

## CHAPTER 2

### THEORY REGARDING SUPPORT SERVICES IN EDUCATION

#### 2.1 INTRODUCTION

In this chapter the theory and definition regarding support services as integrated part of the education system, will be discussed. Authors such as Steyn (1997:16), Bondesio and Berkhout (1987: 44-86), Berkhout (1989:85-117), Holmes (1979:8-21), Van Schalkwyk (1986:67-206) and Vos and Brits (1987:67-121) described education systems by using the following different components of the education system:

- Aims;
- School system;
- Education system policy;
- Education system administration;
- Structure for teaching;
- Educational management;
- Finance; and
- Support services.

The education system can be described as a logistical framework aimed at providing effective teaching and which satisfies the education needs of a specific group of people. Effective teaching and learning situations are made possible through the education system. Support services are the component in an education system that contributes to the achievement of an effective teaching and learning situation. Support services are aimed at effective teaching.

#### 2.2 EFFECTIVE QUALITY EDUCATION

Effective education is valued all over the world for its potential to enhance economic growth and capability. Educated and skilled people have the ability to perform tasks well and to develop new and more efficient modes of production. The productive capacity of many economies is inhibited by a lack of people with appropriate skills. Developing countries in particular, recognise that educational development is an essential precondition for economic growth (Bush & Chew, 1999:42). For education to be effective, educators need to see school situation through the eyes of their students (Williams & Gray, 1998: 44) and to be sensitive to their needs.

For the country to have quality and effective education, support services such as vocational guidance services, professional aid services, in-service training and training of educators and library and media services should be provided.

Hawk, once Premier of Australia (as quoted by Harold (1998:6)) once stated that the government was concerned that the system was not providing quality education necessary to meet the demands of modern-day technology and increasingly skilled jobs. The government had invested considerable funds in developing an effective education system and there was now a need to ensure Australia had an adequate return on that investment.

It can be stated that any support rendered from professionals, interest groups, or NGOs will enhance education and make it more effective. By making education more effective, the quality of education can also be improved.

### ***The role of support services and effective schools***

Support services exist for the sake and in aid of education. Their aim and significance are embedded in education. Every support service accomplishes a specific task in the interests of education (Van Schalkwyk, 1995:20).

McGaw (as quoted by Townsend (1994:27)) states that an effective school is one that achieves greater student learning that might have been predicted from the context it works. Schools become more effective if there is sufficient support services. According to Van Schalkwyk (1995:20) support services such as textbooks, writing materials and educational researches exist for the sake of and in aid of education. Every support service accomplishes a specific task in the interest of education and that will create effective school. Townsend (1994:4) states that from the internal point of view schools are being asked to do more with less. From external point of view, schools continue to be criticised by certain groups in the community for not providing graduates who are able either to undertake higher education programmes successfully or to be employed.

According to research done by Wallace and Pocklington (1998:238) effective school's major focus would be on teaching and learning, with the valuable but less influential area of creating conditions for effective teaching and learning in a supporting role. While support services attempt to minimise and remove barriers to learning-teaching development, they also focus on the prevention of barriers and on the development of a supportive learning environment for all learners (Lazarus, 1997:2).

### ***Relationship between responsibility of professionals in the education system and support services***

Professionals like school nurses, welfare workers, social workers, financial advisers, psychologists, marriage counselors, speech therapeutics and occupational therapists have the responsibility of looking after the welfare of the educators and learners. If all these professionals can work together with the Department of Education, and the Department of Health and Welfare to look after the welfare of educators and learners, effectivity of education can be enhanced or improved. Professionals in the education system itself, or outside the education system, can provide necessary support services for effective education.

*Due to lack of resources, professional services have been minimised or terminated in urban South Africa while they never existed in rural areas. This is a very unfortunate situation in the education system of the Northern Province (Ndou, 1999). There is special need for support services in rural communities of the Northern Province.*

*In this study all resources which can provide support to educators, learners, teaching activities and structures especially in the Northern Province are described and discussed. They may not all be recognised as support services but a list of all the resources that can enhance education, especially in the Northern Province, will be discussed.*

## **2.3 DESCRIPTION OF SUPPORT SERVICES**

Throughout the years, different authors defined support services in various ways (Lazarus, 1997:2, Van Schalkwyk, 1995:20, Steyn, 1997:68, Steyn *et al.*, 1997:10 and Steyn & Wolhuter, 2000:13). Examples of these definitions are the following:

- Support services include all human and other resources that provide support to the individual learners and to all aspects of the system.
- Support services are organised outside help given to the individual schools so that their education may run smoothly.
- Support services are specialised non-educational services needed to improve the quality and effectiveness of the educational activities according to the needs of the target group.

To identify those support services that are needed at a specific time or on a continuing basis, three aspects related to the education activity should be taken as points of departure. They are:

- Educators;
- Learners; and
- Teaching activities and structures (Steyn, 1997:68; Steyn *et al.*, 1997:100 and Steyn *et al.*, 2000:13-14).

### ***2.3.1 Support services to the educator***

With regard to the educator there are different problems that cause different kinds of stress and which impede his efficiency in the execution of his responsibility. These problems should be addressed by means of the provision of specialised services. Typical problems that arise are:

- Personal and personality problems;
- Socio-politico-economic problems;
- Vocational problems;
- Environmental problems; and
- Professional problems (Steyn, 1997:69).

Steyn *et al.* (1997:100-101) divide support services in the following manner:

▪ **Support regarding the academic and professional equipment of the educator.**

-By means of library books, magazines and other information sources can be collected and put at the disposal of the educator.

-By means of the media service a collection of audio-visual means can be placed at the disposal of the educator to make sustained professional growth possible.

▪ **Support regarding the relations in which the educator finds himself.**

-By means of a parent expertise service, parents can be trained and advised, with the aim to make education completely acceptable for the parents in order that they can support education.

-The aim of professional support services is to support the educator properly in the handling of learners with general orthopedagogical and specific orthodidactical problems.

-By means of the legal advisory service the educator can receive the necessary advice so that he can be fully informed and supported in the realisation of his personal problems.

▪ **Support regarding the personal equipment of the educator.**

-Psychological and sociological support, help and training in the handling of stress and courses where educators can improve their quality of life, can be provided with extensive psychological and sociological services.

-The ideal is that there should be an employment service that can assist educators in this regard.

▪ **Support regarding the personal circumstances of the educators.**

Various programmes can assist the educator. Such assistance comes in the form of specialized services in fields where the educator is not equipped with the necessary know-how. Various programmes within psychological services, social services, medical advisory services and financial advisory services can provide support services. Support regarding drug and alcohol abuse and marriage counseling can be rendered within psychological services and social services.

Support services regarding academic equipment, relationships with the family of the learner and the educator and support of the educator as person are discussed below.

### 2.3.1.1 Support regarding academic equipment of the educator

Support services regarding academic equipment are as follows:

#### ▪ **Handbooks / textbooks**

A handbook is a source of knowledge. Ability to read is the key to this source of knowledge (Kruger *et al.*, 1983:273).

According to Freysen *et al.* (1989:120) the textbook is still generally considered to be the most important source of information. The difference between the textbook and an ordinary published book lies in the fact that the former serves as an instructional medium. The textbook is more than merely a reference book. The content is arranged logically and systematically for the purpose of explaining, demonstrating and showing of progression or connections between matters. As a means of introducing learning content to students, the textbook has already been in use for many centuries, and its primary function is that it contains contents that the educator wants to teach.

Du Toit *et al.* and Conradie (as quoted by Freysen *et al.* (1989:120) give the following characteristics of a textbook:

- The textbook offers a permanent and systematised record of learning content.
- The textbook can be supplemented by sketches, diagrams and pictures to make the learner understand more clearly.
- The textbook has a higher degree of referability, because every learner has his/her textbook and can use it at his own pace and as he needs it.
- The textbook is a relatively cheap source of information.

There are various potential uses of the textbook. However the point of departure when using a textbook is no more than a common point of departure for the teaching-learning conversation (Freysen *et al.*, 1989:120). Handbooks deliver the curriculum, with the aid of a workbook and educator guides. Every effort should be made that handbooks are available, as instructional time is not wasted while educators and learners copy text to and from the chalkboard (Baine & Mwamwenda, 1994:129). Research studies which were done by Lockheed and Verspoor (quoted by Baine *et al.* (1994:129)) indicated that in the developing countries provision of a sufficient number of handbooks has a substantial effect on learning.

#### ▪ **Writing materials**

No teaching can take place without writing materials. Writing materials in poorly resourced schools may be the only teaching aids. According to communication with Mahlale (1999) no education can take place without writing. Writing materials such as stationery, pens, pencils, chalkboards and chalks are needed as essential equipment.

The writing board, in teaching situation deserves a place (Freysen *et al.*, 1989:125). Kinder (as quoted by Freysen *et al.* (1989:125)) states that chalkboard is not likely to

make a poor educator a good educator, but its appropriate use can make both poor and good educators better educators.

#### ▪ **Library and media centre services**

The school library is regarded as one of the core elements of supporting services provided for the educators (Theron & Van Staden, 1995:548). According to Theron *et al.* (1995:548) in rural areas of the USA where communities and their schools are too small to justify well-equipped libraries, there are mobile libraries.

According to Steyn (2000:134) most schools in urban areas have a well-equipped library or have access to a library. In rural areas however, very few learners or educators have access to a library. Van Schalkwyk (1988:136) states that the function of media centres is to make efficiently-housed and well-ordered collections of old and recent books, magazines, and educational aids readily available for educators and learners.

Media centres help educators to systematically plan, develop, implement and evaluate instructional units, activities and instructional strategies that help meet the needs of students and educators, (Lee & Hicks, 1997:61). According to Lober (1993:32) students in England use the open libraries in place at many schools far more frequently than they did previously, when they could go to library for half an hour during the class scheduled weekly library period. How welcome they feel and whether or not they go depends on the attitude of the library media specialist. When the media specialist is more interested in working with students than shelving books and maintaining order, students flock to the library. They go there to work because they feel that the librarian cares and is trying to help them, that the librarian is interested in what they are doing.

