

THE UNIVERSITY OF MANITOBA

SCHOOL OF SOCIAL WORK

A STUDY OF THE CAREER CHOICE
PROCESS OF SOCIAL WORK STUDENTS
RELATED TO UNDERGRADUATE SOCIAL
WORK EDUCATION



A report of a study submitted in
partial fulfillment of the requirements
for the Degree of Master of Social Work

by

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ABSTRACT

This is an exploratory study of the factors influencing career choices in social work and the timing of the career choice process in relation to undergraduate social work education. The first-year class of students at the University of Manitoba School of Social Work were questioned to determine if the timing of their career decisions was consistent with the general theory of occupational choice process.

This study is, in part, a replicate of a research study by A. M. Pins, "Who Chooses Social Work, When and Why?". Similar data was compiled and analyzed in order to validate and bring these findings up to date, and to discover if the trends he outlined were relevant and continuing at this school.

It was postulated that prior work experience in the field of social work was the most influential factor in the choice of social work as a career, that the majority of students make this choice after enrollment in an undergraduate program, and that a larger percentage of female students make this choice at the undergraduate entrance level than male students.

The findings bear out all of these hypotheses, and are related to the possible effect they might have on enrollment in, and recruitment for an undergraduate course in social work.

TABLE OF CONTENTS

	Page
ABSTRACT	ii
LIST OF TABLES	iv
Chapter	
I INTRODUCTION	1
II BACKGROUND	8
III METHOD	13
IV ANALYSIS OF DATA	21
I Characteristics of Students	
II Career Choice Patterns	
III The Undergraduate Course in Social Work	
V CONCLUSIONS.	39
BIBLIOGRAPHY	48
APPENDIX QUESTIONNAIRE	50

LIST OF TABLES

Table	Page
I Age and Sex of First-Year Social Work Student.	21
II Number of First-Year Social Work Students Who Had Direct Work Experience in Social Work or Related Activities	23
III Extent of Students' Prior Work Experience in Social Work or Related Fields.	23
IV Fields of Practice of Students' Prior Work Experience	25
V Major Reasons Why Students Took These Jobs	27
VI Interval Between Students' Graduation from College and Initiation of Graduate Study in Social Work	28
VII Number of Students Who First Considered or Tried Another Career Before Deciding on Social Work.	28
VIII When Students Became Aware of Social Work as a Career	29
IX When Students Considered Social Work as a Possible Career.	30
X When Students Decided on a Social Work Career.	30
XI Sources from Which Students Learned About Social Work.	32
XII Factors Which Influenced Students' Choice of a Social Work Career	34
XIII Availability of Social Work Courses at Undergraduate Level at Colleges at Which Students Obtained Undergraduate Degrees	36
XIV Number of Students Who Would Have Considered Taking These Courses if They Had Been Available.	37
XV Kinds of Courses Students Would Have Considered Taking During Undergraduate Years.	37

CHAPTER I

INTRODUCTION

(a) Purpose

The problem area of concern is in the field of social work education. A concern common to the School of Social Work of the University of Manitoba, to the profession of social work, to the agencies that are staffed by social workers and to the community is the serious shortage of trained manpower.

Arnulf Pins, in his study "Who Chooses Social Work, When and Why?"¹, states that it is estimated that in Canada and the United States, between ten and fifteen thousand new social workers are needed annually to fill existing vacancies, to replace those leaving the field, and to staff new positions. Collectively all the schools of social work in Canada and the United States have been graduating a little more than two thousand students annually, which probably fails to equal the number who die, retire, leave work or move to other fields, and does not take into account already existing unfilled positions or staff needed for new and expanding programs. It is also estimated that between 80 and 85% of all workers employed in positions classified as social work do not have any professional education, which affects both the quality and the

¹Arnulf M. Pins, Who Chooses Social Work, When and Why? An Exploratory Study of Factors Influencing Career Choices in Social Work. Council on Social Work Education, New York, 1963.

quantity of service given in the field of social welfare.

Because there is a limit to the number of professionally trained social workers that graduate from post-graduate courses at universities at present, other methods have been explored and tried to increase the number of trained workers available. This has resulted in the training of workers at different levels of education and professionalism, and more and different methods of recruitment directed at potential students.

Recruitment programs can benefit from a greater amount of specific knowledge regarding that part of the college population which chooses to continue in graduate education in social work, and when and why they do so. More knowledge and the testing of available knowledge concerning at what stage of life and in what ways awareness of social work as a career is developed, and what or who influences the final career choice is required. This knowledge can be used to judge the effectiveness of current recruiting programs and to point out possible areas that are not as yet being explored, used, or effectively used.

This is the broad problem of which this study is an aspect. The specific situation which led to the suggestion for this study was that a significantly larger number of female than male high-school students expressed an interest in a career in social work. Of a group of sixty high-school students who elected to find out about social work as a career during a recruitment program at the University of Manitoba in 1966, only three were males. While the interest shown at this age cannot be interpreted as a career choice, but only as an interest or tentative choice,

it might be assumed that social work, as a career choice, is made at an earlier age by females than by males. The first and second year classes in the University of Manitoba School of Social Work at the present time do not show this great difference in proportion: the first year class is made up of 36 female and 27 male full-time students; and the second year class of 20 females and 28 males. The distribution was equal in this class the previous year. The smaller number of females is due to the fact that a number did not continue into second year. It might also be assumed then that almost as many males as females make this career choice, but at a time later than during the high-school years. It might be hypothesized from this that an undergraduate course might, as a consequence, attract few male students and therefore restrict their entrance into the profession, and that there might be a need for more, or a different type of recruitment program to effectively overcome this.

Pins' research gathered data relevant to this study concerning the time when social work students became aware of social work, considered it as a possible career, and decided on it as a career. Other relevant data was studied to discover the factors that led to this final choice, which included prior knowledge of, and work experience in the field of social work. All first year students entering Schools of Social Work in Canada and the United States in 1960 were questioned. This study will be used for comparison purposes, to ascertain if there are any significant differences between the student body at this School and the total population previously studied, and to compare local trends with

the broader ones. Pins' study, however, did not differentiate between male and female students in many of the areas relevant to this study, nor did it deal with the question of students' interest in undergraduate education in social work, both of which topics are explored in this study.

The objectives of this study, therefore, are to discover the factors influencing students' choice of a career in social work, and sex differences in the timing of this career choice, and relate these findings to those based on Pins' study.

(b) Setting, Scope, Method and Limitations

The study was done at the University of Manitoba School of Social Work during the 1967-68 academic year.

The study, as planned, was to have questioned all of the first year social work students, a total of sixty-three. Because in many respects this study was to be a replicate of Pins' study, both for the purpose of gathering similar data and for comparison purposes, it was decided to use a questionnaire as he had done, duplicating the relevant questions as closely as possible. The decision to use the first-year class was based on the facts that they were an available group from which could be obtained an almost complete sample, and that they would be the same kind of group that Pins had used in his study.

