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Perception of Teachers Regarding the Practice of School Social Work: A Qualitative Analysis of Public Schools in Sargodha

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ARTICLE INFO	ABSTRACT
Keywords: School Social Work, Teacher Perceptions, Classroom Challenges, Student Well-being Corresponding Author: Khaula Khurram, M.Phil Scholar, Department of Social Work, University of Sargodha, Punjab, Pakistan, Email: khaulakhurram33@gmail.com	This qualitative study investigated public primary school teachers' perspectives of School Social Work, the problems encountered in its absence, and their suggestions for effective implementation. A total of 18 teachers were chosen from Sargodha city, Pakistan, using purposive sampling to conduct structured interviews. The findings indicate that teachers consider SSW crucial for assisting children with emotional, social, and behavioral challenges that impede academic achievement and general well-being. In the absence of professional social workers, teachers frequently experience feelings of inadequacy and exhaustion, grappling with non-academic challenges in addition to their academic responsibilities. This leads to unsolved conflicts, classroom disturbances, and a decline in student performance. Parental non-cooperation or resistance engenders more complications. The study indicates an urgent necessity to employ qualified school social workers, counsellors, and psychologists to address pupils experiencing psychological challenges. It underscores the need of teacher training in tackling emotional and behavioral issues. It enhances the collaboration between teachers, parents, and social workers to augment classroom efficiency and student welfare, while also promoting a good and inclusive educational environment.

INTRODUCTION

Social work prioritizes assisting individuals in attaining their human rights, social growth, and social adaptation. Social work in society seeks to assist individuals in surmounting life

obstacles. Additionally, it seeks to enhance their well-being and cultivate a more equitable society in every dimension. Social workers examine human growth, behavior, and social systems. They tackle a variety of intricate human concerns by assisting people, families, and groups in modifying their behaviors, emotions, attitudes, relationships, and social circumstances to fulfil their personal and societal requirements through services such as psychotherapy (Moulabuksh, Zarar, & Gul, 2021). These encompass mental illnesses, emotional problems, and behavioral disorders. A social worker aids those with familial issues. Drug abuse, poverty, mental illness, addiction, homelessness, and child abuse are other difficulties. This profession also operates at under-resourced institutions with data infrastructures incapable of supporting rigorous assessment and evaluation (Proctor, 2017).

School Social Work (SSW) functions within the extensive spectrum of practice. It denotes a specialized domain of practice that contributes distinct knowledge and abilities to the educational setting and student support teams. School Social Workers are mental health specialists equipped to address and enhance the psychosocial functioning of children, therefore promoting and sustaining their health and well-being (Sunbal, & Jabeen, 2021). They provide significant support for mental health and behavioral concerns. They assist with academic assignments. They collaborate with teachers, guardians, and administrators. They may also offer individual or group counselling or therapy as required, depending on the students' requirements (NASW, 2012).

School Social Workers must aid in the development of resilient educational systems that emphasize community and cooperation. They do this by promoting human rights values, emphasizing interconnection (as shown by the African Ubuntu ideology), and creating a therapeutic milieu that fosters positive transformation, enabling students to feel appreciated and acknowledged within their educational environments (Lim, et al., 2022). They offer extensive services encompassing educational plans, assessments, living arrangements, disability histories, behavioral intervention strategies, anger management techniques, family stress reduction, parental resource access, mental health exploration, teacher support and reporting, as well as the identification of child maltreatment and neglect (Kishan, 2022). They employ a multi-tiered preventative and intervention framework, encompassing general preventive measures, targeted small-group counselling sessions, and therapeutic interventions for people with significant emotional, social, and behavioral issues (Green, 2018).

School Social Work has a lengthy history, extending over a century in the United States, where it was first established as a connection between home and school, referred to as visiting teachers. Mary Marot (1905), Ethel B. Allen, and Julius Oppenheimer emphasized the imperative need for enhanced partnership between educational institutions and families to guarantee holistic education. In 1942, the profession was officially designated as School Social Work and evolved to employ an ecological model of practice, focusing on attendance, behavior, and discipline, along with the interconnectedness of individuals and their environments (Stalneck et al., 2022).

School Social Work is a vital element of educational services in over 50 nations, assisting pupils marginalized by poverty, injustice, disability, or personal issues. Countries like China, Japan, Denmark, Finland, Norway, and Sweden have distinct systems, with variations in their methodologies and incorporation into the educational process. The COVID-19 epidemic emphasized the necessity for School Social Workers to modify their activities, providing remote support and reinforcing the persistent demand for their services in school environments (Mitchell, Sarfati, & Stewart, 2021).