The library centre is an excellent place to schedule meetings attended by community members. Strangers to the school generally walk out feeling that their tax money is working for them (Lober, 1993:32). Technological developments have made new equipment available in media centres, some of which have found its way into the classroom.

Van Schalkwyk (1988:136) states that the function of media centre is to make efficiently housed and well ordered collections of books, magazines and educational aids readily available for the use of educators and learners.

#### ▪ **Professional aid services**

This aid is aimed at maintaining communication between the education department and educators by means of professional publications, circular letters and information literature (Van Schalkwyk, 1988:140).

The Foundation for Education, Science and Technology (FEST) publishes a number of cultural and scientific magazines in South Africa. Some of these are designed to provide support for educators in the classroom (Steyn, 2000:133).

## ▪ **Social services**

According to Slavin (1991:449) one important way in which educators differ from one another is in social class. Social class or socio-economic status (SES) is defined in terms of an individual's income, occupation, education and prestige in society. Educator's social or class origins are likely to affect profoundly attitudes and behaviours in school. Educators from lower-class origins are likely to affect profoundly attitudes and behaviours in schools. This happens when the backgrounds of educators are not the same. For example, an educator brought up in a well-off family and is likely to have more material things than the educator who has been brought up in the humble family.

## ▪ **In-service training and training of educators**

Lazarus (1997:19) states that the absence of ongoing in-service training of educators leads to insecurity, uncertainty, low self-esteem and lack of innovative practices in the classroom. This may result in resistance and harmful attitudes towards those learners who experience learning breakdown. If the education system is to promote effective learning and prevent breakdown, it is imperative that mechanisms are structured into the system to break down existing barriers. In England, Local Education Authorities Training Grants Scheme (LEATGS), grants are made to Local Education Authorities either to provide training using their own staff or to buy expertise from higher education or the growing number of private trainers (Gaunt, 1995:118).

According to Dalin et al. (1993:24) in-service training (school based) is becoming the norm. Other actors, such as pedagogical centre (e.g. Netherlands), educator centres and even independent organisations (e.g. UK), are taking over a major part of the in-service market. Traditional in-service training has been geared towards subject-based courses for individual educators. Increasingly such courses are seen as staff development for groups of educators.

According to Iredale (1996:15) there is scepticism about the relevance and effectiveness of initial educator training led to general agreement that in-service educator education is the most effective way of ensuring that educators adapt to the changing demands of revised curricula. Change in the teaching profession is as fast as in other occupations, and there is an increasing awareness everywhere that the methods, curriculum, and books which educators operate will continue to alter so rapidly that life-long learning in-service training will be necessary in all classrooms at all levels.

Steyn (1998:131) states that if the transformation of South African education is to succeed, educators must be at liberty to make informed decisions and share power equally in the schools. This requires suitable training for principals and educators and ample opportunities for power sharing.

Seminars and courses, independent organisations, NGO's and the Department of Education can help educators in improving the way they teach. Slavin (1991:271) states that when the quality of instruction is high, lesson presentations make sense to students, are interesting to them, and are easy to remember and apply. Adequate incentives help to ensure that students will be motivated to learn. Seminars and courses must be conducted

for educators so that they know about how to teach interestingly. Garison (as quoted by Steyn (1998:131)) confirms that individual educators should be empowered to participate in the process of knowledge production and distribution and not passive consumption.

Van Schalkwyk (1988:136) states that the training of educators has a threefold task:

- Academic;
- Professional; and
- To effect both of the above mentioned forms of training in the light of the norms and philosophy of life.

The training of educators can again boost the lost morale, as Asmal (1999:4) indicates that many educators have been demoralised by the uncertainty and distress of rationalisation and redeployment. Educators have a reasonable expectation of stability and job security, but that has long in coming.

The Department of Education can help educators to improve their teaching through Kopano Project which will run for three years (1999-2001), to train mainstream educators in all aspects concerning inclusive education to ensure a sustainable, accountable and effective school-based education that is responsive to the diverse needs of learners. (Steyn, 2000:134).

#### ▪ Curriculum services

Van Schalkwyk (1988:139) states that the curriculum must continually reflect on the relevancy of subject objectives, the acceptability and the suitability of the subject-contents, the effectiveness of didactic guidelines which have a bearing on such subject-contents, and the applicability of educational media to the teaching of such subject-contents. Curriculum developers must get in touch with subject-experts, experts in the education field, educationists and those who draw up curricula, and to undertake sustained study of recent and relevant scientific publications in order to bring about the necessary and relevant innovation in curricula and syllabi.

Baine *et al.* (1994:127) recommended the following in designing the curriculum:

- The curriculum should be ecologically valid.
- The knowledge and skills taught in curricula should be based on an analysis of local, regional, national, continental and international trends in technology, industry and population migration.
- Basic education should integrate academic knowledge and skills training.
- The curriculum should promote reflective education that goes beyond rote learning.

According to NEPI (1993:103) the curriculum should be related to teaching and learning. Curriculum policies should encourage sound teaching and learning. In progression and assessment curriculum policies should help students to progress through the curriculum and assessment or evaluation helps to increase student participation in schooling and facilitate student learning (NEPI, 1993:103). Educators should have the capacity to adapt

the curriculum to facilitate learning among learners to prevent learning breakdown (Lazarus, 1997:vii).

#### ▪ **Examination services**

Every community needs a common and objective means of testing its younger generation's level of ability and training to maintain educational standards. Examinations serve as motivation for learners to work hard so that they get certificates (Van Schalkwyk, 1988:140).

Van Schalkwyk (1988:140) states further that the main function of an examination service is to set examination papers, mark and moderate examination scripts, analyse the results, and build up item banks to improve the standard of examining.

Baine *et al.* (1994:129) state the following as far as examinations are concerned:

-Examination should be content valid.

-Assessment should go beyond periodic annual testing and become an integral part of the teaching process, testing what was taught and teaching what was tested.

According to Wolhuter (2000:170) pupils in Côte d'Ivoire at the end of the intermediate lower or upper cycles must pass rigorous testing. Upon successful completion of the first six years of schooling pupils receive school-leaving certificates.

#### ▪ **Subject advisory services and subject courses**

It should not be assumed that the upgrading of educators' subject skills is an inappropriate or an unreasonable form of educational investment. Subject upgrading is an essential and central part of an educator's professional development. The World Bank cites evidence that in many situations educators are unable themselves to answer the examination which they have set for their pupils. This is obviously the disastrous basis for effective teaching, both because the educator is likely to provide wrong or misleading information, and because of the effect on teaching style that lack of self-confidence can have on an educator in front of large class. It may well be the 'educator monologue' so familiar to many children in a developing country classroom arises from the educator's fear that interaction and questions may expose educator's ignorance of the subject (Iredale, 1996:13-14).

According to Iredale (1996:15) subject upgrading will continue to be a major issue for education systems in most developing countries, where students enter profession with minimal academic qualifications, typically equal to secondary school leaving certificate.

Practical subjects such as technical subjects require considerable organisation and administration. Educators of these subjects can be assisted, guided and advised by subject advisors so that they can present subjects effectively. The services can be extended to other subjects apart from technical subjects (Van Schalkwyk, 1988:136). Subject advisory services help educators to teach their pupils with self-confidence. According to communication with Mahlale (1999) the Department of Education is supposed to create

opportunities for the educators to attend subject courses. This helps in the improvement of instruction and knowledge of the educator.

According to Lazarus (1997:35) there is no consistency with regard to either compulsory modules on special needs in education or the content of the courses.

#### ▪ **Communication services**

The main function is to effect internal and external liaison. Internal liaison is a service providing information to the educator and other persons in authority regarding educational matters. It establishes liaison between the authorities of education and administration of education on the one hand, and the educator, on the other hand. External liaison is a service interested on the department of education and education in general (Van Schalkwyk, 1988:141).

Lack of access to other services such as communication services, also affects the learning process and leads to learning breakdown or exclusion. According to Lober (1993:193) there are many channels that can be used to communicate with the public that one serves. They are not mutually exclusive and should be incorporated into communication plan to help in achieving goals. The following channels of communication can be used:

- Newsletter: can be used very effectively for sharing information with parent and community members.
- Special purpose notices: all too often, matters arise that need to be brought to the attention of parents and community members.
- School/District calendar: many districts prepare school-year calendars during the course of the summer month and include in them the important dates that parents and community members need to know: opening and closing dates, school holidays and vacation dates, major examination dates, PTA meetings and school performance dates.
- Sports calendars: Athletics Directors usually prepare a seasonal sports calendar, on which they list the dates that the team is playing, the location of the games and the teams they are playing.
- Newspaper adverts: Parents can get correct information by placing an advert in a local newspaper.

#### ▪ **Educational research and available research results of educational problems**

This is to provide the department of education and education management and the educator with the results of research based on educational accountable research to enable them to carry out their particular tasks in a more scientific manner. Investigations and research in connection with any educational problem must be undertaken by means of study of literature, collection of data, field-work and empirical research (Van Schalkwyk, 1988:141).

Educational research can improve the quality of education. The National Commission on Special Needs in Education and Training and the National Committee for Education Support Services (NCSNET/NCEES) Report is one of the research reports that can improve the effectiveness of education.

According to communication with Mahlale (1999) educational research is important because it improves the quality of education. If the research is done its findings must circulate amongst the educators, so that they improve their performance. Research based on educational and accountable methods enables educators to carry out their particular tasks in a more scientific manner (Van Schalkwyk, 1988:142).

▪ **Administrative services**

These services render constant and consistent help to the educator in respect of all activities the educator must perform so that education can function on a sound and well-organised basis (Van Schalkwyk, 1988:142). Administrative services can go hand-in-hand with open communication.

▪ **Publication and editing service**

This service according to Van Schalkwyk (1988:141) undertakes editing, translation and publication of documents, articles, information bulletins and research papers and other written materials of importance to educators.

