St. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Integrating School Social Workers with Guidance and Counsellors in Schools Student Support System: The Case of Lemi Kura Sub-City Two Secondary Schools

By

Addis Siyum

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By: Addis Siyum

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A Thesis Submitted to the School of Graduate Studies of St. Mary's University in partial Fulfillment of the Requirements for the Degree of Masters of Social Work

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ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

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Habtamu Mekonnen   Signature & Date

St.Mary's University, Addis Ababa

DECLARATION

I, the undersigned, declare that this thesis is my original work. All sources of materials used for the thesis have been properly acknowledged, I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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Addis Siyum Hiruy   Signature & Date

St. Mary's University, Addis Ababa

ACKNOWLEDGEMENT

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ACRONYMS

SW   Social worker

SSW   School Social worker

SST   Student Support Teams

GC   Guidance and Counsellors

GCO   Guidance and Counselling Officers

USDE   United States Department of Education

NASW   National Association of Social Workers

ASCA   American School Counselor Association

SSWAA   The School Social Work Association of America

Abstract

The importance of social workers in the academic context at schools is not known and practiced in countries like Ethiopia. Their roles were shaded and addressed by school teachers, directors, GCs, parents, homeroom teachers, monitors and other school stuff members. The purpose of this study was to examine the school student support services and identifying the services that are not addressed by GCs and indicating the importance of integrating school social workers in school student support teams in Beshale & Andode Secondary Schools in Lemi Kura Sub-City, Addis Ababa. To collect and analyze the relevant data, a qualitative research method was used. The depth interview included 22 males and females; students, guidance and counselors, directors, homeroom teachers and parents, while the focus group discussion included: 7 females and males. In-depth interviews and focus groups, as well as observation techniques, were employed to collect data. Purposive sampling technique used to select the schools and participants. The finding of the study indicated that, the main role of Guidance and Counselors such as consultation, assessment, direct intervention with children and parents in individual, group, and family modalities and assistance with program development are not addressed by guidance and counselors in those selected government high schools. In relation to this the study recommended that the availability of social workers at schools could bring a solution to the overall social, behavioral and educational problems in government secondary schools.

CHAPTER ONE

1. Introduction

This chapter focused on the background of the study, statement of the problem, the research objectives, research questions, significance of the study, operational definitions of key terms, and organization of the paper.

1.1. Background of the Study

The importance of social workers at the different levels of the community-based service giving sector can be seen as a vital and important due to different factors. According to Blewett, Lewis and Tunstill (2012) "social work the Profession and social workers the people have been carrying out so many different things in different places and contexts with many different groups. Social workers in the school context, in the educational environment, could be run on due to so many reasons those associated to school the teaching and learning process, learner's behavior, to bring the interesting social changes like social deviations, coordinating the social services that school community needs (Cifci, 2009).

The relevance of social workers as it was stated by Popoviciu et, al (2010) and cited in (Rogoff, 1990) pupils' cognitive as well as behavioral development in a formal and informal educational setting is rooted in socio-cultural factors such as the interaction between different pairs (Pupil-pupil, pupil-parent, pupil- teacher, and parent - teacher) and the cultural climate in which the social interactions and psychological process occur." (Rogoff, 1990) As it is clearly indicated on the above points, social worker and the profession social work is devoted in making and dealing with the rights of people and protecting them from harm, directing them to the safe, valuable and interesting area in which they seem to participate.

The profession Social Work indicates that it works on providing support and protecting from the negative impacts they might face that was related and associated to social inequalities. "The social worker tends to create social integration, social work has the purpose of dealing with malfunctions in different policy areas such as crime, health, and education." (Asquith etal, 2005)

According to (Glicken, 2005) when a citizen volumetrically fulfills his/her citizenship responsibility, the existence of social problems became minimized. For Glicken, what are the

social problems a society might face and its result were due to neglectful and fail not to see and maintain the existed problems.

Social work's purpose is actualized through the quest for social and economic justice the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all people, (CSWE, 2008).

The wide and deep perception of (CSWE, 2008) indicated that social work profession supports the wellness of the society. The social workers duties and responsibilities are giving prior to humanity with the stigmatization and discrimination of ethnic, cultural, religious and socioeconomic backgrounds of patients and creating smooth relationship with, people and providing the obliged services that the community needs,

According to Gambrill as it was quoted by (Browne, 2012) "the core values of social work and workers are serving others above all without the self-interest of self, pursue social changes, treat each person and individual in a caring and respectful fashion, human relationship, integrity behaving in a trustworthy manner, and working towards competence and developing and enhancing this professional experience in what he stated on his article.

Social workers in general are seen as the other wing of societal welfare system that enables a country to develop. If the progression is effectively utilized in a community, it brings the well-being and safety of its citizen in one way or the other. The professionals can work and provide in dealing with the rights and the safety and wellbeing of a vulnerable groups within a society like, babies, children, women elderly people and marginalized groups with the various problems like, child abuse, homelessness, mental illness, poverty, consequences of events that results from war, disruption, natural disaster and manmade events.

Social workers are trained professionals that are devoted to helping vulnerable people and communities work through challenges they face in everyday life. They practice in a wide variety of settings, united in their commitment to advocating for and improving the lives of individuals, families, groups and societies (Bernstein & Gray, (1996). They are found in every facet of community life, including schools, hospitals, mental health clinics, senior centers, elected office,

private practices, prisons, military, corporations, and in numerous public and private agencies (NASW, 2013).

This study focused on the professional school social workers that are working in schools in collaboration with other professionals in schools support services to achieve a better teaching learning environment for students. School social workers pick up where teachers leave off. They are perhaps the professionals best equipped to address the social and psychological issues that can block academic progress. Through counseling, crisis intervention and prevention programs, they help young people overcome the difficulties in their lives, and as a result, give them a better chance at succeeding in school (APU, 2018).

Also, the general role of the school social worker is to assess the needs of students, identifying their strengths and challenges to provide access to appropriate support services. Those who work in school social work jobs may be called upon to provide counseling and other support services in crisis situations, such as immediately after a traumatic incident affecting the student body. Social workers are the contact points for connecting students and their families to critical community services such as food stamps, healthcare services, and childcare alternatives. They may provide psychotherapy and similar therapies with a referral from school guidance counselors that are working in school student support services (ABADP, 2022).

Student support services are an essential component of teaching and learning to enhance higher education qualitatively and quantitatively. The main aim of education institutions is to provide the best atmosphere for learning and wide opportunities for the students to transcend in their careers. An important factor that influences the ranking of higher education is the support services that an institution bestows to its students. In this study, it is endeavored to find the essential student support services as well as challenges and future trends to the student support services in Beshale and Andode Secondary schools of Lemi Kura Sub-City in Addis Ababa. Assurance of proper resources/services, reforming and restructuring the support service system are the most important means to address the challenges and future trends in student support services. The students those engage in the learning institution face different challenges, problems and shortcomings in their personal, academic, economic, health, behavioral and educational life.

Various studies have been done to identify the problems those students face in schools. Even if, among the recommendations that suggested in those studies were strengthening the student support services and increasing the number of Guidance and Counselors that are working in the student support team. However, many of guidance and counselors professionals at schools are Special Needs graduates. Although, it is not said that increasing the amount of guidance of counselors working in the student support team is not beneficial, it is not possible to properly address the various problems that students face in the school compound and outside the school in everyday basis. Therefore, to improve this narrow service delivery system, it is important to include relevant professional like Social Workers in student support services to better help and solve the problems faced by students.

Hence, the study reveals and shows how social workers are important and crucial in secondary schools where vast staffs and many students learn.

1.2. Statement of the Problem

Current practices of student support teams in schools by guidance and counseling officers are set to meet the social/personal, career and educational development of students. Both developed and developing countries have developed an organized structure with its own framework and model explicitly stating the roles, responsibilities and kinds of services that school counselors should provide (Gysbers & Henderson, 2012). Current best practices of the provision of school counseling show that guidance and counseling in schools are comprehensive programs instead of position services. These programs basically focus on supporting the development of students' social/personal, academic and career domains (Gysbers & Henderson, 2012).

Different studies were conducted in Ethiopia including process researches and outcome researches in the areas of features, effectiveness, challenges of school student support teams specially on GCs based activities. However, there are limited research studies that examine the types of services offered by student support system and school counselors in light of current best practices by using the information gathered to describe the activities carried out and services offered for students by student support teams.

