoting a child's adjustment.²

The school administrator has some responsibility of relating the social worker's function to that of other units of the organization. The perception of the role of school social workers depends upon the administrators ability to understand the services represented by the social worker. Referrals of children needing the social worker's services are usually channeled through teachers in the school system. Therefore, the interprofessional relationship between the

²Ibid.
social worker and the teacher is the key to helping the administrator understand the role of the social worker.

The school social worker must be able to establish a relationship with the teachers before they can help children most effectively. When the school social worker is recognized as having special competence with the child who has social and emotional problems and when the teacher is able and willing to share responsibility, the social worker's role is clarified and acceptance develops. Teachers are at the heart of the school's social system; therefore, they must understand the need and function of school social workers in order to help students in their social and intellectual adjustment and learning or to help interpret the role of the social worker to the administrator.

School social workers were hired in recognition of the facts that conditions outside the school might prevent youngsters from receiving an education, and that these conditions, which prevented the school from carrying out its mandate, were its legitimate concern. School social work would draw its legitimacy and its function from its capability to make education work for groups of children who could not otherwise participate.3 In each case, as school social workers define their role there is an understanding

between the social work perspective, its knowledge, values, and skills, with the missions and mandates of the school. Should school social work lose its connection with the broader mandates of the school and with these populations, it would quickly lose its place in the schools.

School social work cannot function unless it is part of an interdisciplinary team which includes all individuals both in the school and in the community. As a member of an educational team each member can focus on his or her area of specialization. However as a team member, each individual needs to understand the other members' roles, functions, skills, and limitations in their field of training. Teachers, in particular, must obtain a general knowledge of the functions of each team specialist. This study will focus on the teachers and the school social worker, which are two essential team members in education.

Historically, school social workers were instituted much later in the school setting than other specialists' departments, the role of the school social worker in the educational team will likely be the least understood by other team members. Because this is so, conflicts have arisen which stem from the teacher's misconception that the services of the school social worker seeks to replace rather than supplement their services. It is absolutely imperative that the teacher and the school social worker have a good

'Ibid.'
relationship, in order to offer effective intervention and prevention services to the children and their families.

Thus, the researcher's prime incentive for conducting the following study was her recognition of the significance of role familiarity among team members for promoting effective relationships, as in the 1964-65 study by Drucilla Mosley, an Atlanta University intern, on the principal's view of the school social worker's function. This study was designed to discover if the principals in the system knew the function of the Department of School Social Work services as stated in the *Special Services Handbook* of Charlotte, North Carolina. The study was also made to discover if the principals in the School System recognize a need for social work in the school. A sequel study was also developed by Margaret Woodard in 1966-67, of the teacher's view of the school social worker's function in the Charlotte-Mecklenburg School System. This study had the same objective as the latter study however this study seeks to determine if the teachers at Kennedy Middle School knew the functions of the school social worker, and whether or

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not they recognized a need for social services in the school setting.

Statement of the Problem

School social workers have been employed in some of the largest public school systems of Georgia for over sixty years although they are not mandated by state law. In many school districts, the school social worker is the professional entrusted with legally enforcing the Georgia Compulsory School Attendance Law.

Historically, the first school social workers were visiting teachers; which were actually classroom teachers who had assumed the responsibility of making home visits of pupils who were having difficulties in school. It was not until these classroom teachers found themselves unable to handle the many social situations which they encountered that training in social work was essential.

Since the introduction of social work skills into the school setting, many educators in the field of education have not accepted the fact that social work skills are needed in the school setting. School social work was


\[8\] Ibid.

accepted only on a limited basis when it was first implemented into the school system, according to Arthur E. Fink. Only in cases of an emergency basis were school social workers consulted and the use of the school social worker was restricted to low economic parts of the city. A stigma of failure was attached to schools who called up social worker services to help improve school situations.10

Currently there exist confusion and conflict in Atlanta concerning the roles of the various professionals in public services. There is a great deal of overlap in the state job descriptions for school social worker, school psychologist, counselor, and attendance worker. Recommended activities for all of these pupil services workers include counseling of students and parents, referring students and parents to appropriate community resources, serving as consultant to school personnel, and participating in educational teams for special education students.11

**Purpose of the Study**

Today, school social work seems to have become more accepted by the educational system; however, confusion still exists among many school personnel regarding the role and

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need for school social workers. According to Earlene Turner, there has never been a study in the Atlanta Public School System among school teachers as to whether they know the function of the school social worker and recognize the need for social work in the school setting.¹²

This study is a revision of a previous study developed by Margaret Woodard, an Atlanta University intern, which discussed the teacher’s view toward the school social worker’s function in North Carolina’s Charlotte-Mecklenburg Elementary School System in 1966-67. Woodard’s study sampled teachers from the elementary school division and used the Special Services Handbook of Charlotte to measure the teachers views and knowledge of the social worker’s function. This study has the same basic concept; however, the sample will be selected from a group of middle school teachers. This study will attempt to determine how the teachers, whom the school social worker frequently consults with view the functions of school workers, as stated in the Georgia School Social Worker Evaluation Instrument.¹³ The study will also evaluate whether or not teachers recognize a need for social work services in the school system and what services they think should be offered in the school setting.


The hypothesis tested are the same as those stated in the 1964-65 study. These hypothesis are:

1. More than seventy-five percent of the teachers in the Atlanta Public School System do not know the function of the Youth Services-Social Work Department.

2. More than twenty-five percent of the teachers in the Atlanta Public School System do not recognize a need for social work services in the school setting.

