

THE IMPACT OF PROFESSIONAL EDUCATION  
ON THE PROFESSIONAL VALUES OF SOCIAL WORK STUDENTS

by  
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A thesis submitted to the Faculty of Graduate Studies of  
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## ABSTRACT

This study was developed to examine the impact of social work education upon student social workers' stated adherence to certain core values of the profession and upon their operationalization of professional values in common practice situations. One group of faculty (n = 14) and four groups of students (n = 121) from the University of Manitoba School of Social Work in Canada were tested in the cross-sectional study. The student groupings comprised first year undergraduate students (n = 41), second year undergraduate students (n = 30), final year undergraduate students (n = 38), and graduate students (n = 12). The research instrument consisted of two previously-developed questionnaires, the Meyer's Social Values Test and Neikrug's value orientations questionnaire, as well as questions eliciting social and demographic data from the subjects. The results demonstrated a statistically significant, positive relationship between the subjects' level of professional education and six of ten core social work values outlined in the Meyer's Social Values Test. As well, it was found that students at higher levels in their professional education were more similar to the faculty group in their operationalization of professional values than student groups at lower levels. These findings led to the

conclusions that social work education does impact upon the professional values of students in the direction desired by professional schools and that this impact encompasses both the students' stated adherence to the values of the profession and their operationalization of those values in practice. The findings supported the theory of professional socialization which held that professional values are incorporated during professional schooling and that the acquired values are linked to professional practice. The implications of the findings for professional education and professional practice are discussed.

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## CHAPTER I

### THE PROBLEM

The impact of professional education upon student values has been the subject of considerable research.<sup>1</sup> However, in spite of all the research activity, the relationship between professional education and student values has remained unclear.<sup>2</sup> A review of the research undertaken has revealed that the conflicting results obtained in the various studies may have resulted from the use of different definitions and different measurements of the concept of professional values. This discovery has led to the conceptualization of the present study. In this project, groups of students at different levels in their professional training have been tested, using instruments designed to measure different dimensions of professional values. Both the students' stated adherence to the values espoused by the profession and their value-based, decision-making behaviour in common professional practice situations were examined.

#### The Problem

Theories of behaviour motivation have identified values as one of the prime influencers of behaviour.<sup>3</sup> These theories have held

that while the degree of influence of an individual's values will vary from situation to situation and a person's behaviour may not always be consistent with the values that he/she holds, possession of these values will result in strain toward consistent choice of certain types of behaviour whenever alternatives are offered.<sup>4</sup> Acceptance of the relationship between values and behaviour has been so widespread that the theories have provided the basis for considerable concern for the training of professionals.<sup>5</sup>

One central feature of a profession has been a set of common values which has been linked to professional behaviour. A general value system has been regarded as a binding force for members of a profession and it has also been recognized as having an important influence upon professional activity.<sup>6</sup> For these reasons, the internalization of the value system of a profession has been identified as integral to the professional socialization process.

In social work, as in other professions, the novice's internalization of the professional value system has been considered very important. Many intervention strategies, practice techniques and treatment goals have been premised on the values identified as central to the profession, and the successful application of these strategies and techniques has been assumed to require adherence, on the part of the social worker, to the values underlying them.<sup>7</sup> As well, the complexity of people has ensured that there will often be situations in which there are no readily apparent or readily available guidelines for action and, in such situations, the theories of behaviour

motivation have suggested that the practitioner's values would influence his/her action. Thus, the internalization of the values of the profession have been considered essential for both the structured and unstructured behaviour of the professional practitioner.

The theory linking values with efficacy in practice has played a critical role in the recruitment, selection and training of social workers throughout much of the history of the profession.<sup>8</sup> Since the ultimate objective of professional education has been to train individuals for effective practice, adherence to the theory has led to a considerable emphasis on values during training, and professional educators have been expected to instill a professional value system in students during the course of their education.<sup>9</sup> This linkage between values, education, and efficacy in practice has inspired a number of studies aimed at determining the success of educators in teaching professional values.<sup>10</sup>

To date, the research on the impact of professional education upon student values has produced confusing and often conflicting results. While most of the studies undertaken have indicated some change in student values during the course of their professional training, the direction and extent of this change has varied from study to study. Thus, it has been impossible to arrive at a firm conclusion regarding the effect of professional education on student values.

The problem of arriving at a firm conclusion has been understandable given the nature of the phenomena under study. Because of the elusiveness of values, researchers have had great difficulty in defining and measuring the concept. A review of the studies undertaken has revealed that the projects often focussed on different aspects of the phenomena. Not only did the researchers choose different instruments to operationalize the concept, but they often conceptualized values differently.<sup>11</sup> Therefore, the differing results achieved by the various projects have been quite understandable given the different approaches utilized to study professional education and student values.

To assist in clarifying some of the prevailing confusion and to increase knowledge about the impact of professional education on student values, this project has examined two aspects of the conceptualization of professional values simultaneously using the same group of subjects. That is, both the subjects' adherence to a set of core professional values and their value-based decision-making in common professional practice situations have been studied. These two perspectives were chosen because they comprised two different and distinct aspects of the phenomena, professional values, and because they represented the two key elements in the internalization of a professional value system; a stated adherence to professional values and the operationalization of the values of a profession.

Given the theory linking values and efficacy in practice, both of the key elements in the internalization of a professional value

system would be essential for a study on the impact of professional education upon student values. The objectives of social work education have encompassed both the conceptualization and the operationalization of the values of the profession. It has been apparent that the professional values have little worth if students merely voice adherence to them. The worth of the values has rested in their potential for guiding behaviour in practice. However, critics of professional education had suggested that students merely learned but did not incorporate professional values during schooling and that studies demonstrating voiced adherence to professional values did not demonstrate influence on practice behaviour. For example, Wilbur E. Moore contended that "The capacity of the student in a professional school to recite accurately the appropriate ethical cannons may have no consequence for his behaviour in his professional practice."<sup>12</sup> Considering this criticism and the two objectives of professional education in relation to the inculcation of professional values, it became apparent that it was imperative to examine both the students' conceptualization and their operationalization of the values of social work in order to assess the impact of professional education upon student values.

Two existing instruments were chosen to examine the two elements, conceptualization and operationalization of professional values. The Meyer's Social Values Test was utilized to examine the subjects' conceptualization of the values of the profession.<sup>13</sup> The test elicited the subjects' stated level of adherence to a series of ten value dimensions, representing the ideal values of social work.

The Neikrug value orientations questionnaire was selected for the value operationalization phase of the research.<sup>14</sup> This instrument consisted of a series of vignettes outlining common professional practice problems. Following each vignette were a number of value-based solutions to the presenting problems. By ranking the responses as solutions to the problems, the subjects indicated their level of preference for different value orientations.

While the ideal method of examining the operationalization of professional values would have been direct observation of the practice behaviour of the subjects, practical and ethical considerations as well as the elusive nature of the concept under study demanded that the measurement be unobtrusive and indirect. The Neikrug questionnaire represented the best available approach for tapping the operationalization of professional values among social work students.

The use of the two previously-developed questionnaires offered significant advantages over an alternative approach involving the development of a new research instrument(s). First, the results of the two previous studies could be compared to the results achieved for each phase of the project and this served to provide additional support for some of the findings. Second, the instruments already had been tested for validity and reliability. Finally, the use of the two existing instruments meant a considerable saving in time.

### Significance of the Research

The use of the Meyer's Social Values Test and the Neikrug value orientations questionnaire to tap the two key dimensions in the internalization of a professional value system significantly added to the research on the impact of professional education upon student values. Up to the time of this study previous researchers had concentrated on only one aspect of the students' internalization of a professional value system, either their stated adherence to the values espoused by the profession or their operationalization of the values of social work. No project had examined both the conceptualization and operationalization of professional values simultaneously using the same group of subjects. Such an approach was deemed important in order to address the dual objectives of professional educators in relation to the inculcation of a professional value system.

Educators at professional schools have been charged with the responsibility for ensuring that students internalize the values of the profession. Expectations for this internalization have included both the students' stated adherence to the value system of the profession and evidence that the values have been incorporated and are being utilized as guides for professional behaviour.<sup>15</sup> While educators have utilized both direct and indirect methods in their attempt to instill a professional value system in aspiring professionals, there has been little empirical support for their efforts. The empirical data secured in this study have provided an indication of the success of these teaching efforts. Educators can evaluate their techniques



in light of the findings regarding the impact of their teaching upon student values and hopefully improve their methods of transmitting professional values.

Improvements in the teaching of professional values should result in practitioners having a firmer professional value base. And, given the theory linking a professional value base with efficacy in practice, improvements in the teaching of values should lead to more capable practitioners. In an age of rapid change when social workers have often been confronted by new practice settings, unique field problems, and a growing need for innovative intervention strategies, a firm professional value base upon which the practitioner can plan and implement activity has been needed. The present study was designed to determine how successful professional educators were at meetings this need.

### Overview of the Study

Chapter One has outlined the problem and the significance of the study for professional education and professional practice. The project was developed on the basis of the theory linking values with efficacy in practice. An examination of the impact of professional education upon the two principle elements in the students' internalization of a professional value system, their conceptualization and operationalization of professional values, was undertaken. While previous studies into the impact of professional education upon

student values had been conducted, the prior projects had examined only one element in the internalization of a professional value system and they had produced only partial and sometimes conflicting results regarding the relationship between education and student values. The examination of both the students' conceptualization and their operationalization of professional values promised to yield data which would add to the knowledge about the relationship between values and professional education, and between values and the practice of social work.

A brief synopsis of the professional literature, outlining the theory surrounding social work values, has been included at the beginning of Chapter Two. The chapter also encompasses a review of the research undertaken in the area of social work education and student values, and extensive descriptions of both the McLeod-Meyer and Neikrug studies, upon which major portions of this project were based.

The methodology of the project has been outlined in Chapter Three. Explanation of the independent and dependent variables and the research instruments utilized in the study begin the chapter. A listing and explanation for the control variables follow. The hypotheses for the study, descriptions of the subjects and methods of data collection, and an account of the organization and analyses of the data complete the discussion on methodology.

In Chapter Four, the results of the study have been presented. The first section of the chapter outlines the findings on the Meyer's

Social Values Test (i.e., between the subjects' level of professional education and their adherence to a set of core values of social work). The impact of the control variables upon the relationships discovered in the initial analysis of the data for the Social Values Test also has been outlined in this section of the chapter. The second section of Chapter Four contains a description of the findings for the value orientations phase of the research. The section also includes a discussion on the impact of the subjects' personal characteristics upon the relationship between their level of professional education and their value orientations. A final section of the chapter encompasses a general summary and discussion of the results.

In Chapter Five, the findings have been discussed in relation to the theories and argument which directed the study. The implications of the project for professional education and professional practice, and recommendations for further study in the area of professional education and student values conclude the chapter.

## I. FOOTNOTES

<sup>1</sup>For example, Donna L. McLeod and Henry J. Meyer, "A Study of the Values of Social Workers" in Behavioural Science for Social Workers, ed. Edwin J. Thomas (New York: The Free Press, 1967); Samuel M. Neikrug, "Value Orientations of Social Work Students in Israel" (unpublished Ph.D. dissertation, Case Western Reserve, 1977); George R. Sharwell, "Can Values be Taught? A Study of Two Variables Related to Orientation of Social Work Graduate Students Toward Public Dependency," Journal of Education for Social Work, (10(2), Spring 1974), pp. 99-105; Barbara K. Varley, "Socialization in Social Work Education," Social Work, (July 1963), pp. 102-109; Barbara K. Varley, "Social Work Values: Changes in Value Commitments of Students from Admission to MSW Graduation," Education for Social Work, (Fall 1968), pp. 67-76.

<sup>2</sup>The findings of the studies undertaken have been contradictory.

<sup>3</sup>See, Milton Rokeach, Beliefs, Attitudes and Values, (New York: Jossey-Bass, Inc., Publishers, 1968); Milton Rokeach, The Nature of Human Values, (New York: The Free Press, 1973); Talcott Parsons and Edward A. Shils, Toward a General Theory of Action, (Cambridge, Massachusetts: Harvard University Press, 1959).

<sup>4</sup>Ibid.

<sup>5</sup>See, J. A. Jackson, Professions and Professionalization, (Cambridge: Cambridge University Press, 1970); Wilbur Moore, The Professions: Roles and Rules, (New York: The Russell Sage Foundation, 1970); Howard M. Vollmer and Donald L. Mills, (ed.), Professionalization, (New Jersey: Prentice-Hall, 1966).

<sup>6</sup>Ibid.

<sup>7</sup>See, Harriet Bartlett, The Common Base of Social Work Practice, (New York: National Association of Social Workers, 1971); Helen Perlman, (ed.), Helping, (Chicago: The University of Chicago Press, 1969); Max Siporin, Introduction to Social Work Practice, (New York: MacMillan Publishing Co., Inc., 1975).

<sup>8</sup>Helen Perlman, "Believing and Doing: Values in Social Work Education," Social Casework, (57(6), 1976), pp. 381-390; Varley, "Socialization in Social Work Education," op. cit.

<sup>9</sup>Council on Social Work Education, Teaching for Competence in the Delivery of Direct Services, (New York: 1976); University of Manitoba School of Social Work, "Self Study Report Prepared for the Board of Accreditation, Canadian Association of Schools of Social Work, Application for Confirmation of Accredited Status for the BSW Programme," (May 31st, 1979).

<sup>10</sup>For example, Malcolm J. Brown, "Social Work Values in a Developing Country," Social Work (15(1), 1970), pp. 107-112; Lela B. Costin, "Values in Social Work Education: A Study," Social Service Review, (38, September, 1964), pp. 271-280; Ronald A. Feldman, "Professionalization and Professional Values: A Cross-Cultural Comparison," International Review of Sociology, (Volume I, Number 2, September, 1971), pp. 85-97; McLeod and Meyer, op. cit.

<sup>11</sup>See, Dorothy D. Hayes and Barbara K. Varley, "Impact of Social Work Education on Student Values," Social Work (10(3), 1965), pp. 40-46; McLeod and Meyer, op. cit.; Neikrug, op. cit.; Sharwell, op. cit.; Varley, op. cit.