School Social Work is not extensively implemented in public schools in Pakistan, despite its recognized significance worldwide. The Pakistan Bureau of Statistics (2020) indicates that the phenomenon of children discontinuing their education is a critical issue, with millions either not enrolling in schools or leaving before completion. Despite the prominence of SSW projects in practically all five-year plans in Pakistan, their execution has been inadequate. Programs like Parent-Teacher Associations and Parent-Teacher Committees have often supplanted the SSW approach; nevertheless, non-professional and voluntary organizations sometimes lack efficacy and struggle to resolve intricate student concerns (Shahid, 2023).

The absence of competent School Social Work services renders elementary school teaching in Pakistan a challenging endeavor. They express dissatisfaction over their inadequate preparation and mental exhaustion in managing students' behavioral issues, emotional turmoil, and social disputes, in addition to fulfilling their academic duties. Without the presence of well-organized support and referral networks, teachers have no access to professional counselling services of students, who need help (Ding et al., 2023). Biases to solving social and emotional challenges include parent opposition, noncompliance, and parental under participation, which results into the ineffectiveness of the teachers towards solving problems of their students. This creates classroom disturbances, slow down of student performance and this may further lead to

development of emotional handling in the students involved. The interest required to provide solutions to non-academic matters adds more loads to the workload of instructors, which takes away the precious time of the instructional processes. The problems include poverty, parental illiteracy, outdated education system, inability to control excessive classes due to mismanagement, inadequate learning, and admissions as well as corporal punishment (Shah, 2018).

This research aims to investigate the attitudes of school teachers regarding the practice of School Social Work (SSW) at the governmental primary schools in Sargodha, Pakistan. To be more precise, it aims to define what the instructors may need without SSW services, as well as their professional advice on how to implement it successfully. Studies intensely indicate that learners can attain psychological, economic, and mental fitness as far as their health is concerned. The study is relevant because in a bid to shed more light on the problems of education practitioners, a more friendly and healthy atmosphere among students, the need to empower the role of school social work in educational institutions and building a natural relationship between a teacher and a learner it is aimed at coming up with this study. The study utilized a qualitative research approach guided by structured interviews, using a sample of 18 public primary school teachers from Sargodha city, selected by purposive sampling.

1.3 Purpose of the Study

The study seeks to investigate teachers' perspectives of School Social Work practice, the challenges they face in schools stemming from the absence of School Social Work, and their recommendations for its implementation. It also seeks to investigate methods for safeguarding the psychological, economic, and mental well-being of students.

1.4 Research Questions of the Study

1. What are the perception of school teachers regarding the practice of School Social Work in schools?
2. What are the challenges faced by the public primary school teachers in the absence of School Social Work practice in public primary schools?
3. What the teachers suggest for the implementation of School Social Work?

Statement of the Problem

School social work (SSW) is a distinct discipline that assists teachers, guardians, and administrators in fostering students' emotional and social growth to enhance their health, well-

being, and academic achievement. Pakistan's five-year plans address inadequate enrolment, student attrition, and corporal punishment; nonetheless, professional social workers have advocated for the implementation of SSW by the government. The lack of acknowledgement and impeded project has serious consequences, since millions of Pakistani youth are either out of college or have dropped out, resulting in dissatisfaction with the educational system that directly impacts their personal development and education (Human Rights Watch, 2019). Teachers in state primary schools report feeling unprepared and emotionally overwhelmed as they adapt to students' substantial behavioral, emotional, and social challenges, which often remain unaddressed due to the absence of professionals and the ineffectiveness of Parent-Teacher Associations and Councils in substituting for SSW practices. Teachers recognize the severity of these widespread issues, however they lack systematic methods to examine and resolve them. The proposed research is essential as it aims to examine teachers' perspectives on SSW, identify the challenges that emerge in its absence, and offer suitable recommendations for its successful implementation, thereby addressing a significant deficiency in structured student support for non-academic issues and enhancing classroom effectiveness, student welfare, and national well-being.

Delimitation of the Study

The research aimed to gather educationists' perspectives concerning the implementation of School Social Work in public schools. Furthermore, it examined the challenges faced by instructors without School Social Work and compiled ideas from primary school teachers regarding School Social Work at elementary institutions. It fails to address the underlying reason and its impact on the issues faced by both teachers and children in the absence of School Social Work. The data was gathered from teachers at the primary school that has been operational for the past ten years. The data gathering procedure did not account for students and parents. It exclusively encompasses the urban area of Sargodha city. Data was only collected from elementary school instructors in Sargodha city. This survey excludes rural locations. All respondents were sampled via an interview guide. The participants, including instructors, were chosen from many public elementary schools in Sargodha.

Literature Review

This section provides in-depth review of the available literature regarding the perspectives of educationists regarding School Social Work (SSW), its relevance, purpose, and

duty, and the perception of teachers regarding using School Social Work in schools and learning institutions. School Social Work and associated disciplines have been the subject of such extended investigation but hardly any research has been done on this subject in the cities such as Sargodha and particularly in the government schools. The literature review of School Social Work (SSW) discusses School Social Work in details to include its historical background, prevalence across the world, and major roles and also the challenges created by its absence especially in the case of government primary schools.