Atlanta's Public School System, like most other systems, moved slowly in adding social work services; nevertheless, Atlanta Public Schools, like all systems, by the 1920s was aware of universal education for its school age children. Although school social workers have existed in Atlanta Public School System since 1921 and have become an essential department in the school system, discussions with staff, and experience from a nine month field practicum placement, have led the researcher to believe that a lack of knowledge exists about the importance and function of the school social worker.14

Significance of the Study

This study is important in several ways. First, the school is established primarily for helping society to carry

out its responsibility for the education of its youth. Social work in the school setting is a specialized field within the context of social work and education. In the school setting, the social workers function in relation to helping the school carry out its central purpose, the education of children.

Social workers in the school setting have been identified under several different job titles, which further complicates ability to understand their roles and need.\textsuperscript{15} The U.S. Department of Labor, has identified at least thirteen different titles used to describe social workers in the school setting.\textsuperscript{16} In the Atlanta Public School System alone, at least four different titles are used to identify social workers, for example, "visiting teachers," "visiting counselors," "social service worker," and the most recently and commonly known title, "school social worker." This lack of uniformity seems to reflect to some extent the confusion of the purpose and function of the service.\textsuperscript{17} In conclusion, adequate knowledge of the function of school social work services and the recognition of a need for


\textsuperscript{17} Ibid.
social work skills in the school setting could prove to be an asset to effectively promote a child's best use of school.

**Definition of Terms**

Specific terminology needed to inform the reader is incorporated in this section.

**School social work:** School social work is the division of youth services that includes activities concerned with prevention or solution of personal, social, or emotional problems of students. School, family, and community relationships that affect or influence pupils' school performance may be involved.\(^{18}\)

**Ecological Theory:** Ecological theory in social work is an abstract conceptualization of the social worker's intervention role between a student and his/her environment.\(^{19}\)

**Organization of Study**

Chapter I served as a general introduction to the research project. Included was a statement of the problem, purpose and significance of the study. Definition of terms


and limitations were presented as they related to the subject under investigation.

Chapter II reviews related literature from education and social work. The related literature will give a historical overview of the development of school social work and its development in Georgia Public School System. This chapter will also discuss the function of school social workers and show how it relates to theoretical practice.

Chapter III discussed methods and procedures. Included is a description of subject, instrumentation, research methods, and data collection.

Chapter IV presents the findings and summary.

Chapter V includes conclusions and implications for future research and social work practice.
CHAPTER II
REVIEW OF RELATED LITERATURE

**Historical Development of School Social Work**

School social work, like many other programs, has experienced constant growth almost since the first programs were initiated in Boston, New York City, and Hartford in 1906 and 1907. Pressure upon the schools for individualized treatment of the child came also from other sources. By 1919 every state had some form of legislation requiring compulsory attendance of children between certain ages, ranging from seven to fifteen years.1 As a result of the compulsory law a range of students were brought into the school system, some of whom were limited by mental, social, and physical handicaps. This brought the school system under close supervision with the public and results were expected with all children, not a selected few. The responsibility for the development of the "whole child" was placed upon the school.2

This new expanded concept of public education brought in the social worker as one of the specialists, along with attendance officers, nurses, psychologists, and vocational counselors. Social workers brought an understanding of how outside forces could have a great impact on the child's

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2Ibid.
ability to achieve in the educational setting. Today, social workers not only work on the social and emotional problems which interfere with school functioning and achievement, but they also work closely with the teacher and other specialists.

By 1924, national organizations in the field of education and social work were setting up joint committees to consider their mutual interests in the deviant child. Simultaneously, the National Education Association and the National Conference on Social Welfare appointed a cooperating committee on Behavior Problems of Children. Educators and social workers were again drawn together on many committees of the 1930 White House conference on Child Health and Protection, and also on the Committee on Relationships Between the School and Juvenile Court, appointed shortly afterward by the National Probation Association. 3

As the success of these early efforts illustrate the value of cooperative work between home and school, the personnel were added to the regular school staff to continue programs of this nature. During the 1930s, the economic problems in families were so great that school used visiting

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teachers to supply them with basic physical necessities. At this point, school social work shifted away from enforcement of attendance and community problems to individualized casework, once government assistance for these necessities emerged. "During the years, most visiting teachers belonged to the National Association of Visiting Teachers which became part of the National Association of Social Workers (NASW) in 1945." 

The United States' Office of Education was an essential national influence upon implementing social work in school systems. A group of school administrators, state commissioners of education, and representatives of schools of education and of social work, and school social workers, assembled in 1945, in order to formulate and define functions of school social workers. Laurence G. Derthick (United States Commissioner of Education in 1959) created the position of specialist in school social work on the staff of the Office of Education. By the 1960s, approaches to practice emphasized interventions at the system level, both within the school itself and between the

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"Ibid.


"Ibid."
school and the community in an effort to reach large numbers of children. A transition from the predominantly casework approach to that of home-school community liaison and educational counseling began in the 1970s.8

School social workers were included in federal programs such as Head Start serving disadvantaged children, aiding remedial programs under Title One on the Elementary and Secondary Act of 1965, and assisting in school desegregation. Socioeconomic changes in society have also helped shape the services that school social workers offer. According to Allen-Meares (1988), these include pressures to evaluate outcomes, the demand for accountability, increased social work emphasis on social systems and an ecological approach, and the spotlight on public education caused by reports such as A Nation At Risk (1983).9 In that document, the National Commission on Excellence in Education warned of the "rising tide of mediocrity" in public education.10

The number of social work positions in the public schools and the number of school jurisdictions with social work services is steadily growing. Today, workers place a

8Ibid.


heavy emphasis on direct services to problematic students and their parents. In some states, since 1975, the practice of social work in schools has been shaped by Public Law 94-142, the Education for All Handicapped Children Act (currently known as Individuals with Disabilities Act [IDEA]). Funds and other resources such as leadership, and personnel needed for the implementation of this law are often lacking, thus, the process is continuous, yet slow.