<sup>12</sup>Wilbur E. Moore, "Occupational Socialization", in Handbook of Socialization Theory and Research, D. A. Goslin, (ed.), (Chicago: Rand McNally and Company, 1969), p. 869.

<sup>13</sup>Henry J. Meyer, Social Values Test (Ann Arbor: University of Michigan, September, 1962). Used with the permission of the author.

<sup>14</sup>Neikrug, op. cit.

## CHAPTER II

### REVIEW OF RELATED RESEARCH

Chapter Two begins with a synopsis of the professional literature on values in social work; the works which have provided much of the theoretical base for research undertaken in the area of professional education and social work values. Following the synopsis, there is a description of the McLeod-Meyer research, one of the projects upon which this study was based. A review of the 1974 Neikrug study, the second study upon which the present project was developed, follows the summary of the McLeod-Meyer research. The section also outlines other related studies. The chapter concludes with a summary of the relevant features of the previous studies.

#### Review of Professional Literature on Values

Much of the theory on the relationship between professional education, social work values and practice efficacy has been drawn from the writings of such authors as William Gordon, Harriet Bartlett, Max Siporin, Charles Levy and Helen Perlman. These writers have claimed that there is a distinctive set of values in social work which denotes particular positions that practitioners are expected to hold

in relation to specific issues. The values have been listed in their books and articles.<sup>1</sup>

Several of the authors have also noted that many of the values are not exclusive to social work. In her article, "Believing and Doing: Values in Social Work Education", Helen Perlman has written that many of the core values of social work "are so general and abstract" that they are "espoused by every politician."<sup>2</sup> Further, she stated that "A value...has small worth if it cannot be transmitted from idea or conviction into some form, quality or direction of behaviour. The power of a value lies in its governance and guidance for action."<sup>3</sup> Perlman asserted that it was not the values *per se* which have been distinctive of the profession, but their particular combination and application have been what has formed the profession's base.<sup>4</sup>

This link between social work values and professional practice has been discussed by other writers as well. William Gordon defined social work practice as "interventive action directed to purposes and guided by values, knowledge and techniques which are collectively unique, acknowledged by and identified with the social work profession."<sup>5</sup> Charles Levy wrote "Social workers share values which shape their preferences with regard to the ways of fulfilling professional responsibility as well as the responsibility to fulfill it and to whom."<sup>6</sup>

The authors also emphasized the role of social work education in the transmission of professional values. T. Bloom wrote that "the

goals of social work education are achieved when the student... incorporates the knowledge and values basic to social work as a professional discipline...."<sup>7</sup> It was clear from his article and from other writings on values in social work education that incorporation encompassed both the students' stated adherence to and their operationalization of the values of the profession.<sup>8</sup>

The theory linking education, values and social work practice has provoked numerous studies into the area of social work education and professional values. The most noted of these research projects were studies completed by Donna L. McLeod and Henry J. Meyer in 1960 and 1961.<sup>9</sup>

#### The McLeod-Meyer Studies

The McLeod-Meyer studies were premised on the assumptions that "...social work training involves the inculcation of appropriate attitudes as well as knowledge and skills"<sup>10</sup> and that "...there is a common core of specific value positions that schools of social work expect their students to hold."<sup>11</sup> The primary goal of the first project was to determine whether professionally trained social workers could be distinguished from untrained social workers on any or all of the ten values identified as central to the profession. As well, the researchers addressed the question of what factors, other than professional training, could be related to differences in value positions among social workers. In the second study involving a group of school teachers, McLeod and Meyer considered whether the social work



values that were identified could distinguish social workers from other professional groups.

The instrument used to address these questions was developed by the researchers. Drawing upon the literature of the profession, McLeod and Meyer identified ten values which they claimed represented the "core values" of social work. Each of the values was paired with an opposing value to produce a series of ten value dimensions: Individual Worth versus System Goals; Security-Satisfaction versus Struggle, Suffering and Denial; Group Responsibility versus Individual Responsibility; Personal Liberty versus Societal Control; Relativism-Pragmatism versus Absolutism-Sacredness; Innovation-Change versus Traditionalism; Diversity versus Homogeneity; Cultural Determinism versus Inherent Human Nature; Individualization versus Stereotyping; Interdependence versus Individual Autonomy. From these dimensions, the researchers constructed a Social Values Test consisting of 100 attitude statements, ten statements relating to each of the ten value dimensions. Subjects were asked to indicate their level of agreement with each of the statements on a four-point rating scale and each item in the test was scored from one to four, with the higher score representing the value position consistent with that espoused by professional social work. Dimension scores were the sums of the ten scores for each value dimension and they ranged from four to sixteen.

In the first study, the sample consisted of 293 social workers comprising three distinct groups: fully-trained social workers, graduate students in social work training and social service workers

who had little or no professional training. In the second study 724 school teachers were tested. In addition to completing the Social Values Test, all respondents completed a questionnaire eliciting demographic and social data on their age, sex, ethnic background, religion, father's occupation, career commitment, experience as a social worker, social work specialization, type of employment and kind of organizational setting within which they worked.

In the first study, McLeod and Meyer found that there were only small differences between the fully-trained professionals and the students in training; however, there were major differences between the untrained workers and the other two groups. Generally, scores were higher for those subjects with more training and in seven of the ten value dimensions, the scores were significantly related to the respondents' level of professional training. A secondary analysis of the data revealed that the relationships were independent of the background factors used as statistical controls in the study, with the exception of religion and ethnic background. These two factors appeared to be related to several of the value dimensions included in the project. The positive relationship between adherence to seven of the ten values and professional training, and the close scoring of the professional and student groups led McLeod and Meyer to the conclusion that "...both selection and training operate to produce a professional group distinguishable in terms of basic value positions but that training operates differently on different groups."<sup>12</sup>

In the second study, social workers scored higher than the

school teachers for nine of the ten value dimensions. On the basis of these findings, the researchers concluded that social workers appeared to hold distinctive values as a professional group.<sup>13</sup>

Following the two studies, Henry Meyer completed a cluster analysis on the responses and the procedure led to revisions in the Social Values Test. Ambiguous items were eliminated and a revised version of the test, consisting of thirty-six of the original items and four new items, was developed. The clusters found in the analysis also led to a relabelling of the value dimensions. The revised test contained the following ten dimensions: Public Aid versus Private Effort, Personal Freedom versus Societal Controls, Personal Goals versus Maintenance of the Group, Social Causation versus Individual Autonomy, Pluralism versus Homogeneity, Secularism versus Religiosity, Self-Determinism versus Fatalism, Positive Satisfaction versus Struggle-Denial, Social Protection versus Social Retribution, Innovation-Change versus Traditionalism.<sup>14</sup>

This revised Social Values Test was one of the instruments which was used for the present project. The other instrument utilized has been described in the next section of the chapter.

#### The Neikrug Study

Samuel Neikrug chose a slightly different approach to the study of education and professional values for his 1974 research project.<sup>15</sup>

Rather than examining the students' adherence to a particular set of social work values, as many previous researchers had done, Neikrug elected to examine the students' value-based decision-making behaviour in common professional practice situations; in other words, the students' operationalization of professional values. The approach entailed an examination of the differences in professional value orientations between beginning and advanced Israeli social work students and between the student groups and the faculty teaching them.

Neikrug based his study on the Kluckhohn and Strodtbeck concept of value orientation.<sup>16</sup> Kluckhohn and Strodtbeck theorized that there were a limited number of common human problems which every group in society had to face. Further, they maintained that these problems would deal with five basic dimensions: the nature of man, the relationship of man to his environment, the relationship to time, the relationship to activity, and the relationship of man to his fellow man. While the theorists conceded that there would be numerous alternative solutions to the common problems, they argued that each group in society would have a limited number and range of various non-random solutions to the problems. These acceptable solutions would comprise the value orientation for the group.<sup>17</sup>

Neikrug claimed that there was more than one value orientation in social work and he supported his claim with references to the professional literature. He argued that the uni-dimensional approaches of previous research projects (i.e., those based on a single set of

acceptable values), had not captured the "highly variegated and dynamic" nature of the profession. While he acknowledged limits to the values acceptable to the profession, he maintained that there were a number of different, equally-acceptable value orientations in social work. And, following the Kluckhohn and Strodtbeck theory regarding the value patterns of groups, Neikrug hypothesized that identifiable groups of social workers would share common value orientations.

Using the Kluckhohn and Strodtbeck model as a conceptual framework and the professional literature as a reference, Neikrug developed three value orientations which he claimed represented three different, professionally-acceptable value patterns. The three were labelled the Analytic-Therapeutic, the Bureaucratic, and the Environmental-Active (Crossroads) value orientations. According to Neikrug, each of the orientations represented a distinctly different solution to the five problem dimensions identified by Kluckhohn and Strodtbeck.

Neikrug claimed that the Analytic-Therapeutic value orientation was associated with Freudian thought. A social worker with this value orientation would regard the nature of man as "ill" with most problems being seen as generating from within the individual. Intervention would usually be rendered in one-to-one settings and the client-worker relationship would follow the "medical model" with the therapist taking responsibility for treatment, planning and administration. The goal of treatment would be the development of insight and the resolution of intra-psychic conflict. Man would be viewed as subordinate

to nature and progress and improvement in therapy would involve the client adapting to his/her environment. Treatment would focus on the past. Neikrug listed various forms of psychoanalytic therapies as examples of the Analytic-Therapeutic value orientation.

Neikrug's Bureaucratic value orientation was related to the theories of Max Weber. A worker with a bureaucratic value orientation would tend to be conservative, resistant to change and inclined to maintain the status quo. He/she would focus on harmony and would believe that a solution to a problem should be good for everyone involved. The "Bureaucratic" worker would be fundamentally concerned with subordinate and superordinate relationships and he/she would examine behaviour in terms of its relation to a lineal hierarchy. Workers with this orientation would remain neutral in their stance to the nature of man; seeing man as neither good nor bad, ill nor well.

In the final profile, the Environmental-Active (Crossroads) orientation, the social worker would look for targets other than the victim for direct intervention. Man would be regarded as basically healthy and capable of achieving mastery over his environment. Most human problems would be viewed as originating in the environment rather than in intra-psychic forces and personality organization. The goal of intervention would be the modification of the environment, its institutions and organization. The worker's approach would be active and future-oriented. Examples of this orientation would include such professional intervention strategies focussing on systems and communities.

These three value orientations and Kluckhohn and Strodtbeck's five problem dimensions provided the base for the development of Neikrug's value orientations questionnaire. The questionnaire consisted of sixteen short vignettes outlining common problems in social work practice. Each of the vignettes was designed to address one of the five common problems identified by Kluckhohn and Strodtbeck; the nature of man, the relationship of man to his environment, the relationship to time, the relationship to activity and the relationship of man to his fellow man. Following each vignette was a set of alternate solutions to the presenting problem and each of the solutions represented one of Neikrug's three value orientations: the Analytic-Therapeutic, the Bureaucratic, and the Environmental-Active (Crossroads) orientations. By ranking the various solutions in terms of their desirability as the answer to the problem, the subjects indicated their degree of acceptance for each of the three professional value orientations.

The subjects of Neikrug's study consisted of samples of beginning ( $n = 114$ ) and advanced ( $n = 116$ ) students from three different schools of social work in Israel as well as a group of faculty and a group of field instructors from one of the schools. In all, eight subject groups participated in the study. Using the questionnaire he had developed, Neikrug examined the decision-making of the eight groups to determine differences in value orientations between the groups and to determine how these differences related to such factors as levels of education and different school curricula. As well, Neikrug examined a number of other variables which he

believed to be related to values and value change to determine their impact on the value orientations of the groups. These additional factors included the subjects' sex, place of birth, social status, religious and political affiliations.

An initial analysis of the data collected from the respondents yielded no identifiable dominant value orientation for any of the sample groups. Given these results, Neikrug conducted a further analysis on the data utilizing contingency tables. The subsequent analysis revealed overall differences between all beginning and all advanced students for only four of the sixteen vignettes; but within the individual school sub-samples, there were differences between the first and third year students in ten of the sixteen vignettes. Then, a modified response scale using only the ten vignettes which had produced differences among the sub-samples was created and subjects were scored on the modified scale.

Using the modified scale, Neikrug found the Environmental-Active (Crossroads) orientation was the dominant value orientation for all of the subjects. However, while the students tended to favour the Crossroads approach, over 65% of all the students fell into a medium rating for both the Crossroads and the Analytic-Therapeutic scales.<sup>18</sup> The advanced (third year) students even preferred the Analytic-Therapeutic approach over the Crossroads orientation. Over 77% of the students, both beginning and advanced, rejected the Bureaucratic approach.<sup>19</sup>



While the advanced students' scores were more similar to the scores for their faculty and field advisors than the beginning students, the scoring did not indicate consistent movement toward the faculty and field instructors' value orientations, as in some cases, the students scored higher than their teachers. The differences that were found between beginning and advanced students, and between the faculty and field instructors and the student groups, were not all of the same magnitude and not always in the same direction.

In summarizing the results, Neikrug concluded that the subjects had ranked none of the three value orientations high enough to support a claim that any of them represented the approach to practice of social work students in Israel, and he suggested that further studies might focus on the formulation of alternate professional value orientations. While Neikrug's findings suggested that social work education did affect students' values, the results indicated that the impact of education upon values was very inconsistent and he concluded that the inconsistency raised "serious questions regarding the process of social work education."<sup>20</sup>

#### Other Related Research

In the last two decades a number of other researchers have also studied the impact of social work education upon student values. One of these researchers, Barbara K. Varley, conducted three studies on the subject between the years 1963 and 1968.<sup>21</sup>

Varley's initial study in 1963 was designed to measure differences between subjects on four values: equal rights, service, psychodynamic-mindedness, and universalism. Varley chose these values because she felt that their acceptance and internalization were considered essential for successful socialization in social work. Using the four values, she constructed a set of attitudinal scales to compare the differences in values between two groups of social work students; one group beginning their professional education, and another group of students graduating from social work.