The choice of questions from his questionnaire was limited by the particular needs of our hypotheses. For example, in his very complete study he compiled such data as racial distribution, geographic origins, level of education of parents, family income and attitudes of family to career choice, which were not

considered relevant to this limited study. Only those questions related directly to our hypotheses were selected, to which were added the final section of our questionnaire related to the question of undergraduate social work education. The questionnaire used in this study represents a revision of an earlier draft which was pretested on six second-year students. Revisions were made in order to clarify questions, make them more easily understandable, and to allow for a greater variety of answers on the multiple choice questions. Some of these extra choices which Pins had found in his answers were incorporated into the questionnaire.

The findings of this study are limited to responses to given questions, and are affected by the respondents' recall of the past, perception of their motivation and frankness. The study does not deal with all data relevant to career choice, but is limited to those considered significant in terms of the focus of this study and researchable in view of the limits of time and technical competence.

(c) Hypotheses

1. Prior work experience in the field of social work as a factor in the choice of Social Work as a professional career occurs more frequently than other selected factors which influence the choice of Social Work as a professional career.
2. The number of students who decide on social work as a career after enrollment in a University undergraduate program of studies is a larger proportion of the total group of first-year social work students than the number

of students who decide on social work as a career before enrollment in a University undergraduate program of studies.

3. The choice of social work as a career is made by more female social work students at the University undergraduate entrance level than by male students at the University undergraduate entrance level.

There was some reason to believe that these hypotheses would be substantiated by the data and analysis. Previous research has shown that social workers make their career choice later generally than do members of other professions, and that a significant number have had prior work experience in the field that influenced their career choice. Studies of occupational choice show that girls usually make their choice of a career in the "helping" professions earlier than boys do. Occupational choice and motivational theory advance the theory that late adolescence is the period when tentative career choices are made, and that realistic choices are made during the period of early adulthood. This is substantiated by Pins' findings, that the choice of social work as a career is most often made during the final undergraduate years or after graduation. It might be assumed, therefore, that only a minority of students will be realistically able or willing to make this choice on entering University. The interest shown by a high school student group might lead us to suspect that there is also a significant sex differentiation concerning the time that this decision is made.

(d) Definitions

In the first hypothesis, "other selected factors" relate to all those factors listed in question 8 of the questionnaire other than item 8: "Direct work or volunteer experience in social work or closely related activities."

In the second hypothesis, "a larger proportion of the total" is defined as any amount larger than 50%. "Before enrollment in a University undergraduate program of studies" refers to the first two categories of question 6: "prior to entering high school" and "during high school", and "after enrollment in a University undergraduate program of studies" refers to items 3, 4, and 5: "during college, prior to last year"; "during the last year of college"; and "after graduation from college."

(e) Nature of the Analysis and Presentation of Findings

Because of the small number of respondents involved in this study, and the nature of the data collected, all questionnaires could be individually reviewed and checked by the researcher. Analysis of the data consisted in tabulating the frequency of the responses to each of the questionnaire items and calculating percentages to help clarify and visualize the results. The findings are reported in the tables and observations that follow. In some of the tables the data has been arranged in frequency arrays rather than in the order in which the choices appear in the questionnaire, when this sequence makes the presentation more easily read or meaningful. When choices other than the alternatives provided in questions have been indicated, they will be found in the explanation of the data included with the table.

CHAPTER II

BACKGROUND OF THE STUDY

The theory of occupational and vocational choice is of major relevance to this study, since our concern lies in when social work students make their choice of this profession, and our interest lies in discovering if there are facts that point to the possibility that this choice can or is made at an early enough stage to expect students to choose social work at an undergraduate level of education.

"The theory of occupational choice grew out of studies which sought to identify and analyze the forces that contribute to or detract from the efficiency with which individuals utilize their own resources and with which society at large utilizes its human resources."² This theory has been based on two areas of study: studies of the unemployed initially produced an awareness of the significance of work in human life, and studies of students from the primary grades to university levels of education produced information for the purpose of vocational counselling through school systems.

Counselling theory borrowed from the fields of the psychology of individual differences and the psychology of

²Ginzberg, Ginsburg, Axelrod and Huma. Occupational Choice - An Approach to a General Theory. Columbia University Press. New York, 1951. p. 10.

personality. Use was made of such techniques and tools as tests of aptitudes and interests, socio-economic position of family, and reality factors in the environment, such as the economic patterns of regions and conditions of the labor market. A number of factors that influence vocational choice and their role in the process of choice have been identified and classified. These are reality factors, such as the social and economic forces which determine the individual's environment; the influence and availability of the educational process; emotional determinants such as need and desire, and values, both the economic and non-economic objectives. It is recognized also that unconscious factors play a role in behavior, although many forces are in the realm of consciousness, known and subject to control. While all of these factors are real and relevant, attempts to build a general theory based on them have resulted in a segmented approach that does not serve the purpose of describing the strategic variables and their interaction.

Current theory rests on the "basic assumption that an individual never reaches the ultimate decision at a single moment in time, but through a series of decisions over a period of many years; the cumulative impact is the determining factor."³ The choice of occupation is in this way viewed as a chain of decisions, each based on the interrelationships between all the factors that influence learning and living. These factors can then be grouped in terms of self, reality and key persons. The major factor of self includes capacities, realization of strengths and weaknesses, interests, goals and values related to work and the rewards of work,

³Ibid, p. 27

and a time perspective that takes into account such factors as length of training and marriage. The reality factor encompasses the influence of the family as a social and economic unit, educations and training available, and the evaluation of work situations related to a "life plan". The key persons factor recognizes the influence that others have and the pressures that they can bring to bear on the choice.

Integrating this basic theory with a knowledge of developmental psychology has produced a series of "ages and stages" of development that relate directly to vocational choice. Briefly they can be outlined as:

- I Latency period (age 6 - 11) during which time occupational decision-making may be described as a fantasy choice of an adult role.
- II Preadolescence (11 - 13) during which there are still residual elements of the fantasy choices.
- III Early and Late Adolescence (13 - 16, 16 - 19) the period during which tentative choices are made.
- IV Early adulthood (19 -) when realistic choices are made.

This division of the choice process in terms of periods and stages is supported by knowledge of developmental psychology and extensive case material.

An explanation of the adolescent stage of tentative choice is most important to this study. It is the period during which the first steps are usually taken towards realizing the future image, a significant element of concreteness is added to

thinking and planning, and concentration is begun on one element by eliminating alternatives. Role confusion, the inability to make a choice, is common during this period. Knowing that he has inadequate control over many elements and that new facets of reality will affect his choice, there is usually no firm commitment to one choice. The fact that choices made during adolescence are often discarded during the later period of realistic choice, shows their basically tentative character. This period ends only when he has a clear insight into himself, understands the major aspects of reality and has a reasonably firm future image of himself.

"The analysis of a process that takes place over a considerable span of years is always difficult, but it is more difficult when the crucial years are typified by very rapid changes in the total personality, as in adolescence."⁴ This is a period characterized by many changes. Libidinal pressures can interfere with the ability to make constructive use of available assets, and the need for immediate gratification in all areas is strong. This is the time when the struggle to free himself emotionally from his parents and his attachments to them, while he is still dependent on them, may reach its climax. The need for emancipation and freedom can result in the sacrifice of future plans if these emotional conflicts are resolved in a negative way.