School Social Work in Georgia’s Urban Public Schools

Georgia was the fourth state in the nation to have a statewide school social work program. It has been a part of the ongoing quest to make social services delivery in schools more effective. Since 1945, school social workers have provided Georgia schools with an invaluable service to the educative process. Also in 1945, Georgia enacted a Compulsory School Attendance Law which established the visiting teacher (school social worker) as the professional school person responsible for the promotion of pupil attendance. This law was developed because of a statewide awareness for better educational opportunities for children. It was established for the purpose of protecting educational rights for children. The overall goal of the


12N.A.S.W., Guide to Practice, 5.
law was to help children attend and succeed in school. As a result, school social work services began focusing largely on attendance. However, poor attendance was not viewed as the primary problem, but rather a symptom of other problems in the home, child and school.

School social workers became involved in many of the social problems of the 1940s and 50s: child labor, family poverty, community indifference to education, poorly financed schools and racial segregation. Social workers worked in schools of both black and white students under the dual segregated system and played an important role in the 1960s and 70s making the transition from segregated to integrated schools.13

The history of school social workers advocating for troubled students began in the 1930s. School social workers in Georgia had significant roles in establishing juvenile courts which were scarce in 1945. Also during this period, school social workers were active in securing better reporting of child abuse and neglect, which was a growing national concern. They worked with school officials to obtain school lunch programs, health services and other needed services for children.

13N.A.S.W., Social Work Speaks, 104.
The state professional association of school social work was developed in the 1940s. Following the passage of the Compulsory Attendance Law in 1945, the visiting teachers/school social workers who had been hired throughout the state of Georgia, felt a strong need for a statewide organization. In the Fall of 1946, the visiting teachers throughout the state organized district groups. A black association, Visiting Teachers Association of Georgia, and a white association, Georgia Association of Visiting Teachers, was formed. During the 1960s, black and white visiting teachers began to interact professionally.

In 1971, the two organizations merged to form the Georgia Visiting Teachers Association, an affiliate of the Georgia Association of Educators. In 1978, the membership voted to change the organization’s name to School Social Workers Association of Georgia to reflect a new emphasis on Social Work in the school. In 1989, a mission statement was developed to clarify the main goal of School Social Work in Georgia (SSWAG). The SSWAG mission statement is as follows:


15Ibid.

16Ibid., 5.


18Ibid.
"The School Social Workers Association of Georgia exists to empower the quality of services to students so as to enhance their individual and educational potential."¹⁹

**History of Agency**

Atlanta Public Schools is an urban school system in the state of Georgia. The system has approximately 60,000 students, down from approximately 130,000 five years ago. The Atlanta Public Schools have continued to lose students to suburban school systems. This year the enrollment increased by 700 to the great excitement of the school board.

John F. Kennedy Middle School opened in August, 1970. An urban public middle school in the Atlanta Public School System, which is located at 225 James P. Brawley Drive, N.W. in Atlanta, Georgia. The school is housed in the John F. Kennedy Community Center which has agencies that service the Vine City community. The Community Center houses agencies such as Department of Family and Children Services, State Rehabilitation Services, Senior Citizens Agency, Parks and Recreation, and the Pre-Kindergarten Program to provide numerous services to the families in the community. The Vine City community is located near downtown Atlanta and has four public housing projects. Kennedy Middle School receives federal, statewide, and local funds. Kennedy Middle School diligently services students in grades six,

¹⁹Ibid., 3.
seven, and eight. The student population is predominantly comprised of urban, inner city African American youths ranging from ages twelve to fifteen. The current enrollment of the student body is approximately six hundred youths.

Kennedy Middle School has worked and continues to strive for instructional programs which address the cognitive and affective needs of the students. The school social worker is based at Kennedy because of the great need for social work service services, however she also has three elementary schools on her caseload. Based on my practicum experience at Kennedy and conversations with the faculty, many felt that social work services were needed full-time at this school.

**School Social Work Role**

"Many in the educational field assume that the role/function of school social work is clearly understood," stated Jordan. Several research by Costin, Flynn, and Meares has indicated that confusion exists among

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educational administrators, teachers, and other specialists in the school system. One explanation for the confusion of school social work in education is the lack of literature on this profession.24

School social workers' role is not so unique that another professional in public services cannot perform their duties. According to Radin, this lack of a clear role definition is due to the overlap in educational, sociological, psychological and community agency roles.25 Nevertheless, an effective school social worker can have an enormous impact in a school.

The school social worker's role varies according to the different needs of various school districts and even schools within districts. The social worker must have the skills to provide services that match school and system needs with resources. The basic activities of the social worker in the school have the same goal as do those of social workers in any field of practice, "the enhancement of social functioning wherever the need for such enhancement is either socially or individually perceived."26


The social worker in the school shares three general roles, which are restoration, provision of resources, and prevention. Restoration consists of the impairment of social functioning by identifying and controlling factors that have caused breakdown in social relationships. Provision of resources through preparation of suitable intervention for the individual and resources in the community. The social worker's role is also to prevent the individual from becoming socially dysfunctional. The social worker's role, overall, is to add their professional competence to that of other specialists in the school in order to help children who are not learning or are not achieving expected educational goals, to make maximum use of the opportunity to learn and develop into social beings in society. In carrying out this function/role, the school social worker is engaged in two kinds of activities: those which focus on an individual child and those which focus on the welfare of school children generally.