Varley's findings yielded no significant differences between beginning and graduating students on the four separate value scales; however, graduating students had a significantly higher score on the total professional value index (i.e., all four scales). Further analysis of the sub-groups revealed that younger students showed a greater difference in values than older students, and students who were people-oriented (i.e., those who considered working with people to be of primary importance for job satisfaction) showed greater value change than students who were less oriented to the importance of working with people. While these two factors, age and degree of people-orientation, proved to be the most critical variables associated with differences in values, they did not significantly alter the original relationship that was found between beginning and graduating students and the professional value index. Therefore, Varley concluded that there was a difference in social work values between beginning and graduating social work students that appeared to be the product of professional education.<sup>22</sup>

In 1965 Varley, together with Dorothy Hayes, conducted a further cross-sectional study on the relationship between values and education.<sup>23</sup> The researchers used the project to test theories on anticipatory socialization, and values and the selection of occupational roles. Specifically, they attempted to find out if students sought specific occupational roles because they held compatible values or if graduate education in social work changed student values. Varley and Hayes predicted that there would be little difference between the values held by trained social workers and the values held by beginning social work students if the first theory was correct. However, if graduate education did change student values, then the researchers predicted some differences in values between beginning and graduating students.

A group of students beginning their graduate program in social work, a graduating class of social workers, a group of experienced social workers as well as a general college population were tested to determine their scores on a Study of Values Scale. The Scale, developed by Gordon Allport, measured six values: theoretical (discovery of truth), economic (what is useful), esthetic (form and harmony), social (love of people), political (power), religious (unity).

The findings indicated little difference in values between beginning and graduating female social work students and greater differences between beginning and graduating male social work students. However, the differences noted for the male students did not demonstrate consistent change in values. Similar patterns were found for both male

and female respondents when experienced workers were compared with graduate students. While the students and experienced workers had similar scores on all six value scales, there was considerable variation with regard to the expressed values, particularly after graduating from professional training. Hayes and Varley suggested that the findings could indicate that "the socialization process is not completed during the formal education process."<sup>24</sup>

In the late 1960's, Varley completed a third study on student values, using the scale that she had developed in her earlier research.<sup>25</sup> In the study, the graduate students at two schools of social work were measured on four value dimensions on their first day on campus and again during the week of their graduation. The students' scores were compared to mean scores on the values established by social work experts to determine if graduate social work education produced any change in the students' value commitments.

Varley found that the beginning students were slightly more committed to two of the four values than the experts, slightly less committed than the experts on the third value, and markedly less committed on the fourth value than the experts. On graduation, the students were equally as committed to one value as the experts and were less committed than the experts on the remaining three values. Thus, the findings indicated significant negative change at graduation time on three of the four values. An examination of a number of independent variables: age, sex, political philosophy, regional identification, social work experience, and ranking or people

orientation, revealed that no single variable was able to differentiate between students making positive versus negative value change. However, two of these characteristics, age and prior social work experience, did produce suggestive trends which led to a further analysis of the data and the findings that older students (age 28 or older) were making the least negative change while younger students showed the most negative change. As well, it was found that students with prior social work experience, regardless of their age, were in the middle ranks for value change. Therefore, while the findings suggested that graduate education produced change in students' values, the changes were not always of the same magnitude or in the same direction. As these findings did not support the notion that social work education successfully socializes the students to the values of the profession, Varley suggested that her results might indicate that professional socialization continues after schooling.<sup>26</sup>

Varley's earliest study was replicated in 1965 by Malcolm J. Brown.<sup>27</sup> Using two groups of social work students in Zambia as subjects, Brown tested adherence to the four values: equal rights, service, psychodynamic-mindedness, and universalism. Brown's results were similar to Varley's in that he found no statistically significant differences between beginning and advanced students on any of the separate values tested. However, unlike their American counterparts, the Zambian groups showed no significant difference on the total index, leading Brown to conclude that "...social work education has relatively little effect on a student's social work values."<sup>28</sup>

Ronald A. Feldman achieved different results for his 1969 study on social work education and professional values.<sup>29</sup> Using the McLeod-Meyer Social Values Test, Feldman examined the values of a group of first year social work students, a group of fourth year social work students and a group of professional practitioners in Turkey. Unlike Brown, Feldman found that a larger proportion of the fourth year than first year students accepted the professional values. On the basis of the results, he concluded that social work education did seem to impact upon student values in the direction desired by professional educators. However, Feldman also found that the professional practitioners accepted far fewer of the values than the students, leading him to the conclusion that practice experience serves to dampen the professional values acquired during schooling.<sup>30</sup>

Another researcher, George R. Sharwell, produced further support for the theory regarding the impact of professional education upon student values.<sup>31</sup> During the early 1970's, Sharwell studied a class of social work students on their first day of graduate school and again just prior to their graduation two years later to determine if their values with respect to the issue, public dependency, changed during graduate school. Using a Likert-type scale, Sharwell elicited the subjects' level of agreement to a series of statements about public dependency issues such as poverty, racism, and mental health. He found that the students were significantly more supportive of the value of public dependency at the time of graduation than they had been when they began their professional education. Secondary analysis of such other variables as sex, age and previous social work experience

did not alter the original findings, leading Sharwell to conclude that graduate education can alter student values in the direction desired by professional schools.<sup>32</sup>

Two additional studies on the socializing impact of social work education produced contrary conclusions. Robert Weagant's longitudinal study (1976) on the attitudes of social work students led to the findings that the students showed a pervasive negative change in attitude toward the profession as they progressed through their social work education. Further, Weagant found that this negative change was upheld when certain personal characteristics of the subjects (i.e., age, sex, race, parental income) were controlled.<sup>33</sup> Another longitudinal study by Janice Shriver in 1978 yielded no significant change in student values during professional schooling. An examination of three dimensions - ascription of social responsibility, professional role orientation, and subjective feelings of identity with the profession - produced no significant change over time, and other independent variables considered in the project (i.e., age, sex, marital status, social status, previous social work experience), accounted for very little of the variance. Shriver suggested her findings might mean that "...students in graduate schools of social work have had a number of experiences which have served to socialize them into the profession prior to their entry into graduate school."<sup>34</sup>

This review of the research undertaken in the area of social work education and student values has illustrated some of the

difficulties involved in conceptualizing and measuring values. As well, it has revealed the variety of approaches taken to address the difficulties. On the basis of the review, it was hypothesized that the different methodologies employed in the various projects accounted for all or most of the differences in findings and conclusions for the studies. The problem of the differences in methodology and findings was addressed in the present study.

### Summary of the Research

All but one of the projects reviewed examined the issue of education and values from a conceptual perspective, with most researchers choosing to study student adherence to particular social work values. The one exception was Samuel Neikrug's study which focussed on the students' operationalization of the values of the profession.<sup>35</sup> Neikrug examined the students' value-based decision-making in common professional practice situations. Despite the alternate approach, Neikrug's project shared much of the same theory as the other studies.

Another common element among the studies was the selection of control variables. Certain characteristics which were believed to be related to the socialization process were considered in all or most of the studies. These included such variables as age, religious affiliation, ethnic background, sex and social work experience. While none of the factors accounted for the original relationships discovered between education and the values studied, in several of the studies



certain of the factors were found to be significantly related to some of the values. These findings, as well as a consideration of the factors which could be logically related to the professional socialization process in social work, led to the inclusion of a number of the subjects' personal characteristics as control variables in the present study.

The major differences noted in the studies encompassed the researchers' conceptualization of the concept, professional values, their operationalization of that concept or the instrument utilized to examine values, and finally, the findings and conclusions of the various projects. The present project was based upon the assumption that differences in findings and conclusions could be directly related to the differences in conceptualization and operationalization of the phenomena, professional values. By examining different aspects of the phenomena using two previously-developed instruments, the present project was designed to produce additional data which would increase understanding about the impact of professional education on student values.

## II. FOOTNOTES

<sup>1</sup>Bartlett, op. cit.; William Gordon, "Knowledge and Value: Their Distinction and Relationship in Clarifying Social Work Practice," Social Work, (July 1965); Charles Levy, "Values and Planned Change," Social Casework, (53(8), 1972); Charles Levy, "Personal vs Professional Values, The Practitioner's Dilemmas," Clinical Social Work Journal, (4(2), 1976), pp. 110-120; Perlman (ed.), op. cit.; Helen Perlman, "Believing and Doing: Values in Social Work Education," Social Casework, (57(6), 1976), pp. 381-390; Siporin, op. cit.

<sup>2</sup>Perlman, "Believing and Doing: Values in Social Work Education," op. cit., p. 381.

<sup>3</sup>Ibid., p. 381-382.

<sup>4</sup>Ibid.

<sup>5</sup>Gordon, op. cit.

<sup>6</sup>Levy, "Values and Planned Change," op. cit., p. 492.

<sup>7</sup>T. Bloom, "Official Statement of the Curriculum Policy for the Master's Degree Program in Graduate Professional Schools of Social Work," (New York: Council on Social Work Education, 1962).

<sup>8</sup>See, Bloom, op. cit.; Costin, op. cit.; J. E. Laycock, "Values and Operating Principles of the Profession," Social Worker, (35(3), 1967), p. 152-159; Carol H. Meyer, Social Work Practice: A Response to the Urban Crisis, (New York: The Free Press, 1970); Perlman, "Believing and Doing: Values in Social Work Education," op. cit.; Charlotte Towle, The Learner in Education for the Profession, (Chicago: University of Chicago Press, 1954).

<sup>9</sup>McLeod and Meyer, op. cit.

<sup>10</sup>Ibid., p. 401.

<sup>11</sup>Ibid.

<sup>12</sup>Ibid., p. 416.

<sup>13</sup>Ibid., pp. 414-415.

<sup>14</sup>Meyer, op. cit.

<sup>15</sup>Neikrug, op. cit.

<sup>16</sup>Florence R. Kluckhohn and F. L. Strodbeck, Variations in Value Orientations, (New York: Row, Peterson and Co., 1961).

<sup>17</sup>Ibid.

<sup>18</sup>Neikrug, op. cit., p. 111.

<sup>19</sup>Ibid.

<sup>20</sup>Ibid., p. 134.

<sup>21</sup>Varley, "Socialization in Social Work Education," op. cit.;  
Varley, "Social Work Values: Changes in Value Commitments of Students from Admission to MSW Graduation," op. cit.; Hayes and Varley, op. cit.

<sup>22</sup>Varley, "Socialization in Social Work Education," op. cit., p. 109.

<sup>23</sup>Hayes and Varley, op. cit.

<sup>24</sup>Ibid., p. 46.

<sup>25</sup>Varley, "Social Work Values: Changes in Value Commitments of Students from Admission to MSW Graduation," op. cit.

<sup>26</sup>Ibid., p. 76.

<sup>27</sup>Brown, op. cit.

<sup>28</sup>Ibid., p. 112.

<sup>29</sup>Feldman, op. cit.

<sup>30</sup>Ibid., p. 97.

<sup>31</sup>Sharwell, op. cit.

<sup>32</sup>Ibid., p. 105.

<sup>33</sup>Robert A. Weagant, "Attitude Change of Professional Social Work Students" (unpublished Ph. D. dissertation, Chicago, June 1976).

<sup>34</sup>Janice M. Shriver, "The Socializing Impact of Professional Education on Students in Two Graduate Schools of Social Work" (unpublished Ph.D. dissertation, Catholic University, May 1978).

<sup>35</sup>Neikrug, op. cit.

## CHAPTER III

### METHODOLOGY

In this chapter, the methodology of the study is outlined. The chapter begins with a definition of the independent variable, professional education, and definitions of the two dependent variables, adherence to a set of professional values and professional value orientations. Descriptions of the two instruments used to examine the variables follow the definitions of the dependent variables. Other variables that were considered in the project also are outlined in the first section of the chapter. The hypotheses of the study, found in the second section, outline the expectations of the researcher in relation to the variables examined. Descriptions of the sample population, methods of data collection and data analysis, and a summary of the methodology complete the chapter.

#### Variables and Research Instrument

##### Independent Variable

In this study, level of social work education was the major independent variable. Social work education was defined as professional education leading to an undergraduate or graduate degree

in social work at the University of Manitoba School of Social Work. Included in the variable were four levels of professional education: first year undergraduate student, second year undergraduate student, final year undergraduate student, and graduate student. A fifth category, professional, comprising the teaching faculty at the School of Social Work, was also included in the study. The faculty group was used as a standard against which the values and value orientations of the student groups were assessed. Inclusion of the faculty members as a control group was based upon theories of socialization which held that the faculty would act as role models for the students and, as such, students would tend to pattern their behaviour after their instructors.<sup>1</sup>

#### Dependent Variables and Research Instruments

The research project encompassed two primary dependent variables: (1) adherence to a set of ideal social work values; and, (2) professional value orientations. Within the two primary variables there were twelve secondary variables; ten relating to the first dependent variable and two relating to the second dependent variable.

##### Adherence to a Set of Ideal Social Work Values

The first dependent variable, adherence to a set of core social work values, represented the subjects' stated acquisition of the values of the profession, and referred to the subjects'

level of agreement to a series of ten value dimensions contained in the Meyer's Social Values Test (Meyer 1961). The Social Values Test consisted of forty items contained in a "Social Attitude Questionnaire". The items were intended to assess the positions of individuals on ten relatively independent social value dimensions which were assumed to represent the core values of the social work profession. To reflect both the ideal social work value position and the opposing value position the ten dimensions were dichotomized and each of the dimensions was represented by four items in the questionnaire. These ten value dimensions have been listed below. (Note: The first-named pole in each dimension was deemed to be the value position espoused by the social work profession.)

- a. Public Aid - The government should assume responsibility for helping people.  
versus  
Private Effort - Private effort is desirable because government services damage the society and individuals.
- b. Personal Freedom - The individual has a right to act according to his/her own dictates.  
versus  
Societal Controls - Controls should be exercised over individuals to protect society and for the individual's own best interests.
- c. Personal Goals - The individual (his/her happiness, his/her interests) should be put first.  
versus

Maintenance of Group - The group (family, society) is more important than the individual's personal goals.

- d. Social Causation - A person's situation depends less on himself/herself than on circumstances.

versus

Individual Autonomy - A person more or less determines his/her own situation autonomously.

- e. Pluralism - Heterogeneity in association is desirable.

versus

Homogeneity - It is better for persons to associate with those like themselves.