Fisher (2020) looked into the fact that school Social Work in the United States, also referred to as visiting teachers, started existence more than 100 years ago as the way to promote interaction between schools, their members, and communities. Some of the earlier pioneers such as Mary Marot and Ethel B. Allen came to the realization that there was a need to ensure that they promote dialogue and that they enhance the way in which children are educated. In 1942 the profession was officially named School Social Work (Stalnecker, 2022). The initiative was founded on an ecological paradigm, focusing on attendance, behaviors, and discipline, driven by societal concerns and compulsory attendance regulations. The environmental approach offers theoretical support, enabling practitioners to go from individual-focused therapies to tackling societal concerns, where the client system may be influenced by policy development and other therapeutic modalities (Stalnecker et al., 2022).

Huxtable (2022) revealed that School Social Work has become an essential component of education in over 50 countries, supporting marginalized students by addressing issues such as poverty, injustice, disability, and personal challenges, while working with multidisciplinary teams to preempt complications. European nations exhibit variations in their institutional characteristics, each possessing a unique national framework. Social workers in Saudi Arabia aimed to address social and behavioral issues and have progressed through many stages to achieve professionalization. The situation in Japan is characterized by the emergence of SSW, attributed to antisocial behaviors exacerbated by urbanization, resulting in challenges that individual instructors are unable to address. The Scandinavian countries (Denmark and Finland) included social workers (formerly known as school curators) into educational systems in the mid-20th century, providing individual and group counselling, as well as consulting and mediation services (DARA, 2022). More recently, in response to the COVID-19 epidemic,

School Social Workers globally have modified their methods to occur in virtual environments, maintaining communication with kids and providing assistance.

Moulabuksh et al (2021) identified that School Social Work is essential in Pakistan due to prevalent concerns such as school dropout rates and unhappiness with the education system, which have been addressed in several five-year plans. Nonetheless, inadequate implementation has transpired; in several instances, it has been supplanted by less effective parent-teacher organizations. A seasoned School Social Worker is expected to manage student enrolment, involvement, academic performance, relationships, and adjustment, addressing each situation individually and with confidentiality. Ranjha et al (2014) mentioned that collaboration among parents, teachers, and School Social Workers is considered a crucial element in academic success, as it aids in the eradication of physical punishment and functions as a vital intermediary. As stated by Pendley (2021) School Social Workers are considered important components of the educational team and they undergo specialized training such that they can point at concerns caused by the contextual background of children, the school, the community and the family. Moreover, emotional, behavioral, addiction and developmental issues and provision of intervention and preventive schemes and counselling services. School social workers also promote healthy capabilities to live without stressing. Ruling about pupils, guiding with decision making ability, conflict and instructing parents about childrearing issues. They help learning institutions to maximize on resources, reduce risks. Furthermore, learning barriers, and developing personal plans of behavioral management. As Law Insider (2024) says; School Social Workers active in the conduct of psychological examination, crisis control, family counselling, aiding and promoting institutional transformation in the school setting.

Pendley (2021) explains that School Social Workers have been considered an essential component of the educational team in addition to having specific training that allows them to pinpoint issues caused by community, school, and family settings of children. They are experts at the identification of mental, emotional, behavioral, addiction and developmental issues, the provision of intervention and preventative programs and counselling services. They also enable the stress free potentials of students, decision making support, settle disputes and train parents on parenting concerns. They help in utilizing resources, reduce learning challenges and develop personalized behavioral approaches. Psychological assessment as stated by Law Insider (2024), School Social Workers participate in the following activities: assessment of crisis intervention,

family advocacy, support, and promotion of encouraging systemic change in the setting of the school. They are encouraged to facilitate equity and social justice, improving opportunities disparities and structural imbalances with culturally competent and trauma-conscious approaches. Their particular duty is the case management, resolution of conflicts among the children, and allocation of resources. The National Association of Social Workers (NASW) outlines the guiding principles of the social work practice with an emphasis on the importance of education reform, pursuit of social justice, and adopting the multi-level interventions to support safe, supportive, equitable, and responsive policies (NASW, 2017).

The literature outlines the role of the non-academic factors on school performance with the major point on how family related problems and behavioral emotional issues significantly impact on the ability of a student to focus on studying based matters. However, the issue is that the time that teachers spend on the non-academic challenges pulls them away of the academic education, interrupts the processes in the lessons, and can result in emotional burnout; that is why it is necessary to have special support staff who work on the non-academic problems (Nel, 2017). According to Shu (2019), SSW has helped create constructive collaboration between teachers and support specialists (as counsellors or social workers) as a means of making sure the needs of students can be met in light of their diversity and the learning environment is friendly. This collaboration requires that educators and practitioners should be taught well and equipped with necessary materials with the support of frequent meetings and joint seminars, and institutional support. According to Vargas (2020) it was concluded that the best way to provide significant support to the students and, therefore, to affect the organization of the whole school and the well-being of students undertaken would be a strong support system, which would combine both internal structure of the school and its external community resources, as well as be aided by continuous teacher training.