Another explanation for confusion relating to the social worker's role is how that role fits into the levels of organizational decision-making. The levels consist of the school board, the policy makers, administrators, who provide linkage between top management and teachers; and the service providers. According to Flynn, social workers in

schools frequently shift to management levels from being direct service providers by providing linkage between teachers and top management.28

The school social worker's role in Atlanta Public Schools as outlined by the State Department of Education is significant to this study. School social workers are not mandated; however, social work services in schools are mandated such as:

1. Preparing a social or developmental history of a disabled child;
2. Group and individualized counseling with student and family;
3. Working with those problems in a child's living situation/home, school, and community that affect the child's adjustment in school;
4. Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.

The services mentioned above are a direct result from the Public Law 94-142, the Education for All Handicapped Children Act, which is currently known as Individuals with Disabilities and Education Act (IDEA).29

State recommendations on the role of school social workers are: certification standards, laws mandating


enforcement of compulsory school attendance, and adheres to education and social service laws.

The Georgia State Board of Education has specific requirements for certification for pupil personnel services in the area of school social work. Prospective school social workers must complete an approved program in School Social Work at the Master’s or higher level and obtain the professional recommendation from the preparing institution, an approved Master’s of Social Work (M.S.W.) degree program. In Georgia, the school social worker’s job description was developed and written by a combination of social workers, from state and local education agencies, known as the Georgia School Social Work Evaluation Program.\(^{30}\) School social workers must demonstrate competencies in the following areas:

1. Assessment of student’s problems  
2. Truancy and dropout prevention  
3. Delivery of services among home, school, and community  
4. Program planning and implementation of intervention strategy  
5. Adheres to policies, procedures, and laws  
6. Develop social histories  
7. Consultation with teachers and staff  
8. Applies acquired professional knowledge  
9. Evaluation\(^{31}\)

Among services recommended by the Georgia School Social Work Evaluation Program are general duties such as:

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\(^{30}\)Ibid.  

adheres to referral system, assumes primary responsibilities for problems related to truancy, child abuse, homelessness and dropout prevention; makes home visits, and provides supervision and direction to assigned paraprofessionals, aides and interns. Additional school social work services suggested to school administrators include counseling, services to special education such as provide social history assessments of pupils and participation of team meeting, staff development activities, and maintaining relevant social work records.

School social workers in the Atlanta Public Schools provide services which are assigned to attendance officers in other school systems in Georgia. Services provided by professionals designated to develop and implement an attendance services program consist of: leadership to insure regular attendance of all children from age seven through sixteen, early identification of nonattending students, development of effective pupil accounting and reporting to parents of absences.

The school social worker has an ongoing role of interpreting the school to the family and the family's culture to the school. The assumption is that this role is not active, it evolves in response to changing population

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32 N.A.S.W., Guide to Practice, 22.
33 Ibid.
34 Revised Statutes, Annotated (Georgia: 1990).
demographics in the community and the knowledge of the impact that psychological and biological forces have on the performance of children in the school. Research by Carr,\textsuperscript{35} Chavkin,\textsuperscript{36} Costin,\textsuperscript{37} Lambert and Mullaly,\textsuperscript{38} Meares,\textsuperscript{39} Poole,\textsuperscript{40} and Timberlake,\textsuperscript{41} has shown that the social work role besides giving direct service to students, involves consultation with teachers and administrators, who serve on multidisciplinary and other instructional support teams and participate in staff training and development as well as policy and decision making. Research has also underscored the importance of working with parents to establish a home


and school partnership to create the changes needed to influence a pupil's achievement in the school.\textsuperscript{42}

The school social workers' traditional role involves working with the family and the community to remove barriers to a student's learning, which is referred to as the coordination approach. The school social worker brokers services and develops links with community agencies by acting as a home-school-community liaison and case manager.

"Coordination helps students by identifying resources in the community and referring students to the community for needed services, monitoring their progress, and helping them with school adjustment problems."\textsuperscript{43}

The coordination approach requires some commitment by the school. The school social worker, principal, teachers, and pupil services team must plan the logistics of managing student referrals and must resolve issues such as confidentiality between the school and community agencies. Training of teachers and staff concerning the role of the social worker is important so that the worker's role is understood and distinguished from that of other pupil services personnel.

A survey by Constable and Montgomery regarding the perception of the school social worker's role has shown


\textsuperscript{43}Allen-Meares et al., "Social Work Services," 47.
conflicting results. School social workers and superintendents generally agree as to how social work time and tasks should be prioritized, differences exist in the understanding of time management in actuality." Often school social workers are expected to do more than time allows or to change priorities to meet the immediate needs of the administration.

Another research implied pupil services workers limited themselves as much as they were limited by school administrators in expanding their role. Flynn compared the perceptions of pupil services members, principals, instructional specialists, and teachers with regard to social work tasks. Pupil services personnel ranked policy intervention and system policy higher than the other groups of respondents; however, these had the lowest priority."5

School social workers have particular expertise in working with parents. School social workers often assert that their training and role provides a stronger basis and opportunity for working with parents than those of teachers

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or other pupil personnel professionals who focus on school-based developmental counseling or testing."