- f. Secularism - Conventional religion and religious beliefs should not be controlling.

versus

Religiosity - Conventional religion and religious beliefs should be followed by all.

- g. Self-Determinism - The person, not fate, determines his/her own destiny.

versus

Fatalism - A person's destiny is determined by fate.

- h. Positive Satisfaction - A person is better if his/her needs and desires are readily satisfied in his/her life.

versus

Struggle-Denial - In the Puritan tradition, suffering builds character.

- i. Social Protection - Society should take care of those who need help regardless of their own efforts.

versus

Social Retribution - People should have to suffer the consequences of their own lack of effort.

- j. Innovation-Change - Innovation and change are desirable and should be sought.

versus

Traditionalism - Commitment to the ways of the past which should be supported.

In this instance, the instrument was administered to test the relationship between the subjects' level of professional social work education and their adherence to a set of core values of the profession (i.e., the ten value dimensions). Respondents were asked to rate each of the forty items in the test on a four-point scale: "strongly agree", "agree", "disagree", "strongly disagree." Items were scored from one to four with the higher score representing the value position consistent with that espoused by professional social work. Scores for each of the ten value dimensions were calculated by summing the scores for the four individual items comprising each dimension. This resulted in each subject receiving a score ranging from four to sixteen for each of the ten value dimensions. High scores represented greater adherence to the particular value dimension (i.e., closer to the social work ideal). If a respondent failed to give a response to an item, a value dimension score was assigned on the basis of the scores for the three remaining items in the dimension. However, if more than one item score for a dimension was missing, then the entire dimension was scored as "no response".



## Professional Value Orientations

The second dependent variable, professional value orientations, represented the students' operationalization of the values of social work and referred to the subjects' value-based solutions to a series of vignettes outlining common social work practice situations (Neikrug 1974). A professional value orientation was defined as the value pattern exhibited by the subjects when they selected particular solutions to a series of practice vignettes.

The instrument used for this part of the research was developed by Samuel Neikrug for his study into professional values and social work education. The questionnaire contained sixteen vignettes outlining common social work practice problems. Each vignette was followed by two or three possible responses which the subjects were asked to rank in terms of their desirability as the solution to the problem presented in each vignette. Each of the responses was intended to represent one of three professional value orientations. These were the Analytic-Therapeutic, the Bureaucratic, and the Environmental-Active (Crossroads) value orientations. Neikrug had based these orientations on a review of the professional literature, and developed them for use within the conceptual framework outlined by Kluckhohn and Strodtbeck.<sup>4</sup> He premised their use on the assumption that there were a number of acceptable social work value orientations.

In the present project, slight modifications to the

questionnaire were undertaken to eliminate dated and culturally-specific items and to allow for a more sophisticated analysis of the data. The revisions in the items were subjected to an independent review by three professional social workers and were determined to have face validity.<sup>5</sup> Rather than a simple ranking of the responses for each vignette, subjects were asked to indicate their preference for each solution on a five-point rating scale ranging from not preferred (1) to highest preference (5). The scores for each item relating to a particular value orientation were totalled in order to provide the subjects with a score for each of the three value orientations, thus establishing the subjects' value patterns.

Unfortunately, the instructions regarding the rating of responses for the vignettes were rather ambiguous, leading to confusion among some of the respondents about the proper method of answering the questions. While most respondents rated each response individually on the five-point scale, some subjects rank-ordered the responses for each of the vignettes. Fortunately, the analyses for the section were conducted for groups of subjects rather than individual subjects, so the two methods of response, while introducing some bias into the results, did not jeopardize the results.

As an initial analysis of the data produced no clear indication of any relationship between the independent variable, level of social work education, and the three value orientations

developed by Neikrug, a factor analysis was done on the inter-correlation of the forty-seven items in the Neikrug questionnaire. This analysis was completed to determine whether or not Neikrug's three value orientations and Kluckhohn and Strodtbeck's five problem dimensions, the factors that the items were originally designed to measure, would emerge and whether or not the items in each group would show up as clusters of interrelated items.

The analysis of all the items requesting three and five factors did not produce the pattern matrix suggested by Neikrug.<sup>6</sup> Instead, the data revealed two primary factor loadings on twenty-six of the forty-seven items in the questionnaire, with the remaining items failing to measure the value orientations they were intended to measure. Additional factor analysis on the twenty-six items requesting two factors, using both an orthogonal varimax rotation and an oblique rotation, produced item clusters of two single dominant factors, fifteen items for one factor and eleven items for the second factor.<sup>7</sup> A subsequent review of the content of the twenty-six items for face validity confirmed the conclusion of the factor analysis that two rather than three major value orientations were evident in the items.

The two factors that were identified represented two distinct approaches to the practice of social work. The fifteen items encompassing the first factor all described a very traditional, individually-oriented approach to social work. The

items suggested a medical-model style of helping relationship aimed at helping the individual client to adjust to his/her environment. The eleven items constituting the second factor described an institutional approach to social work wherein most social problems would be viewed as problems of the environment rather than problems of the individual. A social worker with this value orientation could aim intervention at targets other than the individual or "victim" and change of social institutions would be the primary focus.

In addition to the empirical support for the two orientations gained through the factor analysis, theoretical support for the presence of the two value orientations, rather than Neikrug's three professional value orientations, was found in the literature of the profession. A number of social work historians had written about the two predominant themes of the profession; social reform and the adjustment of individuals to existing situations.<sup>8</sup> Social reform represented the commitment of the profession to environmental change and it was most often typified by mass programs aimed at large groups of people. The other focus of the profession was identified as the one-by-one approach in which efforts would be directed toward improving the functioning of an individual within his/her existing situation.<sup>9</sup> The dual focus identified in the literature was paralleled by the two factors identified in the present study. The factors were labelled the (1) Traditional Value Orientation; and, (2) Environmental Value Orientation.

A list of the twenty-six items in the two value orientations has been included below. The items represented only some of the solutions to some of the problems included in Neikrug's questionnaire as the remaining twenty-one items which did not measure one of the two orientations, the Traditional or the Environmental, have been omitted from the list.

Listing of Items Measuring the Traditional and Environmental Value Orientations:

Items    Vignette:

Three social workers were discussing their respective agencies. Rank the agencies as though you were looking for employment.

Solution #1: omitted.

a)    Solution #2:

Another commented, "My agency is interested in helping individuals and groups gain mastery over their lives. We can help them create situations and make changes in their environment in accord with their interests."

Environmental

b)    Solution #3:

A third worker states, "In my agency we work with individuals and groups to help them gain insight.

Traditional

Since in complex societies people are often unable to control the events that

Items

occur it is important that they develop the inner resources to withstand stress and conflict."

Vignette:

A professor of social work has argued that in the very near future the professional will be forced to make some very difficult decisions in the area of service delivery. Please rank the following options.

Solution #1: omitted.

c) Solution #2:

Another option is to de-emphasize remedial services geared to long-term ongoing problems and develop a network of here and now oriented crisis centres offering short-term service to a great number of clients.

Traditional

d) Solution #3:

A third option is to emphasize primary prevention of social problems. Thus we would concentrate resources in the sectors of society which, if changed, would mean fewer problems in the future.

Environmental

Vignette:

Because of the particularly difficult nature of agricultural life (crop failures, livestock plagues, etc.), it is possible that the problem of economic maintenance in rural

Items

agrarian areas represent a special case. Here are three possible policies related to this problem. Rank each alternative in terms of its value as a basis for social policy.

## e) Solution #1:

In times of misfortune, the farmer should receive individual aid and loans.

He should be viewed in terms of his credit rating and not be compared to others.

Traditional

## f) Solution #2:

The farmers in a given community should work together to develop systems of mutual support and assistance.

Environmental

Solution #3: omitted.

Vignette:

Social workers in the area of delinquency maintain various attitudes regarding total institutions for delinquents.

The following attitudes are among them. Please rank them in terms of their validity.

## g) Solution #1:

For most delinquents, anti-social behaviour is confined to the adolescent years and provided they have the opportunities they will outgrow this behaviour as they reach young adulthood.

Environmental

The correctional institute tends to prolong

Items

delinquent behaviour by putting lesser delinquents in contact with more hardened types with whom they identify and from whom they learn delinquent behaviour.

## h) Solution #2:

Most delinquents suffer from character disorders whose symptoms are inadequate super-ego controls, impulsiveness, inability to form and maintain meaningful relationships to list but a few. Such an individual is usually unmotivated to receive help and unable to Traditional benefit from psycho-therapy. The institution is often the best available context for modifying anti-social behaviour by providing controls, manipulating rewards and punishment, and observing both individual and group behaviour.

Vignette:

School social workers recently identified three professional roles of practice in this field. Rank them in terms of what you believe ought to be the role.

## i) Solution #1:

One role is seen as helping the child meet the demands of school, fitting



Items

into his class and adjusting to the pressures of the system.

Traditional

Solution #2: omitted.

j)

Solution #3:

A third role is that of intervention into the social organization of the school to create a system that is more responsive to human needs.

EnvironmentalVignette:

In an attempt to develop a unified philosophy of social intervention on Indian reserves, three different approaches were considered. As a social worker on one of the reserves, rank each as a basis for professional practice.

Solution #1: omitted.

k)

Solution #2:

Another approach emphasized the growth potential of the residents themselves in terms of their cultural, educational and social levels. It was argued that as residents grow socially and personally they are better able to manage the problems of living on the reserves.

Traditional

l)

Solution #3:

The third approach emphasizes the ability of the residents on the reserves to affect changes in their environment by direct action programs. Here the emphasis

Environmental

Items

is on doing and accomplishing.

Vignette:

After a study of the practice needs of social workers it was concluded that three professional tools should be developed. Please rank the tools in terms of their importance for professional practice.

## m) Solution #1:

An ego-function profile which can be easily administered and will give reliable and valid information about an individual's ego capacity in each of the relevant dimensions. Traditional

## n) Solution #2:

A social history form which will provide information and pinpoint all major developmental problems of the first five years of life. Traditional

Solution #3: omitted.

Vignette:

It is possible to send one social worker from each city agency to Ottawa for a week-long conference. His/her expenses will be paid and there will be considerable status associated with this opportunity. How should the delegates be chosen? Rank the alternatives.

Items

Solution #1: omitted.

o) Solution #2:

Another way is for the director and committee of senior workers to deliberate Traditional and reach a decision.

p) Solution #3:

Another way is that there be sufficient group process in the agency Environmental that all or almost all of the workers reach a mutual decision.

Vignette:

Three social workers were discussing the problem of mental health. Please rank each as a potential co-worker of yours in a psychiatric unit.

q) Solution #1:

"Mental illness is a response on the part of the individual to hostile conditions in the environment. Intervention Environmental must be directed toward the etiological factors in the environment."

r) Solution #2:

"I believe that man is born neutral. He can achieve health or illness based upon what he makes of the assets at his disposal." Traditional

Solution #3: omitted.

Items Vignette:

The following are the attitudes of three day care teachers.

Rate each as a potential teacher for your own children.

## s) Solution #1:

"The past is past and the future is unknown. We only know the present and we must help children live in and with the present."

Traditional

## t) Solution #2:

"The healthy man lives with expectation for the future and the belief that things can be changed and improved."

Environmental

Solution #3: omitted.

Vignette:

In a recent conference on occupational mental health, three positions were put forth. Rank the positions.

## u) Solution #1:

One position argued that where division of authority is clear, where responsibilities are well-defined, there is a greater role clarity, less emotional stress and therefore fewer individual problems.

Traditional

## v) Solution #2:

Another position is that mutual

Items

colleagual support minimizes emotional stress resultant from the role ambiguity and role stress inevitable in a job, and reduces individual problems.

Environmental

Solution #3: omitted.

Vignette:

There are three basic attitudes regarding the relationship between individual psychology and social behaviour. Rank these attitudes.

w) Solution #1:

Virtually all individuals have at least some neurotic personality adjustments which are reflected from time to time in unacceptable behaviour regardless of how mild.

Traditional

Solution #2: omitted.

Solution #3: omitted.

Vignette:

Three social workers were asked, "What percentage of your clients have problems which are primarily related to their individual psycho-dynamics? What percentage have problems that are primarily related to the social environment in which they live? Their responses were as follows:

Items

		<u>Psycho- Dynamics</u>	<u>Social Environment</u>	<u>Mixed</u>	
x)	Solution #1:				
	Worker A	67%	16%	16%	<u>Traditional</u>
y)	Solution #2:				
	Worker B	33%	33%	33%	<u>Traditional</u>
z)	Solution #3:				
	Worker C	16%	67%	16%	<u>Environmental</u>

Rank the workers in terms of whose caseload is most typical of the clientele in public welfare agencies.<sup>10</sup>

Two scales, made up of the items comprising the Traditional and Environmental Value Orientations, were used for subsequent analyses of the data. Scores for all of the items relating to each of the two value orientations were totalled and the sum of the scores for the Traditional Value Orientation was divided by fifteen, the number of items in the Traditional Value Orientation; and the sum of the scores for the Environmental Value Orientation was divided by eleven, the number of items in that orientation. The procedure yielded comparable scores (within a range of one to five) for each of the two value orientations of all of the subjects. These scores were then subjected to an analysis of variance to examine the relationship between the independent variable, level of social work education, and the two dependent variables, Traditional Value Orientation and Environmental Value Orientation. The analysis was undertaken to reveal any significant differences on the two value orientations

among the various subject groupings and to determine if students at more advanced levels were more similar to the faculty group in their value orientations than students with less exposure to professional education. After relationships were noted, a final analysis of covariance was conducted to determine the impact of various other independent variables on the observed relationships.

### Other Variables

In addition to the primary variables, a number of control variables were also considered in the research. The control variables were selected on the basis of the theory behind the project and upon the findings of previous studies in the area of professional education and student values. Included in the present project were the subjects' ages, sex, marital status, religious affiliation, political preference, and interest in different areas of social work. Several other characteristics of the subjects also were considered in the study (i.e., ethnicity, social work experience, general education, and commitment to the profession); however, these variables had to be eliminated from the analysis due to insufficient variation among the subjects.