Theoretical Framework

The three primary theories that make up the theoretical framework of this study—Ecological Systems Theory, Role Theory, and Social Capital Theory—vibrantly convey the multifaceted viewpoint of educationists about the practice of school social work (SSW).

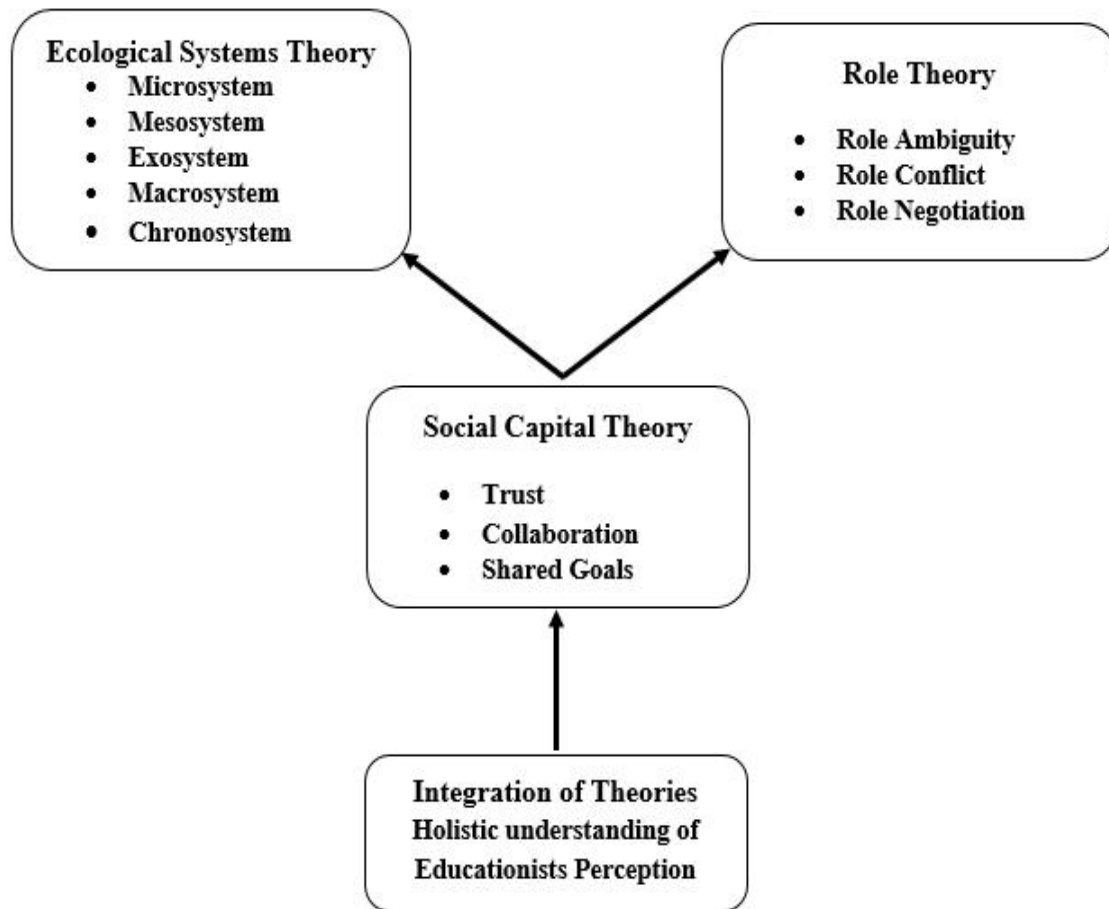
The **Ecological Systems Theory**, proposed by Urie Bronfenbrenner in 1979, is fundamental for comprehending the connections between persons and their environment. This theory is employed in SSW to analyze the perception and implementation of various systems.

The microsystem encompasses interactions among individuals in close proximity, such as social workers, students, and instructors, whereby a contact with a social worker may influence a teacher's view and a student's experience (Bronfenbrenner, 1979). The mesosystem encompasses interactions across many microsystems, including collaboration among teachers, parents, and social workers, which can improve teachers' understanding and acceptance of social work initiatives. The exosystem includes external systems such as school regulations, budgets, and administrative choices; a lack of institutional support or resources may foster a negative outlook among SSW instructors. The macrosystem includes broader societal views about culture and education, which may foster unfavorable perceptions of social workers in schools, especially if the profession lacks prestige. Finally, the chronosystem examines temporal changes, such as modifications in educational policy or the advent of societal issues, which may influence beliefs and behaviors in SSW. This idea prompts a discussion of the environmental elements that affect the perception of SSW in public schools (Soliman, 2017).