At the age of late adolescence and early adulthood, usually between 17 and 19, the adolescent is ready to relinquish tentativeness and face the necessity of choice. The pressures of

⁴Ibid. p. 59

reality become strong, and the necessity of making a significant educational choice becomes a primary job. The adult image must be made concrete by an awareness of specific objectives and the establishment of a time sequence. The period of young adulthood is one in which choice becomes crystallized with a high degree of concreteness and specificity. Heightened assurance and control are the factors that make realistic vocational commitments possible.

The categorizing of ages and stages must be modified to allow for individual differences. It is allowed that, as a reasonably close approximation, there is a variability among the age norms of about two years. The variability in the analysis of choice patterns must allow for a range of alternatives. It is narrowest in those fields which allow the testing of specific ability and talent at an early age, such as engineering. The typical pattern is a gradual narrowing of range from an initially broad area of interest to a specific choice. The crystallization phase of young adulthood has a broader range than the other phases, of ~~sight~~ years, covering the age span of 16 to 24. It has also been shown that during the tentative transition phase, girls make more of an adjustment in their value scheme to incorporate future roles.

Occupational choice, then is viewed as a developmental process; not a single decision, but a series of decisions made, refined and modified over a period of years. Each step in the process has a meaningful relation to those which precede and follow it, and each is dependent on the chronological age and development of the individual.

"This . . . is the general theory. First, occupational choice is a process which takes place over a minimum of 6 or 7 years, and more typically, over 10 years or more. Secondly, since each decision during adolescence is related to one's experience up to that point, and in turn has an influence on the future, the process of decision-making is basically irreversible. Finally, since occupational choice involves the balancing of a series of subjective elements with the opportunities and limitations of reality, the crystallization of occupational choice inevitably has the quality of a compromise."⁵

We shall want to examine this theory in light of the information that this study brings forth regarding the timing of career choice of social work students, and to speculate on the effect that this may have on students entering the field four years earlier in their development.

There is, however, another factor that must also be considered. "Even while the educational demands are being increased, middle class maturation, as represented by the college student population, is occurring at an earlier point for many students. The prolonged period of adolescence, as typified by college populations for several decades, has begun to be shortened by earlier marriage and a more serious approach to the college experience, thus increasing the pressure for early and relatively permanent career choice. . . . The rapid expansion of knowledge and the heavy demands of both liberal arts and professional or graduate

⁵Ibid., p. 198

programs place him under added pressure to make the right choice of career and of his college program as early in his educational life as possible, preferably in high school or very early in his college career. 'Second-guessing' or deciding that one's initial choice was wrong can be costly when increasingly many career fields require post-graduate study."⁶ The influence of these factors may be having a considerable effect on earlier career choice, for it is not possible to ignore the effects of social and economic pressure. This study may show the effectiveness or lack of effectiveness of recruitment programs and guidance counseling at the high school level, and point to areas in which some programs might be initiated or improved.

In recent years there has been a great interest in undergraduate education in social work, related both to the shortage of trained personnel and agency experience in looking for new and more effective methods of staff utilization.⁷ It is understood that there is a need for social work personnel with various levels of education and that undergraduate programs in social work can help interest and prepare students either for further graduate professional education or for employment in social welfare in positions not requiring this level of education.

Research done by the Council on Social Work Education

⁶S. W. Spencer. The Director of a Graduate School of Social Work Looks at Undergraduate Education. "Recent thoughts on Undergraduate Social Welfare Education." Council on Social Work Education, 1964, 12th Annual Program Meeting, p. 15.

⁷Arnulf M. Pins. Current Realities and Future Opportunities for Social Work Education. Journal of Education for Social Work, Council on Social Work Education. Spring 1967.

reveals the quantitative growth in undergraduate education. There are 529 colleges and universities now offering undergraduate programs, majors, sequences, or courses with social welfare content, with an estimated 15,000 - 20,000 students enrolled. The Canadian picture, taken separately, shows similar growth. "Not much more than 2 years ago there were only 2 universities offering programs of education in welfare at the undergraduate level. . . Now there are some 25 undergraduate programs, either in operation or being planned and developed."⁸ The foregoing developments are all the more significant when it is remembered that there are 58 institutions of higher education in Canada. "Expansion of existing and development of new graduate facilities notwithstanding, it is no longer justifiable to look to this resource for all social work manpower needs. Undergraduate education in social work to the first professional level is feasible and has considerable potential."⁹

Since the present number of graduates from schools of social work is much too small to fill existing vacant positions, to meet the needs of a growing population, to improve services or to staff new programs, a major expansion in social work education is necessary and urgent. (Discussions about undergraduate programs have moved beyond the stage where necessity and feasibility are the focus. Discussion now centres on the content of such proposed programs, and the general consensus seems to be that it

⁸N. N. Papove, Social Welfare Manpower: Significant Developments and Current Issues, Public Welfare, Bulletin of Canadian Public Welfare Assoc. Vol. XIV, No. 2, Jan. 1968, p. 11.

⁹Ibid. p. 14.

is necessary to retain as much of the undergraduate liberal arts curriculum as possible without neglecting social work content.)

This study is based largely on Pins' "Who Chooses Social Work, When and Why?", and will show the relation of findings to career choice theory and research, as his study does, as well as compare findings with his results.

Pins' research was based on a study of first year social work students in 1960 in all of the graduate schools of social work in Canada and the United States, including Puerto Rico and Hawaii. These are all of the sixty-three schools accredited by the Council on Social Work Education. Of all the entering first-year students for the 1960-61 academic year, he obtained a 98.7 per cent sample, from which an almost complete picture of this class can be drawn. In many respects, his findings support the general theories of career choice, and we shall use our data in relation to these theories to further discover if there are implications for the recruitment of younger students into an undergraduate school of social work at the University of Manitoba.

Pins' study is the major source of information about the career development patterns of social work students, and in order to compare data from the local source, many of the sections and questions of his study have been replicated. His findings indicate the validity and effectiveness of recruitment programs, give support to the practice of using social workers to do the recruiting, and prove the worth of providing career testing opportunities. By showing the developmental character of the process of occupational choice, it shows the need to make students aware

of social work as a career possibility in their early adolescent years. Findings of particular significance are those that show the close relationship between sources of information and factors influencing choices, and between time of learning of the existence of the field of social work and of career possibilities in it, and time of deciding upon social work as a career. Specific findings as they relate to this study will be discussed in later sections, but it may be noted here that Pins' study does support the general theory of career choice, and the implications that he suggests are as valid in our local setting as they are in the broad field he studied.

CHAPTER III

METHOD

Data was gathered by means of administering a questionnaire to members of the first year social work class. Because of limitations of time and the nature of the questions, it was not considered necessary to check the data against any records or other information. Because of the size and availability of the class members it was decided to use the whole population rather than a sample.