The variable, age, was included in the study because age or maturity had always been accepted as a principal component in general socialization. As well, previous studies in the area had indicated that the subjects' age was related to several of the values under study.<sup>11</sup>

The variable, sex, was included because general socialization experiences often differ for males and females and this difference was expected to have an impact upon or extend into the professional socialization process.<sup>12</sup> The subjects' marital status was considered as marriage, divorce, and other related states had been found to have an impact upon values.<sup>13</sup> Religious Affiliation was included because of the known link between values and religion<sup>14</sup> and because previous researchers had found a relationship between religious affiliation and social work values.<sup>15</sup> As political parties form around particular values and social issues, and political preferences tend to be shaped by values, the variable, political preference, was also included in the project. The final control variable which received attention in the study was the subjects' interest in different areas of social work. Since different areas of social work represented different approaches to the social issues challenging the profession, it was expected that a subject's interest in a particular area could relate to their professional values. For this reason, the variable, subjects' interest in different areas of social work, was considered in the project. The expected relationships between these control variables and the independent and dependent variables, and expectations regarding the original relationships between the independent variable and the dependent variables, were detailed in the hypotheses for the study.

### Hypotheses

In the theory regarding professional socialization, the acquisition of a professional value system was considered to be an



important part of the professional socialization, and thus the professional education process. Acquisition of the value system of a profession encompassed both the novice's stated adherence to the values espoused by the profession and his/her operationalization of those values in professional practice. The objectives of schools of social work addressed both of the components of a professional value system<sup>16</sup> and professional educators were expected to produce professional social workers whose words and deeds reflected the value base of social work.

The transformation of the non-professional recruit into a professional social worker was recognized as encompassing both direct and indirect methods of teaching.<sup>17</sup> In addition to imparting information on acceptable values, it was generally acknowledged that the educators would act as role models for the students, and through this process, values would be indirectly transmitted to the aspiring professionals.

Given the theories linking education and values, it was expected that individuals with increased exposure to social work education would display an increased adherence to the values of the profession. As well, it was predicted that the students would tend to adopt professional values and value orientations similar to the values and value orientations of the professionals teaching them. More specifically, it was expected that students at more advanced levels of their professional education would show greater adherence

to a set of core values of the profession than students at lower levels, and that students at more advanced levels in their professional education would be more similar in professional value orientations to the faculty group than students with less exposure to professional education. The hypotheses derived from these expectations have been listed below.

#### Hypothesis I

The subjects' level of professional education will be positively related to the value dimension, Public Aid versus Private Effort; the higher the level of social work education the greater the adherence to Public Aid.

#### Hypothesis II

The subjects' level of professional education will be positively related to the value dimension, Personal Freedom versus Societal Controls; the higher the level of social work education the greater the adherence to Personal Freedom.

#### Hypothesis III

The subjects' level of professional education will be positively related to the value dimension, Personal Goals versus Maintenance of the Group; the higher the level of social work education the greater the adherence to Personal Goals.

#### Hypothesis IV

The subjects' level of professional education will be

positively related to the value dimension, Social Causation versus Individual Autonomy; the higher the level of social work education the greater the adherence to Social Causation.

#### Hypothesis V

The subjects' level of professional education will be positively related to the value dimension, Pluralism versus Homogeneity; the higher the level of social work education the greater the adherence to Pluralism.

#### Hypothesis VI

The subjects' level of professional education will be positively related to the value dimension, Secularism versus Religiosity; the higher the level of social work education the greater the adherence to Secularism.

#### Hypothesis VII

The subjects' level of professional education will be positively related to the value dimension, Self-Determinism versus Fatalism; the higher the level of social work education the greater the adherence to Self-Determinism.

#### Hypothesis VIII

The subjects' level of professional education will be positively related to the value dimension, Positive Satisfaction versus Struggle-Denial; the higher the level of social work education the greater the adherence to Positive Satisfaction.

#### Hypothesis IX

The subjects' level of professional education will be positively related to the value dimension, Social Protection versus Social Retribution; the higher the level of social work education the greater the adherence to Social Protection.

#### Hypothesis X

The subjects' level of professional education will be positively related to the value dimension, Innovation-Change versus Traditionalism; the higher the level of social work education the greater the adherence to Innovation-Change.

#### Hypothesis XI

The students' level of professional education will be positively related to the position of the faculty group with regard to the Traditional Value Orientation; the higher the level of social work education the more similar the students' scores on the Traditional Value Orientation will be to the faculty group.

#### Hypothesis XII

The students' level of professional education will be positively related to the position of the faculty group with regard to the Environmental Value Orientation; the higher the level of social work education the more similar the students' scores on the Environmental Value Orientation will be to the faculty group.

#### Hypothesis XIII

While the personal characteristics of the subjects considered

as control variables in the project might be related to the values and value orientations under study, these characteristics will not significantly alter the original relationships discovered between the subjects' level of professional education and the ten professional values and two value orientations identified as the dependent variables in the research.

The thirteen hypotheses, derived from the theory on professional education and student values and a review of the previous research projects undertaken in the area, were examined in the present study.

#### Sample and Data Collection

The study was conducted during the months of September and October, 1980, using a sample of subjects drawn from the University of Manitoba School of Social Work in Winnipeg, Canada. The University of Manitoba is a co-educational, government-supported institution which offers a wide variety of instructional programs leading to both general and professional degrees. The School of Social Work was established as a graduate school in 1943 and an undergraduate program commenced in 1968. At the time of the study, the School of Social Work offered both graduate and undergraduate training in professional social work. Students entering the BSW (undergraduate) program were required to complete at least one full year of university (thirty credit hours) and to achieve a minimum grade point average of 2.5 or C+ in their studies prior to admission to

the School. To complete the BSW program, a student had to accumulate sixty-six credit hours in five program sequences: social welfare, field, practices, human behaviour and social environment, and research, as well as twenty-seven credit hours of elective courses. The program was set up for students to complete these requirements in three "school years", though the School did have provisions for part-time or accelerated studies.

The graduate program at the school was twelve months in length with provisions for part-time students and extended studies. It was divided into two general streams: (1) clinical; and, (2) policy and administration. Applicants to the program were required to hold a BSW degree with a minimum grade point average of 2.5 (C+). In addition, entrance requirements included work experience in social work, references from work-related sources, and a statement of intent from the applicant outlining the issue he/she planned to examine in his/her graduate studies program.

At the time of the testing, there were 301 students enrolled in the undergraduate program, 45 students actively participating in the graduate program, and 34 teaching faculty at the School. The subject pool for the research project consisted of all the students enrolled in the graduate and undergraduate programs at the University of Manitoba School of Social Work who were present at classes on the days of the testing and who were willing to participate. In addition, the subject pool included all teaching

faculty at the School who were willing to complete the questionnaire. In all, 121 social work students and 14 faculty members participated in the study and comprised the project sample.<sup>19</sup>

While the generalizability of the results was limited by the cross-sectional nature of the study and the use of only one school of social work, the design was selected for practical reasons of time, cost and availability. The use of groups of students at different levels in the educational process simulated a longitudinal study, and the inclusion of detailed descriptions of the University of Manitoba School of Social Work and the subjects in the study was intended to facilitate the generalizing of the results.

It had been hoped that the self-administered questionnaires would be completed during classes; however, time constraints prohibited this and the questionnaires had to be completed and returned by the respondents on their own time. This expectation, as well as the length and complexity of the instrument, led to a low rate of response (45%). However, despite this limited return, there were sufficient numbers in each grouping to be representative of the different levels of professional education at the School and to provide data for the analyses.

The testing elicited data on the subjects' personal characteristics and information from two measures; a measure of adherence to a set of core professional values and a measure of

professional value orientations in specific practice situations. The researcher attended the classes personally, distributed the questionnaires, explained the purpose of the study and requested the co-operation of the students in voluntarily completing the questionnaire. Distribution of the questionnaire was conducted in required classes for each of the "school years" represented in the study. Questionnaires for faculty members were placed in their mail slots in the general office at the School, together with a covering letter explaining the purpose and import of the study, and soliciting their co-operation in completing the questionnaire.

In the initial distribution, 281 questionnaires were distributed to students and 26 questionnaires were distributed to faculty. A poor response from graduate students led to follow-up questionnaires to that group at a later date. A further distribution to increase the response rate among undergraduate students was deemed unfeasible due to the anonymity of respondents and non-respondents, time and cost constraints.

The final sample was comprised of 41 students entering their first year of the BSW program, 30 students entering their second year of the BSW program, 38 students beginning their final year of the BSW program, 12 graduate students, and 14 faculty members. The sample population was predominantly female with 108 of the students identifying themselves as female and 26 as male. This male/female ratio was generally consistent with the



male/female student ratio at the School.<sup>20</sup> Eighty-one (60%) of the respondents listed their marital status as single; 42 (31.1%) were married; 2 (1.5%) were living common-law; 3 (2.2%) were separated; 6 (4.4%) were divorced; and, 1 (.7%) was widowed.

A majority of the respondents (58 or 43%) listed their religious affiliation as Protestant; 23 (17%) were Catholic; 11 (8.1%) were Jewish and 33 (24.4%) declared no religious affiliation. Eight (5.9%) subjects held other religious affiliations and 2 subjects did not respond to this question.

Of the 135 subjects, 119 (88.1%) had been born in Canada; 2 (1.5%) were born in the United States and 14 (10.4%) were born outside of North America. One hundred and one (74.8%) of the respondents had Canadian-born fathers and 34 (25.2%) had fathers who were born outside of Canada. One hundred and two (75.6%) of the respondents had Canadian-born mothers and the remainder (24.4%) had foreign-born mothers.

In response to the question regarding political preference, a majority of the subjects, 73 or 54.1%, indicated that the New Democratic Party was the party of their choice. Twenty-nine (21.5%) preferred the Liberals (the party in power at the federal level), and 12 (8.9%) preferred the Conservatives (the party in power at the provincial level). Seventeen subjects or 12.6% indicated they had no political preference; 2 subjects or 1.5% indicated they preferred

other political parties and 2 (1.5%) gave no response to this item.

Out of 135 subjects, 100 subjects (74.1%) indicated that they had some paid or voluntary social work field experience. Only 34 (25.2%) of the respondents declared no practical experience in social work.

One hundred and eleven (82.2%) of the 135 respondents stated that they had no post-secondary education besides their credits in social work. Twenty-three subjects indicated some form of post-secondary training.

In terms of areas of interest in the profession, community work drew the highest degree of interest in the field with 105 respondents (77.8%) indicating a level of interest in the field of community work. Sixteen respondents (11.8%) indicated no interest, and 13 subjects (9.6%) were neutral about community work.

The area which drew the second highest level of interest was clinical social work. Fifty-three subjects (39.3%) indicated high interest in this area and 41 (30.4%) expressed some interest in clinical social work. Sixteen respondents (11.9%) were neutral and 24 (17.8%) were not interested in clinical social work.

Fifty of the subjects (37.2%) indicated that they were interested in the area of social work policy. Forty-four (32.6%) were neutral; 30 (22.2%) were uninterested and 10 (7.4%) were very uninterested.

Forty-three subjects (31.9%) expressed some interest in social work research while 13 (9.6%) expressed high interest in the area. Thirty-two (23.7%) were neutral and 46 respondents (34.1%) were not interested in research.

Of the 121 students who participated in the study, the majority (117 or 86.7%) indicated that they intended to work as a social worker upon graduation. Only 2 subjects indicated that they did not intend to practice when they finished and 2 subjects gave no response to the item.

In summary, the typical student was a single female who had been born in Canada to parents who also had been born in Canada. She was affiliated to the Protestant religion and expressed a preference for the New Democratic political party. The student had some social work field experience but no post-secondary education besides her credits in social work. Her greatest interest lay in the area of community work and next to that area, she was interested in clinical social work. The typical student stated her commitment to the profession by indicating that she intended to practice social work upon graduation. Her responses to the questionnaire as well as the answers of the other subjects provided the data for the examination of the relationship between professional education and student values.

## Data Processing and Analysis

The data gathered from the respondents was keypunched on cards for computer analysis. The Statistical Package for the Social Services (SPSS)<sup>21</sup> computer program was utilized in examining the data. Initially, an analysis for frequency distributions was completed and, on the basis of the analysis, certain independent variables which had yielded limited variability were eliminated from further analysis. The excluded variables included ethnicity, social work experience, post-secondary education, fields of social work, and commitment to the profession. In addition, the categories of the independent variable, level of social work education, were refined and reduced to produce five subject groupings.

A subsequent breakdown analysis was completed on the data to determine the relationship between the independent variable, level of social work education, and the twelve dependent variables encompassing the subjects' adherence to a set of core social work values and their professional value orientations in common practice situations. In turn, the results led to an analysis of variance to determine the statistical significance of the findings and to an analysis of covariance to determine the impact of other independent variables upon the observed zero order relationships between education and the subjects' professional values and value orientations.

## Summary

The present study was designed to examine the relationship

between a subjects' level of social work education and his/her adherence to a professional value system. A sample of 135 subjects, students and faculty at the University of Manitoba School of Social Work, was tested for their adherence to a set of core professional values and on their value-based solutions to a series of common practice problems. Controlling for a number of personal characteristics of the subjects, which were believed to impact upon the socialization process, the researcher examined the relationship between the subjects' level of social work education and their adherence to and operationalization of the values of the profession. On the basis of socialization theory and the objectives of professional education, it was predicted that the relationship between the variables would be positive; in other words, subjects with higher levels of professional education would show a greater adherence to a professional value system. The findings of the study have been outlined in the next chapter.

### III. FOOTNOTES

<sup>1</sup>See, Orville Brim, "Adult Socialization" in Socialization and Society, John A. Clausen (ed.), (Boston: Little, Brown, 1968), pp. 182-226; Orville Brim and Wheeler Stanton, Socialization After Childhood, (New York: Wiley, 1966); David A. Goslin (ed.), Handbook of Socialization Theory and Research, (Chicago: Rand McNally and Co., 1969); E. B. McNeil, Human Socialization, (California: Brooks/Cole Publishing Company, 1969).

<sup>2</sup>Meyer, op. cit.

<sup>3</sup>See Appendix G.

<sup>4</sup>Kluckhohn and Strodbeck, op. cit.