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As various studies show the activities of student support system in secondary schools to address the needs of students with disabilities, mental health problems and to promoting positive academic success in students at-risk of developing mental or physical health challenges as well as those without disabilities are very limited. (Meron, 2018). Most of the issues regarding student support teams such as identifying and supporting students who exhibit academic or behavioral problems by providing early systematic assistance to students and to connect them to appropriate interventions and supports. It is needed to monitor the constantly changing teaching & learning environment. To this effect, it is vital to bring together different professionals with different skills to the team of student support services.

This study examines the school student support systems and identifying the services that are not addressed by GCs and indicating the importance of integrating school social workers in school student support teams of Beshale and Andode Secondary Schools, Lemi Kura Sub City.

1.3. Objective of the Study

1.3.1. General Objective of the Study

The general objective of this study was to assess the school student support systems and identifying the services that are not addressed by GCs and indicating the importance of integrating school social workers in school student support systems at Lemi Kura Sub City two selected government secondary schools.

1.3.2. Specific Objectives of the Study

The specific objectives of this study were:

1. Examine the school student support team and services provided by the team in the two selected government secondary schools in Lemi Kura Sub City, Addis Ababa.
2. Identifying the roles and services that are provided by the student support teams.
3. Identifying the services that are not addressed by GCs in the school student support team.
4. Indicating the importance of integrating school social workers in school student support teams to improve education quality and the wellbeing of students.
5. Examine the challenges of secondary schools in relation to solve social problems that are faced by students with the existing staff members.

1.4. Research Questions

The basic research questions of the study were:

1. What are the services provided by school student support teams?
2. What are the roles of school student support system team to ensure the student mental, physical, and emotional wellbeing?
3. What are the services that are not addressed by the school student support system and by GCs?
4. What are the effects and challenges of the absence of professionals in student support system in the two government secondary schools?
5. What measures should be taken to resolve the existing problem in student support teams?

1.5. Significance of the Study

Many research studies had been conducted to assess effectiveness, access, perceptions and other aspects in relation to the provisions of school guidance and counseling services. Furthermore, the studies do not show that the problems faced by students in high schools cannot be solved only by the guidance and counselors working in every high school. From this point of view, in this study, the tasks that are currently being performed by guidance and counselors in Beshale and Andode government high schools in Lemi Kura Sub-City, Addis Ababa are distinguished, and tasks that can be done in an integrated way with School Social Workers and other professional are also identified. So, it is believed that the study will serve as an input for Addis Ababa Education Bureau which works to improve education quality as well as the wellbeing of high school students. The findings of the research can also serve as valuable input for the improvement of the services in high school Student Support Team services. It can also serve as a basic reference for other researchers who want to conduct a study on the issue in our country. It can also serve as a basic reference for other researchers who want to conduct a study on the issue in our country.

1.6. Scope of the Study

The study focuses on to examine the services of school student support teams and identifying the services that are not addressed by Guidance and Counselors by using qualitative research method and indicating the importance of integrating school social workers in school student support teams in Beshale and Andode government secondary schools, in Lemi Kura Sub City, Addis Ababa. The study assesses how the absence of the necessary professionals affects and brings an impact on the teaching and learning process of secondary schools. The scope of the study is located in the two government secondary schools in Lemi Kura Sub City, Addis Ababa.

1.7. Limitations of the Study

Despite all the effort made to accomplish this study, some practical limitations had been encountering the study. The first limitation was that there was no previous study on the specific title which affected the study's literature. This research work was limited to two selected government secondary schools; Beshale and Andode Secondary Schools of Lemi Kura sub-city in Addis Ababa. Due to time and budget constraints the research work were limited to explore, gather collect and conduct information based on the institutional aerial ability of information. The study primarily focusses and limited to qualitative method.

1.8. Organization of the Study

The study was divided in to five chapters. The first chapter, chapter one introduces the study and incorporates introduction, background of the study, statement of the problem, objective, research question, limitation, scope, and significance of the study. Chapter two contains the review of related literature part, chapter three discusses the method ology part, and chapter four is the analysis part of the findings and five is the summary, conclusion and recommendations of the study.

1.9. Definition of Key Terms

- **Guidance and counseling:** are the process of helping people to deliver their own goals and make plans to realize them.
- **Social workers:** professionals those who aim to enhance the overall wellbeing and help to meet the basic and complex needs of communities and people. They work with vulnerable, oppressed and those who are living in poverty.

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- **Student Support Teams:** A Collaborative System of Focused Monitoring**.**

- **Government School**: Schools which are administered or run by Government

- **Parent Student Teacher Association**: An Organization of Teachers, Students and Parents of Pupil that works for the improvement of the school and the benefit of pupils.

CHAPTER TWO
Review of Related Literature

Introduction

This chapter incorporates related literatures that was reviewed and conducted related to the social work discipline the chapter has History of Guidance and Counseling in schools, Major Guidance and Counseling Services, History of Guidance and Counseling in Ethiopia, the emergence and development of social work, the role of social workers in the educational stream and discussions, empirical reviews and theoretical from works will be discussed.

2.1. History of Guidance and Counseling in the World

The history of school counseling formally started at the turn of the twentieth century, as a vocational guidance in response to the rapid industrial development (Gysbers & Henderson, 2012). Although a case can be made for tracing the foundations of counseling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. The basic aim of guidance at that time was helping students find appropriate and suitable employment (Baker & Gerler, 2008).

Different pioneers contributed to school counseling. Systematic implementation of vocational guidance by trained professionals in every public school was first proposed by Frank Pearsons in 1908 (Gysbers & Henderson, 2012). Another pioneer Jessie B. Davis initiated a plan for systematic guidance for all students where teachers set aside a portion of their time to provide vocational guidance to students in accordance with their grades (Gysbers and Henderson, 2012). During this time vocational guidance was following the services model where teachers were positioned as vocational counselors in addition to their teaching duties (Luk-fong & Lee-Man, 2013). School guidance at that time was given as a service only on individual basis (Gysbers & Henderson, 2012). The purposes of guidance and counseling gradually shifted from solely vocational guidance to include educational and personal adjustment purposes (Gysbers & Henderson, 2012). Guidance and counseling services started to dominate in the 1930s (Baker & Gerler, 2008). Another important stage in the evolution of school guidance and counseling were the passage of Vocational education act of 1946 and the National Defense Education Act (NDEA) of 1958 (Baker and Gerler,

2008). In addition, the American School Counselor Association (ASCA) was established in 1952 (ASCA, 2005). In the 1960s the pupil personnel services movement placed guidance and counseling services under the framework of pupil personnel services. Accordingly, guidance and counseling became organized under a framework of pupil personnel services (Baker & Gerler, 2008).

School counselors started to deliver services within such framework and the central services they provided focused on counseling. Guidance and counseling in the schools started to be given more often by full-time counselors who did not have additional teaching responsibilities (Baker & Gerler, 2008).

It was in the 1970s that the interest of defining guidance and counseling as a program rather than service begun in comprehensive developmental outcome terms (Gysbers & Henderson, 2012). During this period different ideas about making guidance and counseling integral part of educational system, the need for developmental guidance, a model for a guidance program, systems model for guidance program emerged (Gysbers & Henderson, 2012). It was also at this time that implementing accountability and evaluation mechanisms within comprehensive guidance programs begun (Gysbers & Henderson, 2012).

At the beginning of 1970s the American School Counselor Association (ASCA, 2003) started issuing a series of position and role statements concerning the establishment of school-based comprehensive and developmental guidance and counseling programs (ASCA, 2003). In 1997, the ASCA adopted the National Standards for School Counseling Programs and in 1998 implemented the National Standards for School Counseling Programs (ASCA, 2005). The ASCA National Model was officially published in 2003 and revised in 2005 & 2012 (ASCA, 2012) following the increase for the need of comprehensive counseling programs. The model contains four elements: foundation, delivery system, management system and accountability (ASCA, 2005). It is comprehensive in scope, preventive in design and developmental in nature and is integral part of the total educational program (Gysbers & Henderson, 2012). The comprehensive developmental guidance and counseling model is different from those of the traditional guidance and counseling approaches on the fact that it gives less emphasis on administrative and clerical tasks (non-

guidance and counseling activities) (ASCA,2005). School counselors spend more time delivering services related to career, academic, and social/personal skills at all grade levels (ASCA, 2005).