According to Lober (1993:193) newsletters can be used very effectively for sharing information with parents and community. They can convey information about a district, its staff and students and its programmes and policies. Newsletters allow people to be proactive and share the message amongst themselves. Annual reports are prepared and released to the public by most school districts. The most important release is usually the superintendent's report to the board on the condition of the district. The report addresses the goals that were set for the district, and the extent to which they were achieved. It is important to release the annual report as close to the end of the reporting period as possible (Lober, 1993:205).

▪ **Professional development services**

According to Dean (1985:175) development needs to be planned to some extent with the whole school in mind, but must also relate to the needs of individuals. The school plan should take into account the following needs:

- Particular developments, skills and knowledge within the school at the present time.
- To prepare for future needs.
- To keep educators stimulated by their work.
- To keep everyone up to date with what is happening.
- To prepare the future staffing needs.

Steyn and Squelch (1997:1) state that there should be educator empowerment. Gabor and Meunier (as quoted by Steyn *et al.* (1997:1)) state that educator empowerment has been critical, not because it is the "nice" or humane thing to do, but it is the only way in which the organisation can learn and improve.

Holt and Murphy (as quoted by Steyn *et al.* (1997:1)) point out that empowerment of educators cannot and should not be ignored in planning, policy making and planned change activities in schools.

According to Steyn (1999:207) professional development includes terms such as in-service, on-the-job training, human resource development and staff development. Aylward (as quoted by Steyn (1999:207)) states that the primary aim of professional development is to increase the quality of student learning by the development of staff potential. Castetter and Webb (as quoted by Steyn (1999:207)) have identified the aims of professional development that can meet some of the current problems experienced in the South African education system. These are:

- To identify staff needs and improve the performance staff in their present positions.
- To create opportunities for personal fulfillment and institutional effectiveness in order to enhance creativity and facilitate change to the system.
- To serve the primary aims of the education system, the promotion and attainment of quality teaching and learning.
- To enable staff members to co-operate in order to achieve their personal aims and those of the system.
- To develop the skills of important selected staff members so that anticipated vacancies can be filled.
- To provide meaningful programmes in which the strengths and talents of each an individual in the system can be used.

#### ▪ **Current image of educator in education**

The educator is the linking pin between student, the home and the school. Educators are the people who make coming to school a joy or a disappointment. How educators talk and listen to students and parents, respond to questions, teach and challenge students, and care and understand students' problems, triggers a response. Students are delighted when educators are knowledgeable, patient, caring, and have a sense of humour. Praise and a smile go a long way towards making students feel good about school. No child wants to come to school to be frustrated (Lober, 1993:30).

McLaren (1994:1) argues that educator education has rarely occupied a critical space in contemporary culture. Such endeavors as presently exist are damagingly bereft of both social conscience and social consciousness. The political space that education occupies today continues to de-emphasise the struggle for educator empowerment; furthermore, it generally serves to produce the technocratic and corporate ideologies that characterise dominant societies.

Asmal (1999:4) indicates that the morale of educators in all communities is low. The causes and incidence may be different in different institutions. They may be demoralised because of process of redeployment and rationalisation. Other reasons may be vulnerability to trespassing, vandalism, carrying and using weapons, drug dealing, rape, sexual abuse or even murder.

- **Roll films, videos and sound tracks for help with teaching and to stay informed on recent developments**

According to communication with Mahlale (1999) roll-films minimise lack of knowledge by the educators, because there may be recent developments that can help the educator together with his learners. Moreover they make learners to understand the lesson better as they listen and see what is being explained

Roll-films have advantage of compactness, ease of handling for projection, and low cost for duplication when additional copies are needed (Kemp, 1980:40). In Hungary, the films that were analysed in the textbooks closely followed the contents of the literature classes, for example ancient literature, and they often also referred to films of their own generation. During the 80s schools were allowed to purchase films at very low cost and were supported by various sources (Horvath, 1998:39).

Videos as audio-visual aids help both educators and learners in the instruction of learners. Usually learners understand by seeing than by only listening (Mahlale, 1999).

According to Takakuwa (1998:27) the importance of videos are as follows:

- Videos lead students to become more interested in their everyday life and their environment in order to find out about things and activities for informing incoming youngsters. This must reach the content of their information, and must give them an insight into the ordinary things and their environment from a different point of view.

- It requires student to think and discuss with each other how to restructure and express their ideas visually and verbally in a video.

Sound tracks are regarded as audio media. Audio is used in instruction in a variety of forms. Audio is suitable for teaching music, language, oral discourse and dramatic representations. When it has discourse it has the advantage of being able to establish a relationship with the listener based on oratory, sonority and persuasive argument. When the purpose is to persuade, and a particular speaker has the power to evoke, then this medium is ideal.

According to Chanlin (1998:258) limitations to human learning may be related to the fact that information may only be presented in working memory for a very short period of time unless it is rehearsed. Therefore it is necessary to take into consideration the variation in time for deciphering information. Accurate interpretation of visual information entails sufficient for visual processing. Thus in order to rehearse or process information efficiently in working memory, providing the option of control when presenting visual input is a critical design issue.

Rieber and West (as quoted by Chanlin (1998:258)) indicate that students with different cognitive styles might vary in how the visual control should be arranged for the use. Although the literature suggests visual information assists learning, learners need to invest extra time and mental effort to digest and encode it. According to communication with Mahlale (1999) sound tracks can be used in big schools where there are many

classes of the same standard. This helps the educator not to repeat what he has taught in the previous classes.

### *2.3.1.2 Support services for the educator regarding different relationship in the work situation*

Support services for educators regarding different relationships in the school are the relationships of the educator with the family of the learner, and relationship of the educator with the learner.

#### *Support to the educator in relationship with the family of the learner*

The relationship between parents and schools should change from a client-type to partnership relationship. Previously parents were perceived as clients, and they did not have any say in the school and management of the school. Currently it is expected that parents must be partners, which indicates that parents are part of the decision-making process and its implementation in schools (Heystek and Louw, 1999:21). Khan (as quoted by Heystek et al. (1999:21)) states that parents have equal strength and equal expertise; they contribute and receive services on an equal footing and finally share responsibility and accountability with professional staff in school.

Gene and Stoneman (as quoted by Heystek *et al.* (1999:21)) mention that participation of parents in schools has positive influence on the academic achievement of the learners. Steyn (1995:524) states that in Canada parents' role in education is fully acknowledged. They are represented in various bodies, for instance school boards and parents associations. Parents' direct interest in school affairs is dealt with by school committees which are elected by parents themselves.

Support needed for the educator in relationship with the family of the learner is as follows:

#### ▪ **Parent involvement through a governing body**

According to Steyn (1998:137) in a new dispensation governing bodies and principals in South Africa need the participation of their first-line managers, that are educators, in order to perform their own functions effectively.

Wolfendale (as quoted by Heystek et al. (1999:21)) state that a shared sense of purpose, mutual respect, sharing of information, responsibility and accountability is important to make this partnership successful.

According to Earley (2000:191) there are five roles which the governing body might perform in maintaining and improving the standards of achievement in its school. Five roles are:

- Steering role;
- Accounting to parents;

- The executive role;
- The supporting role; and
- Monitoring role.

Monitoring role was further divided in terms of the monitoring of plans, budgets, standards of education, and achievements of the school. Monitoring can be broadly defined as the act of checking progress to ensure plans and intentions are underway.

Parent-educator associations fulfil an important function in the development of education. The general objectives of the Parents-Teacher Association (PTA) in the USA according to Theron *et al.* (1995:580) are to:

- Promote the welfare of children and young people at home and in the school, church and community.
- Raise the standards of domestic life.
- Ensure that the law takes care of and protects children and young people adequately.
- Strengthen the relationship between the family and the school.
- Encourage combined efforts by educators and the general public in the interest of the physical, mental, social and spiritual education of all children and young children.

The active involvement of parents and the broader community in the teaching and learning process is central to effective learning and development. Such recognition includes recognition of parents as the primary care givers of their children and, as such, that they are the central resource to the education system (Lazarus, 1997:18).

A school governing body, led by parents exercises a trust on behalf of the parents of the community, and functions as an indispensable link between the school and community (Asmal, 1999:9).

#### ▪ **Parents involvement through union**

A concept imported from Europe and United States (as quoted by Wallace (1984:41)) states that if parents are to help schools, they must understand what schools are trying to do. The school must explain itself to the parents. Anyone who criticises the indifference, incompetence, hostility and misconceptions of parents should also recognise that this implies the need for parent education through the school.

#### ▪ **Available information regarding rights of educators**

There have been pieces of legislation like South African Constitution, Educator's Employment Act, South African Schools Act, National Education Policy Act and Conditions of Services Act since 1994. Educators need to know the provisions of these Acts that are mostly like to affect them. Dean (1985:123) argues that some of this legislation is fairly clear and straight forward, but the law tends to be the matter of interpretation and it would be wise to seek advice in any case in which there seems uncertainty.

- **Available information regarding responsibilities of parents**

Asmal (1999:9) states that it must not be forgotten that parent involvement in their children's education is new, especially in the poor and rural communities. Therefore parents need support to ensure that they are involved in their children's education.

Parents should play a very significant role in the education of their children. Macbeth (1993:29) states that in considering the proper role of parents in their children's education, three assertions are to be considered:

- That children are not the property of parents;
- That parents should be concerned with the welfare of all children, not just individual children; and
- That schools should serve the function of helping children to grow away from dependence upon the family and to develop personal independence.

Problems are more easily resolved by parents and educators together than by either group alone. Parents' attitudes strongly influence their children's progress (Everard & Morris, 1996:207).

- **Information regarding competence of parents**

Everard *et al.* (1996:207) state that the legislation allows parents and educators jointly to be involved in children's education. Apart from the law, good practice requires heads to cultivate fruitful relationship with the parent body.