Role Theory, attributed to sociologists like Ralph Linton and George Mead, analyses the anticipated behavior, duties, and responsibilities associated with a certain role. Analyzing the circumstances in SSW elucidates how teachers delineate and address the functions of school social workers. Key themes identified include role ambiguity, wherein the social worker's responsibilities are indistinct, leading to divergent expectations among teachers (the teacher anticipates the social worker to engage solely with the student, while the social worker concurrently addresses systemic issues). Role conflict arises when a social worker is conflicted between several responsibilities, such as enhancing academic achievement (as teachers) and fostering the emotional development of students (as social workers), which may be at chances with one another. Understanding how to implement and negotiate responsibilities is crucial for facilitating collaboration among teachers, administrators, and social workers (Thompson & Greene, 2017).

Social Capital Theory developed by Pierre Bourdieu (1986) and Robert Putnam (1995). This idea posits that social bonds and trust can facilitate the mobilization of individuals towards a shared aim. Social capital in SSW includes the connections among social workers, teachers, students, parents, and administrators. Trust, collaboration, and a common objective are critical elements influencing teachers' perceptions of school social workers. Teachers are inclined to permit social workers' presence if they perceive a beneficial impact on the kids. Conversely,

resistance or uncertainty may emerge due to diminished trust or uncooperative relationships. The facilitative role of social workers, encompassing linking, referring, and supporting students and families, integrates social capital within the educational environment to establish a support network and enhance the distribution of responsibilities among students regarding their academic and social achievements (Fram & Altshuler, 2009). This idea underscores the significance of trust, communication, and a collective vision in the perceptions teachers have towards SSW.



Synthesis knowledge as provided by the **integration of theories** as some contextual, relational, and role components of influence toward SSW perceptions. Role Theory is an in-depth theory, but Ecological Systems Theory focuses more on daily interactions and the clarity of role. The theory of Social Capital, in its turn, is based on trust and cooperation. It is a comprehensive framework, which allows measuring structural, relational and contextual drivers and barriers to effective actions of SSW, therefore, increasing the overall investigation of attitudes of teachers in public schools.

Application of Theories

This study examines the perception of educationists regarding school social work practices in the public schools of Sargodha, utilizing a comprehensive understanding of these perceptions through the frameworks of Ecological Systems Theory, Role Theory, and Social Capital Theory. The Ecological Systems Theory assisted the researcher in analyzing the impact of institutional regulations and societal perceptions regarding broader environmental systems on educators' attitudes towards social work practices in a school setting. Role Theory examines the clarity of roles assumed by social workers and educators, together with their expectations, to reveal potential daily conflicts or ambiguities. The Social Capital Theory demonstrates that trust and collaborative objectives among educators, social workers, and other stakeholders can facilitate or impede effective school social work practices. The interplay of the theories establishes a comprehensive analytical framework to investigate how situational factors and interpersonal relationships, together with role expectations, shape educationists' attitudes on the integration of school social work within educational institutions.

Materials and Methods

This paper examined a qualitative method of research which has been done using a descriptive approach to understanding the views of teachers about school social work (SSW) practice in the public primary schools in the Sargodha city in Pakistan. The research adopted the interpretative paradigm in focusing on how the droppers and those with unspecified residence feel about their experiences and social responsibilities with respect to this category. The sample chosen in the research would be the teachers of the public primary school in Sargodha, who had at least ten years of experience in teaching and thus were informed about implications of absence of SSW services. Such a sample used some purposive selection approach and 18 primary school teachers were chosen among some public schools in Sargodha city. The sample size was chosen because it was believed that with a larger sample, sufficient data and an elaborate awareness of the problem under study would be obtained.

A structured interview guide of 23 open-ended questions was developed to gather data and was administered to participants by the researchers through face-to-face interviews at a mutually suitable time and location. This method facilitated the acquisition of many perspectives while preserving a degree of consistency. The instrument's validity was established using expert discussions and pilot testing with five education experts and four respondents, respectively, to refine content and clarity. Data recording involved obtaining consent to capture the audio.

Documentation was recorded when consent was denied, and interviews ranged from 30 minutes to one hour in duration. Thematic analysis was utilized to analyze the qualitative data, encompassing familiarization with replies, initial coding, topic identification, review, and the definition and summarization of themes. Throughout the research, ethical considerations such as voluntary involvement, informed consent, privacy protection, confidentiality, and the opportunity to withdraw were prioritized and upheld.