2.2. Major Guidance and Counseling Services

The primary mission of a school's guidance and counseling program is to provide a broad spectrum of personnel services to the students. These services include student assessment, the information service, placement and follow-up, and counseling assistance (Erford, 2011). These four areas should constitute the core of any guidance program and should be organized to facilitate the growth and development of all students from kindergarten through post high school experiences (Neukrug, 2011).

2.2.1. Assessment

The assessment service is designed to collect, analyze, and use a variety of objective and subjective personal, psychological, and social data about each pupil. Its purpose is to help the individual to better understand herself. Conferences with pupils and parents, standardized test scores, academic records, anecdotal records, personal data forms, case studies, and portfolios are included. The school counselor interprets this information to pupils, parents, teachers, administrators, and other professionals. Pupils with special needs and abilities are thus identified.

2.2.2. Information

The information service is designed to provide accurate and current information in order that the students may make an intelligent choice of an educational program, an occupation, or a social activity. Essentially, the aim is that with such information students will make better choices and will engage in better planning in and out of the school setting. Students must not only be exposed to such information but must also have an opportunity to react to it in a meaningful way with others.

2.2.3. Placement and Follow-up

The school assists the student in selecting and utilizing opportunities within the school and in the outside labor market. Counselors assist students in making appropriate choices of courses of study and in making transitions from one school level to another, one school to another, and from school

to employment. Placement thereby involves pupil assessment, informational services, and counseling assistance appropriate to the pupil's choices of school subjects, co-curricular activities, and employment. Follow-up is concerned with the development of a systematic plan for maintaining contact with students. The data obtained from the follow-up studies aid the school in evaluating the school's curricular and guidance programs.

2.2.4. Counseling

The counseling service is designed to facilitate self-understanding and development through dyadic or small-group relationships. The aim of such relationships tends to be on personal development and decision making that is based on self-understanding and knowledge of the environment. The counselor assists the student to understand and accept himself thereby clarifying his ideas, perceptions, attitudes, and goals; furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems; and seeks to develop in the student the ability to cope with/and solve problems and increased competence in making decisions and plans for the future. Counseling is generally accepted as the heart of the guidance service.

2.3. History of Guidance and Counseling in Ethiopia

Just as the experiences of countries of different parts of the world show the need for guidance and counseling was evident in Ethiopia also. The political, economic, and social impact of the Ethiopian Revolution was basically one of the reasons for such need (Yusuf, 1998). According to the Ethiopian educational literature, a conference was held by Ethiopian secondary school directors to study problems in their schools (Ethiopian Educational Literature, 1962). It was then that guidance and counseling were considered as issues in the school system. In 1963 that guidance and counseling was introduced as part of Ethiopian secondary school curriculum (Yusuf, 1998). But it was mentioned only briefly in relation to study habits.

In the late 60s there was an attempt made by United States Peace Corps volunteers who were working in Ethiopia as teachers to form counseling units that followed American counseling styles. But due to cultural barriers they didn't succeed (Yusuf, 1998).

In the 1966-67 academic years, the first course on principles of guidance and counseling was offered at Addis Ababa University (AAU), and in 1974 a fully developed Department of Psychology was established at AAU (Yusuf, 1998).

In Ethiopia the concept of guidance and counseling is incorporated in the educational system. When the FDRE Ministry of Education issued school management guideline in 1980 (MoE, 1980), it included the concept of guidance and counseling, role of school counselor, importance of guidance and counseling and the aims of guidance and counseling to the educational system. Even after the guideline was revised in 1994 the concept of guidance and counseling was still intact (MoE, 1994). According to the guideline, school counselors play a vital role in addressing all students' academic, career and social/emotional development needs which includes consultation, counselling, information gathering and outreach, orientation, placement, and research (MoE, 1980). In the earlier times teachers assumed the positions of school counselors. But currently professional counselors serve as school counselors. According to the school management guideline (MoE, 1994) every secondary school (both first cycle and second cycle) is required to have a guidance counselor.

2.4.The emergence and development of social work

Social work is a profession originally developed to work with a number of social problems like, homelessness, poverty, people with in different problems and difficulties, emotional problems, un employment, unequal opportunity, racism and malnutrition are some of the examples and issues raised. (Osofsky and Osofsky, 2001). According to Glicken, 2004

Stated that "a social problem is an issue within the society that makes it difficult for people to achieve their full potential."

The history of social work as a profession and work has had a long history. According to Professor Dan Huff's website, "the early history of social work explains our roots in charitable organizations that flourished in the United States in the 19th and 20th centuries. It was set to help people in need the profession of social work developed with its unique emphasis on directly helping people as well as improving their environments."

According to (Glicken, 2005) the profession work dales with not only the internal aspects of the human condition like values, beliefs, emotions, and problem-solving capacities of people; but also, with the external aspects of people like the neighborhoods, schools, working conditions, social welfare systems, and the political system that can affect people in one way or the other.

The profession social work the run by social workers, are able to provide a uniquely encompassing services to people of them in need. Social workers are able to help their clients receive so many needs like food, cloth, shelter, medication, security, finance, and educational services. This leads to the improvements and wellness of financial, emotional and physical lire's those who were seen and taken as victims. Glicken also stressed that the goal of a social worker is helping people to become self-sufficient by only doing for those people unable to do for themselves. The national association of social workers, in the year 2010 advocated that there is a social code of ethics that there will be different social, ethnic, economic, religious, and world views. It is winding on one ideas and belief called helping people.

2.5. The core values of social work

The national association of social work has had a broad ethical principle based on social work's core values of service, social justice, dignity, and worth of the person particularly, the importance of human relations high integrity and competence. The following five major points were directly quoted from (Glicken, 2005).

2.5.1. Standing for service and serving others

Social workers elevate and serve others above their private self-interest. Social workers draw on their knowledge values and skills to help people in need by addressing social problems the ethical principle says that a social workers primary goal is to help in need and to address social problems.

2.5.2. Standing for social justice

Social workers strive and works towards for the pursue of social change, especially for the venerable and oppressed groups of people. Social workers focus on issues like poverty, unemployment, discrimination, and other forms of social injustice. There are oppression and cultural and ethnic diversity that strives towards the access for the need of information services,

and resources, equality of opportunity and a meaningful participation in decision making for all people. The ethical principle of advocates that a social workers challenge social injustice.

2.5.3. Standing for the dignity and worth of a person

The task and career of a social worker is treating a person in a caring and respectful fashion, mindful of individual differences. Social workers promote client's capacity and opportunity to change and to address their own needs. Social workers resolve and give a solution for conflicts in between clients' interests.

2.5.4. Standing for the importance of human relationships

The profession of social work and social workers understand the relationship between and among the people taken as a vehicle for change. Social workers took part and engage people as partners in the helping and assisting process. The strengthen relationship in between people as a purposeful effort and task to promote, restore, maintain and enhance the well-being of individuals, families' social groups, organizations and communes. Social workers recognize the central importance of human relationships.

2.5.5. Standing for the Integrity and Competence

Social workers are continually aware of the professional's mission, values, ethical principles, and ethical standards and practices in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated. As far as competence is concerned, social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

2.6. Social workers purpose and Goals in their profession.

Professional social workers are generally graduate from the department, program or school of social work either in a bachelor's or a master's degree or perhaps in a doctorate degree in a social work. (Soydan, 2008) A profered a social work degree and has become certified on licensed by the state in which they practice. Soudan also proposed that "many social workers have achieved historical prominence, such as social work pioneer Jane Addams (who won a Nobel peace prize in

1931) civil rights activist Dr. Dorothy I height, and Frances Perkins (the 1933). The professional work of a social worker is to work with people shelter, and such intangible resources as emotional, economic and social support.

2.7. The provision of services of a social worker at schools

According to Azusa's Pacific University social worker at schools tend to do various activities. They pick up where teachers leave off. Social workers are professionals best equipped to address the social and psychological issues that can block and hinder academic progress. Social workers go through different activates like, counseling, crisis intervention and prevention programs, and they can help young people at schools to overcome the difficulties in their lives. Social workers at school level give students, learners and children a better chance at succeeding in school.