This did, however, entail certain difficulties. The researcher, a second-year student, was at field work practice on those days that first-year students attended classes on campus and was not able to contact all the students. The researcher received permission to administer the questionnaire during two class-time periods of the first-year students. Due to the absence of a number of students, only forty-six questionnaires were completed in this way. Letters were sent to the seventeen class members who had been absent, explaining the study and asking them to complete and return their questionnaires. Eleven were returned completed, which gave a total of 57 questionnaires filled out, i. e. a 90.47% return. One questionnaire which had been incompletely answered with a number of key questions omitted was discarded, leaving a total of 56 questionnaires to be used as the basis of this study, or 88.88% of the total class. Time did not allow any further follow-up which might have produced responses from the total group.

The original questionnaire was pre-tested on six second-year students. The only difference between them and the first-year class would be the possibility of less complete recall since they were one year further removed from the time when they had made their career choice, and this was considered negligible. The number of answers they added to the lists of items in the multiple choice questions suggested that the category "other" be added to some of the questions, and the form of question 15 and 16 was changed for purposes of clarification. Question 12, dealing with work experience in fields of practice was changed to include "corrections" which had not been included in Pins' study, but which, he had noted, had been written in often enough to suggest that this be considered a separate category. He had experienced some confusion by combining child and family welfare, so it was decided in this study to use the term "child and/or family welfare" to clarify this item. Our pre-test group had also added mental health and rehabilitation agencies, so these two items were also added.

Question 13, dealing with the reason for undertaking work experience prior to social work education was not part of Pins' study, but was included in our study in order to find out if it could be determined if prior work experience was the cause or effect of interest in the field of social work.

Despite the fact that respondents were urged to fill out all questions and to check their questionnaires for omissions, and that the pre-test group had filled out their questionnaires fully and correctly, a number of respondents failed to complete

the last section or misunderstood the necessity to do so, so that tabulations related to both parts of question 16 of the questionnaire are based on incomplete samples. This is noted in the observations related to the relevant tables.

Respondents were classified (Q.2) according to sex and answers tabulated in reference tables according to the classification of male and female and total group.

Tabular presentation tables have been used to summarize the data. Percentages have been calculated to two decimal points and numbers rounded when necessary. When percentages have not been taken on the base of the total group, an explanatory note has been added.

CHAPTER IV

ANALYSIS OF DATA

I Characteristics of Students

In order to gather information about career choice in Social Work, we have analyzed some of the characteristics of students who choose social work professional education, and will relate this to the findings of Pins' study to discover if the group at the University of Manitoba is similar to the total group of all first-year social work students that he studied.

Characteristics of the students included in this section are age, sex, extent of prior work experience, fields of practice of prior work experience and reasons for undertaking this work experience.

Table I

Age and Sex of First-Year Social Work Students

Age	Total		Male		Female	
	N	%	N	%	N	%
24 yrs. or under	32	57.15	12	46.15	20	66.67
25 - 29 yrs.	10	17.85	9	34.62	1	3.33
30 - 34 yrs.	8	14.28	4	15.38	4	13.34
35 - 39 yrs.	3	5.35	-	---	3	10.00
40 - 44 yrs.	2	3.57	1	3.85	1	3.33
45 - 49 yrs.	1	1.78	-	---	1	3.33
50 yrs. or over	-	---	-	---	-	---
Total	56	100%	26	100%	30	100%

This table shows that of the 56 students who answered the questionnaire, 26 or 46.42% were male and 30, or 53.58% were female. The entire class of 63 students was made up of 28 males or 44% and 35 females or 56%. The sex distribution of students in schools of social work in 1960, according to Pins' study, was 41% male and 57% female. (The remaining 1.98% failed to answer the question indicating their sex). The two sets of figures are close enough to suggest that the distribution at the University of Manitoba is relatively the same as that of other schools, and as well that the trend that Pins noted of the proportion of male students in relation to females steadily increasing has indeed taken place in the years since the first study was done.

There is a wider variance in the age distribution compared to Pins' findings. He found almost 70% under thirty years of age and about 10% over forty. We find 75% under thirty and 5.35% over forty, with almost twice as many females in the over-forty group as males and 80.77% of the males as compared to 70% of the females in the under-thirty group. While Pins found that the female students included a greater proportion of very young and older people than the male students, we find this distribution changed to show more young male students than female. We found, as he did, proportionately fewer female students than male students in the twenty-five to thirty-five year age group: 50% of the male students as compared to 16.67% of the female students.

Table II

No. of First Year Social Work Students Who Had Direct Work Experience in Social Work or Related Activities

	<u>Total</u>		<u>Male</u>		<u>Female</u>
No.	45	No.	21	No.	24
% of Total	80.35%	%	80.76%	%	80%

It is to be noted here that the percentages for male and female students are almost identical. On this question, Pins did not differentiate between male and female students, but found that 82.72% of all students had prior work experience in social work or related activities. The difference between these percentages, while not great, may be attributable to the fact that more students at this school come into the younger age category, and may thus enter graduate studies immediately after attaining their undergraduate degrees.

Table III

Extent of Students' Prior Work Experience in Social Work or Related Fields

<u>Work Experience</u>	<u>Total</u>		<u>Male</u>		<u>Female</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Full-time paid basis	31	55.35	19	86.36	12	35.29
Volunteer	11	17.85	2	9.09	9	26.47
Paid Employee during summer	10	17.85	1	4.55	9	26.47
Part-time paid employee	<u>4</u>	<u>7.16</u>	<u>-</u>	<u>---</u>	<u>4</u>	<u>11.77</u>
Total	56	100%	22	100%	34	100%

While 45 students had experience, 11 did not. This group is excluded from this table. Some students answered more than one

question, indicating that they had had a variety of work experiences. Thus the total of 56 represents the total number of responses to this question, not the number of students who answered this question.

These findings are comparable to Pins' data, which showed the highest percentage of 58.77% having worked on a full-time paid basis.

The greater proportion of females having experience as volunteers probably reflects the greater availability of such jobs as Candy Strippers, play-ground supervisors, camp counselors and youth group leaders, the service element of organizations such as sororities and women's clubs and the emphasis in our society that the non-professional volunteer "helping" jobs are done by females. The smaller proportion of males having worked in the field during summers probably reflects the fact that male students traditionally work at high paying temporary jobs such as construction work during summer holidays, rather than at lower paying jobs such as in social agencies.

Table IV

Fields of Practice of Students' Prior Work Experience

<u>Fields of Practice</u>	<u>Total</u>		<u>Male</u>		<u>Female</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Group Service	14	21.21	1	3.85	13	32.50
Public Assistance	14	21.21	10	38.46	4	10.00
Hospital	3	4.54	--	---	3	7.50
Psychiatric	10	15.15	2	7.70	8	20.00
Child and/or Family	18	27.28	8	30.76	10	25.00
Community	1	1.52	--	---	1	2.50
Corrections	4	6.06	3	11.54	1	2.50
Other	<u>2</u>	<u>3.03</u>	<u>2</u>	<u>7.70</u>	<u>--</u>	<u>---</u>
Total	66	100%	26	100%	40	100%

These figures are based on the total of 45 students who had prior work experience. Some students answered more than one question, indicating that they had experience in more than one field of practice. Thus the total of 66 represents the total number of responses, not the number of students who answered this question.