<sup>5</sup>See Appendix G.

<sup>6</sup>See Appendix F.

<sup>7</sup>See Appendix F.

<sup>8</sup>See, Nina Toren, "Semi-Professionalism and Social Work: A Theoretical Perspective," in The Semi-Professions and Their Organizations, Amitai Etzioni (ed.), (New York: The Free Press, 1969), pp. 141-195; Henry J. Meyer, "Professionalization and Social Work," in Issues in American Social Work, Alfred J. Kahn (ed.), pp. 319-340.

<sup>9</sup>Ibid.

<sup>10</sup>For a listing of the original forty-seven items, see Appendix C.

<sup>11</sup>Varley, "Socialization in Social Work Education," op. cit.; Varley, "Social Work Values: Changes in Value Commitments of Students from Admission to MSW Graduation," op. cit.

<sup>12</sup>Rokeach, op. cit.; Goslin, op. cit.

<sup>13</sup>Ibid.

<sup>14</sup>Ibid.

<sup>15</sup>McLeod and Meyer, op. cit.

<sup>16</sup>See, University of Manitoba School of Social Work, op. cit.; Council on Social Work Education, op. cit.; Bloom, op. cit.

<sup>17</sup>Ibid.

<sup>18</sup>Ibid.

<sup>19</sup>Due to missing data, n (sample population) changes slightly for some analyses.

<sup>20</sup>University of Manitoba School of Social Work, "Self Study Report Prepared for the Board of Accreditation, Canadian Association of Schools of Social Work, Application for Confirmation of Accredited Status for the BSW Programme," (May 31st, 1979).

<sup>21</sup>Norman H. Nie, C. Hadlai Hull, Jean G. Jenkins, Karin Steinbrenner and Dale H. Bent, SPSS Statistical Package for the Social Services, Second Edition, (New York: McGraw-Hill Book Company, 1970).

## CHAPTER IV

### FINDINGS

This chapter has been divided into three sections. The first section presents the findings for the relationships between the subjects' level of professional education and their adherence to the core values of social work; that is, the relationship between the subjects' level of social work education and Meyer's ten value dimensions. The impact of the personal characteristics of the subjects upon this relationship is also outlined. The second section contains the general findings on the relationship between the subjects' level of professional education and the Traditional and Environmental Value Orientations, followed by a discussion on the impact of the subjects' personal characteristics upon those relationships. Finally, the concluding section presents a general summary and discussion of the results.

#### Findings on Subjects' Adherence to a Set of Core Values of Social Work

The Meyer's Social Values Test was administered to determine whether the subjects' adherence to a set of core values of the profession would increase as their level of professional education



increased. An analysis of the data gathered for the test revealed support for Hypotheses I, IV, V, VI, VIII and IX, encompassing six of the ten value dimensions under study. (See Table I.) In the six dimensions, Public Aid, Social Causation, Pluralism, Positive Satisfaction, Social Protection and Secularism, greater adherence to the ideal social work value position was evident as the subjects' level of professional education increased. In the four remaining value dimensions, Personal Freedom, Personal Goals, Self-Determinism and Innovation-Change, there were no clear relationships between the dimensions and the subjects' level of professional education. Therefore, Hypotheses II, III, VII and X were not supported.

Table I shows the relationships between the subjects' level of professional education and each dimension in the Meyer's Social Values Test. In five of the ten dimensions, (Public Aid, Social Causation, Pluralism, Positive Satisfaction, Social Protection), the subjects' scores increased as the level of professional education increased and the relationships were found to be statistically significant. Though the relationship for the sixth value dimension, Secularism, was not as consistent as the five dimensions previously noted, it was generally positive and statistically significant. Relationships between the subjects' level of professional education and their scores for the four remaining value dimensions (Personal Freedom, Personal Goals, Self-Determinism, Innovation-Change) were neither consistent nor statistically significant.

TABLE 1  
 MEAN SCORES FOR MEYER'S VALUE DIMENSIONS BY SUBJECTS' LEVEL OF PROFESSIONAL EDUCATION<sup>a</sup>

Value Dimensions	Level of Professional Education						F Ratio <sup>b</sup>
	1st year BSW n = 41	2nd year BSW n = 26	Final year BSW n = 37	MSW n = 12	Faculty n = 14		
Public Aid	10.86 (1.84)	12.00 (1.52)	12.62 (1.83)	13.33 (1.50)	14.21 (1.37)		** 15.18
Personal Freedom	11.61 (1.76)	10.85 (1.76)	11.30 (1.78)	11.08 (2.11)	11.35 (1.65)		0.78
Personal Goals	11.33 (1.46)	11.23 (1.61)	11.56 (1.65)	11.58 (1.16)	11.79 (0.98)		0.46
Social Causation	10.00 (1.88)	10.80 (1.85)	11.81 (1.68)	12.42 (1.68)	13.13 (1.29)		** 12.07
Pluralism	12.15 (1.44)	12.42 (1.39)	12.95 (1.58)	13.33 (1.44)	13.43 (1.02)		** 3.52
Secularism	11.49 (2.06)	12.08 (1.38)	12.57 (1.85)	12.17 (2.33)	13.36 (1.95)		** 3.10
Self-Determinism	11.46 (1.29)	11.88 (0.99)	11.30 (1.29)	12.08 (1.00)	11.79 (0.98)		1.65
Positive Satisfaction	9.85 (1.92)	10.64 (1.75)	11.16 (1.44)	11.50 (2.20)	12.14 (1.88)		** 5.76
Social Protection-Innovation-Change	10.00 (2.07)	10.77 (1.70)	11.89 (1.56)	12.42 (1.62)	12.64 (1.60)		** 10.18
	10.61 (1.28)	11.12 (1.27)	10.54 (1.57)	10.58 (1.16)	10.92 (1.00)		0.91

<sup>a</sup>Standard deviations in parentheses.

<sup>b</sup>N = 130

C\* p < 0.05  
 \*\* p < 0.01  
 \*\*\* p < 0.001

### Hypothesis I

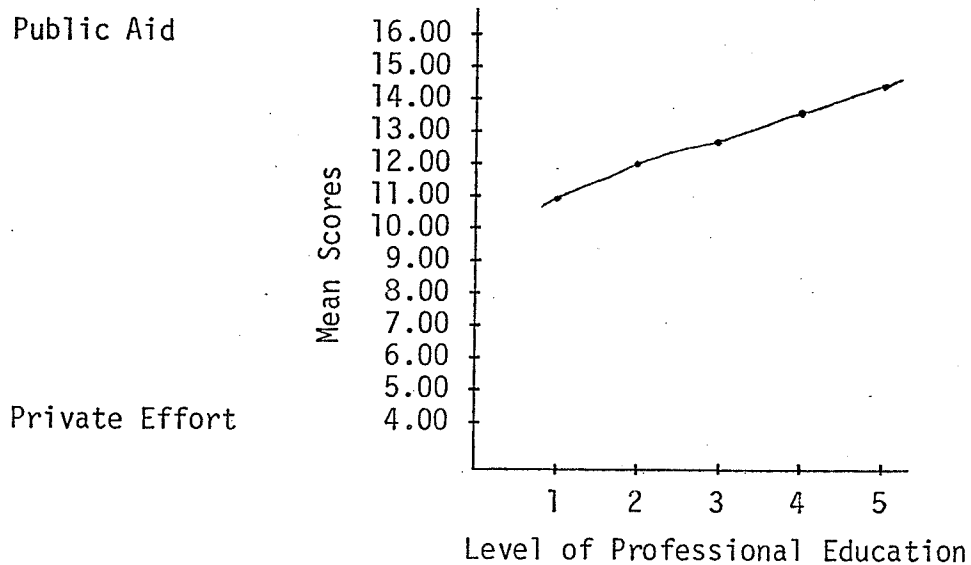
The subjects' level of professional education will be positively related to the value dimension Public Aid versus Private Effort; the higher the level of social work education the greater the adherence to Public Aid.

The social work ideal value of Public Aid represented a value position in which government is believed to have the responsibility for helping people. Opposite to the value of Public Aid was a position which held that government services are damaging for individuals and societies. The findings related to the dimension indicated clear support for the ideal social work position among the faculty group. Indeed, the mean score for this value dimension by the faculty (14.21) was the highest score for any grouping on any dimension, indicating a high degree of adherence to the value of Public Aid. The student groupings demonstrated a clear and consistent increase in adherence to the value as their level of professional education increased, evidenced by the statistically significant increase in mean scores for each successive grouping. Thus, Hypothesis I was supported, for adherence to the value of Public Aid increased as the subjects' level of professional education increased.

The dimension, Public Aid versus Private Effort, was not one of the original dimensions in the McLeod-Meyer (1960-61) studies, therefore no comparison could be made with their results.<sup>1</sup> However, the findings for the dimension were consistent with the results obtained in Sharwell's study on social work student orientations.

In his research, Sharwell found that graduate education did influence student orientation toward the issue of public dependency in the direction desired by professional schools.<sup>2</sup>

Figure 1. Mean scores for the value dimension, Public Aid versus Private Effort, by subjects' level of professional education.



### Hypothesis II

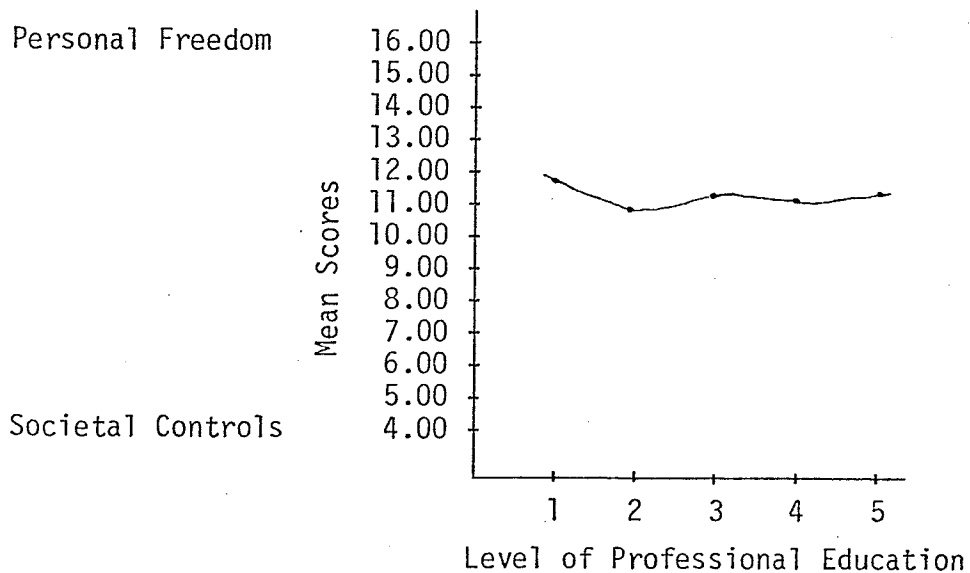
The subjects' level of professional education will be positively related to the value dimension, Personal Freedom versus Societal Controls; the higher the level of social work education the greater the adherence to Personal Freedom.

The findings for the value dimension, Personal Freedom versus Societal Controls, did not reveal any clear relationship between adherence to the value of Personal Freedom and the subjects' level of professional education, nor were the results obtained statistically significant. Mean scores for all groupings ranged

between 10.85 and 11.61, indicating limited variability among groups on adherence to this value. Hypothesis II was not supported. These results were consistent with those obtained by McLeod and Meyer.<sup>3</sup>

Items representing the social work position for the dimension emphasized the right of the individual to act according to his/her own dictates while the items for the opposite pole stressed societal control over the individuals for the protection of both the individuals themselves and society in general. Perhaps the findings indicated that the respondents opted for a balance between the two extremes and valued a position which emphasized minimal controls on personal freedom. This middle-of-the-road value position would stress the independence of individuals within socially-acceptable limits. The results obtained for the dimension could indicate that the subjects took this stance and that Personal Freedom was seen as a conditional rather than an absolute value.

Figure 2. Mean scores for the value dimension, Personal Freedom versus Societal Controls, by subjects' level of professional education.



### Hypothesis III

The subjects' level of professional education will be positively related to the value dimension, Personal Goals versus Maintenance of the Group; the higher the level of social work education the greater the adherence to Personal Goals.

The results obtained for the dimension, Personal Goals versus Maintenance of the Group, also indicated minimal variation between groupings, with group means ranging between 11.23 and 11.79. No relationship between the value dimension and the subjects' level of professional education was discovered and the results obtained were not statistically significant. Hypothesis III was not supported.

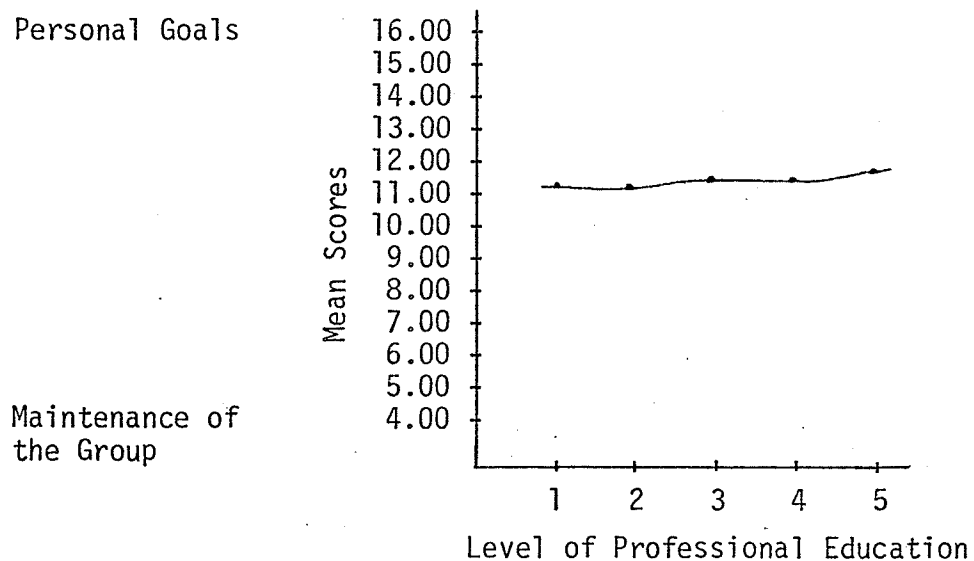
The dimension presented an individual-group dichotomy similar to the previous value dimension regarding Personal Freedom, and the respondents may have related to both dimensions in a similar manner. Rather than accepting either extreme position, in which either an individual's or a group's goals always took precedence, the subjects may have valued a more conditional stance to the issue of goals. Perhaps the respondents felt that the determination of the precedence of goals had to be situationally-dependent; in some instances the individual's goals should have priority and in other instances the group's goals would have to take precedence.