- **Information regarding competence of educators**

If educators have been appraised, they must be given feedback on how competent they are in their job. According to communication with Mahlale (1999) every educator is eager to know how he performs after any inspection by his seniors, so that he improves where he lacks capability.

- **Partnership between parents and educators**

According to Golby (1993:67) partnership implies something of value contributed on a basis of equality from each towards the achievement of a common goal.

If there is no parents-educators partnership, educators may complain about how parents do not help their children with homework. Parents may also accuse educators of being lazy, expecting too much or being lenient. Parent-educator partnerships bring a community of adults together to work towards a common goal of helping students to succeed. When these partnerships are based on genuine respect and mutual sharing of ideas, a web of support is created to provide students the best opportunity to thrive in school. Educators are more likely to forge partnerships with parents if they see families as important resources of support and when they welcome and involve caregivers as equal partners (Lazar *et al.*, 1999:206).

Where educators value the parents' knowledge and experience of the child and acknowledge that they are one of the educators in the child's life, then they begin to see parents as partners. Parents' highly emotional interest in their own children becomes a strength; they will support the person who supports their child. They will begin to understand the reality of the task, not hark back to the mythical educators who gave their call to children and changed the world at the same time (Stacey, 1991:33).

### Support to the educator in relationship with the learner

An educator serves 'in loco parentis' that is in absence of parents. Therefore he has a legal duty to protect a learner against danger. According to one school of thought, the legal duty of protecting a learner against danger arises from the delegation of such legal duty by the parent to the educator (Oosthuizen, 1997:72).

Support needed with the relationship of the educator and the learner involves the following:

#### ▪ **Positive and good relationships between educators and learners**

Students cannot "usefully" learn unless educators develop an understanding of the various ways in which student perceptions and identities are constituted. Educators need to understand how experiences produced in the various domains of everyday life produce in turn the different voices students to employ to give meaning to their worlds and their existence in the large society (McLaren, 1994:224).

#### ▪ **Information regarding the educator's authority and responsibility towards the learners**

Van der Walt and Dekker (as quoted by Oosthuizen (1997:59)) state that the process that occurs when an educator, who is normally an adult in a position of authority, deliberately applies himself to form and guide a learner in a religious sense.

#### ▪ **Motivation for learners**

According to Stipek (1988:10) it is difficult to discuss motives without referring to goals. Individuals are motivated in achievement contexts to achieve particular goals. These goals differ for different individuals. Some students are motivated to gain social recognition, to please their parents, and to achieve extrinsic rewards like good grades. Some students are competitive and want to outperform their classmates.

Maehr (as quoted by Stipek (1988:10)) states that goals that commonly motivate academic achievement behaviour are either intrinsic or extrinsic. Within intrinsic goals there are task-related (e.g. understanding something) and ego-related goals (e.g. doing better than others, demonstrating more intelligence). Within extrinsic goals there are social solidarity goals (e.g. pleasing others) and rewards (e.g. good grades).

Educators can also foster in students a feeling that their achievements are valued and they can provide an educational environment that allows students to concentrate on developing skills and understanding rather than avoiding 'looking dumb'. These are worthy goals. They lead to better learning and they make school a more pleasant and rewarding experience for the student (Stipek, 1988:11).

Slavin (1991:318) states that motivation is one of the most important pre-requisites for learning. The willingness to put effort into learning is a product of many factors, ranging from the students' abilities to characteristics of particular learning tasks, incentives for learning and settings.

#### ▪ **Helping learners with stress**

Psychological services support the educator through training in the handling of stress (Steyn *et al.* 1997:105).

Learners are affected by different problems; for example it may be at home through daily quarrels between parents. The peer group and socio-economic conditions can also cause stress to the learners. According to communication with Muremela (1999) it is necessary to assist learners experiencing stress so that they can cope in the classroom.

According to the report research done by Beehor (as quoted by Conley *et al.* (2000:180)) the stress may be caused by dissatisfaction with life, low self-esteem, depressed mood, self reported fatigue, tension or anxiety or several risk factors in coronary heart disease that have been shown to be related to role stresses.

#### ▪ **Occupational guidance**

According to communication with Muremela (1999) educators must be given courses on how to make learners choose their future occupations. Educators must know their learners' abilities, interests, personalities, values and understanding of themselves.

Although guidance educators have been employed at secondary school level, guidance has generally been a marginalised service in schools, often being given low priority by the school administration (Lazarus, 1999:33).

According to Berenbaum, Harshman, Remington & Krashen (as quoted by Govier *et al.* (1999:99)) it has been suggested by several researchers that brain organisation should be associated with characteristic patterns of abilities and interests. An occupational choice is also, at least in part, a function of abilities and interests, it follows that characteristic types of brain organisation. Educators can teach learners that occupational choice depends on individual's abilities, interest, skills and knowledge of such an occupation.

## ▪ Maintenance of discipline

Discipline in a positive sense refers to learning, regulated scholarship, guidance and orderliness. Discipline problems, refers to disruptive behaviour that affects the fundamental rights to feel safe, to be treated with respect and to learn (Mabela et al., 2000:34).

The research which was done by Brown in 1949 in USA states that 25% of all educators who fail and eventually resign their teaching positions do so because of growing concerns about student misbehaviour. Schubert's report of 1954 indicates that one of the most perplexing problems facing many educators in American schools today is that of maintaining control of the classroom. The report indicates that classroom management and student behaviour continues to be a major concern of educators (Nichols et al., 2000:207).

According to Kruger *et al.* (1983:165) the atmosphere or mood of a class can change from a period to period. Atmosphere is always related to the nature of learning content. When learners have transgressed and the educator must discipline them, a tense atmosphere will result.

In a society that is prone to violence, the peaceful settlement of disputes must be taught and acted out in the society of the school. Values, morality and decency must be reinstated as the bedrock of school life, and self-discipline as the basis of disciplinary codes (Asmal, 1999:10).

### 2.3.1.3 Personal support to the educator

In order for the educator to perform better, the educator needs support from professional services as any human who comes across social, and many other problems.

Personal support for the educator involves the following:

#### ▪ Personality and personal problems

According to communication with Muremela (1999) every individual is unique. Educators are unique too. They are different in the way they live. It is therefore necessary for different educators to accept the way they are. Their personality problems are to be addressed by psychologists so that they can educate with purpose and have courage of accepting the way they are.

Eysneck et al. (as quoted by Fontana (1977:3)) state that personality is the relatively stable organisation of a person's motivational dispositions, arising from the interaction between biological derives and the social and physical environment.

Digman et al. (as quoted by Jackson et al. (2000:223)) state that after the resolution of the damaging and distracting person situation debate in the 70s, and early 80s, there has been a remarkable and wide spread resurgence of research and interest in personality and individual differences. This has been partly because of impressive developments in

psychological and statistical methods, as well as intensive work on the psychometric properties of personality tests. At the same time, there has been a move to further develop psycho-biological models of personality.

Personal problems go hand-in-hand with personal development. Wallace (1984:11) states that person does not mean individual, and personal development is not concerned with the assertion of the self as ego. The person emerges only in the context of other people, in the web of human relationship. Personal problems also affect human relations amongst the colleagues.

#### ▪ **Problems in the working environment**

According to Dalin (1993:7) the environment is important to all schools. By 'environment' is meant the administrative links to school authorities, as well as the many informal links with homes, organisations, institutions and business in the community. It is not obvious that the school should respond to the demands from the environment.

Fullan (1992:53) states that environment changes include the shuffling around of principals and support staff in school systems without regarding the continuity of the project at the school.

In many ways educators do not differ from employees in other organisation. They want decent salaries and benefits, suitable working conditions, recognition and promotion opportunities. As of now there are dissatisfied educators and there is considerable scope for eliminating sources of dissatisfaction. A critical component of improving schools is to ensure that the working environment in schools enhances the job satisfaction of educators (Steyn et al., 1994:43). Besides the shuffling of the principals and support staff, there can be major shifts from government policies, demographic changes in student populations, economic trends affecting the availability of funding and public opinion (Fullan, 1992:53).

#### ▪ **Personal financial advice**

With the help of a personal financial advice service, the educator and his family can get the necessary information to plan their personal financial affairs (Steyn *et al.*, 1997:106). Due to financial problems educators incur a lot of debts with micro-lenders. Personal financial advice is needed as many educators' salaries are deducted to pay micro-lenders. After deductions educators are left with little money that can maintain their families and themselves.

#### ▪ **Medical advisory services**

According to Steyn et al. (1997:106) the aim of medical advice service is to provide the educator together with his family with the information required to make it possible to understand the basic health principles and to live a healthy life.

## ▪ **Psychological problems**

Psychological services support the educator, the parent and the learner through training in the handling of stress, and to give courses when educators can improve their quality of life (Steyn *et al.*, 1997:105).

## ▪ **Seminars and courses to help the educator improve his quality of life**

Seminars and courses can help educators to improve interpersonal relations. Relations refer to the internal human relations in a school among students, educators and parents; in the classroom; in the playground; and in the staffroom. The quality of school is often reflected in the relations among people: between groups, and between the leaders and those who are led. Learning happens through dialogue. It is an important goal for schools to strive towards good human relations. In this area the school faces dilemmas:

-How can 'membership' really be felt, even when personal values, personality and norms are different from those of majority.

-How feelings are expressed? Can a school accept all forms of feelings? And how can one be fair?

-Does the school have an open and constructive communication process at all levels, or is energy blocked because people do not talk to each other?

-How does the school deal with conflicts and problem solving?; does the school have acceptable procedures or norms or are these ad hoc or non-existent.

-Is the school working with its own culture and climate, and are 'process' issues accepted, as well as discussion of content (Dalín *et al.*, 1993:9).

Dalín *et al.* (1993:9) further state that human relations are vital in any organisation. In a learning organisation they are critical. That does not mean that a problem in interpersonal relations can necessarily be resolved through human relations training. Also what appears to be a problem might well be the result of value differences, structural issues, relations to the environment etc.