In the questionnaire, Group Service was explained as including Y's, Scouts, Community Centres, camps and settlements; Public assistance explained as Departments of Welfare, Hospital included medical clinic and rehabilitation service; Psychiatric included agency, clinic, institution and the field of Mental Health; Child and Family was explained as Child and/or Family Welfare; Community included community planning, community chest, federation or welfare fund.

Pins reported finding the largest number of students having had their work experience in Group Service agencies and Public Assistance, the two fields then employing the greatest percentage of workers who had not yet completed graduate professional education.

The number of students having experience in group service agencies probably reflects work in camps and youth serving organizations. Pins does not differentiate between the sexes on this question, but the distribution shown on Table IV is startling. Child and/or Family welfare is the field in which the greatest number of students have worked, although when a sex distribution is made, the greatest number of males have worked in the field of public assistance and the greatest number of females in group services. This could be either a reflection of interests or of hiring practices of agencies in this field. More females have worked in hospital and psychiatric settings than males, and more males than females in corrections.

The two responses in the category of "other", both of male students, were "religious organization" and "residential treatment". It is possible to surmise that these categories might have been interpreted to fit into the categories listed in the question, but since there were no further explanations, they have been left unclassified.

Table V

Major Reasons Why Students Took These Jobs

	Total		Male		Female	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Test interest and/or skill	39	86.66	16	76.19	23	95.83
Financial help	1	2.22	1	4.77	-	---
Chance	3	6.67	2	9.52	1	4.17
Other	<u>2</u>	<u>4.45</u>	<u>2</u>	<u>9.52</u>	<u>-</u>	<u>---</u>
Total	45	100%	21	100%	24	100%

By far the largest number of students indicated that they took a job in social work or related fields in order to test their interest and/or skill in the field. When we note the large percentage of students with prior social work experience and this reason for taking such jobs, we can assess the importance of this area for recruitment. The two male students who marked the last category, gave as their reasons for taking jobs in the field of social work: "to help people with problems", and "to provide service to humanity". The students' felt need to test their interest and/or skill before graduate studies may also offer an explanation for the number of students who do not begin their professional education in social work directly after graduation, as shown in the following table.

II Career Choice Patterns

Table VI

Interval Between Students' Graduation from College and
Initiation of Full-Time Graduate Study in Social Work

	Total		Male		Female	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
1 summer only	19	33.93	5	19.23	14	46.66
1 - 3 yrs.	23	41.07	13	50.00	10	33.34
4 - 10 yrs.	9	16.07	7	26.93	2	6.66
More than 10 yrs.	<u>5</u>	<u>8.93</u>	<u>1</u>	<u>3.84</u>	<u>4</u>	<u>13.34</u>
Total	56	100%	26	100%	30	100%

The total percentage who worked for one summer only is almost the same as in Pins' study, although he found a smaller percentage (30.21%) in the 1 - 3 yr. category, and larger percentages in the other two categories. This seems to indicate, as do the findings reported in Table I, that the characteristics of the student body are changing, with a greater percentage of younger students and a smaller percentage of older students with lengthy work experience.

Also related to the subject of career decision is the fact that many of the first-year social work students first considered or tried another career before deciding on social work.

Table VII

	<u>Total</u>	<u>Male</u>	<u>Female</u>
N	50	24	26
%	89.29	92.3	86.66

It is not known how seriously these students considered other career choices, or how many of the students actually tried out these other careers through study or employment. Pins also found that over 85% of the students he questioned had first considered another career. This extremely high percentage suggests that this is a common factor in the choice of social work as a career.

Table VIII

When Students Become Aware of Social Work as a Career

	Total		Male		Female	
	N	%	N	%	N	%
Prior to high school	8	14.29	-	---	8	26.66
During high school	22	39.29	9	34.62	13	43.34
During university	15	26.79	8	30.77	7	23.34
Last year of university	4	7.15	4	15.38	-	---
After graduation	5	8.92	3	11.54	2	6.66
Do not remember	<u>2</u>	<u>3.56</u>	<u>2</u>	<u>7.69</u>	<u>-</u>	<u>---</u>
Total	56	100%	26	100%	30	100%

The largest percentage of students become aware of social work as a career during high school, and the next largest group during undergraduate years at University. All but 6.66% of the female students knew about social work by the middle of their undergraduate course, while 26.92% of the male students did not become aware of social work as a career until their last year or later.

Table IX

When Students Considered Social Work as a Possible Career

	Total		Male		Female	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Prior to high school	2	3.56	-	---	2	6.66
During high school	16	28.58	2	7.69	14	46.66
During university	16	28.58	12	46.15	4	13.34
Last year of university	11	19.64	5	19.23	6	20.00
After graduation	<u>11</u>	<u>19.64</u>	<u>7</u>	<u>26.93</u>	<u>4</u>	<u>13.34</u>
Total	56	100%	26	100%	30	100%

Comparing male and female students, we find a much greater percentage of females making a tentative career choice during the high school years. We find also that tentative choices are still being made during and after undergraduate years by 92.31% of the male students and by 46.68% of the female students.

Table X

When Students Decided on a Social Work Career

	Total		Male		Female	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Prior to high school	-	---	-	---	-	---
During high school	4	7.15	-	---	4	13.34
During university	10	17.85	4	15.38	6	20.00
Last yr. of university	12	21.42	7	26.93	5	16.66
After graduation	<u>30</u>	<u>53.58</u>	<u>15</u>	<u>57.69</u>	<u>15</u>	<u>50.00</u>
Total	56	100%	26	100%	30	100%

A little less than half of the students made a definite career choice in social work during the period up to and including

completion of undergraduate studies, and a little more than half after graduation. More females than males made the choice before graduation, and although the percentages are fairly equal for those who decided after graduation, more than twice as many females as males made their decision during high school and undergraduate years.

Pins found that over 75% of the students did not make a final career decision before the last year of college, while our figures show that of the total, exactly 75% of the students fall into this category. He found also, as we did, that over half of all the students did not select social work until after completing their undergraduate education. Pins notes as well that while studies have indicated that from 53% to 70% of college students decide upon a vocation before entering college, the picture for social work students is quite different.

Table XI

Sources From Which Students Learned About Social Work

	Total		Male		Female	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Direct work experience in social work or related experience	41	22.05	20	23.53	21	20.79
Relative, friend or acquaintance who is a social worker	34	18.23	20	23.53	14	13.87
Undergraduate courses or instructors	17	9.14	8	9.42	9	8.90
Talking with social work students and/or faculty	17	9.14	5	5.88	12	11.88
Social work recruitment program, speaker or literature	14	7.53	4	4.71	10	9.90
Radio, TV, books, movies, newspapers or magazines	13	6.99	6	7.05	7	6.94
Fellow students at university	13	6.99	3	3.53	10	9.90
Relative, friend or acquaintance active in community or welfare activities	11	5.92	6	7.05	5	4.95
University guidance program	9	4.84	4	4.71	5	4.95
High school guidance program	8	4.32	3	3.53	5	4.95
Non-school vocational guidance	6	3.23	4	4.71	2	1.98
Service from social worker or social work agency	<u>3</u>	<u>1.62</u>	<u>2</u>	<u>2.35</u>	<u>1</u>	<u>.99</u>
Total	186	100%	85	100%	101	100%

Since students were asked to check all those sources from which they learned about social work up to a maximum of six, there was a total of 186 responses. The percentages of this table are based on the total number of responses received, and are ranked according to the number of students who chose each of these sources as one of those from which they learned about social work.