Costin states that the goal of school social work is "to improve the transactions between children, and the school, home, community environment in order to enhance children's coping capacities and improve school conditions for all pupils." According to Costin, school social work practice must address the pressing problems of today that have an impact on the school and adversely affect the education of youth. Changing times and problems necessitate a need for evaluation and alteration from established patterns of social work."

**Theoretical Framework**

Ecology is the science of organism-environment relations. It leads to a view of person and environment as a unitary, interacting system in which each constantly affects and shapes the other." The ecological theory focuses on interactions between social system, when applying

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"Ibid.

this perspective to social work it means focusing on the point at which independent systems or groups meet and interact.\(^5^0\) Thus, school social workers' role is not focused on individual "problem" pupils but on the range of social interplays that occur among systems within the school environment. The ecological unit of the school consists of the community, parents, students, teachers, and administrators, therefore, the school social worker must adapt to that particular environment. According to Constable, role development is "a mutual process that in time will involve most of the ecological units and particularly the administrator who is accountable for the school social worker's services."\(^5^1\) To work from an ecological perspective, school social workers must broaden their vision and concurrently intervene at the level of the cultural systems and social institutions that contribute to the social problems adversely affecting clients.\(^5^2\) Thus, the ecological approach to school social work is very effective because it integrates on all levels of the social system.


\(^{52}\)Ibid.
According to the literature, social work and public education has been closely intertwined since the early 1900s. School social work now appears to be providing a broader range of services. The goal is to reach more students, parents, school personnel, and community resources. At the same time, the author attempted to give a clear explanation of the school social worker's role and the need for social workers in the school system. The primary objective of social work services in schools is to maximize equal educational opportunity for all pupils so that each child regardless of his or her background can make the best of what the school has to offer.

In conclusion to expect that teachers or any other pupil services personnel to know what one does automatically, is to permit any and all of the staff to dictate what to do, how to do it, and when to do it. Defining one's role and the scope of the job establishes the basis on which an evaluation of the social worker will be made by the responsible administrator.
CHAPTER III

METHODOLOGY

A descriptive research design is employed in this study. The researcher used a questionnaire to determine current perceptions of the role of the school social worker. The particular questionnaire is a revision of the one used in the 1966-67 study of "The Teachers View of the School Social Workers' Function in the Charlotte-Mecklenburg Elementary Schools."¹ This questionnaire contains both closed and open-ended questions. This chapter describes the school personnel sample, the instrument used for the research, the methods employed to gather data, and a method analysis.

Research Design

The sampling design was the purposive or judgmental sampling technique. The sampling design used nonprobability sampling method which allowed the researcher to have sufficient representation of respondents to the study. The purposive research design is based on available, appropriate sampling units. The sample consisted of teachers that are employed by the Atlanta Public School System at John F. Kennedy Middle School.

**Instrument Design**

The questionnaire utilized in this study is a revision of the 1966-67 study developed by Margaret Woodard. The questionnaire has seventeen questions related to demographics, the need for social work services, the primary function of the social worker, and the priority of social work services in the school system. There was only one open ended question posed to participants: For what reason do you think the school social worker is in the school setting? A copy of the questionnaire is in the Appendix. The items on the questionnaire were designed to collect data on the perceptions of teachers toward social workers in the school system.

**Sample**

The population of this study were middle school teachers employed at John F. Kennedy Middle School in the Atlanta Public School System. According to the Personnel Directory from Atlanta Public School System, John F. Kennedy Middle School has a total of 43 teachers. The Directory, edited and published by the Board of Education, contains the names of all the teachers in the school system.

The sample consisted of 43 middle school teachers. The sample was selected from teachers employed by the Atlanta Public School System assigned to John F. Kennedy Middle School. The selection criteria for the sample required that the sampling unit had to be a school teacher.
employed at John F. Kennedy Middle School by the Atlanta Public School System and be willing to answer the questionnaire. The purposive sampling design allowed for the selection of the sample to meet the above criteria.

**Data Collection**

The method of gathering data was the use of the questionnaire (see Appendix B). The questionnaire was handed to each teacher. The questionnaire was self-administered by the teachers and returned to the author. The respondents placed their completed survey in the school social worker’s mailbox to assure anonymity. A cover letter was included to explain the nature of the study (see Appendix B). Since responses were anonymous, return of the survey constituted the respondent’s willingness to participate. The researcher made an announcement each morning to secure greater participation. As a result, a total of 36 questionnaires out of 42, were received by the author for an overall response rate of 85 percent. The items on the questionnaire were designed to collect data on the teachers’ perception of the school social worker’s role. To establish face validity the researcher used the thesis advisor as judge to review the questionnaire. The advisor was asked to read over the survey and write down any suggestions to revise the questionnaire. Recommendations made by the judge was incorporated into the final version of the survey. This was an attempt to increase face validity.
of the instrument. In this study, face validity refers to whether the content of the questionnaire measured the characteristics it was designed to examine. The research study attempted to answer certain questions through the analysis of collected data that will approve or disapprove of the stated hypotheses. Some of these questions are:

1. Have you ever used services offered by school social worker?

2. Do you see the need of the services of a social worker in a school setting?

3. Do you see the need for the services of a school social worker in your particular school?

4. Do you see the need of being involved in consultation with the school social worker if she is working with one of the children in your classes?

5. For what reason do you think the school social worker is in the school setting?

Method of Analysis

The method of analysis that comprised this study consisted of descriptive and inferential statistics. The descriptive statistics in this study included frequency distributions, the mean and standard deviation. The data obtained in this study was coded into a computer and analyzed by the use of the statistical computer program, Statistical Package for the Social Science.²

CHAPTER IV
DATA ANALYSIS

Responses to the survey instrument furnished data for the study. This chapter provides a description of the statistical information gathered and presents the findings. Each of the nine research questions will be discussed.