Perhaps the dimension, Personal Goals, and the previous dimension, Personal Freedom, no longer reflected the ideal social

work position. The dimensions were developed in the early 1960's, a time which has become known as the "age of the individual" when the emphasis was on maximum individual freedom and expression. At the time of the study, society in general, and the social work profession specifically, seemed to have moved toward a position of mutual obligation and responsibility between the individual and society. Social work literature revealed that individual freedom and development was subject to certain social limits and obligations.<sup>4</sup> As well, the movement away from the individual and toward the group seemed to reflect the profession's shift in focus from casework (individual) to community practice (society/group). (This preference for community practice was very evident in the subject group tested as 77.8% of the respondents indicated an interest in community work.) When these factors were considered, it seemed quite probable that the results obtained for the two value dimensions may have reflected a change in the core values of the profession with regard to the relationship between individuals and society.

The dimension, Personal Goals versus Maintenance of the Group, was not included in the McLeod-Meyer research, therefore no comparison of results could be made.

Figure 3. Mean scores for the value dimension, Personal Goals versus Maintenance of the Group, by subjects' level of professional education.



#### Hypothesis IV

The subjects' level of professional education will be positively related to the value dimension, Social Causation versus Individual Autonomy; the higher the level of social work education the greater the adherence to Social Causation.

The results obtained for the value dimension, Social Causation versus Individual Autonomy, clearly supported Hypothesis IV. Mean scores for the groupings steadily increased as the level of professional education increased, and the findings were significant at the  $p < 0.001$  level.

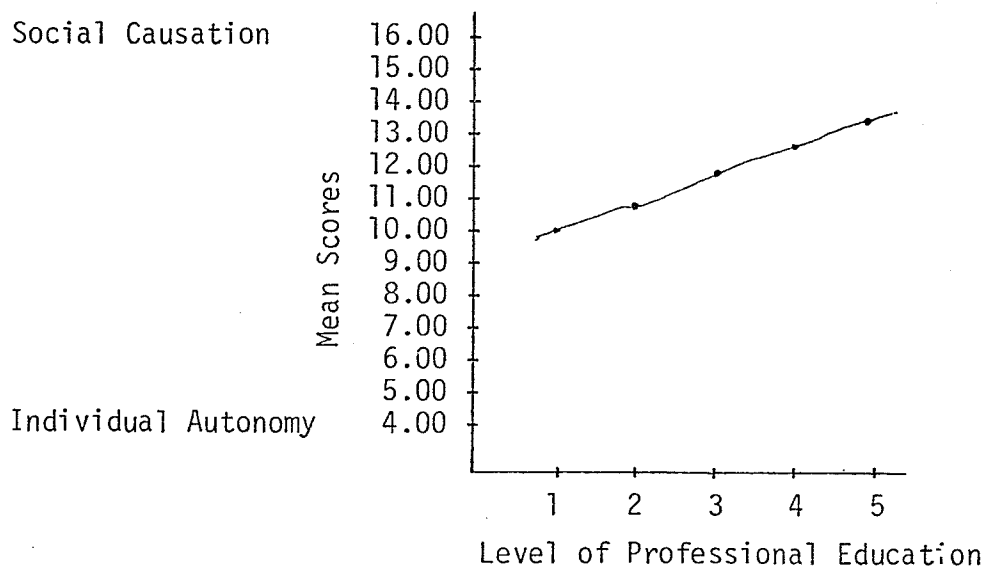
The social work pole in the dimension, Social Causation, emphasized the impact of environmental forces on individual situations.



The opposite pole held that individuals more or less determined their own situation autonomously. The increasing adherence to the social work ideal, Social Causation, was not surprising. Many current and traditional professional methodologies and theories emphasized the importance of external factors in individual situations. Various forms of individual, family and group interventions have had such an external focus, and increased exposure to the methodologies would lead to increased exposure to the value of Social Causation.

A slightly different version of the value dimension was included in the McLeod-Meyer studies. In that research, the dimension Cultural Determinism (Social Causation) versus Inherent Human Nature (Individual Autonomy), was found to be significantly related to the level of professional training in the direction predicted. Therefore, the results from the present study and the findings of McLeod and Meyer were similar for this value dimension.<sup>5</sup>

Figure 4. Mean scores for the value dimension, Social Causation versus Individual Autonomy, by subjects' level of professional education.



### Hypothesis V

The subjects' level of professional education will be positively related to the value dimension, Pluralism versus Homogeneity; the higher the level of social work education the greater the adherence to Pluralism.

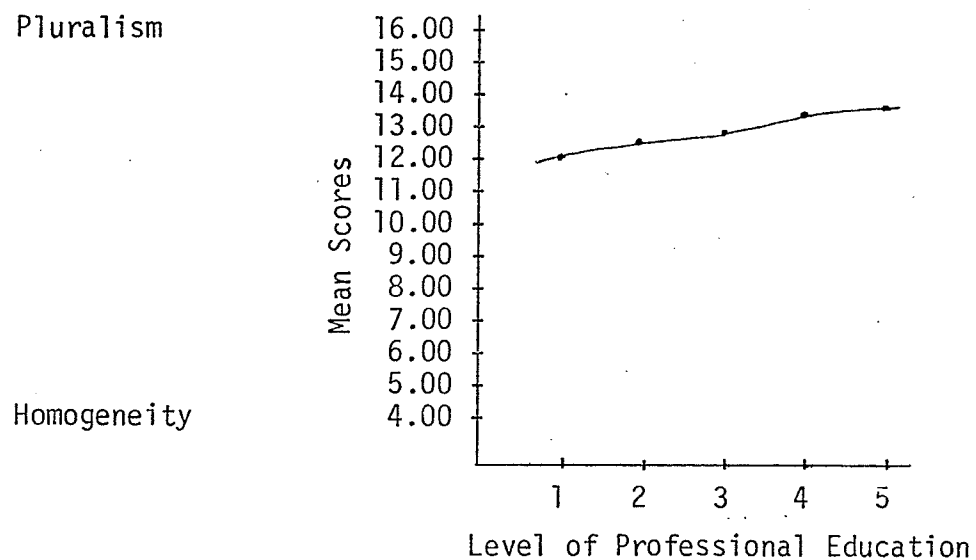
The findings for the value dimension, Pluralism versus Homogeneity, were statistically significant and were supportive of Hypothesis V regarding the impact of professional education upon the social work value, Pluralism. There was a steady increase in the mean scores across the groupings, indicating a growing acceptance of the desirability of heterogeneity in association. The results were consistent with those obtained by McLeod and Meyer for their dimension, Diversity versus Homogeneity.<sup>6</sup>

As well, the value Pluralism, was given the highest mean scores for all ten values by all the student groupings and was the value which received the second highest mean score for the faculty group. The high scoring indicated a greater adherence to this value than to some of the other values presented in the test. The results could be accounted for by an examination of the dimension and its associated values.

The social work profession has emphasized the worth and dignity of every individual. Professionals have been expected to be non-judgemental and unbiased; individuals have to be accepted as they

are, the "good" and the "bad". These intertwining values and beliefs have supported a pluralistic rather than a homogeneous stance toward association. Individual difference and association with "different" individuals have been seen as desirable.

Figure 5. Mean scores for the value dimension, Pluralism versus Homogeneity, by subjects' level of professional education.



#### Hypothesis VI

The subjects' level of professional education will be positively related to the value dimension, Secularism versus Religiosity, the higher the level of social work education the greater the adherence to Secularism.

Though the increase in adherence to the value position, Secularism, was not consistent across all groupings (the MSW groupings scored slightly lower than the final year BSW group), there was an

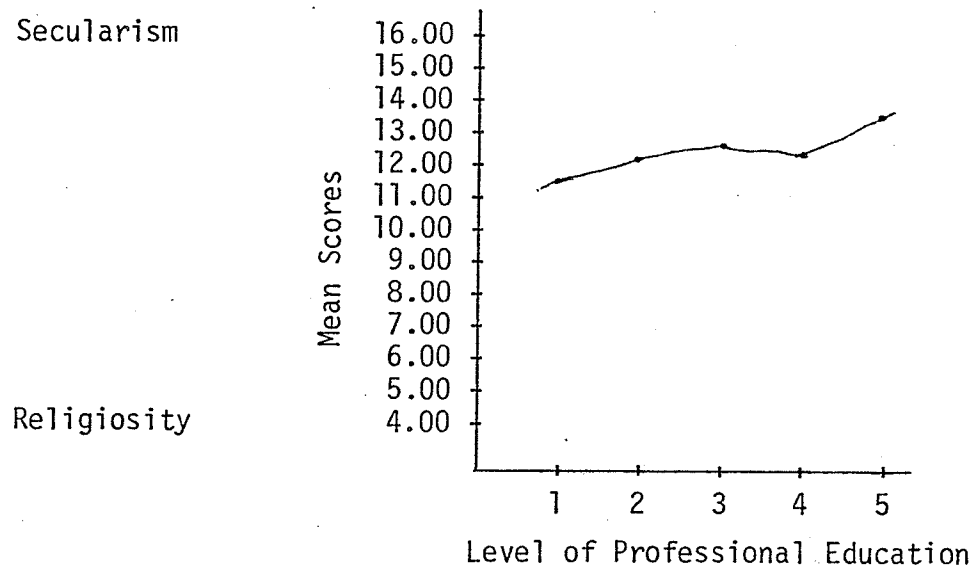
obvious upward trend in the data and the results obtained were statistically significant at the  $p < 0.01$  level. Therefore, the results did provide some support for Hypothesis VI.

Secularism versus Religiosity was not one of the dimensions in the original study, therefore no comparison could be made between the findings in the present project and McLeod and Meyer's results.<sup>7</sup>

The two poles in the dimension represented positions regarding levels of control in religion and religious beliefs. The ideal social work position held that conventional religion and religious beliefs should not be controlling while the opposite pole suggested that everyone should follow conventional religion and religious beliefs.

As a majority of the respondents (99 out of 135) indicated some form of religious affiliation, the issue under consideration in the dimension was not an acceptance or rejection of religion; rather, the issue was one of the level of control religion should have over individuals. Generally, respondents with higher levels of professional education favoured less control by religions and religious beliefs. This preference would indicate that these subjects believed most individuals should be free to make their own choices regarding religious beliefs. Such a stance would be consistent with the profession's avowed positions on individuality and self-determination.

Figure 6. Mean scores for the value dimension, Secularism versus Religiosity, by subjects' level of professional education.



#### Hypothesis VII

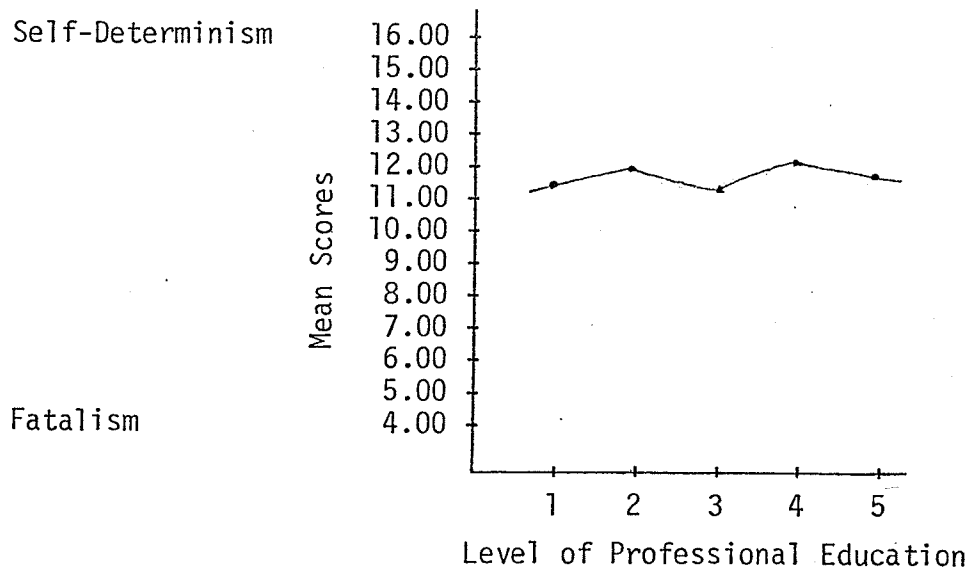
The subjects' level of professional education will be positively related to the value dimension, Self-Determinism versus Fatalism; the higher the level of social work education the greater the adherence to Self-Determinism.

The findings for the value dimension, Self-Determinism versus Fatalism, did not support Hypothesis VII. There was no significant increase in the mean scores across the groupings and the range of mean scores was relatively narrow, with all groups scoring between 11.30 and 12.08. The dimension was not one of the original dimensions in the McLeod-Meyer instrument, therefore no comparison of results could be made.<sup>8</sup>

The dimension reflected an ideal stance, Self-Determinism, in

which the person, not fate, determined his/her own destiny and its opposite extreme, Fatalism. The scores, while closer to the ideal social work position than the fatalistic pole, did not indicate a strong adherence to the value of Self-Determinism among any of the groupings. One possible explanation for the findings lay in the relationship between the value dimension and professional belief regarding Social Causation. If the profession accepted the belief that circumstances external to the individual impact significantly on his/her situation, a belief in total self-determinism, as reflected by the items in the instrument, would be incongruent. While the profession may have upheld a belief in self-determination encompassing the right of the individual to make his/her own independent decisions regarding aspects of his/her life, the profession may have rejected the notion that man has absolute control over his own destiny. The former belief in self-determination was not inconsistent with theories upholding that external factors beyond the individual's control often determine and sustain certain situations. Therefore, the results obtained may reflect another balance between the individual and his environment. Subjects may have opted for a mid-way position in the value dimension which supported the individual's right to determine his/her own destiny but recognized that certain external factors would limit the range of decisions which could be made with regard to individual destiny.