In the United States of America about 5% of the nation's approximately half a million social workers work in the schools, primarily approximately half a million social workers work in the schools, primarily in public school settings. Besides helping and assisting the youth with traditional academic problems, social workers help others whose specific social, psychological, emotional or physical difficulties that would put the young learners at risk for falling through the cracks. These include homeless youth, gay and lesbian youth and young people, with physical or mental health disabilities.

Social workers are trained to think of innovative solutions to complex problems, their interventions that can often make a strong difference for both the young people who are at risk for academic failure.

The sources those conducted form (Robert, 1998) indicated that 'social workers bring their unique skills to help two increasingly vulnerable groups: children and families. Majority of the social workers work in child services. Those range of factors forced the social workers and social work disciple is that poverty, homelessness, alcohol, drug addiction, child abuse and neglect that make our today's families more sauce array of tools to help children and families to better lope with the normal stresses of life that can deal with systemic problems such as child abuse and homelessness. They support and coordinate

- Counsel families to find better solutions to children's problems.
- Place abused children in loving homes
- Find employment and housing for homeless families and children
- Help pregnant women, adoptive parents and adopted children navigate the adoption system
- Help children and families make best use of the welfare system.

According to (Wilson and Hillison, 2005) indicated that social workers works with the teaching staff (usually head teachers and link workers) to outline the National Occupational standards for social work in school contexts they start their work at the level of the student need, have taking part in the part of the learners assessment they are bridge as a pupils and careers, assess need and plan intervention, link workers able to identify learning opportunities that would allow the requirements of the overall school setting.

For riddle and Tett (2001) Social workers when they engage effective collaborative practice in schools depends with different skills working together with the school community the work dealt with the learning opportunities available at schools and help students needs to the placement and the learners' need. In most schools of the public schools of the US, the social workers usually focused on the issues of anger, bullying, self-esteem and the emotional wellbeing of the students.

According to Godar and Holmes (2017) the social system and practices in schools indicated that social workers are engaged in to different systems of the school works and children affairs. These are analysis of serious case reviews, lessons from inspections, policy and practices of child care, developing the organizational culture, accountability, and the improvement in children's services.

According to Valle, "School approaches towards social work activities are based on core principles and projects those to work on (Valle et al, 2016):

- Maintaining clarity of purpose with a clear focus on the child at school context.
- Taking a strengths-based approach that is viewing families as having strengths and capacities as well as difficulties in the learning context.
- Engaging with families as active partners in defining and resolving their own difficulties and problems in their daily life as a whole

- Seeking the role of the social worker as an agent of change, carry out effective direct work with families and equipping them with the skills, tools and access to specialists those concerned with these issues.
- Recognizing the role of the wider organization as a responsible for creating the conditions, situations, culture, in which learners develop for their better future.

Social work discipline works towards the ethical standards of professional standards along with six major ethical standardized principles in schools. It works towards academic achievement, helping learners, achieving responsibilities, ensuring children's need at school, dealing with social services of learners, helping learners, helping learners to be (get) a satisfactory adjustment and coordinating and influencing the efforts of the school, the family and the community to achieve the desired goal (Phillippo, 2011).

Bye (2009) proposed that "social workers at school contexts are seen as workers those who were paying attention to the need of the community and school conditions that contributed to the problems in learning and that they did not emphasize an important role in leadership and policy. The national workshop for social workers that was held at the university of Pennsylvania in 1969 focused on stimulating in innovation and change in the school of the social work that brings a practice nationwide to take on the roles of responsibilities of leadership and education system.

The individuals with disabilities act of the 1957 (P.L. 94-142) specified that social workers at school level would take the role and responsibilities of gathering and writing the social histories, counseling children, and helping families within various needs and wants raised from them. It also strives to standards that includes to overcome the challenges that can be seen as an obstacle to reform the system along with debate to bring a quality of education at nationwide and in the several studies dually in school and in the communities.

The American Education Act, PL 103-227 included eight national goals the roles and responsibilities of social workers at school these are:

1. To promote research that brings national consensus building
2. Bringing a systematic change to ensure quality education and opportunities for all students
3. To work towards the keys of educational excellence

4. To strengthening the linkage between school home and community for the better of the learner's future life

5. To increase parenteral involvement in the educational process

6. To emphasize the early intervention and prevention of risks those associated to learners' life

7. To make and work on the establishing of the ongoing collaboration and coordination between schools and community agencies.

8. To make and work towards the developing methods to promote positive images of all students, and developing these alternative discipline policies and programs in general.

2.8. The Role of School Social Workers in Student Support Teams

The role of a school social worker involves wearing many hats, including truancy officer, case manager, student and parent advocate, student mediator, counselor and distributor of resources. Typically, they are the only social worker on site, and they serve a unique role within their schools.

Some of the services school social workers provide include:

- Advocating for the child and mobilizing family, school and community resources to enable the child to learn as effectively as possible.

- Participating in special education assessment meetings as well as individual educational planning meetings.

- Working with problems in a child's living situation that affect the child's adjustment in school.

- Preparing a social or developmental history on a child with a disability.

- Helping develop positive behavioral intervention strategies.

- Helping with conflict resolution and anger management.

- Helping alleviate family stress.

- Helping parents access programs available to students with special needs and school and community resources.

- Assessing students with mental health concerns.

- Developing staff training programs.

- Assisting teachers with behavior management.

- Helping school districts get support from social and mental health agencies.

- Identifying and reporting child abuse and neglect.

Do all schools have social workers? No, but they are becoming more prevalent. Jobs in all areas of social work combined are growing at a rate of more than twice as fast as the average profession. They are expected to increase 16 percent over the next decade, with 109,000 social work jobs expected to be added by 2026. Many schools, like Oakmont, are opening wellness centers that employ school social workers. With more people becoming comfortable with talking about mental health, the opportunities for social workers are even greater.

3. Methodology of the study

Introduction

This chapter contains the methodology of the study, research approach, study area, Sample size determination and sampling technique, data Collection tools, data collection techniques, data collection process, method of data analysis and ethical considerations.

3.1. Study area

This research was conducted in Addis Ababa, Lemi Kura Sub-City two government secondary schools. In Addis Ababa secondary school students face different challenges and problems. The schools were selected to show and expose the valuable, importance and promoting the need and valuable and usefulness of social workers in these areas. Since the beginning of formal education in Ethiopia the need of the school community, children's (learners) challenges, the benefits of getting a real services and guidance were needed from the work experiences and skill full social workers. Hence the study selected study areas that would be very near to the home and working place of the researcher and it is bole sub city.

3.2. The Research Approach

This study used a qualitative study design and each part and component of the research went and accommodated an exploratory and descriptive method. It went through in-depth information based on the relevance and importance of a social work and social workers at school level. The study was considered in the area of formative assessment that depends on qualitative research method to deal with the beliefs, attitudes, behavior and people's understanding of the importance of social work discipline. (chawla & Sondhi, 2011). This approach and method were selected to answer the research question and helps to address the research objective.

3.3. Sample size determination and sampling technique

Addis Ababa Educational bureau administers nearly 220 government, private and religious based high schools (MoE, 2021, Report). Secondary schools more prefer to use a psychologist called guidance and counselor officer. Most of the Addis Ababa High schools has had one or two guidance and counselors those tasks were not related to their profession. Hence Lemi Kura sub

city secondary schools were selected as a target of the study. The researcher was choosing the availability of sampling that is employed a respondent for interviews considering experience of the GCs and activities services that are provided by the school student supporting system team.

3.4. Data Collection tools

Both primary and secondary sources of data collection mechanisms was applied. The primary source of data was used to examine the role of professional that are working in student support system at secondary school. Interview with key stakeholders was applied. An interview was conducted with directors, subject teachers, students, parents and GCOs.

Both journals, internet sources relevant documents of the selected high schools, policy guide line documents, both governmental and non-governmental organizations social workers roles, responsibilities and duties declarations and memorandums will be investigated. The aim of applying secondary sources of data is to indicate the stand point of other research works and it provides value to the research work.

The open-ended interview approach is allowing the population to explain the life experiences and beliefs from the interviewee own words. Unstructured interview type helps the respondent to talk and give a response that answered the research question and objective of the study.