TABLE 1
FREQUENCY DISTRIBUTIONS OF STUDY VARIABLES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 - 30</td>
<td>6</td>
<td>26.7</td>
</tr>
<tr>
<td>30 - 50</td>
<td>19</td>
<td>52.8</td>
</tr>
<tr>
<td>50 - 100</td>
<td>7</td>
<td>19.4</td>
</tr>
<tr>
<td>Missing</td>
<td>4</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>11.1</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>83.3</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>35</td>
<td>97.2</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The findings from frequency distributions indicated 27% of respondents were under 30 years old, 53% of respondents were 30-50 years old and 19% of respondents were 50 or older. Also four respondents which make up 11% of the statistics did not want to give their age. The sample consisted of 11% male, 83% female respondents, and 6% of the respondents did not disclose their sex. Ninety-seven percent of respondents were African American and three percent were white.

TABLE 2

FREQUENCY DISTRIBUTIONS OF STUDY VARIABLES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>19</td>
<td>52.8</td>
</tr>
<tr>
<td>Master</td>
<td>14</td>
<td>38.9</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 10 years</td>
<td>11</td>
<td>30.6</td>
</tr>
<tr>
<td>11 - 20 years</td>
<td>8</td>
<td>22.2</td>
</tr>
<tr>
<td>21 - 30 years</td>
<td>11</td>
<td>30.6</td>
</tr>
<tr>
<td>31+ years</td>
<td>3</td>
<td>8.3</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
<tr>
<td>Tenure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>28</td>
<td>77.8</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>22.2</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 2 findings from frequency distributions indicated that 53% of the teachers have a Bachelor’s degree, 39% of the teachers have a Master’s degree and 8% of the teachers did not respond to the question. The sample consisted of 31% having at least ten years of experience, 22% of respondents have 11-20 years experience, 31% of respondents have 21-30 years experience, 8% of respondents have 31 plus years experience and 8% of respondents did not answer the survey question. The findings of frequency for tenure were 78% of respondents have tenure and 22% of respondents do not have tenure at time of study.

TABLE 3
TEACHERS WHO USE SCHOOL SOCIAL WORK SERVICES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>31</td>
<td>86.0</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>14.0</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data presented in Table 3 indicates that the majority of teachers in the Atlanta Public School System have used services of school social workers. The findings are eighty-six percent of teachers use school social work
services. Fourteen percent of the respondents do not use social work services.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Need for Social Work in School System</th>
<th>Percent</th>
<th>Need for Social Worker at Kennedy</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>97.2</td>
<td>36</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2.8</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
<td>36</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data disclose the teachers in the School System as recognizing a need for school social work in the schools. Ninety-seven percent of the teachers indicated a need for the school social worker in the school setting. Only one teacher, representing less than one percent, did not recognize a need for a social worker in the school setting. Table 4 also indicates the number of teachers who see a need for a social worker at John F. Kennedy Middle School which each is employed. Unanimously, the teachers of Kennedy Middle School responded one hundred percent that there is a need for a social worker in their particular school. These data tend to disprove the researcher’s hypothesis that more than twenty-five percent of the teachers in the school
system do not recognize a need for social work in the school setting.

**TABLE 5**

**TEACHERS RECOGNITION FOR SCHOOL SOCIAL WORK PARTICIPATION**

<table>
<thead>
<tr>
<th>Role</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Only</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>Active Member</td>
<td>35</td>
<td>97.2</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings for Table 5 from the frequency distributions indicated that 97% of teachers think that social workers should be an active member of the school staff and 3% of teachers think that social workers should only be used in emergency cases only after all other immediate resources have been exhausted. These data tend to indicate as to how the teachers in the Atlanta Public School System perceive the function of the school social worker’s role in the school’s program.
TABLE 6
RECOGNITION FOR NEED OF CONSULTATION WITH SCHOOL SOCIAL WORKER

<table>
<thead>
<tr>
<th>Consultation with Social Worker</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>91.7</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>5.6</td>
</tr>
<tr>
<td>Do not know</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data presented in Table 6 convey the fact that the teachers at Kennedy Middle School do recognize the need of being involved in consultation with the school social worker if she is working with children in their classes. Ninety-two percent of teachers indicated "yes" to this question on the survey. Also, six percent of teachers do not see a need for consultation and three percent of teachers do not know whether there is a need for consultation with the school social worker.
TABLE 7
PERCEPTIONS OF PRIORITY CASES FOR THE SCHOOL SOCIAL WORKER