## ▪ **Training in the handling of stress**

Van Zyl and Van der Walt (as quoted by Van Zyl and Pietersen (1999:74)) state that researchers have found that approximately 30-40% of South Africans suffer from high levels of stress.

Sullivan (as quoted by Van Zyl *et al.* (1999:74)) state that stress appears to be endemic in the 1990's, especially in South Africa where the effects of the world recession are compounded by an unstable and rapidly changing social and political climate. Stress like any other disease can be treated if diagnosed in time. Gedes (as quoted by Van Zyl *et al.* (1999:74)) state that health management strategies must be pro-active and preventive in nature, because by the time employees experience high stress and ask for help, their health and organisation productivity will be negatively influenced.

Psychologists and employees alike should consider the following aspects in handling stress:

- Assist educators in recognising stress and using life-skills to handle difficult demands.
- A supporting working climate could be implemented (Van Zyl *et al.*, 1999:74).

Change can lead to stress. According to Ramsay (1984:114), Gulloway, Panckhurst and Boswell state that it is not only the rapidity of change that causes stress among educators; also most importantly, it is caused by the effort of coping with the day-to-day exigencies of operating within the school. In fact, they found that the major sources of stress came from their interactions with the learners.

### ***Employment conditions***

Promotion opportunities, pension fund, medical aid, housing and job placement are all conditions of employment. Although these are functions of the education system, the researcher wanted to find out whether they are sufficiently provided because they also render support. In this study they are seen as support services.

#### **▪ Promotion opportunities, pension fund, medical aid, housing and job placement**

Although these needs are addressed by professionals in the Department of Education it is possible that the services are not sufficient or effective, known to practicing educators or neglected, and it needs attention or even need to be supported or helped by NGOs and /or other organisations.

From an administrative standpoint, a manager who understands what his or her employees believe to be in their best interest can develop a unique reward system. Rewards must be flexible enough to meet the expectations of individual employees. It is also necessary to structure individual's jobs so they realise that when they act in the best interest of the school circuit, they are acting in their own best interest (Rebore, 1982:237).

According to communication with Muremela (1999) the government has already created a pension fund for its employees so that when they reach the retirement age they are given their savings for all the years they spent in service.

In China educators typically spend their whole career in one school, and cannot make a personal decision to move, internal promotion is the major vehicle for career development. The process involves the principal, an internal committee of educators and the educational bureau. The committee nominates a candidate for a vacant post. If the principal accepts the nomination, it is put forward to the education bureau for the final decision (Bush *et al.*, 1998:190).

Health is inextricably linked to educational achievements, quality of life and economic productivity. By acquiring health-related knowledge, values, skills, and practices,

educators can be empowered to pursue a healthy life and to work as agents of change for the health of their community (Nakajima, 1997:1).

In terms of Section 73 (2)(a) of the Conditions of Employment Services of Education Act, of 1994 an educator who wishes to participate in the housing scheme shall be employed in a full time capacity.

According to Rieger (1995:23) for placement employer must answer an employee's following questions:

- What is the employee expected to do?
- Where will he be working?
- What is the relationship within the employer's organisation?
- Is the employee required to guarantee his qualifications or expertise?
- What hours must the employee work?
- Must he work overtime if required to do so?

Heyns (1998:123) states that the selection of a candidate for a post does not only influence the post concerned or the department within which such a post falls, but also the staff, learners, parents and community. In short, it means that the school as a whole is influenced by that post.

- **Extramural activities provided by trainers other than school personnel so that the educator can concentrate on academic work**

Extramural activities are very important for the learners. According to communication with Mahlale (1999) extra mural activities rendered by outsiders give time to the educators to regain their strength and they get refreshed, and to educate the learners with fresh minds.

- **Welfare**

Educators who have problems of all kinds need to be helped by the department of welfare for them to work with less stress or problems. This is according to communication with Muremela (1999).

- **Physiological support**

Educators can be affected by different diseases, which may affect the way they should work. They may be involved in accidents, and become paralysed. Educators who are paralysed need physiological support. This is according to communication with Mahlale (1999).

- **Financial planning**

If educators have financial planning advisors, it can help them together with their families to get necessary information on how to manage their finances. This is according to communication with Muremela (1999).

- **Marriage counseling**

According to communication with Muremela (1999) educators might experience marital problems which can affect the educator's performance at school. The educator who has such problems can hardly teach effectively. Marriage counselors are necessary for educators who have marriage and other problems, which can affect their performance in teaching.

- **Support with time management**

According to Everard *et al.* (1996:113), a critical factor in management is, of course, to control the use of time in relation to the priorities. A number of well-tried techniques are available to help. Two of these are:

-Use-of-time analysis, which offers a rough-and-ready way of analysing the impression of how time is being spent.

-Use of time log which enables a detailed analysis of the use of time over a relatively short period.

- **Medical information and support**

Medical information serves to care the general health of educators and their families and it is directed at identification of illness that the educator may suffer (Steyn *et al.*, 1997:107).

- **Support and help regarding alcohol and drug abuse**

Deutsch (2000:8) states that behaviour resulting from alcohol and drug abuse is not the only thing that diminishes an educator's dignity alone. The abuse of other drugs such as cigarettes and marijuana can cause obesity, among others.

Alcohol and drugs are in abundance in South Africa. Some educators in the Northern Province are addicted to such an extent that they no longer go to schools. According to communication with Mahlale (1999) some educators are reporting at circuit offices because they are no longer capable to teach. Those educators are addicted to such an extent that they need support which is not available.

- **Housing and hygiene service**

According to communication with Ndou (1999) educators are to be provided with clean houses. Clean accommodation helps educators to keep healthy for quite a long time. This will help educators to be effective and productive.

### ▪ **Childcare centre**

According to communication with Muremela (1999) educators cannot perform to their best ability if their children are not secure. Their children must be kept in the childcare centres where they can drop them in the mornings and pick them up in the afternoons.

In USA school buildings are open longer for many reasons but merely to provide safe heaven for children of working families (Dryfoos, 2000:17).

### **2.3.2 Support services for learners**

For effective learning to take place, learners need support services. Support services for learners will be discussed in the following paragraphs

Steyn et al. (1997:103) state that learners need support services in the following manners:

#### • **Involvement of the parent community in the interest of the learner**

The parent needs support in his responsibility and involvement at the school. By means of parent guidance services and social services the necessary support can be given to the parent community regarding their part in the handling of finances and involvement in their managerial affairs.

#### • **Stress with learners**

Help regarding stress needs urgent attention. By means of social, psychological, medical and pastoral services, necessary guidance and support can be given in this regard.

Van Schalkwyk (1988:132) states that the point of departure for this kind of service rests on the view that:

-All learners are of equal value but at the same time different and unique. Education must be adapted to the uniqueness and individuality of each pupil.

-The aim of the educational supporting services is to place every learner in the type of education, school, class or training centre best suited to his individual needs, bearing in mind that particular mandate which he has to fulfil and ensuring attention in his best interests.

To learn effectively learners need help in the following:

#### ▪ **Personal problems**

According to Slavin (1991:282) differences in prior knowledge and learning rate are more difficult to deal with. For this reason, often the best way to deal with these differences is to largely ignore them, to teach the whole class at a single pace, perhaps offering additional help to those learners that have personal problems.

- **Physical problems**

Physical problems can be:

-Visual impairments– where the children can require glasses or another type of corrective lens.

-Hearing impairment- this can be from complete deafness to problems that can be alleviated with a hearing aid (Slavin, 1991:421).

- **Extramural and external activities**

Extramural and external activities help learners to get rid of stress. According to communication with Mahlale (1999) extramural activities refresh the minds of the learners.

Regular physical activity provides numerous health benefits. The importance of physical activity, is to increase the levels of physical activity among children and youth. Physical inactivity results in substantial, negative health consequences (Lambert, 2000:34). It is therefore important that there should be extramural activities in schools.

- **Environmental problems**

Van Schalkwyk (1995:32) states that there should be an open system. This implies (open system) that there is an intersection between the organisation (school) and the environment outside the organisation. The environment includes everything that surrounds the organisation and influences it in some way.

According to Grebow et al. (2000:63) when people think of healthy school environment, they often think first of the physical surroundings, buildings, that are safe, attractive and well maintained. Indeed, healthy air and water quality, clean and freshly painted rooms and halls, and hazard-free work and play areas are essential to student learning. These environments support learning directly or indirectly.

In addition, Grebow et al. (2000:63) state that schools with suitable physical environment carry the message that students are valued. When students have adequate classroom space, when roofs are in good repair and restrooms are well maintained, students know that adults respect them. The school's physical environment can, therefore, enhance students' sense of well-being and connectedness to school.

- **Orthopedagogic services**

According to Van Schalkwyk (1988:134) this is to help the child with a behavioural intellectual or specific learning disability.

According to DSM-IV American Psychiatric Association (as quoted by Thomas (2000:149)) learning disorders are diagnosed when the individual's achievement on individually administered, standardised tests in reading, mathematics or written are

substantially below that expected for age, schooling, and level of intelligence. Demoralisation, low self-esteem, and deficits in social skills may be associated with learning disorders.

▪ **Orthodidactic service**

The main function of this service concerns the child with a learning problem or specific learning disability. Educators and parents must be given guidance to help them identify and assist such pupils. This service is closely connected with the institution and functioning of classes and of schools where large numbers of the children are concentrated (Van Schalkwyk, 1988:135).

▪ **Family counselors**

According to Lambert (1994:22) family problems make it necessary for the family counselors to be there. There are problems in the families that may lead a learner to commit suicide. Problems like family violence can affect the progress of the learner at school.

According to Wooley *et al.* (2000:26) another role of the counselors is to advise on academic matters, and to help students to sort out social and mental health concerns.

▪ **Service for vocational guidance**

The vocational guidance service is intended to help pupils choose their subjects and courses with a view to a responsible choice of a career. This comprises testing learners and providing vocational information (Van Schalkwyk, 1988:35).