Data Analysis

The data analysis results derive from a sample of 18 female instructors employed in government primary schools in Sargodha City, each possessing over 10 years of teaching experience, which elucidates four principal themes and their associated sub-themes. Thematic analysis was utilized on the qualitative data obtained from the structured interview.

Theme 1: Experiences of Public Primary School Teachers

The topic explores the daily activities, achievements, and challenges faced by a public primary school teaching staff.

Sub-theme 1.1: Teaching Experiences and Job Satisfaction in Teaching

The teachers possess considerable experience ranging from 10 to 27 years in instructing fundamental courses, including English, Urdu, Mathematics, Science, and Islamic Studies. Experienced teachers bring assurance and expertise to the classroom while adapting to the needs of students and their curricula. They possess considerable expertise, allowing them to adeptly manage classroom dynamics and instruct many courses with ease. Nonetheless, the profession also has problems, as teachers must navigate the varied capacities of students while managing their curricula.

Sub-theme 1.2: Job Satisfaction in Teaching

The teachers demonstrate significant work satisfaction, particularly in observing the intellectual and emotional growth of their students.

Respondent stated that

I take enormous pleasure in witnessing my students' intellectual and emotional development; it is profoundly rewarding for me.

Additional activities engage students actively, facilitated by extracurricular programs like sports and cultural events, which also enhance instructors' satisfaction. Teachers value the security afforded by strong connections with students and colleagues.

Another respondents mentioned that

I appreciate my interactions with students and colleagues, since they foster a positive environment for everyone. Public schools provide a better balanced work-life schedule owing to their regulated organization, resulting in reduced stress levels compared to traditional schools.

Similarly another stated that

The established regularity at government schools alleviates my teaching stress, enabling me to manage my personal life more efficiently.

Sub-theme 1.3: Common Classroom Challenges

Classroom issues encompass variance in academic proficiency among students, a substantial student population, and constrained teaching resources. The high student population in each school complicates individualized attention for every child.

One of the respondents explored that

Violence, theft, and indiscipline are prevalent behavioral issues among teachers, related to socio-economic circumstances including poverty. Poverty significantly affects child's learning, since they frequently lack the vital resources required for effective education.

Another respondent mentioned that

Socio-cultural issues, such as linguistic obstacles and insufficient parental engagement, aggravate the education process.

Further explained that

There is an absence of parental support in the classroom, and the students lack a common language, complicating the management of classroom behavior.

Sub-theme 1.4: Classroom Challenges in Teaching

Teachers utilize many instructional tools to address classroom issues, which may encompass inexpensive classroom resources.

A respondent revealed that

I utilize resources gathered from the classroom to create efficient teaching aids. Effective time management is crucial for addressing disruptions, enabling teachers to optimize instructional time.

Some teachers mentioned that

Teachers also prioritize moral instruction and collaborative efforts to tackle behavioral problems. We exemplify appropriate conduct and augment student involvement through role-playing and collaborative activities.

Sub-theme 1.5: Coping with Unresolved Issues

Teachers indicate that they feel ill-equipped to tackle issues such as bullying or emotional neglect due to insufficient training and assistance.

One of the teachers stated that

I get frustration when I am unable to address a child's emotional or behavioral concerns, since I cannot tolerate witnessing their pain.

Several teachers mentioned that

They often seek the counsel of their colleagues, although they remark that parental involvement is lacking. It is challenging when parents do not attend meetings or refuse to recognize their child's issues. It renders instructors emotionally exhausted as they attempt to address their issues alone.

Sub-theme 1.6: External Influencing Factors

Teachers acknowledge that external influences, especially familial concerns, can affect children's academic achievement and emotional well-being.

A respondents mentioned that

Familial issues, such divorce or financial hardships, might impact a student's academic success in school.

Another stated that

Exposure of youngsters to violence in communities or hazardous neighborhoods induces worry, hence exacerbating their academic focus.

Similarly another explained that

Students residing in hazardous neighborhoods experience persistent anxiety and worry, adversely impacting their classroom learning. Difficulties in behavior and focus may also stem from peer pressure and social networking.

Several teachers mentioned that students from economically disadvantaged families are profoundly affected by their classmates, which can occasionally result in detrimental behaviors.

Sub-theme 1.7: Supporting Students' Non-Academic Challenges

Teachers attempt to address non-academic concerns by engaging parents and emphasizing ethical instruction.

One respondents revealed that

I strive to include parents in addressing behavioral issues, since they are crucial.

Teachers give class monitor duties to students, who are encouraged by affirming language. Group activities like role-playing enable students to understand the importance of demonstrating appropriate behavior and enhance their social skills. The establishment of trust and emotional support for students is fundamental to tackling the obstacles they encounter. Mostly teachers mentioned that students are more inclined to engage and amend their behavior when they feel secure and trustworthy.

Sub-theme 1.8: Challenging Student Behavior Strategies and Resources

Teachers address disruptive behavior by designating certain students as class monitors.