<table>
<thead>
<tr>
<th>Variable: Give Priority</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>11</td>
<td>30.6</td>
</tr>
<tr>
<td>Clothing Request</td>
<td>2</td>
<td>5.6</td>
</tr>
<tr>
<td>Disruptive Children</td>
<td>23</td>
<td>63.9</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data presented in Table 7 convey the fact that the teachers at Kennedy Middle School feel that the top priority for school social workers should be disruptive children in the school. Sixty-four percent of teachers think that disruptive children should be the school social worker's top priority. Another thirty-one percent feel that poor attendance should be a priority case for school social workers. Remaining choices for priority cases of school social workers was clothing request at six percent.
Table 8 presents the data which tend to reflect the responding teacher’s conception of which cases are most in need of social work services and skills. The disruptive child is 53% as being the number of respondents who conceive of work with the child most in need and most important case situation on the part of the school social worker. Attendance is rated at 36% by respondents, to be the second most important case situation for school social workers. Clothing request and consultation with the social worker are six percent each which indicates that the respondents consider these functions to be the least important tasks.
The data tabulated in Table 9 show teachers responding 69% to the primary function of assessment and intervention of social and emotional problems which interfere with adjustment in school. Twenty-eight percent of the respondents that attendance is the primary function of the school social worker and three percent consider clothing and free lunch requests as a primary function. These data tend to disprove the hypothesis that more than seventy-five percent of the teachers in the Atlanta Public School System do not know the function of Youth Services School Social Work Division.
Table 10, which summarizes of the study, also tends to disprove the researcher's hypothesis. The data summarized in Table 10 show that thirty-nine percent of the respondents stated that assessment and intervention of the child is the primary function of the school social worker while another 28% of the respondents stated that attendance is the reason the school social worker is in the school setting. Seventeen percent of the respondents stated that the school social worker is in the school setting for home-school-community liaison. Another eleven percent of the respondents stated that school social workers' reason for being in the school setting is for consultation. These data also tend to disprove the researcher's hypothesis that more than seven-five percent of the teachers in the Atlanta
Public School System do not know/understand the function of the school social worker.
CHAPTER V
SUMMARY AND CONCLUSIONS

The purpose of this study was to examine the association of the teacher's understanding and knowledge of the school social workers function in the school setting, and whether or not they recognize a need for the use of those services in the school system. The present study inquired the views the teachers in the Atlanta Public School System held in regard to the services of the school social worker. The analysis of data was included under ten tables.

Results of the study revealed that the majority of respondents were between the ages of 30 to 50 years old black females (see Table 1). These respondents were a majority of tenured faculty with a Bachelor's degree. Also the results indicated that the majority of the respondents have at least up to ten, but no more than thirty years of experience in teaching (see Table 2).

The teachers studied have used the services of the school social worker. Eighty-six percent of the respondents use the school social workers services. A significant amount of the teachers do recognize a need for school social workers in the school system. The data revealed that teachers at Kennedy Middle School unanimously recognize a need for school social workers in their particular school setting. These data rejected the researcher's hypothesis that more than twenty-five percent of the teachers in the
Atlanta Public School System do not recognize a need for social work in the school setting (see Tables 3 and 4).

Ninety-seven percent of the respondents feel that school social workers should be an active member of the school's program, and as a part of the school team as any other staff member. Many of the teachers studied also recognized a need of being in consultation with the school social worker if she is working with one of the children in their class (see Tables 5 and 6). The finding also indicated that the majority of the teachers feel that school social workers should give a priority to disruptive children and children who are habitually absent or tardy in school. Based on the job description for school social workers in Georgia, these cases are priority functions of the school social worker. Thus, the data indicates that teachers in the Atlanta Public Schools have an understanding of the social worker's role in the school system (see Table 7).

The teachers who responded to the researcher's questionnaire feel that certain kinds of case situations are more in need of a school social worker than others. Again, fifty-three percent of the teachers feel that disruptive children, and thirty-six percent of teachers feel attendance are cases most in need of social work services (see Table 8). Assessment and intervention of the child's emotional and social problems which interfere with adjustment in schools had the highest percentage for teachers' perceptions
of the primary function of the school social worker. Those teachers responding to the questionnaire indicated that more than half of the group studied do have a clear conception of the school social worker’s function (see Table 9).

Table 10 summarizes the study and gives a clear indication of the teacher’s understanding of the reason the school social worker is in the school setting. The table overall shows that teachers know the functions of the school social worker to some extent based on the responses given on the questionnaire. These data tend to disprove the hypothesis that seventy-five percent of the teachers in the Atlanta Public School System do not know the function of the Youth Services School Social Work Department.

In conclusion, this research study has served to demonstrate that teachers in the Atlanta Public School System have a general knowledge of the function and need of school social workers. The research findings of this study reveal the significant impression that social work, in educational settings where the program is instituted, has achieved wider acceptance, use, and appreciation among school personnel.

The study further reveals the fact that the use, acceptance, and recognition of school social work services has obtained some achievement of rapport among school social worker, teacher, and other school personnel. The researcher will safely assume that the element of rapport has been
achieved through increased team consultations and collaboration with other team members about the utilization of school social work services.

Limitations of Study

The study took place between November, 1995 to March, 1996. The study consisted of only those teachers employed in the Atlanta Public School System and who were assigned to John F. Kennedy Middle School and serviced on a continual basis by the Department of Youth Services-Social Work Division.

The study was limited to the data received from those who voluntarily returned the survey. Information from respondents was limited to that requested in only one questionnaire and administered only once.
CHAPTER VI
IMPLICATIONS FOR SOCIAL WORK PRACTICE

The examination of the professional literature revealed limited materials concerning teacher's perception of the school social worker's role. Yet, the results of this study indicate that school personnel, such as the teacher have positive perceptions of the social worker's role. These data can be presented to school boards and school administrators in school districts where a school social work program has been implemented or being considered. These findings can be utilized to help promote the school social work profession as an essential and effective educational service.

During the process of the study, the researcher found that little has been professionally written regarding the rationale for the confusion about the school social worker's role, and their effectiveness as a team member. The implications of such literature could serve to aid the practitioner and the school system in understanding factors which may still be hindering the promotion of school social work services in many educational jurisdictions.

Social work implications include the use of workshops within the schools early in the school year, by the social worker for staff and administrators to receive a more concise conception of the school social worker's function. These workshops will benefit everyone in the school system.
and can promote a positive rapport among personnel, specifically the teacher and social worker relationship.