3.5. Data collection process

Interview was the prior source of data collection instrument and mechanism. It allows the participants to offer the necessary information through the course of the study. The interview inquiry guide that was prepared in English will be translated into Amharic and conduct the necessary information in the local Ethiopian language. The researcher conducted the interviews and ensured complete capture of the responses by the help of digital recorder and short note.

3.6. Methods of Data Analysis

The data that was collected using qualitative method. Descriptive analysis was used to analyze the qualitative data. The data gathered through an interview by taking notes was first prepared and interpreted to English language. Responses to the questions were then structured and categorized in accordance with the research questions. Finally, the data was described and interpreted according to the research questions.

3.7. Ethical Considerations

The interview questions were designed in keeping the research questions and objectives based on the academic ethical issues. The researcher obtained an official letter of cooperation from St. Mary's University so that relevant data could be gathered from the two concerned secondary schools. Before gathering data from school counselors, permission was secured from school administrators. The respondents were informed of the purpose of the study and their right to confidentiality. Accordingly, the school counselors, students, and teachers who gave interview also were asked for their consent before the interview.

CHAPTER FOUR

Introduction

The main objective of this study was to examine the school student support systems and identifying the services that are not addressed by GCs and indicating the importance of integrating school social workers in school student support systems in Lemi Kura Sub-city two selected secondary schools, Addis Ababa. This chapter presents the analysis of the demographic sketches and the qualitative data analysis those collected from the interview questions and documents analyzed.

4.1. Demographic Representation of the Study

This study investigated and assessed the study at two secondary schools. The school are found in Addis Ababa, Lemi Kura Sub City at Beshalle Secondary School and Andode Secondary School. The study used 10 selected Students, 2 School Directors, 2 Guidance and Counselors, 4 parents and 4 Homeroom Teachers.

No.	Participants	Number of Participants	Percentage
1	Students	10	45%
2	Teachers	4	18.5%
3	Directors	2	9%
4	Guidance and Counseling Officers	2	9%

5	Parents	4	18.5%
	Total	22	100%

As is shown in the above table 10 (45%) of participants are students. Those students were randomly selected and answered questions about the problems students face and the types of services they receive from guidance and counselors. 4 (18.5%) of participants are Teachers who are helping out with student support teams in addition to their regular teaching duties. 2 (9%) of the participants are School Directors who are working in the two secondary schools, and they answered about the activities of student support teams and the support provided by the school. The other 2 (9%) of the participants are Guidance and counselors who are working in the two secondary schools. And the remaining 4 (18.5 %) of the participants are parents who educate their children in the two government secondary schools.

4.2.Interview results

4.2.1. Social work services and intervention in the case of crisis

The following response was given based on the questions "how students got services of social worker activity held in the secondary schools particularly when crisis happened who made an intervention." The responses were:

4.1.1.1. School Teachers, Guidance and Counseling Officers and Directors

Personal and family concerns were not taken as major issues in schools. There is crisis like school behavior. Most of the disciplinary school behaviors were solved by homeroom teachers and the school directors. The behavioral disorders those happened in classroom, outside classroom and school compounds are different. Respondents agreed that becoming hostile, uncooperative attitudes in the classroom. the other behavioral crisis we faced in our school were anxiety. It negatively affects the performance of the students, infers to work on academic areas, study at home, reading in the library, and participating in the school and classroom while teaching and learning took place.

The signs of behavioral disorders those happened on students were easily getting nervous, becoming angry, blaming their peers, not doing educational and academic areas of refusal, and easily frustrated by showing poor attitude towards education and schooling. (School Teachers and Guidance and Counseling Officers).

The respondents from family members (parents) agreed that students show emotional symptoms at home or when they go school. Physical symptoms like cough, influenza, fever, headache, hunger, made students being absent from school.

Problems like not obeying teachers in the classrooms frequently showing the behavior of drinking alcohol, smoking, chewing chat, 'smoking shisha', playing pools, harassing female students are some of the behavioral disorders took place.

The behavioral disorders those happened in the schools and school compounds lack of proper investigation and solution. Issues were solved by homeroom teachers and vice-directors. On the other hand, issues were addressed to guidance and counseling officers. The number of guidance and counseling officers were not proportional with the number of (needy) students those found in the two high schools. Students were not function their day-to-day activities in the classrooms and school compounds. Some students those who were not paying attention while teachers are lecturing, discussing and teaching in the classroom.

Making an adjustment on the behavioral problem at schools were beyond the capacity, intention, knowledge, experiences of handling these disorders. For example; students were stressful with the activities, lack of techniques, health issues, family problems and were not taking rest to get and feel better at home. Depression and anxiety were those occurrences happened always. Some of the depressed were vulnerable even during the normal day to day activities of the school hours.

Students those who were elected as a monitor reported that there was a problem and great difficulty following rules and behaving in socially acceptable way of the school regulations. Showing over aggressive behavior, physical aggression, destructive behavior, lying, and stealing property of their mates were what we observed through our school ages and acting as a monitor in the classroom.

School directors from their previous notebooks and minutes forwarded that serious assaults and property destructions actually hurting another student, purposefully breaking and damaging an object of the school values were happened seasonally.

Most of the time students steal things of little or no value. The objects they took were usually not needed for personal use or their monetary value. They naturally might develop the inability to resist impulses of stealing. (GCOs). This issue was solved by homeroom teachers and by the help of the monitor of the class.

Parents also faced some of the learners at home shows signs of terrifying ordeal, physical harm, and stress, an increased heartbeat, sweating, runny nose, small sore, slightly swollen lymph nodes due to the fear they come with it to home. Students developed some sort of memory loss that is beyond normal forgetfulness. Due to the significant distress in school work, assignment, lot of home works, and the poor personal and social relationships in between their peers, classmates and school friends, students develop depression, anxiety, feelings of hopelessness, and feelings of worthlessness. It was difficult for a parent to deal with all these problems and shortcoming of the learner. Of course, we tried as much as we can.

The overall behavioral disorders and problems in the school affect the students social, educational, health, and academic life of the learners. Students face poor appetite for eating food, sleep disorder, anxiety, fear, lack of interest to go to school, doing home works, assignment, and making a positive relationship with their peers. As school teachers, principals, homeroom teachers we sometimes neglect the problem students encounter. We dealt with our career only.

4.2.2. Intervention on Academic Success

The following response that was given under this sub topic were based on "by what mechanism students at your school, develop an intervention strategy on their academic success."

As a subject teacher and homeroom teachers teach dealt with syllabus coverage of the year. School works were time bounded and taken as portion coverage per year or semester. Teachers focus on the classroom choirs and activities. There is no special care critical guidance on their educational matters. Challenges from the students' point of view not succeeding in education was not addressed.

The guidance and counselor officers replied that in the school compound with help of school administrators, teachers, parents and sometimes with the students themselves in shaping and encouraging to do more and becoming effective in their education. Our department lack not to deal with a way of life changing solutions. The demographic diverse environment with the varying family background, educational status, economic income, religion, ethnic background was also the was also the major problem not address fully and becoming effective and efficient in the academic excellence of learners.

As a guidance and counseling officers and directors of schools, professionals like school social workers, psychologists, and educational expertise those can influence the institutional factors those affect students and train staff and help to meet the emotional needs how students can get aid. School social workers here raise the quality of the overall school experience, and becoming a bridge for students and taken as aspiring bord to ensuring students find success and become a productive citizen for the future.

The comments that were given by guidance and counselors of both schools said that as a professional they dealt with students' personal concern, regarding school behavior, students relationship with family and friends, addressing social skills regarding abuse and harassment. Through the day-to-day work and activities of teachers, counselors, homeroom teachers, parents and school principals, their positive influence is very less in overcoming the challenges and achieve the potential of the learners. A well-trained social worker that addresses areas of disciplines like psychology, sociology and special needs.

The provision of special courses that was specifically related to practices in school settings and school-based violence can be achieved when the school social work attains social, ethics, values, and focus on privilege, oppression, diversity and social justice.

The respondents in general responded that the need of school social workers could be specialized area of practice with unique knowledge and skills to the school system and student service team.

The need for trained mental health professionals those who can assist with mental health concerns, behavioral concerns positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as provide individual and group counselling therapy. It is an instrument of mission that provide a conducive environment for teaching learning, and for the attainment of competence and confidence. It strives for the success of the learners. Therefore, the interview shoes that there were various activities those should need the role of a social workers but not addressed by other student support and school professionals.