The value of getting to know a student on one to one basis is recognised by guidance counselors. Counselors schedule both large and small group meetings to inform students of such things as graduation requirements, the following year's programme offerings, and the need to plan a course or study. They try to follow up these meetings with individual conferences with students, where they talk about the student's progress, likes, dislikes, future plans and problems. Counselors often talk with parents on the telephone and at conferences because many parents want to be involved in decisions that affect their children. Parents need to know that they are wanted and needed (Lober, 1993:31).

▪ **Socio-pedagogic service**

According to Van Schalkwyk (1988:135) the main function of this service is the scientific identification, examination and evaluation of problematic educational institutions, that is, the family situation of learners with learning and behavioural problems.

- **Speech therapy service**

This service is aimed primarily at the pupil with specific learning disabilities related to impaired visual perception or co-ordination. The services can be divided into:

- Occupational therapeutic examination; and
- Evaluation of learners' visual-perceptual ability (Van Schalkwyk, 1988:136).

- **Psychological services**

According to Lazarus (1997:37) there is a tremendous shortage of psychologists trained to work in the education sector to provide support to centres of learning, particularly in rural areas.

According to Dekker (1995:116) the aim of psychological services is to assist the pupil in coping with school. To do so the school psychologist will have to get to know not only the pupil, but also the relationship between his parents and the school, since these are major importance to his situation at school. The high incidence of poverty, as well as the high drop-out and wastage rates, suggest the need for social work and psychological support services (Wolhuter, 2000:176).

- **Medical and dental services**

Nakajima (1997:1) argues that health is inextricably linked to educational achievement, quality of life and economic productivity. By acquiring health-related knowledge, values, skills and practices, children can be empowered to pursue a healthy life and to work as agents of change for the health of their communities.

Sound physical health of pupils is a precondition for effective learning (Wolhuter, 2000:176).

- **School nurses**

According to communication with Ndou (1999) before 1989 different hospitals were assigned schools to serve. The nurses used to go to schools every quarter of the year to check the health of the learners. Learners who were found with certain infections were referred to clinics or hospitals.

Medical practitioners, and school health nurses do not visit schools in South Africa as frequently as needed because of lack of funds (Steyn, 2000:133).

## ▪ **Welfare workers**

Learners are from different families, some which are composed of single parents and others are extended families. The learners from these families need welfare assistance as far as putting them in the right mood of learning. This is according to communication with Muremela (1999).

## ▪ **Health services**

This service does not have direct connection with education, but it is an essential service for the general health of the whole community. It ensures the maintenance of physical health so that education can proceed successfully (Van Schalkwyk, 1988:137).

Van Schalkwyk (1988:137) states further that medical examinations should be carried out regularly in all schools, and all learners, educators and staff members should undergo them in order to ensure everyone's physical wellbeing.

Health is regarded as a condition of complete physical, mental and social wellbeing. Any description of the aims of health services must therefore be comprehensive and should make provision for the promotive, diagnostic, curative, preventative and rehabilitative aspects of health care (De Lange, 1981:52).

De Lange (1981:53) also states that personal and environmental health care must be applicable to all secondary learners. The provision of these services should therefore be rationalised to such an extent that they should be provided in the cheapest possible way without detracting from their quality.

The Department of Education has worked closely with the Department of Health and NGO's, through the National Project Committee to counter HIV/AIDS, to develop a national, coherent and inter-sectoral programme to counter HIV/AIDS epidemic (Education Annual Report, 1998:53).

A life-skills and HIV/AIDS-programme was implemented from the beginning of 1998 in schools in South Africa (Steyn, 2000:132).

## ▪ **Feeding schemes**

According to Wolfe et al. (2000:54) proper nutritional support is crucial to maximise brain functioning and to enhance learning. Supporting the health of the whole child is clearly essential for optimal achievement. The good news is that helping children reach their fullest potential doesn't have to be complicated or involve obscure or expensive foods and supplements.

Eating breakfast is a simple activity that can help to increase student attention, decrease illness and absenteeism. Breakfast consumption reduces the physical symptoms of stomach pain, headache, muscle tension and fatigue, all of which interfere with learning. School personnel should recognise the importance of breakfast (Wolfe et al., 2000:55).

In South Africa, the programme of feeding learners is a combination of Department of Education and Department of Health. The programme represents crucial initial step towards importance of nutrition in an education system (Education Annual Report, 1998:53). In 1997 almost 4.9 million children benefited from this programme in South Africa (Steyn, 2000:133). In Brazil there is a school lunch project, known as "poverty pockets" which offers meals, books and didactic materials to primary schools (Fogaça, 2000:328).

#### ▪ **Transport services and school travel services**

In country districts where the population is more sparsely scattered and it is not usually financially justifiable or possible to establish several schools, arrangements can be made to transport learners to the nearest school. It is important that the education department must provide transport by appointing bus contractors or by obtaining the services of transport contractors by putting out tenders (Van Schalkwyk, 1988:137).

In many poor communities, learners are unable to reach centres of learning because there are no transport facilities available to learners or roads are so poorly developed or maintained that centres cannot be reached (Lazarus, 1997:12).

School travel services are aimed entirely at arranging excursions for groups of pupils. It draws up educational programmes and arranges pupil transport and accommodation (Van Schalkwyk, 1988:137).

#### ▪ **Education media service, libraries and textbooks**

Van Schalkwyk (1988:136) states that the function of media is to make efficiently-housed and well-ordered collections of books, magazines and educational aids readily available for the use of educators and learners.

According to Freysen et al. (1989:235) media centre refers to more than just a storage place and to more than just books. The word media is defined as any persons or objects used to transmit (communicate) learning content. The concept media centre refers to the idea of collecting various non-human media, but also exerting some influence on the user in order to promote his utilisation of the media (cf. 2.3.1.1).

#### ▪ **Occupational therapy services**

This service is aimed primarily at the child with specific learning disabilities related to impaired visual perception or co-ordination. The services can be divided into:

- Occupational therapeutic examination; and
- Evaluation of learners' visual-perceptual ability (Van Schalkwyk, 1988:136).

### ▪ **Parent guidance services**

The aim of parent guidance service is to assist parents by rendering the necessary information regarding their part in the didactical affairs and the handling of finances and their involvement in the managerial affairs (Steyn *et al.*, 1997:108).

According to Clark (1996:137) in USA and England parents are involved in the education of their children. Parent guidance is divided into five types of broad involvement:

- Parents have engaged with schools as a place to bring their children and, in the process socialise with one another.
- Parents have engaged with schools to enhance their own learning-parenting skills, knowledge of health matters. At secondary level, parental learning focuses much more on such things as curriculum workshops and career information.
- Parents have entered into some kind of home-school 'contract' to support and guide their children at home in co-operation with the school.
- Parents have become involved in classroom assistance.
- Parents are involved in social events such as fund raising.

### ▪ **Pastoral and psychological service**

Steyn *et al.* (1997:103) state that the aim of pastoral and psychological service is to render the necessary guidance and support to learners with psychological and mental problems.

### ▪ **Hostel services**

Resources prevent efficient educational provision being made for people in sparsely populated areas. Learners are sent to a big school for more complete educative teaching. It becomes necessary for them to be given accommodation near the school as they cannot move to and from school every day. Hostels act as substitutes for the home by providing every day needs such food, shelter etc. (Van Schalkwyk, 1988:138).

### **2.3.3 Support services to education activities and structures**

By focusing on the teaching activities and the structures necessary for effective teaching support services can be identified to improve the eventual teaching activities and to improve the function of individual structures involved with teaching (Steyn, 1997:70). Steyn (1997:70) states typical examples of these support services. They are:

- The education media services;
- Examination services; and
- Education media services.

Steyn *et al.* (1997:102) state the following as far as support services to education activities and structures:

- **The equipment task of the school**

-It is important that the activities at the place of teaching should be supported by the libraries, laboratories and media centres.

- **Physical facilities and place of teaching**

Teaching and learning can be effective if it is supported by the necessary physical facilities such as:

-The provision of school buildings.

Support services regarding education activities and structures regard teaching activities, support in the management task of the school and support to physical features of the school.

### *2.3.3.1 Teaching activities*

Teaching activities are essential in any school in order to provide effective education.

Teaching activities needed in a school are:

- **Environmental subjects**

The Reconstruction and Development Programme (RDP) as quoted by Schulze (1998:60) states that its programmes are to rekindle people's love of their land, to increase environmental consciousness amongst youths to co-ordinate environmental education with education policy at all levels, and to empower communities to promote an environmental ethic.

The White Paper on Education and Training of 1995 and the White Paper on Environmental Policy of 1997 as quoted by Schulze (1998:68) state that the educational environment is critical at all levels of education. All programmes will create environmentally-literate and active citizens who will ensure that South Africans have a decent quality life through the sustainable use of resources.

- **Educational TV and radio programmes, cassettes and videos**

In this respect, the most important supporting services are commercial, cable and satellite television services. By providing educational opportunities to users across great distances by means of telecommunication and especially, to introduce educators to interactive media in natural and informal situations by means of high technology. In the USA several thousand videodiscs of an educational nature are available commercially (Theron *et al.*, 1995:586).

To modern man TV is an everyday and well-known medium that is found in nearly every household. TV programmes can also be recorded at home by means of video cassette recorder, and this offers opportunity for further use: viewing programmes selectively as one chooses at a suitable time. For teaching purposes it is important to take note of the differences between TV and videos. These two media, however, have so much in common (Freysel et al. 1989:185)

Freysel et al. (1989:185) state that TV or video is a particularly rich medium that has a variety of characteristics. It is these characteristics separately or jointly that sight-sound-motion. TV and videos are used at the same time and they merge to form a whole.

The cost of radio for instructional purposes compares very well with that of other, more advanced, media such as instructional TV. Depending on the number for students it can be cheaper. Apart from its relatively low production cost, radio has the added advantage of being extremely accessible, even to less well-off rural communities or illiterates. It has up to date information (Freysel et al., 1989:185).