In conclusion implication for social work practice should include a continuous upgrading of school social work and other specialists programs. As a result of this, a clear understanding of need of services in the school system will be defined by their roles. This approach can be done through consultation and collaboration of team members.

In doing this study the research realized that teachers may have positive perceptions of the social worker’s role, but may not necessarily have a positive attitude, especially with the confusion on the roles. Future studies should focus on the attitudes and seek implications for strengthening the relationship.
APPENDICES
APPENDIX A
CONFIRMATION LETTER

Mr. Basil Hall
Principal
Address

Dear Mr. Hall:

As part of my research program in Social Work at Clark Atlanta University, I am conducting a study on "The Study of Teachers' Perceptions of the School Social Worker's Role." Thus, I am seeking information about the attitudes and perceptions of Atlanta Public School teachers toward school social workers. Most importantly, I am interested in collecting information regarding their perceptions of the social worker in the school system. The data obtained by this study will be analyzed and reported in a research paper. The information requested is important to the profession of Social Work in order to allow practitioners a better understanding of the impact of relationships between teachers and school social workers.

The teachers at John F. Kennedy Middle School are being asked to complete a questionnaire regarding the subjects mentioned above. The questionnaire will take approximately 10 minutes to complete. Any information that is provided, will be kept confidential. Their anonymity will be maintained. I hope you will be able to help in this project, therefore your participation is entirely voluntary. Questions regarding the study are welcomed at any time. You may contact me by telephone or letter. Thank you in advance for your cooperation and assistance.

Sincerely,

Ms. Sonja D. Tobler
Clark Atlanta University
School of Social Work
James P. Brawley Drive at Fair Street, S.W.
Atlanta, Georgia 30314
APPENDIX B

QUESTIONNAIRE

A Descriptive Study of Teachers' Perceptions of the School Social Workers' Role

Hello, my name is Sonja Tobler. I am currently a graduate student at Clark Atlanta University in Atlanta, Georgia. I am presently enrolled in the School of Social Work Department. I am a second year student, and I am currently completing my practicum at John F. Kennedy Middle School of the Atlanta Public School System.

This is a questionnaire designed to find out one's views and attitude toward the school social worker's role in the educational system. The research is important because of the confusion of the function of social workers in the school system. This research will help to identify possible issues for further research which can be used to address these problems of rapport between the social worker and other personnel staff.

I am requesting your participation in completing this questionnaire. Completion of this questionnaire will be done on a voluntary basis and all responses will contain anonymity and remain confidential. It will take approximately ten minutes to complete the entire survey. Please do not sign your name on any part of the questionnaire. The information gathered will be employed in a Masters thesis at Clark Atlanta University, School of Social Work. Thank you!
Questionnaire

**Directions:** Please give only one answer for each question unless otherwise indicated. All questions refer to members of the Department of School Social Work Services. Circle each answer.

1. **Age:**
   a. 0 - 30
   b. 30 - 50
   c. 50 - 100

2. **Sex:**
   a. Male
   b. Female

3. **Race:**
   a. Black
   b. White
   c. Other

4. **Degree:**
   a. Bachelors
   b. Masters
   c. Doctorate

5. **Years of Experience:**
   a. 1 - 10 years
   b. 11 - 20 years
   c. 21 - 30 years
   d. 31+ years

6. **Tenure:**
   a. Yes
   b. No

7. **Have you ever used the services offered by a school social worker?**
   a. Yes
   b. No

8. **Do you see the need of a social worker in a school setting?**
   a. Yes
   b. No
   c. Do Not Know
   d. Other

9. **If "Other" is circled, please explain.**
10. Do you see the need for the services of a school social worker in your particular school?

a. Yes  
b. No  
c. Do Not Know  
d. Other

11. If "Other" is circled, please explain.

12. Should the school social worker be:

a. Used only on an emergency or temporary basis, and only then after the school has exhausted all other resources, such as parents, use of suspension, expulsion, psychological services, PTA Council, etc.

b. Considered as an active member of the school’s program, and as a part of the school team as any other staff member.

c. Considered for consultation purposes only.

d. Other (Explain)

13. Do you see the need of being involved in consultation with the school social worker if she is working with one of the children in your classes?

a. Yes  
b. No  
c. Do Not Know

14. Below are listed five typical case situations. If all five case situations were referred to the school social worker at the same time, which one would you expect her to give priority?

a. A family requesting a free lunch investigation.

b. A family who is habitually absent and/or tardy.

c. A mother’s request for clothing for her child.

d. Consultation only with teacher and principal regarding mutual planning in exploring a non-reader’s difficulties in school.

e. A child who chronically interferes with learning and teaching, violates school rules, and threatens the safety of self and others.
15. Listed below are the same cases listed in number 14. Which of the five case situations do you see as most in need of social work services.

a. A family requesting a free lunch investigation.
b. A family who is habitually absent and/or tardy.
c. A mother’s request for clothing for her child.
d. Consultation only with teacher and principal regarding mutual planning in exploring a non-reader’s difficulties in school.
e. A child who chronically interferes with learning and teaching, violates school rules, and threatens the safety of self and others.

16. Which one of the roles listed below do you consider to be the primary function of the school social worker?

a. The dispensing of such aid as clothing and/or investigating requests for free lunches.
b. Helping to get chronically poor attenders in school and to keep them there.
c. The understanding and treatment of the emotional and social difficulties which interfere with adjustment in school.

17. For what reason do you think the school social worker is in the school setting?

Thank You!