4.2.3. Helping Students' Social Interaction in the School

The responses under this sub topic were based on the question "how do you (stakeholders in the school) help your students appropriately on the issue of their social interaction within the whole school community?"

Teachers in the school compound mainly focus on classroom lessons, activities and different personal and growth development issues in the academic areas. The school connection and interaction in between our students, teachers, parents, stakeholders and other related and responsible bodies. (GCOs).

Parents should take the responsibility of their children's social skill and interaction. Schools are places where students learn so many things. As a student our children are part of the community, that create friendship, foster positive relationship, maintain a social life that one can understand the world views of each other in the global continental and national level.

Social interaction at school level do not go smoothly in between students, teachers and students, parents and teachers, parents and the overall school communities. It is a systematic way of reacting, and responding to others feelings in a positive and caring manner.

As a school directors and school teachers they personally forwarded the benefits of developing social skill is to create and foster relationships and friendships, surrounded by positiveness in their lives, be happy with themselves, understand the needs of the other and respond accordingly, feel a part of a community and finally communicate effectively with others in general.

The strategies of teachers in school are not to teach other extra activities like social interactions disciplines those related to this. Techers cannot dictate social interaction skills like sharing space, sharing materials, waiting, taking turns, trying new things, respecting the ideas of others and choosing friends.

Both teachers, school directors and GCOs forwarded a consensus of conclusion students develop social skills through formal and informal class interactions. Many situations can arise in the classroom environment, and each of them teaches students how to interact. Of course, teachers can also integrate social interaction skills during lessons, teach them, and practice them in the classroom.

Parents can also teach their children since they were born. Children copy, imitate and act what they see from parents. Parents teach children to listen, respond to their surroundings, respect, have a conversation, respect others opinions follow the rules at school and in an educational environment.

As well as when going to take classes on a sport or passion as well as the importance of friendships. The response from both teachers, parents, directors, GCOs and students indicate that social interaction can be taught more informally and the skill was not developed and seen or taken as the basic interaction skills. The basic social skills like eye contact, gestures, facial expressions, listening verbal acknowledgments and head movements. It is difficult to judge and say more complex social skills like starting conversations, asking for and offering for help, giving and receiving feedback, dealing with difficult situations, negotiations and conflict resolutions can be taught in the Civic and Ethical Education subject to some extent. It is still not satisfactory and a special expert other than subject teacher, guidance and counselors, homeroom teachers are needed at schools.

4.2.4. The Mechanisms of Assisting in Conflict Resolutions and Anger Management in the School

The responses those given for "what are the mechanisms of assisting in conflict resolutions and anger management in your school?"

The process of managing, determining and settling differences those may arise among individual students, between students and teachers, groups, families and the different social units of the school could pass through various steps. Similarly, anger is a normal emotion that exists within all of the school compound, community and learners. The expression of anger can be helped in all of us teachers, directors, students and parents. Teachers are very angry when students are not obeying the rules and regulations of the school in absenteeism, not doing home works regularly, coming without teaching and learning materials, insulting teachers, inviting oneself to become aggressive and stubborn while teachers are talking to them.

On the other directors and GCOs reflected that the disagreement and argument that happened in between two parties. Teachers use a win-win approach to conflict resolution and potential power struggles in between learners and others. As a teacher it is better to know more and good in examining the source of classroom conflict. It is better to know where does conflict originate first. It can be created outside the classroom and brought to class. It leads students to unhappiness, discomfort. However, teachers and counsellors can help students see conflicts can be opportunity or a means to come to good chance of agreements.

Students have a competing need and desires that what teachers should avoid with regard to bring a conflict between students. Ignoring conflict, acting as a judge, siding solely with victim and the use of a well-established set of guidelines for conflict resolution, having a skill related to expressing and owning one's feelings, bringing the students to take part by themselves to settle the discussion of agreement and openness to modifying the social contract and an inclination to think in terms of one's own behavior first and others second could minimize the conflicts those arise and happened in the school areas.

The GCs who participated on the interview replied that, the intentional use of physical force or power threatened or actual against oneself, or another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, physiological harm, maldevelopment, or deprivation that happened in between learners.

They proposed the steps of dealing with conflicts by first; bullying prevention strategies, second; school violence prevention strategies, third; substance abuse prevention strategies, fourth; conflict management and resolution strategies and finally using gang violence strategies were responded from both school director and GCOs.

4.2.5. Helping Students in accepting Self and Understanding Others

The response those provided under this section was based on the question "how can the school community can assist the students in understanding and accepting self and others?"

The students in our school were coming from different family backgrounds, culture tradition, language, religion, and style of life. Teachers has had the ability to identify and understand their learner's person's experience and point of view. Both teachers, directors and GCs could make a good communication and become a self-care for their students. Both patience, professional commitment and advocacy that was related to social justice and empower a professional social worker that can solve and deal with all these issues.

4.2.6. The Major Problems Occurred in the Schools

The question that was raised under this section was "What were the major problems occurred in your schools?" There are different problems found and existed in the school context. The major problem that was record in the schools were group violence. This violence is called organized collective violence that was planned and purposefully took place. Planned violent behavior and broke the rule and lack government approval.

Similarly, institutional collective violence that is carried out under the direction of legally constituted officials were resulted and considered as a fighting a war, a state's national disagreements. Creating a social unrest in the social compound, and gradually growing to gang violence. Violence can be happened due to a debate on educational policy, economic loss, and human and physical resources. It is taken as verbal, physical, and psychological threats. The snatching of property, money and other materials and rape attempts that makes girls victims. Quarrelling among students, theft, breaking school properties, and make a disruption. The results of group violence brought an innocent child joining gangs, increase corporal punishment by both parents and teachers, disrupted family relationship, development of fear and insecurity of students, development of false idea that violence is a viable means to solve conflicts.

The interview result shows that weakening of school discipline, and breakdown of school rules and regulations, changing schools, dropping out of schools and continues absenteeism were the result of group violence those happened in the schools.

The other collective responses those got from GCOs indicated that moving away from home, extended violence and attack to teachers and head masters, vandalism in schools, the disruption of the teaching and learning process, and even jeopardizing school management in general.

Similarly, parents also forwarded and shown that creating a negative pupil to pupil and teacher to pupil interactions due to misunderstanding that happened in between the two parties. The wasting of normal working hours of teachers, principals and others school personals were agreed on physical injury, damage and the contribution and outcome of violence into injury, disability and loss of life.

The school directors categorized and classified violence as the result of economic factor, family related factor, school factors, societal and political factors and individual factors.

The second major problem that was recorded in both schools were hopelessness of students that resulted due to depression. Depression was resulted due to gender, age, parents' educational status, marks students scored, absenteeism, illness, family history, mental illness, social phobia, chewing chat, drinking alcohols, playing games like play station, smoking and some associated factors with depression gradually put and students interred into hopelessness and finally few students committed suicide and becoming mentally ill in their life. Neglect, abuse, marginalization, and poverty were the causes of depression and results hopelessness in the life of the learners.

The depression that students may encounter lead them especially on lack of appetite for eating food. Female students also took the burden of all household activities in helping their parents at home. Family breakdown is the other problem that that makes students to be depressed. Family changes, like the joining of step mother and step father in the life of learners.

The other major problem that resulted in the school compounds were school related gender-based violence like sexual harassment and coercive sex and relationships. Girls reported to the director's office and GCs' office as harassment is every day feature of lives that occurs both inside and outside school. When there were risky places, like chat, shisha houses, construction sites, garages and different clubs in the cities. Forceful touching of breasts, kissing, squeezing of arms, discussion and forceful dating of sex were some of the major problems those recorded due to the gender and fear of retribution from the community.

The other problem that the country faced historically, culturally, socially, and political can be seen as an obstacle for centuries. The concept having money and owning property than going to school. The life of teachers and unattractiveness of school materials, school compound, income of the educated class also was not attracting pupil to learn, work hard and even succeed through learning.

4.2.7. The Availability of Social Workers at the Schools and their Role

The following section was a question that was asked and needed a response on "if there were school social workers at your school, do you believe that all the problems, violence and obstacles would be minimized?" the response are as follows:

If there were school social workers in the school compound, they express their belief that they will help and do many things. They can assist the school director, teachers and students. (a response from students). The student's response was not clear due to the lack of awareness that a social worker has had at school.