#### ▪ **Relations of school with education department**

The Education Department should avoid bureaucracy when dealing with educators because usually the top officials scold educators instead of inspiring them. According to communication with Muremela (1999) good relationship between educators and the department inspires the educators to work more tirelessly in order to please the authority.

Staff members are often among the last to be told what is going on in the district. Very often they learn what is happening in the district or their own buildings when or even after, it actually happens. Some administrators do not feel that it is necessary to inform or involve staff. Employees need to be involved, they need to know what is going on for many of the same reasons as students. They are key communication links to parents and community, and they have vested interest in their building and the district. Employees' input should never be overlooked (Lober, 1993:49).

#### 2.3.3.2 *Support in the management task of the school*

Support needed for the management tasks of the school concern the following:

#### ▪ **Efficient administrative system**

Everard *et al.* (1996:69) state that there should be a job description for the educator. Job descriptions should be developed, and should be open to revision after appointment as a candidate may emerge with unforeseen talents that one may wish to exploit.

### ▪ **Courses for administrative personnel**

Courses for administrative personnel should usually be given during induction. Preferably the induction day will start with and finish with the recruit's immediate manager who will become the reference point for further enquiries (Everard *et al.*, 1996:77).

### ▪ **Personnel services**

According to Oosthuizen and Van der Westhuizen (1997:150) personnel management as an educational management area can be defined as those activities by means of which the services of teaching staff can be acquired, facilitated and improved by means of management strategies to bring about an increased effectivity in educational training. Non-teaching staff can also render personnel services.

The first person that an individual talks to on the telephone or when visiting a school is the secretary who reflects the attitude of the principal towards students, parents, staff and visitors. When a principal wants to sit in the office behind a closed door and keep people at a distance, the secretary makes sure that it happens. Job requisites of the secretary should be a ready smile, kind voice, understanding, willingness to listen and lend a helping hand (Lober, 1993:33).

Lober (1993:33) further states that the reception area of the school needs to reflect the school climate. It should be maintained to reflect a business-like office environment that serves students. Many times a visitor to the building will see a custodian or a maintenance person before seeing the school secretary.

ASBO, International (as quoted by Lober (1993:33)) states that custodians are a very important part of education system. The basic reason for having school custodians is to ensure clean, safe, attractive, efficient functioning facilities. If custodians execute their responsibilities faithfully, conscientiously and intelligently, the results will be most satisfying and rewarding. Students and their educators will as a result, gain full advantage of the academic and technical facilities that school system offer. Facilities where children can learn and educators can teach, that encourage desired positive public relations.

When the school building is used after school hours by community groups, they deal with the custodians in order to gain access to the designated area in the building (Lober, 1993:33).

### ▪ **Personal development programmes**

Rebore (1982:166) states that the emphasis in the training component of a staff development programme is on the acquisition of motor skills and simple conditioning methods that improve an employee's ability to perform his or her own job.

- **Advice service for the educator regarding the management of learning and other activities**

According to Swafford (1998:54) educators recognise that the skills they have developed in the past are no longer sufficient to meet their students diverse needs. They see the need for change and seek opportunities to develop their knowledge and repertoire of effective instructional practices. Educators often seek development opportunities on their own and attempt to apply new knowledge and teaching strategies without the help of others.

- **Management information service**

According to communication with Mahlale (1999) information regarding certain developments within the education must circulate to all schools. This is of course provides development to the education and can equip the educators with new skills.

- **Sufficient communication channels between school/educator and education department**

Communication between school and the department leads to an increase in the level of effectiveness in the educational programme. The research has shown that direct contact proves to be the most important form of communication between school/educator and the department of education (Oosthuizen, 1997:168).

According to Lazarus (1997:13) lack of access to other services such as communication services, also affects the learning process and leads to learning breakdown or exclusion.

According to Lober (1993:13) in England, Districts are responsive to the community and staff, and maintain open lines for two-way communication. The many successes of the district need to be shared. District members need to elaborate education and build on the successes rather than waiting to be torn down by critics and negative press.

- **Financial support services and financial management guidance**

Mentz and Oosthuizen (1997:178) state that financial education management in contemporary educational management can be described as that function of educational manager which aims to:

- Estimate the needs of the local educational training.
- Obtain finances in accordance with the estimated needs.
- Administer the finances thus obtained in a legally correct manner.

- **Technical support**

All schools need technical support to achieve their mission statement. According to communication with Mahlale (1999) technical support helps the school to improve its curriculum and the conditions of the school.

### 2.3.3.3 Support to physical features of the school

Although the Department of Education supplies support to physical features of the school, it may not be sufficient and NGOs and other organisations or community and/or other structures with interest in education could render support.

Support services regarding physical features are as follows:

#### ▪ Educational aids

Teaching and learning aids are often referred to only as teaching and learning aids. This concept encompasses more than audio-visual aids, but includes all aids which the educator can use in his teaching and which the learner can use in his learning (Kruger *et al.*, 1983:265).

Kruger *et al.* (1983:265) states further that teaching aid is the medium which can be used in the interaction or dialogue between the educator and the learners. It can be used as a bridge to reach the position that the educator has achieved. It therefore functions as the intermediary in teaching-learning situation. (cf. 2.3.1.1 for description of stationery/textbook, libraries and media centres).

Computers can be used in learning. According to Oldert (1992:417) advantages of computer based learning are:

- Each student can learn at student's own pace and not bound by the level of a group;
- Each student gets to interact with the computer at a one-on-one level;
- Material is standardised;
- The computer never runs out of patience;
- A student's level of understanding can automatically be assessed, giving immediate feedback; and
- Students' record and statistics on student performance can be kept automatically.

The contribution which the computer-assisted instruction can make to South Africa's education renewal lies not in the state-of-the-art and expensive equipment, but in the utilisation of base-level technology. Using the simple PC, computer-assisted instruction can be created to assist educators with an enormous range of remedial work and revision, while simultaneously relieving them of enormous testing and marking load (Oldert *et al.* 1992:425).

#### ▪ Office

For effective communication and administration, school offices should have the following: furniture, computers and telephones. These items will be discussed in the following paragraphs.

According to communication with Muremela (1999) offices are very important in all schools. In schools where there are no offices, there is no confidentiality of information as every information is in open.

Education cannot take place properly if furniture for students and educators is not available. Learners need chairs to sit on and tables or desks to support them when writing. Educators need chairs for sitting, tables and cupboards to store their books and other important documents (Muremela, 1999).

According to communication with Muremela (1999) computers are needed in schools to store information of the whole school. For example computers can be used to store the data of all learners, and to make mid-and end-of-year schedules.

Oldert et al. (1992:414) state that what should be obvious to everyone is that the use of computers represents one of the alternatives, at least an alternative that must be seriously considered. People who know about computers in education are already convinced that computers are part of the solution.

The school as an organisation involves lot of people such as learners, educators and parents. In any organisation there is communication which takes place for it to function smoothly. According to communication with Mahlale (1999) telephones can be used to communicate with parents, businesses to assist in the funding of the school and communication with the Department of Education. Telephones can be used to liaise with all education stakeholders.

The importance of telephone is for the educators to contact their students' parents within the first three weeks of the school. The educators are able to introduce themselves one by one to the parents and talk about the students while everything is going well. As a result of early contact, such as this, parents feel at ease to call educators and ask questions when in doubt. Concerns do not build and become problems (Lober, 1993:226).

#### ▪ **Gymnasium and sports field**

In almost all schools there are extramural activities. In schools, the gymnasium can be used for exercises. It can also be used for training by boxing, karate and other sporting codes that need to be in the gym. This is according to communication with Mahlale (1999).

Sports fields are to play sports such as rugby, soccer, netball, basketball, and athletics. Community members can also make use of sports field with the agreement of the school governing body (Mahlale, 1999).

Regular physical activity provides numerous health benefits. School physical education programme promotes physical activity and can teach skills as well as form or change behaviours. It holds an important key to influencing health and well-being across the life span (Lambert, 2000:34). Lambert (2000:34) further states that to provide healthy-lifestyles education, a quality programme of physical education must be a core

requirement in all schools and a central component in a comprehensive school programme.

According to USA report on the importance of physical activity, is to increase the level of activity among children and youths. Physical inactivity can result in substantial, negative health consequences. Obesity, high blood glucose, high blood pressure and high blood lipids all occur more often among sedentary adults. These problems increase the risk of chronic disease such as cardiovascular disease, various cancers, Type II diabetes and hypertension. Quality physical education programmes are essential in helping students gain competence and confidence in a variety of movement forms such as sports, dance, recreational activities, and fitness activities (Lambert. 2000:34). Physical activities can take place either in the gymnasium or sports field.

#### ▪ **Sports equipment**

Sports equipment is needed in all sports codes. It is necessary for all players who participate in boxing, rugby, soccer, athletics, netball, basketball, cricket and soft-ball to have sports equipment in order for them to participate in competitions with other schools. (Mahlale, 1999).

#### ▪ **School hall**

According to communication with Muremela (1999) school halls are necessary in all schools. They can be used during meetings, debates and other activities that take place at school.

## **2.4 IMPORTANCE OF SUPPORT SERVICES**

Mwamwenda and Mwamwenda (as quoted by Baine *et al.* (1994:118)) indicate that educators are poorly paid, lack necessary instructional materials, work with large numbers of learners in crowded classrooms, they teach in dilapidated buildings and have poor living conditions. Support services are needed to improve these conditions.

Van Schalkwyk (1995:20) states that people are involved in these events such as changing, dynamic, developing people who could become tired and bored, whose feelings could become dulled, who might lose their enthusiasm and motivation. The educator's knowledge, skills and methods could become outdated, some of the educational aims of the community could alter and circumstances within the life of person could change and make new demands in education. Moreover, subject content expands, technology improves and education system develops.