In this context, a teacher explained that

I provide jobs to students to instill a sense of responsibility and encourage improved behavior.

Many teachers mentioned that they utilize creative techniques, like storytelling and games, to sustain students' engagement. Games and storytelling may effectively interest students while imparting the significance of proper conduct.

One of the teacher indicated that

In more severe situations, i may solicit assistance from their superiors or other experienced experts, such as a counsellor.

The presence of counsellors or professionals capable of addressing more intricate issues beyond our resolution would be advantageous.

Theme 2: Managing Students' Academic Challenges

This subject analyses the academic obstacles encountered by students and investigates methods to assist them.

Sub-theme 2.1: Academic Challenges of Students

The predominant academic issues are linked to bullying, aggressiveness, stealing, and factors that undermine learning. These challenges are frequently grounded in familial dynamics and socio-economic conditions. Mostly teachers agreed that student's aggression and theft are typically linked to issues experienced at home.

One respondent explained that

The teachers assert that these issues adversely affect students' academic achievement, hindering their participation in sessions.

Another mentioned that

Many children exhibit hyperactivity and possess poor self-esteem, hindering their full engagement in class activities.

Students with poor self-esteem frequently disengage, hindering their ability to study and interact with others effectively. They possess a restricted ability for knowledge acquisition, as they are devoid of fundamental educational resources, particularly audiovisual materials. Teachers assert that student engagement and focus may be improved by supplying appropriate educational resources.

Sub-theme 2.2: Supporting Students' Non-Academic Issues

Teachers have highlighted familial issues, maltreatment, and poverty as predisposing variables associated with non-academic difficulties.

A respondent stated that

Students with challenging family environments sometimes struggle to focus on their schoolwork.

Teachers can employ ethical instruction and mentorship to assist these children by facilitating parent-teacher conferences and providing positive reinforcement coaching.

Further explained that

I want to assist students by imparting knowledge on moral principles and engaging their parents to increase involvement.

Sub-theme 2.3: Parent-Teacher Interaction and Collaboration

Parental contact serves as a means for instructors to address children's concerns outside academics; yet, many teachers have difficulties with unresponsive and non-compliant parents.

Respondents explained that

It is frustrating when parents may refuse to acknowledge the child's issues or neglect to participate in meetings.

To engage parents, teachers sometimes utilize phone calls, written notes, or personal visits; yet, most instances indicate that parental responses often do not constitute effective collaboration.

Sub-theme 2.4: Guiding Teachers in Dealing with Non-Academic Problems of the Students

Teachers are advocating for increased support on non-academic issues affecting children. They express dissatisfaction over their fatigue due to the multitude of students and the many issues and situations they must address within a constrained timeframe.

Additionally explained that

With over fifty children in a single session, it is nearly hard to handle all concerns adequately.

Furthermore,

Many teachers recognized the advantages of collaborating with field specialists, such as social workers, to alleviate their responsibilities and provide assistance for students.

Sub-theme 2.5: The Role of External School Professionals (School Social Worker)

Teachers regard external specialists, such as school social workers, as essential in addressing the emotional and behavioral challenges faced by students.

A respondents stated that

A school social worker would aid in addressing emotional issues and mediating disagreements among students, teachers, and parents.

Similarly another stated that

As per my knowledge, a social worker is renowned for addressing complicated situations, engaging the family, and offering necessary counselling to children in need.

Theme 3: Challenges in Handling Students' Non-Academic Issues

The primary concern in this subject is the obstacle instructors would encounter: the absence of institutional channels for addressing students' non-academic issues.

Sub-theme 3.1: Teachers' Challenges in Student Support

One of the respondents mentioned that

Teacher are ill-equipped and unprepared to address sensitive issues such as bullying or familial bereavement.

Another teacher stated that

I lack training to address emotions related to bullying or neglect.

The temptation to address these difficulties in a context of severely restricted resources is substantial, leading teachers to frequently rely on moral instruction instead of professional measures.

Sub-theme 3.2: Effects of Non-Academic Problems on the Performance of Students

A respondents revealed that

Emotional strain arises from non-academic factors, such as familial troubles, which negatively affect student performance.

Similarly another explained that

Familial discord can result in stress and diminished academic achievement in students.

The failure to address these issues frequently manifests as disruptive behavior, absenteeism, and a lack of concentration in the classroom, all of which negatively impact learning.

Sub-theme 3.3: Time in Dealing with Student Problems

Teachers frequently devote significant effort to resolving students' personal difficulties, often detracting from standard academic instruction.

Respondents mentioned that

The instruction of the syllabus is also hindered by addressing personal issues. It not only disrupts the flow of lectures but also affects the quality of education provided to the remaining students in the class.

Sub-theme 3.4: Effect of Students' Problems on Teacher Workload

The ongoing pressure on teachers to tackle non-academic concerns is an additional strain.