Homeroom teachers and subject teachers addressed that SSWs can do so many works in addition to what the professional are going to do in the school context. School areas and tasks are so many and can minimalize what sorts of works to be addressed and tend to be worked there.

GCOs responded that the work of social workers in the school couldn't replace the work of guidance and counselors' work. Social workers deal with various issues in the school. They work on trauma, depression, conflict resolution and behavioral issues of students. They can be seen as an assistance, bridge and those who make the good and well of education in the school area and environment.

School directors and parents' comments are similar to those of the subject teachers. Establishing and creating a peaceful environment for the teaching and learning activities in the school compound and areas is what we all stakeholders want and need and even work to win and achieve it. The interview result indicated that educational activities were and are held effectively and works for the better of quality education.

4.3. Document analysis

The researcher asked for minutes, notebooks, agendas and memorandums to see and get some relevant information to be assessed and investigated. Based on this the two schools have shown the minutes and notebooks of the vice director office, GCOs' notebooks and PTA (Parent Teacher Association) files.

The minutes of guidance and counselling shows that seventeen male and eleven female students got first stage and second stage warning due to the mobile phone using and coming to school with local drinks Alcohols and chewing chat in the school compound. These students also got an advice not to do and entertain such like activities in the future.

Most of the documents indicated that warning and legal measures like dismissal was taken up on six male and two female students due to group violence, harassment, and smoking in the school compound. The males were directly advised by GCOs for more than three up to eight months. However, the students were unable to bring the expected improvement in behavior and refrain from their bad activities. The school was finally forced to take a dismissal measure up on the six male and two female students.

The legal measure that was taken on one student was that he came to school with sharp objects to quarrel with the vice director of the school. The student was seventeen years old and the legal court of the previous Yeka sub-city First Instance Court sentenced three years to be put in prison. One year in child and teenagers care and correction center the rest two years the student should be punished in jail.

The minutes, notebooks, memorandums and files of the school recorded so many weekly issues related to behavior, academic issues related to behavior, health related problems, harassment and violence. The GCOs, vice directors and homeroom teachers struggled a lot to co change the over life of the students. On their notes, the researcher observed the signings of students, parents and PTA representatives to make a n improvement. Still there is a problem that encounters the academic and social life of the school community.

4.4. Observational Analysis

The researcher that makes and take part on this study went to the two high schools continuously for more than one month and observed many issues. The context at which secondary schools situated, planted and founded were not accessible, comfortable and not ease to accomplish yearly educational activities.

The construction of school compounds, the recreational centers in the school compounds, play grounds, the classroom settings, latrines and the overall infrastructure is below standard of one educational that can run the best, better or even good or standardized educational activities.

Students came to school with their learning materials, wearing uniforms and fulfilling the necessary regulation of schools. Of course, late comers not wearing uniforms properly, not fulfilling the necessary school teaching materials, coming to school without exercise book and text books and writing materials were some of the shortcomings the researcher observed in the schools.

Many parents were not coming to school to make discussions on the issues those their children face on the daily basis. They only came when students were dismissed and sent home to fetch their parents by directors or sometimes by a letter from classroom or homeroom teachers. The researcher observed that parents were not coming to school to ask subject teacher, directors, GCOs of the school on the issues, behavior, academic status of their children.

Most of the time directors and vice directors were busy with meetings and occupied with academic issues like weekly lesson plan reports, evaluating teachers, setting educational schedules; monthly tests, quiz, mid-term exam and semester final exams. They discuss with both Woreda and Sub-city educational experts on the overall educational activities those held and took place on the schools where they were assigned to lead, administer and work on.

The observational report that the researcher did concerning the GCOs works a lot and hard on students' issues.

Most of the time, issues first reached subject teachers while they are teaching and homeroom teachers in the daily life of the pupils. That means, during school hours the first contact of teachers and guidance and counsellor officers were with the students. When students made a conflict with their peers it was resolved with homeroom teachers, and with the help of GCs. Absenteeism, lateness from school, not doing home works and assignments, not wearing school uniforms properly, not coming with the necessary school materials were the routine issues that was resolved and got help, assistance, guidance, advice and direction for the problems and obstacles those seen in both schools.

The observational analysis of this study was summarized that social workers must often focus on the training discipline they got in the colleges or universities. SSWs concentrate on academic settings and helps more on the support system for the directors, administrators, students, teachers, academic staffs and a play a vital role in the social, educational, personality development of students.

CHAPTER FIVE

5.1. Discussions, Findings, Conclusions and Recommendations

This chapter is key research finding that was discussed under the research questions and based on the study's objective. The discussion was based on the findings that was generated from qualitative data. The study was conducted to assess and identify the role, responsibility and importance school social work activities and school social works role. The study was focused on two secondary schools in Addis Ababa.

5.1.1. Types of Activities Which School Social Works Engaged at Schools

Social workers those found in secondary school levels have different activities and roles at school. Particularly, those services offered by SSWs are professionals "trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents, administrators as well as provide and individual and group counseling or therapy." The School Social Work Association of America (SSWAA)). It is the leading advocate of SSWs across in America.

The SSWs task is different from, school teachers, homeroom teachers and school directors. Even counseling activities, counseling on crisis, emergency issues and violent actions. In the same way social skills are rarely performed and addressed by the responsible body. Hence, SSWs should give, address the greater importance of dealing with the social and academic problems occurred there.

Direct student services like counseling, mentoring, advising, in both and other government secondary schools give proper attention in these regards. The direct student services that would be offered for students play a vital role in addressing students social, academic, personality and career development (SSWAA, 2013).

The empirical studies those taken by (Selam Deneke, 2004, Yirgalem Alemu, 2013, and Adane Wako) focused on research and study on the issue of guidance and counselling only. Even the researchers came to conclusion and forwarded a recommendation that school administrators focus on academic issues only. SSWs task and activity is more than teachers' role, directors' role, counsellors' role and parents.

The practices of SSWs are dealing with the services like assessment that would be done to grasp, collect, organize and get better idea of how students perform academically, socially and behaviorally. The school social worker provides and organize a diagnostic service by meeting individually with students, parents and doing home visit in order to understand how the students' living, life style, social condition and other things that can affect the learner's development.

SSW's role in the school environment helps students to properly develop the academic, personal, social and individual career traits of learners (SSWAA, 2015).

It was noted that all the responsible bodies those work in the school cannot replace and do these activities. The provision of activities of occasional and routine basis regarding school policy, programs, staff and students were performed by the school community. The two schools rarely perform consultation activities like consultation with the community, parents, administrators and coordinating referrals for students.

The practices of SSWs that support schools' academic missions, students' academic success and the overall educational settings effectiveness. As SSWAA noted that SSWs help to connect as a bridge and mediator the different parties and stakeholders to become benefited from the success development and growth of the student. This work position and job will bring SSWs and students' families, school teachers, academic staffs, directors, students, parents and stakeholders in the school environment offers a foundation for the better promotion of academic, advancement of social progress in general.

The curriculum activities those took place in the school context would not performed not only by counsellors or school directors. Social workers take parts on students behavioral, social and academic history. For example: students with disabilities and impairment, SSWs actively prepare a way to help, assist and support. Also, monitor and works on the success and achievement of the students. The behavioral, social, and academic historical portfolio would be and could be organized by SSWs.

The organizations, preparations and collecting of such educational history helps more for future educators and educators those who aim to provide the most effective support to students with disabilities and some sorts of abnormalities.

The finding shows that in both secondary schools, there were no educational history of each and every student recorded and kept in archives. Only yearly attendances, mark list, student's transcript was found in the record office. The importance of social workers here is to arrange, create and even shape the overall behavioral, social and academic history of each and every learner to deal with the services those offered by SSWs.

The practices of school the school principals, vice directors, homeroom teachers and GCOs dealt with more of coordinating services and perform routine occasional activities. Therefore, the availability of social workers at the secondary school plays a significant role in the coordinating, managing, leading and implementing the overall academic, social and educational career in the school context.

The other hallmark and very important function a social worker could administer is counselling services that can help students when they encounter difficult and some sort of complex situations.