According to Van Schalkwyk (1995:20) the importance of support services is:

- To enrich and support educative teaching;
- To extend educative teaching;
- To co-ordinate educative teaching in all schools;

- To ensure that educators are acquainted with and use the latest methods of teaching and learning;
- To advise educators and to orientate them with regard to new developments in the educational field;
- To support the educator in the task of educating deviant pupils and disabled pupils;
- To maintain the required level of education and also to test to what extent it has reached the level of examination; and
- To place pupils in the right schools and courses.

In short, support services exist for the sake and in aid of education (Van Schalkwyk, 1995:20).

According to Steyn *et al.* (1997:99) support services are not essential for the provision of education, but are important in the provision of effective teaching in developing as well as developed countries.

## **2.5 THE NEED FOR EFFECTIVE SUPPORT SERVICES IN THE SOUTH AFRICAN EDUCATION SYSTEM**

### ***2.5.1 Poverty***

Lazarus (1997:13) states that the most obvious result of poverty is unemployment and other economic inequalities, the inability of families to meet the basic needs such as nutrition and shelter. Learners living under such conditions are subject to increased emotional stress that affects learning and development. Under-nourishment leads to a lack of concentration and a range of other symptoms that affect the ability of the learner to engage effectively in the learning process.

Poverty-stricken communities are also poorly resourced communities that are frequently characterised by limited educational facilities, large classes with high learner/educator ratios, inadequately trained staff and inadequate teaching and learning material. Such factors contribute to learning breakdown and the inability of the system to sustain effective teaching and learning (Lazarus, 1997:13; Donald *et al.*, 1997:15-17).

Lazarus (1997:13) argues further that learners from families where one or more of breadwinners are unemployed or poorly paid are also more likely to leave school as soon as possible to go out to work to supplement the family income. This perpetuates the cycle of limited skills with fewer work opportunities, increased likelihood of unemployment or poorly paid work and, thus, ongoing poverty and exclusion.

In many poor communities in this country, especially in rural areas, learners are unable to reach learning centers because there are no transport facilities available to learners or the roads are so poorly developed and maintained that centers cannot be reached (Lazarus, 1997:13).

### ***2.5.2 Socio-economic factors***

In South Africa there are a number of factors, which contribute to a large percentage of learners being regarded as 'at risk'. Despite the large numbers of such learners, services and facilities to support them are limited and in some case inappropriate and ineffective (Lazarus, 1997:27).

Lazarus (1997:27) also states that inadequacies and inequalities in the education system and resultant problems which lead to learning breakdown are most evident in those areas of the country which have the lowest level of basic service provision, the highest levels of unemployment and sustained poverty.

A study completed for the Reconstruction Development Programme (RDP) in 1994 found that 4 million children under the age of 18 live in very poor households in rural areas. The study concluded that the low household incomes and generally poor education of the adults placed these children at a developmental disadvantage (Lazarus, 1997:27).

In rural areas that were part of the previous homeland system, most schools are poorly resourced despite the large numbers of learners using them. Data collected in the HSRC research process showed that more than half of the 72 magisterial areas in the Eastern Cape reported severe classroom shortages. Learner: educator ratios of more than 90:1 were not uncommon. In one school it rose to 165:1. Some 73,5% of all schools in the Eastern Cape Province do not have electricity, while some 33,7% do not have access to running water within walking distance from school (Lazarus, 1997:27).

Lazarus (1997:28) states that criminal violence and abuse have also impacted on significant numbers of learners. The RDP report cited Kwa-Zulu Natal and Gauteng that according to South African Police Services (SAPS), 23 000 children under the age of 18 were victims of reported crimes. These included 213 attempted murders, 906 kidnappings and 7 559 cases of rape. The report states that during the early 1990s between 2 100 and 2 500 convictions were recorded annually for crimes against children. A survey of 49 child welfare organisations yielded a median estimate that 20-30% of the children dealt with had been victims of violence, mostly domestic. The Child Protection Unit of the SAPS reported that they had dealt with 9 376 cases of child abuse between January and March 1997.

### ***2.5.3 Education and health***

The connection between a child's health and education is a powerful one. Just as health exerts a powerful impact on the ability to learn, so too is regular attendance in school one of the essential means of improving health. Schools are effective as health promoting environments only to the extent that they are healthy as organisations (WHO Report, 1997:2).

The WHO Report (1997:3) shows that the promotion of health through schools, when delivered through schools that are themselves organised to promote health, is one of the

essential means through which the twin goals of 'Health for All by the year 2000' and 'Education for All' can be achieved.

School health programmes delivered through health-promoting schools can address many of the major challenges to health through the world. These include Human Immune Deficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) and sexually-transmitted diseases. Violence and injury, unintended pregnancy and poor reproductive health, helminth infections, poor nutrition and food safety, poor sanitation and water control, lack of immunisation, poor oral health, malaria, respiratory infections, psychological problems, problems associated with the lack of physical exercise, and alcohol, tobacco and illicit drug use (WHO Report, 1997:9).

HIV/AIDS in South Africa is infecting many people. HIV/AIDS is also infecting educators and learners. According to Msomi (1999:11) more than 3,2 million people are infected with HIV. In Kwa-Zulu Natal one in four pregnant women are HIV infected, while one in five are HIV positive in Mpumalanga.

The rate of infection is estimated at 33,8% a year, which means that one in eight of the country's sexually active population, those of the age of 14 is now infected. In the antenatal survey the prevalence of HIV/AIDS among pregnant women under the age of 20 rose by a frightening 65,4% between 1997 and 1998 (Msomi, 1999:11).

According to the 1998 UN Report on HIV/AIDS Human Development in South Africa, it is estimated that almost 25% of the general population will be HIV positive by 2010 (Misbach, 1999:2).

Because of the increase in infection rates, learners, educators with HIV/AIDS will increasingly form part of the population of schools and institutions. More and more children who acquire HIV prenatally will, with better medical care, reach school-going age and attend primary schools. Indications that young people are sexually active mean that increasing numbers of learners attending primary and secondary schools and students attending institutions might be affected. Moreover evidence suggests an increasing risk of HIV transmission related to sexual abuse of children in South Africa. Intravenous drug abuse may also become an increasingly important source of HIV transmission among educators and learners. Although the possibility is remote, recipients of infected blood products may also be present at schools and institutions (Draft National Policy On HIV/AIDS, for Learners and Educators, 1998:4).

According to Marx and Northrop (2000:22) comprehensive health education gives students classroom instruction to develop the knowledge attitude and skills that they need to avoid risky behaviours and to maintain and improve their health.

Counseling, psychological and social services help develop positive learning environment and offer early learning intervention, services and referrals for cognitive, emotional, behavioural and social needs of students and their families (Marx *et al.*, 2000:22).

## **2.6 MOTIVATION FOR THE NEED OF SUPPORT SERVICES IN THE NORTHERN PROVINCE**

The Northern Province had three homelands namely Venda, Lebowa and Gazankulu before 1994. In rural areas, which were part of homeland system, most schools are poorly resourced despite the large numbers of learners using them (Lazarus, 1997:27)

The Northern Province is mainly composed of poor rural communities in which learners are unable to reach learning centres because there are no transport facilities available or the roads are poorly developed or maintained so that centres of learning (schools) cannot be reached (Lazarus, 1997:13).

According to the Northern Province Strategic Plan (1996:10), the province faces severe problems of overcrowding in schools and inadequate facilities in terms of basic services such as water, sanitation, electricity and telephone and additional facilities such as libraries, laboratories and recreation facilities. The curriculum in the schools is regarded as being irrelevant in many respects, particularly in terms of imparting skills and students receive inadequate guidance on subject choice and career paths (Northern Province Strategic Plan, 1996:11).

Relationships, communication and co-ordination between schools and parents, staff, students and the community are weak. Principals in the schools have insufficient management training to undertake their roles. The Northern Province Strategic Plan (1996:15) further states that there is a large proportion of unqualified and under-qualified educators in the Northern Province. There is no linkage between in-service and pre-service training, and the universities and colleges. In-service training is uncoordinated and unstructured.

Poor people in all communities, of whom the overwhelming majority are rural Africans, continue to attend decrepit schools, too often without water or sanitation, electricity or telephones, libraries, workshops or laboratories. Parents of the learners remain illiterate, poor and powerless. They are unable to give practical and intellectual support to the educational aspirations of their children. Without a solid foundation for learning, learners' chances of educational and economic success in later years are dim. "Poverty reproduces itself" (Asmal, 1999:4).

What Asmal indicated above shows the importance of support services especially in the Northern Province that is predominately dominated by rural communities.

## 2.7 SYNTHESIS

This chapter dealt with the definition of support services as an important part of the education system. It also dealt with effective quality education, the role of support services and effective schools and the relationship between professionals in the education system.

Support services that have been discussed in this chapter are support services for educators, support services for learners and support services for teaching activities and structures.

### **Support services for educators include services regarding:**

-academic equipment of the educator such as handbooks, writing materials, library and media centre services.

-different relationship in the work situation:

\*Relationship with the family of the learner such as parent involvement through governing body, available information regarding responsibilities of parents and available information regarding competence of educators.

\*Support to the educator in relationship with the learner such as positive and good relationships between the educators and the learners, motivation and helping learners with stress.

-personal support to the educator such as personality and personal problems, problems in the working environment and personal financial advice.

### **Support services for learners include services regarding:**

-helping learners with stress;

-personal problems; and

-orthodidactic services.

### **Support services to education activities and structures include services regarding:**

-teaching activities such as examination services, subject advisory services and curriculum development.

-support in the management task of the school such as efficient administrative system, courses for administrative personnel and personnel services.

-support to physical features of the school such as educational aids, offices and gymnasium and sports field.

The need for effective support services in the South African education system such as poverty, socio-economic factors and education and health had been discussed. Motivation for the need of support services in the Northern Province was also discussed.

## **2.8 CONCLUSION**

This chapter dealt with the theory of support services. The description and importance of support services for educators, learners and teaching structures and activities were given.

It must be remembered that the provision of support services according to the needs of the target group is largely determined by external and internal determinants. External and internal determinants that can have an influence on the provision of support services are described in the next chapter.