A respondents revealed that

The limited time available during a specific period makes it challenging to address all matters, particularly in light of other outstanding student difficulties.

Further explained that

This affects the pace of class delivery, hindering the teacher's ability to dedicate sufficient time for lesson preparation and grading.

Sub-theme 3.5: Increasing Support for Students' Non-Academic Needs

Teachers strongly advocate for the presence of additional support personnel, such as school social workers, who can address non-academic issues.

Respondents indicated that

Schools require somebody dedicated only to addressing student concerns, allowing teachers to concentrate on instruction.

Theme 4: Enhancing Student Well-Being Support

This subject consolidates suggestions from primary school teachers concerning the improvement of support systems for student well-being.

Sub-theme 4.1: Ideal School Support Provider to Non-Academic Problems

Ideally, the teachers' image schools employ a specialized expert to manage non-academic difficulties, enabling teachers to focus on academic matters.

Several teachers realized that

The student care officer might resolve such issues, enabling instructors to concentrate on their instruction.

Sub-theme 4.2: Professionals Required to Support Students

Teachers assert that specialists, such school social workers, counsellors, and psychologists, are essential for addressing children' emotional, behavioral, and familial issues.

Respondent revealed that

Addressing emotional issues among students need the support of social workers and counsellors.

Sub-theme 4.3: Teacher and Support Professional Partnership

One respondent mentioned that

We would have significant advantages from collaborating with support personnel, since it facilitates the delivery of successful academic education.

Another indicated that

We necessitate experts to address emotional and behavioral issues, allowing us to concentrate on instruction.

Sub-theme 4.4: Skills in Effective Collaboration and Facilities

A teacher mentioned that

I advocate for the provision of training to enhance collaboration with professionals.

Another stated that

We necessitate further training to effectively recognize and address non-academic difficulties among children.

Consequently, the majority of teachers have endorsed the initiative to implement SSW in public elementary schools.

Sub-theme 4.5: Additional Support Requirements to Address Non-Academic Challenges

Several teachers underscore

The necessity of engaging experts in educational institutions, such as school social workers, to tackle non-academic issues.

A school social worker is equipped to tackle many concerns that may undermine a student's academic achievement.

Conclusion

The research conclusively indicates an urgent necessity for School Social Work (SSW) in government elementary schools. Teachers today frequently encounter numerous challenging issues in the classroom, primarily related to the psychosocial difficulties of students, which substantially hinder both discipline and learning outcomes. The deficiency of qualified personnel, inadequate training, lack of parental collaboration, and insufficient institutional assistance intensify the problem. Teachers are frequently anticipated to address issues with students, personal challenges, disruptive behaviors, and socioeconomic factors without the assistance of professional help from a dedicated social worker, counsellor, or psychologist. Despite these limitations, instructors demonstrate remarkable inventiveness and adaptability, employing many informal solutions, including novel classroom management techniques and peer support networks. These efforts, while commendable, are typically inadequate as they fail to tackle the fundamental causes of the problems. This circumstance imposes an emotional strain on teachers, resulting in tension, frustration, and diminished ability to concentrate on academic instruction, which ultimately undermines teaching efficacy and may precipitate burnout.

A recurring key issue is the absence of parental involvement, as teachers frequently encounter denial, uncooperativeness, or open resistance when prompted to explore non-academic solutions for their children or to examine such options. The structural and systemic deficiencies, characterized by overcrowded classrooms, insufficient specialized counselling, and a scarcity of teaching aids, exacerbate the issue, rendering it nearly difficult to reconcile the academic obligations with the emotional requirements of teachers. Consequently, the majority of teachers have endorsed the initiative to implement SSW in public elementary schools. For them, the presence of professional support personnel, such as school social workers and counsellors, may significantly alleviate their workload, enabling them to focus primarily on academic matters. These professionals are essential for delivering specialized support to kids facing emotional, social, and behavioral issues, fostering communication among students, teachers, and parents, and acting as intermediaries between families and community resources. The research

emphasizes that the efficient implementation of the SSW necessitates a comprehensive collaborative approach. School social work entails utilizing specialized personnel, instituting explicit identification and referral protocols, fostering efficient communication channels among teachers, school social workers, professionals, and parents, and connecting with community-based organizations. Moreover, the professional development of teachers in areas like as emotional intelligence, behavior management, and trauma-informed methods is seen essential, as it equips them to recognize and address any non-academic concerns or direct students to appropriate assistance.

The research summary indicates that the health of teachers and kids in public primary schools is influenced by structured and positive assistance. By employing School Social Work, collaboration, and preventative strategies, educational institutions may cultivate a healthier, more inclusive learning atmosphere where success is measured not alone by academic achievement but also by personal development and the holistic well-being of all students.

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