As in both secondary schools the GCOs offer counselling services, the social workers those who engaged in the school social work activities offer counselling to individual students one by one.

Whenever there is a group dealing shared issues and family related concerns, the social worker maintains a balance in between teachers and students, students and parents and even in between teachers and parents. Fore example: issues those related to medical cases, child abuse, neglect, stigma, are suspected by the help of social workers the deep and intensive counselling that was aided by care and support the students need to improve their educational, social, behavioral and

improve their lives.

The availability of social workers at school helps the professional social workers to perform and deal with crisis intervention that happened in schools and outside schools at the home of the students. The social workers provide crisis intervention support.

The secondary school teachers forward crisis to directors and directors calls to student parents for punishment and avenge concern. Whereas the SSWs works from conflict resolution, anger management to sudden and immediately counselling services. The professionals should be prepared to help students understand and develop social interaction tools to ensure the personal and academic progress of students.

Social workers intensively work on crisis like family broke up cases, health related issues, psychological problems, abuses, financial crisis on family and parental and guardian those can not cope up with the status quo and the current scenario of the learners. At this level social workers rests on the activities those can be solved, directed and got a direction to respond by the responsible bodies quickly and compassionately.

The current studies those worked on the importance, availability and need of social workers at school indicated that there was many various conflict, traumatic, crisis and comprehensive school related, social, economic, health, educational, academic and personal needs of the student and the future generation.

5.2. The Differences on School Social Work Activities and the Role of School Social Workers

The other major activities those could done by SSWs are assisting parents. The progress and development of students' educational performance in the class room. They engage with parents and families to establish foundational support. Schools provide a formative experience for children. SSWs need to make a contact with parents to help children. The intervention of social workers, their ability to help children depends on the parents contact with SSWs. (Linda, 2008)

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

Families' income, health problems, disabilities, other social or economic barriers were identified by SSWs and it is helpful for the use of community, state and school resources. The utilization of school property, school resources by the procedure of consultation, assessment, direct intervention with the help and aid of program development. (Constable, Kuzmickaite, Harrison, and Volkmann, 1999)

The above finding can alleviate many of the pressures of ensuring that students develop academically and socially. Hence, the availability of SSWs helps more parents, and students at school contexts in the area of education that covers the role and responsibility of parents. SSWs can assist the interdisciplinary teams in the school, teachers, administrative organs of the school.

The result of this study showed that when compared with activities of SSWs, suggested and appropriate to the profession and task one school work could attain.

The findings shows that school directors, teachers, homeroom teachers could not replace the works and tasks of SSWs. Even school nurses and counselors, school therapists, school psychologists and diagnosticians, physical therapists were not or could not replace the task of professional SSWs.

SSWs assist by carrying out the responsibility in acting as a liaison to school faculty. They stand for as the advocates for students at school. Students' backgrounds, SSWs offer faculty and staff resources to better grapple with external factors that ultimately affect a student's development. They act as educator when training faculty on how best to engage and take parts with students those who need support.

The goal of school social worker should be to give all children the opportunity and resources to help them succeed academically and socially in a safe and healthy school environment. Social worker in school setting plays a vital role in developing students and linking them to the resources and support that necessary to maximize their potential in the educational process.

5.3. Summary

The main objective of the study was to examine the school student support systems and identifying the services that are not addressed by GCs and indicating the importance of integrating SSWs in school student support systems at Lemi Kura Sub city, in the two government secondary schools.

The study was guided by a comprehensive, developmental, function and role of school social worker approach. The goal was to assist students by the tasks and roles of social workers and provide social services in the school compounds.

It addresses the overall students physical, psychological, mental, emotional, social, academic and the necessary career needs both students, parents, and the school community wants.

The study employed a descriptive survey approach using qualitative method of study. Purpose sampling and simple random sampling techniques and methods were used to select the necessary samples for the study. Two secondary schools were selected in Lemi Kura Sub-city in Addis Ababa city Government Educational Bureau. Ten students, two homeroom teachers, four subject teachers, two parents and two directors were participated on this study.

Observation, document analysis and interviews were narrated and analyzed qualitatively. The summary of the study was listed below.

1. The two government secondary schools have not a social worker staff in their student supporting team.
2. The school focused on routine tasks like curriculum activities, educational coordination, slight counseling and consultation program.
3. The result shows that, tasks those can be managed, implemented were not performed due to the absence of social workers.
4. The finding results shows that demographic factors like gender and age had an effect on the provision of the necessary counselling, help, aid and support even by non-professional groups.
5. There was a significant difference between the roles and responsibilities of GCOs, teachers, directors, and social workers. However, they forcefully act with the knowledge of a SSWs tasks.
6. This current data indicates that student was punished, suspended from school without the necessary aid, help, counselling and advice given to them.
7. There was a problem of addressing special need students from the prospect of social workers.
8. There were no standard, criteria and ability to work and utilize the professional knowledge of social worker and no one did it.
9. The cooperativeness of all professionals at school district shows that children, family, schools and the community were not interwind or connected.
10. Students, parents, the school communities were at risk and have major difficulties to bring a success in the area of education.

5.4. Conclusion

- The findings of this study show that school social work activities were neglected and addressed without awareness. For that reason, it can be concluded that SSWs engaged at the school environment that can address the learners' overall services given at both secondary schools.
- Many of guidance and counselors at schools are Special Needs graduates. Although, it is not said that increasing the amount of guidance of counselors working in the student

support team is not beneficial, it is not possible to properly address the various problems that students face in the school compound and outside the school in everyday basis. Therefore, to improve this narrow service delivery system, it is important to include relevant professional like Social Workers in student support services to better help and solve the problems faced by students.

- The need of social workers can be replaced by the inappropriate services those provided by school teachers, homeroom teachers, subject teachers, directors and guidance and counselors of the school.

- The importance of social workers was not detected due to the economic, culture and the school environment program.

- School directors focus on the directing and leading the curricula activities. Vice directors run to accomplish the time bounded educational settings. Both subject teachers and homeroom teachers were not engaged on students, social, educational, health, behavioral issues and the learner's welfare in general.

- Between students, teachers and students, parents and students a professional consultation program, an intervention on their personal modalities, and assistance was not provided due to the absence of social workers.

- The function of enabling students to learn in the school environment, crisis intervention and could not be a bridge between the student, school community and parents due to the lack of SSWs at schools.

- The finding shows and a conclusion that was driven indicated that a permanent professional school social worker could be assigned in the school context to assist, help, train the overall school community.

- Home visit, deep counselling, helping the students with different levels of anger management, trauma and crisis were not given an attention to solve the problem with a professional touch of becoming a bridge.

5.5. Recommendations

Based on the major findings and the conclusion that set in this study the following recommendations was set:

1. The Addis Ababa Educational Bureau should assign a well-trained and qualified social work professionals in schools.

2. Students personal, psychological, academic, health related needs were not fulfilled and got a solution by teachers. Hence, SSWs are needed at secondary schools.

3. Proper care, home visit, and dealing with students' personal issues were not resolved by other school community members. Hence, SSWs are the only responsible bodies those can cover this area. Therefore, SSWs to work and engaged on their tasks will be unquestionable.

4. The role of mediation, conflict resolution and strategies to promote students' productive relationship can be achieved when there are SSWs at school. For this reason, schools should have at least one social worker in their staff members.

5. The activities those can be resolved, performed and implemented by SSWs were addressed by GCs, teachers and directors without giving on attention towards the issues those directly solved and got a solution in a proper manner. Due the fact many disintegrations and discrepancy happened.

6. Students' portfolio, the role of fulfilling the appropriate academic and social development of learners were not done due to the lack of SSWs. Therefore, to carry out all this situations, conditions and important educational career SSWs to be involved and take parts in the secondary schools.

7. Government bodies, the community, parents and the school community in general should seek and need the availability SSWs and their work for the better of career development of the citizen and the nation.

8. The study finally wants to recommend that school social work should further develop in the future of our community as if the profession is not working in schools for schools but working cooperatively with schools. It is to bring a strong and a loyal bondage in between all the responsible bodies in the community.

9. To improve this narrow service delivery system, it is important to include relevant professional like Social Workers in student support services to better help and solve the problems faced by students.

10. The researcher recommends that further research is needed to link school social worker efforts to educational outcomes in general.

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