The most important sources, accounting for 75% of the responses are direct work experience and the influence of social workers, and both of these had a greater influence on male than on female students. High school guidance programs account for less than 5%, and are slightly higher for females than for males.

Pins found that college courses or instructors ranked second, well above relatives, friends or acquaintances who are social workers, while our data shows that this source was noted only half as many times as that of known social workers. We found that recruitment ranked fifth in order of importance, while Pins' data shows it ranked seventh. This could either indicate an increased use of recruitment programs in the years since his study was done, or a more effective program in Manitoba than is generally the case. To understand the significance of the low score assigned guidance programs requires further study and analysis not possible from the data available through this study. It would be necessary to ascertain if guidance personnel are not aware of social work or do not encourage students to explore it. This does suggest, however, that this source of recruitment be explored and effectively used if students are to be made aware of this career choice at the high school level.

The sources which provide students with information about social work also have an influence on the students' final career decisions.

Table XII

Factors Which Influenced Students' Choice of a Social Work Career

	Total		Male		Female	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Direct work in social work or related activities	41	35.89	19	35.85	22	35.49
Relative, friend or acquaintance who is a social worker	19	16.92	10	19.03	9	14.53
Availability of financial help	10	8.71	4	7.51	6	9.68
Social work recruitment program, speaker or literature	10	8.71	5	9.50	5	8.06
Participation in college and community organizations	8	6.97	2	3.73	6	9.68
Other factors	8	6.97	1	1.87	7	11.28
Relative, friend or acquaintance active in community and welfare activities	5	4.35	3	5.67	2	3.22
Parent, husband or wife	5	4.35	4	7.51	1	1.62
School or community guidance program	4	3.48	2	3.73	2	3.22
Undergraduate course in social work or social welfare	3	2.61	1	1.87	2	3.22
Minister, Priest, Rabbi or other religious leader	<u>2</u>	<u>1.04</u>	<u>2</u>	<u>3.73</u>	<u>-</u>	<u>---</u>
Total	115	100%	53	100%	62	100%

Students were asked to check three items or less, which resulted in a total of 115 responses to this question. The percentages in this table are based on this total number of responses, and the factors are ranked according to the number of students who chose each factor as one of those which influenced their career choice.

The findings clearly indicate that the two major sources from which students learn most about social work also had the greatest influence in their decision to select social work as a career. Guidance programs are shown to be relatively unimportant as factors.

Pins did not include in his questionnaire the item about financial help, and it is interesting to note that this was the third most important factor listed. An area still to be explored is the possibility of making bursaries available to undergraduate students in social work and speculation as to the relative importance this might have to a younger group of students.

Listed under the "other" factors were:

- . . . an inspiring director
- . . . nothing else available
- . . . scored high for social work on a vocational aptitude test
- . . . agency coercion
- . . . first choice of a master's program in child psychology not available here
- . . . acquaintance with social work students
- . . . found work in unrelated fields unenjoyable

III The Undergraduate Course in Social Work

Since there is not an undergraduate course in social work, a major sequence in social welfare, or any undergraduate courses in social work or social welfare at the University of Manitoba, and since there are relatively few universities that offer these courses, it was expected that few students would have had the opportunity to take any of them. Students were asked which of these courses had been available; if they had taken them where they were available; which ones they had taken; if they would have considered taking any if they had been available; and which ones they would have considered taking.

Table XIII

Availability of Social Work Courses at Undergraduate Level at Colleges at Which Students Obtained Undergraduate Degrees

	Total		Male		Female	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Undergrad. course for B. S. W.	1	1.75	1	3.70	-	---
Major sequence in social welfare	-	---	-	---	-	---
Any courses in social work or welfare	6	10.53	6	22.22	-	---
None	46	80.70	17	62.97	29	96.67
Don't know	<u>4</u>	<u>7.02</u>	<u>3</u>	<u>11.11</u>	<u>1</u>	<u>3.33</u>
Total	57	100%	27	100%	30	100%

The total number of responses is accounted for by the fact that one male student answered both items 1 and 3. Percentages are based on this total number of responses. As expected, only a very few students had attended colleges where such courses were available.

None of the female students took their undergraduate degrees at colleges where these courses were available.

Of the six male students who took their undergraduate degrees at colleges where these courses were available, three took such courses. Of these, two took a course in Social Welfare and one student took the undergraduate course leading to a bachelor's degree in social work.

Table XIV

Number of Students Who Would Have Considered Taking These Courses if They Had Been Available

Total		Male		Female	
<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
37	84.09	14	87.5	23	82.14

This total number of students does not include those students who took such courses (3), nor those who did not take such courses where they were available (3). It also excludes four male students and two female students who did not answer this question. The percentages are based therefore on 16 male and 28 female students, a total of 44.

Table XV

Kinds of Courses Students Would Have Considered Taking During Undergraduate Years

	Total		Male		Female	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Undergraduate degree course in social work	11	29.73	3	21.42	8	34.78
Major sequence in social welfare	3	8.10	2	14.29	1	4.35
Any courses in social welfare or social work	<u>23</u>	<u>62.17</u>	<u>9</u>	<u>61.29</u>	<u>14</u>	<u>60.87</u>
Total	37	100%	14	100%	23	100%

Excluded from these totals are five female and two male students who indicated that they would not have taken any of these courses and two female and four male students who did not respond to this question.

The table shows that over 60% of these students would have been interested in taking some undergraduate course in social work or social welfare, while only about 30% showed any interest in a full undergraduate course. 34.78% of females as compared to 21.42% of males indicated interest in the undergraduate course. While a much greater percentage of male than female students indicated that they would have considered taking a major sequence, the number of students who checked this is really too small to be significant.

We must also be aware that, because of the nature of this question, it has of necessity been answered with the wisdom of hindsight. There is no way of proving that these students would have chosen to take any of these courses if they had been available at the time that they were deciding on their undergraduate program of studies. It does, however, indicate the students' judgment at a later date of the value these courses would have been to them.

CHAPTER V

CONCLUSIONS

The detailed findings of this study were reported in the previous chapter. This chapter deals with the highlights of the study findings, an exploration of their significance, and some recommendations for further study and research.

Pins found in his study that there had been significant changes in the age and sex distribution of students in schools of social work during the decade preceding his study which was done in 1960. He found more men moving into a field which had been predominantly female, and reported that his sample had shown 41% of the students were male. Seven years later, our sample shows the proportion has risen here to 44%. This seems to bear out the trend that he had noted earlier of more men now entering the profession. He also indicated a trend which showed more students entering schools of social work at an earlier age, and reported 70% of the students under thirty years of age and about 10% over forty. Our data shows further indication that the percentage of young students is increasing, with 75% of the students at this school under thirty and 5.35% over forty.

Direct work experience in social work prior to entering a school of social work is a common factor in the background of most students, with over 80% of all students reporting having had

this type of experience. Our findings in this area are almost identical with Pins. However, when this experience is categorized into fields of practice, our findings differ widely from the previous study. Child and family services ranked third in that study, after group services and public assistance, while in our study it ranked first for both males and females. Males worked mainly in the fields of public assistance, child and family services and corrections, while females worked mainly in group services, child and family services and psychiatric care. This may either indicate a difference in interests or in the hiring policies of agencies.

When students were asked why they took these jobs, over 86% answered that the reason was to ~~test~~ test their interest and skill in the field. We had tried to assess if this work experience was a cause or effect of their interest in social work, and the findings seem to indicate that the students sought these jobs because of an interest in the profession. It should be noted that social work, perhaps more than other professions, offers the opportunity to people to test their interest and aptitude before training.

Social work students, as a whole, become aware of this field at a relatively late stage in their education. Pins found that almost 75% of the students he polled did not become aware of social work until after graduating from high school. In the class we studied about 54% represented this group. In Pins' group about 50% of the students learned about social work during college, while our study showed 34% in this group. He found 25% became aware of the field after graduation, and we found only 9%. These figures

clearly indicate that the students in the class we studied are learning about social work much earlier, probably as a result of improved recruiting programs, the increase in the use of guidance programs in the schools, and recruitment specifically aimed at high school students.

A final social work career decision was made relatively late, and for most students did not seem to be their first choice. Almost 90% of the students reported that they had first considered or tried another career. About one-third of the class entered graduate studies immediately after graduation, while the greatest number, 41% waited from one to three years, and 25% were out of school for four years or more. Over 50% of the students did not decide on a social work career until after graduation, and only 7% indicated that they had made their decision during high school. Pins found that 5% of social work students had decided to become social workers before they started their college education.

The major sources of information about social work - direct work experience and social workers themselves - were also the factors students reported that influenced them most to select a social work career. Undergraduate courses and instructors ranked equally next with the influence of social work students and faculty. Recruitment programs ranked fifth with 7.5% of responses and high-school guidance programs ranked tenth with 4% of responses. Pins data shows that recruitment programs ranked seventh in order of importance, which shows some slight improvement here.

Our students ranked the availability of financial help as the third factor in order of importance, equally with the

influence of social work recruitment programs. Guidance programs are ranked ninth with less than 4% of the responses indicating that such programs were an influence on career choice.

Concerning an undergraduate course in social work, 81% of the students indicated that they would have considered taking some kind of undergraduate course, with the percentages of male and female students being almost equal. Of these students, about one-third expressed an interest in an undergraduate course in social work; 21% of the males and 35% of the females. The largest group, 62% of these students expressed a preference for courses with social work or social welfare content, and the choices here for male and female students were about equal.

While it must be realized that there cannot be too great a degree of reliability in these figures because they recognize only a judgment after the fact, they may serve as an indication of students' interests and choices. Data concerning periods in which awareness and knowledge are gained are bound to be influenced by memory and hindsight and are essentially subjective, non-empirical facts, and therefore not completely reliable. However, the fact that our figures relate so closely to those of Pins' study in which a much larger population was questioned, leads us to conclude that these types of questions and the answers they solicit are valid as an expression of knowledge and opinion.

We have found that, continuing the trends noted earlier, our class indicates that social work students are entering graduate studies earlier than they once did, and that proportionately more males are now choosing this career.

Related to our hypotheses, the findings of this study indicate that prior work experience in the field of social work is the most influential factor in the choice of social work as a professional career. We found that none of the male students made their career choice in social work at the university undergraduate entrance level, while 13% of the female students did, and that over half of all students made this choice after university graduation, and 93% at some time after beginning undergraduate studies.

In many respects the findings of this study support the general theories of career choice. The process of career decision by social work students demonstrates the fact that occupational choice is a developmental process. Students enter university, presumably have an interest in the social sciences by which they obtain the necessary prerequisite credits, are influenced by their courses, instructors and other students, try working in the field of social work, and then choose the profession. Each decision makes the next one possible and influences its nature and direction. The findings suggest a close relationship between the sources of information about social work and the factors that influence the career choice, and suggest that when adequate information and opportunity are provided to select an occupation, a person will choose the occupation that best fits his personality and needs. The timing of the career choice of these students is consistent with the age divisions set out in the theory. While adolescence is the period of tentative choices, firm decisions are not made, in the majority of cases, until early adulthood. Unlike most other professions, this decision is often made in social work even later than that.

The findings of this study indicate the validity and effectiveness of recruitment programs. Almost 9% of the students indicated that recruitment programs, speakers or literature were among the three major sources of information and influence in their career choice. The fact that relatives, friends and acquaintances engaged in social work were a major influencing factor supports the practice of using social workers to do recruiting.

The fact that so few social work students were even aware of social work during their high school years suggests that more programs are needed which will contact and inform high school students, guidance counselors and teachers. In respect to the proposed undergraduate course in social work, it is clearly indicated that more effort is required to reach students in their early adolescent years to make them aware of social work. Evidence seems to suggest a relationship between early awareness of social work and early decision to make it one's career. If vocational choice theory is correct in suggesting that tentative choices made during the adolescent period influences and limits future career aspirations, then the social work profession must be aware that it is not now in a position of advantage.

The importance of career testing opportunities has been clearly indicated. No other factor or source of information has been as effective. It will be necessary to explore this area to find possibilities to expose younger students to experience in the field of social work. Pins suggests also that if social work agencies gave more publicity to their services and identified them as social work, perhaps more students would be aware of social work

in their adolescence, since the understanding and visibility of social work service by agencies seems to have an indirect effect on recruitment. The most significant implication of the findings for social workers is the value of their role in recruitment. Encouragement of social workers to actively engage, either formally or informally in the recruitment of young people to the profession should prove productive, as indicated by the present effectiveness of this role.

Since the objective of a research study is to produce information that can be put to use, it is hoped that the findings of this study, however limited, may provide some information and insight that will be of use to the University of Manitoba School of Social Work in its planning for the undergraduate course in social work.

Pins, in his study, recommended that further analysis of students in social work education be carried out to test the validity and reliability of his study findings, and to maintain accurate and useful trend information.

Since our study has shown the relative effectiveness of recruitment and guidance programs aimed at high school students, it is suggested that the effectiveness of specific approaches and techniques needs to be measured to help determine when and with whom selected recruitment programs should be used. The relationship between early awareness of social work and this choice of a career suggests that research on the impact of selected recruitment programs could prove of value.

While our material indicates that there may be many difficulties in attracting students to social work at the undergraduate

entrance level, a study of conditions at other schools where this course has been established could be a way of anticipating difficulties and avoiding some errors. While there is available a considerable amount of material dealing with the necessity of such courses and their content, there has not been, to our knowledge, any compilation of data to relate the effectiveness of recruitment and guidance programs to the enrollment of students, to indicate which students are ready to make a career choice at this point, and specifically to determine if young men are entering the profession at this level in the same proportion as they are at the graduate level.

Based on the findings of this study, the following areas are suggested for consideration:

1. The profession should work toward a greater public understanding and knowledge of the role of social work in our society. A more positive understanding could motivate more young people to choose this career, and see it as an opportunity for self-fulfillment and service to society. The success of such youth manned services at the Company of Young Canadians and the Peace Corps suggests that the appeal most attractive to young people and most consistent with the values of the profession would be to the idealism, progressivism, and energy of young people.

2. Ways must be found to expand work experience programs to include high school students. The success of such programs as the Candy-Strippers to introduce girls to a career in nursing suggests that thought should be given to discovering similar areas of service in social work. Emphasis should particularly be placed

on finding work experiences that would be appealing and meaningful to boys.

3. Greater cooperation should be sought with high school guidance personnel and literature and speakers be made available to guidance counselor's. A survey of local high school libraries would probably show the lack of any material being made available to students at the present time. The School of Social Work could take the initiative in this area in surveying what material can be obtained and placing it within the reach of students.

4. Recruitment should be based on tested knowledge and experience. Consideration might be given to the idea of obtaining similar data from each class to keep findings up-to-date and gather additional data. It is suggested also that the first class in the undergraduate program be questioned in order to verify what our data has indicated.

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APPENDIX

SURVEY OF FIRST YEAR SOCIAL WORK STUDENTS AT THE UNIVERSITY OF MANITOBA SCHOOL OF SOCIAL WORK

INSTRUCTIONS

All first year students at the University of Manitoba School of Social Work are being asked to fill out this questionnaire. It is designed to study the factors which influence students to select Social Work as a career, examine the timing of their career choice, and be helpful to the profession in its recruitment plans, and the School in its planning for a proposed undergraduate course in Social Work.

In filling out the questionnaire, please bear the following in mind:

The questionnaire is not a "test". There is no grade or mark. The only "right" answers to the questions are those which best explain your situation or express your views.

Your individual identity will not be known. All your responses will be confidential. Information will be reported only in the form of statistical summaries.

Answer every question in accordance with the directions. Please read every question or statement carefully before answering.

Your participation is essential to the success of this study. Thank you for your cooperation.

1. Age, as of September 1, 1967

- 1. 24 years or under
- 2. 25 to 29 years
- 3. 30 to 34 years
- 4. 35 to 39 years
- 5. 40 to 44 years
- 6. 45 to 49 years
- 7. 50 years or over

2. Sex. Male _____ Female _____

3. What was the interval between your graduation from college and the initiation of full time graduate study in a school of Social Work? (Check one)

- 1. One summer only
- 2. 1 to 3 years
- 3. 4 to 10 years
- 4. More than 10 years

4. When did you first become aware of Social Work as a career?
(Check only one)

- 1. Prior to entering high school
- 2. During high school
- 3. During college, prior to last year
- 4. During last year of college
- 5. After graduation from college
- 6. Do not remember

5. When did you first consider Social Work as a possible career
for you? (Check only one)

- 1. Prior to entering high school
 - 2. During high school
 - 3. During college, prior to last year
 - 4. During last year of college
 - 5. After graduation from college
 - 6. Do not remember
-

6. When did you definitely decide on Social Work as your career?
(Check only one)

- 1. Prior to entering high school
- 2. During high school
- 3. During college, prior to last year
- 4. During the last year of college
- 5. After graduation from college
- 6. Do not remember

7. What were the major sources from which you learned about Social Work? (Check all those which apply - but do not check more than 6 items)

- 1. Service received from Social Worker or Social Work Agency
- 2. Direct work experience in Social Work or closely related activities (paid or volunteer)
- 3. Undergraduate courses or instructors
- 4. University guidance department or staff
- 5. High school guidance program
- 6. Non-school connected vocational guidance
- 7. Relative, friend or acquaintance who is a Social Worker
- 8. Relative, friend or acquaintance who is active in community and welfare activities
- 9. Fellow students at University
- 10. Movie, radio, TV, books, newspapers or magazines
- 11. Social work recruitment program, speaker or literature
- 12. Talking with Social Work students and/or Faculty
- 13. Other (specify) _____

8. Which three or less of the following were most important in your decision to make Social Work your career? (Check three items or less)

- 1. Parent, husband or wife
- 2. Minister, Priest, Rabbi or other religious leader
- 3. Participation in college and community organizations
- 4. Social Work recruitment program, speaker or literature
- 5. School or community guidance program
- 6. Undergraduate course in Social Work or Social Welfare
- 7. Direct work or volunteer experience in Social Work or closely related activities
- 8. Service received from Social Worker or Social Work Agency
- 9. Relative, friend or acquaintance who is a Social Worker
- 10. Relative, friend or acquaintance who is active in community and welfare activities
- 11. Availability of financial help
- 12. Other (specify) _____

9. Before deciding on Social Work, did you ever consider or try another career?

Yes _____ No _____

10. Did you ever have any direct work experience in Social Work or closely related activities?

Yes _____ No _____

If your answer is NO, please skip to Q 14
If your answer is YES, please continue

11. Was that work experience:

- _____ 1. Full time paid basis
- _____ 2. Temporary paid employee during the summer
- _____ 3. Part time paid employee
- _____ 4. Volunteer

12. Was that work experience in:

- _____ 1. Group service (Y's, Scouts, Community Centres, camps, settlements, etc.)
- _____ 2. Public assistance (Department of Welfare)
- _____ 3. Hospital or medical clinic or rehabilitation service
- _____ 4. Psychiatric agency, clinic or institution (include Mental Health)
- _____ 5. Child and/or family welfare
- _____ 6. Community planning (community chest, federation or welfare fund)
- _____ 7. Corrections
- _____ 8. Other (specify) _____

13. Your major reason for undertaking this work experience (check only one)

- _____ 1. Saw the job as an opportunity to test interest and/or skill in the field of social work
- _____ 2. Saw the job as an opportunity to lead to further education because the agency offered bursaries to Workers.
- _____ 3. The choice was not dictated by interest, but by chance
- _____ 4. Other (specify) _____

14. At the college at which you obtained your undergraduate degree, were there any of the following courses available?
(Check all those which apply).

- 1. Undergraduate course leading to a degree in Social Work
- 2. Major sequence in Social Welfare
- 3. Any courses in Social Welfare or Social Work
- 4. None
- 5. Don't know

If 4 or 5 checked in Q 14 above, please skip to Q 16
If 1, 2 or 3 checked in Q 14 above, please continue

15. Did you take any of the above mentioned courses?

Yes No

If YES, please check kind of course:

- 1. Undergraduate course leading to a degree in Social Work
- 2. Major sequence in Social Welfare
- 3. Any courses in Social Welfare or Social work

16. If these courses had been available, would you have considered taking them at that time?

Yes No

If YES, please check kind of course:

- 1. Undergraduate course leading to a degree in Social Work
- 2. Major sequence in Social Welfare
- 3. Any courses in Social Welfare or Social Work