Figure 7. Mean scores for the value dimension, Self-Determinism versus Fatalism, by subjects' level of professional education.



#### Hypothesis VIII

The subjects' level of professional education will be positively related to the value dimension, Positive Satisfaction versus Struggle-Denial; the higher the level of social work education, the greater the adherence to Positive Satisfaction.

The results obtained for the value dimension, Positive Satisfaction versus Struggle-Denial, indicated clear support for Hypothesis VIII. The mean scores steadily increased across the groupings and the findings were statistically significant. This dimension received the lowest mean score of all the dimensions for all of the groupings; the first year students had a mean score of 9.85 for Positive Satisfaction.

The results obtained for this value dimension were consistent with the findings of McLeod and Meyer. Those researchers also found a positive relationship between the professional value of Satisfaction, Security and Acceptance, and the subjects' level of professional education.<sup>9</sup>

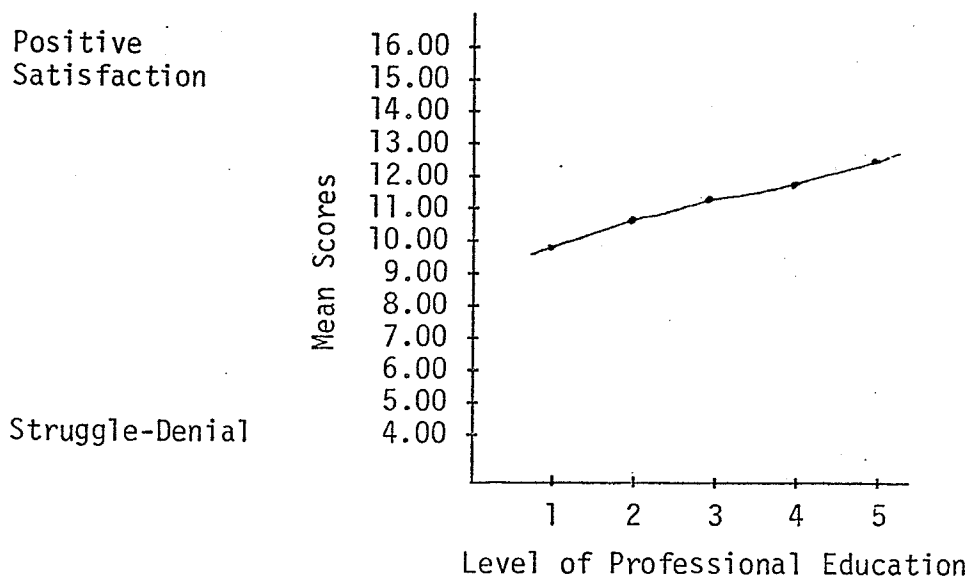
The social work pole for this value dimension held that a person was "better" if his/her needs and desires were readily satisfied. The other extreme emphasized the Puritan notion of struggle and denial. All of the items relating to the latter part of the dimension emphasized the character-building aspects of sacrifice and struggle.

The responses to the issue indicated that respondents with higher levels of education placed greater value on the meeting of the individual's needs and desires. Subjects with lower levels of professional education, though still more inclined toward the social work ideal than its opposite, were more supportive of the Puritan ethic of hard work, struggle and denial. The findings were believed to be reflective of the conflict between general societal values and the values of the social work profession. North American society was founded upon a strong work ethic, a belief in the individual and the notion that "anyone can make it if he works hard enough."<sup>10</sup> Possibly the scores of the student groupings who were just beginning their professional socialization reflected some adherence to the general societal norm of hard work and sacrifice. As students gained



additional exposure to the profession and its values, they began to move farther away from the general societal value and closer to the social work ideal.

Figure 8. Mean scores for the value dimension, Positive Satisfaction versus Struggle-Denial, by subjects' level of professional education.



#### Hypothesis IX

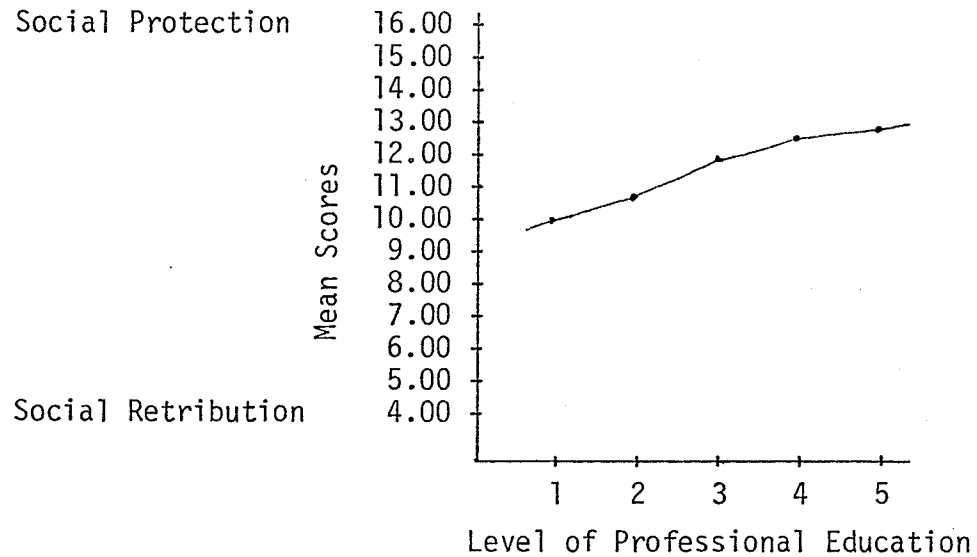
The subjects' level of professional education will be positively related to the value dimension, Social Protection versus Social Retribution; the higher the level of social work education the greater the adherence to Social Protection.

The value dimension, Social Protection versus Social Retribution, produced statistically significant support for Hypothesis IX. The mean scores for the five subject groups increased as the level of professional education increased. The results could not be compared

to the McLeod-Meyer research as the dimension was not one of the original value dimensions.<sup>11</sup>

A belief in Social Protection was viewed as a belief that society should take care of people who need help regardless of their own efforts. The counter position held that people should have to suffer the consequences of their own lack of effort. The dimension seemed to represent another conflict between general societal norms and professional values. Evidenced by such common expressions as "he made his own bed, now he has to lie in it", "we should only help those who help themselves" and the notion of "the deserving" versus "the undeserving" poor which was more-than-evident in Canada's social welfare system, it was apparent that the general societal value was more akin to a position of Social Retribution than one of Social Protection.<sup>12</sup> Given these sentiments, it could be expected that students with minimal exposure to professional education would experience greater conflict between societal and professional values for the issue and would score lower on the dimension. Subjects with the higher levels of professional education would be more socialized toward the social work ideal; accounting for their increased support for the Social Protection value.

Figure 9. Mean scores for the value dimension, Social Protection versus Social Retribution, by subjects' level of professional education.



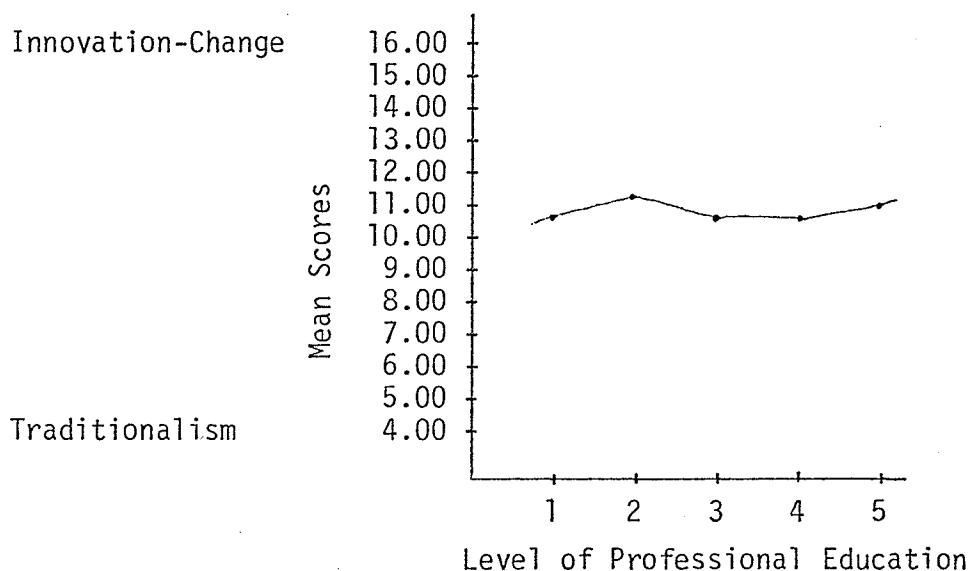
#### Hypothesis X

The subjects' level of professional education will be positively related to the value dimension, Innovation-Change versus Traditionalism; the higher the level of social work education the greater the adherence to Innovation-Change.

The results of the dimension, Innovation-Change versus Traditionalism, did not support Hypothesis X nor were they statistically significant. All groups had similar mean scores within a range of 10.54 and 11.12. The results obtained in the present research were not consistent with those obtained by McLeod and Meyer. In the earlier studies, the value, Innovation-Change, was found to be positively related to the subjects' level of professional training.<sup>13</sup>

In the dimension, the social work ideal stressed the desirability of change and innovation, and the contrary position stressed commitment to the ways of the past. An examination of the four items in the dimension revealed a focus on a rejection of the past more than an overt acceptance of either the present or the future. The mid-range scoring for all groupings seemed to indicate some hesitancy to outrightly reject the past. A growing trend toward conservatism and traditionalism in society would have accounted for this hesitation and may have served to dampen the professional focus on innovation and change. As well, the responses to the item may have reflected caution among the subjects in giving "blanket" approval to the concept, change. While change "for the better" or "positive" change may have been valued, change for the mere sake of change may not have been. This pattern of thinking could have accounted for the difference in results between the McLeod and Meyer studies and the present project.

Figure 10. Mean scores for the value dimension, Innovation-Change versus Traditionalism, by subjects' level of professional education.



In summary, the findings for the first portion of the study indicated general support for six of the first ten hypotheses. These were Hypotheses I, IV, V, VI, VIII and IX. As the subjects' level of professional education increased, their adherence to particular core values of social work also increased. The relationships discovered were then subjected to an additional analysis to determine if the personal characteristics of the subjects had any significant impact upon the results.

#### Hypothesis XIII

While the personal characteristics of the subjects considered as control variables in the projects might be related to the values and value orientations under study, these characteristics will not significantly alter the original relationships discovered between the subjects' level of professional education and the ten professional values and two value orientations identified as the dependent variables in the research.

An analysis of certain personal characteristics of the subjects in relation to the data gathered revealed that the factors did not significantly alter the original relationship discovered between the subjects' level of professional education and their scoring on the ten dimensions in the Social Values Test. However, several of the factors were found to have a significant impact upon the relationships discovered in the initial analysis. These characteristics included the subjects' age, religious affiliation, and interest in social work policy.

TABLE 2

MEAN SCORES FOR MEYER'S VALUE DIMENSIONS BY SUBJECTS' LEVEL OF PROFESSIONAL EDUCATION  
CONTROLLING FOR AGE

Value Dimensions	Level of Professional Education						F Ratio <sup>a</sup>	R <sup>2</sup>
	1st year BSW n = 40	2nd year BSW n = 25	Final year BSW n = 36	MSW n = 12	Faculty n = 14			
Public Aid	10.69	12.05	12.64	13.20	13.87	** <sup>a</sup> b 10.53	0.34	
Personal Freedom	11.63	10.96	11.27	11.01	11.15	0.65	0.03	
Personal Goals	11.36	11.19	11.55	11.59	11.81	0.39	0.02	
Social Causation	10.11	11.04	11.97	12.17	12.51	** <sup>a</sup> 7.77	0.32	
Pluralism	12.19	12.44	12.98	13.29	13.32	* 2.37	0.10	
Secularism	11.46	12.03	12.55	12.25	13.59	* 3.05	0.10	
Self-Determinism	11.44	11.80	11.29	12.15	11.97	1.84	0.06	
Positive Satisfaction	9.86	10.68	11.16	11.49	12.13	** 4.59	0.16	
Social Protection	10.06	10.78	11.92	12.28	12.27	** <sup>a</sup> 7.41	0.26	
Innovation-Change	10.64	11.18	10.56	10.50	10.69	0.90	0.03	

<sup>a</sup>N = 127

b\* p < 0.05

\*\* p < 0.01

\*\*\* p < 0.001

Table 2 shows the mean scores for Meyer's value dimensions by the subjects' level of professional education when the subjects' age was controlled. Subjects' age was found to have a significant impact upon six of the ten value dimensions, the same six which had shown a significant relationship with the subjects' level of professional education. Though scores were slightly altered when age was controlled, the original relationships between the independent variable and dependent variables were maintained. The finding was understandable since younger subjects were the respondents with the lowest levels of social work education while older subjects had more professional education.

A second variable which was found to be significantly related to a number of the value dimensions in the study was religious affiliation. The subjects' religious affiliation had a significant impact upon the dimensions Public Aid, Personal Freedom, Personal Goals, Social Causation, Secularism, Positive Satisfaction, and Social Protection. Generally, the impact of the variable was consistent for all seven of the dimensions. Table 3 outlines the mean scores for Meyer's value dimensions by the subjects' level of professional education when the subjects' religious affiliation was controlled.

TABLE 3

MEAN SCORES FOR MEYER'S VALUE DIMENSIONS BY SUBJECTS' LEVEL OF PROFESSIONAL EDUCATION  
CONTROLLING FOR RELIGIOUS AFFILIATION

Value Dimensions	Level of Professional Education					F Ratio <sup>a</sup>	R <sup>2</sup>
	1st year BSW n = 40	2nd year BSW n = 24	Final year BSW n = 36	MSW n = 12	Faculty n = 14		
Public Aid	10.70	12.05	12.59	13.35	14.12	13.97 <sup>b</sup>	0.34
Personal Freedom	11.73	10.94	11.25	11.11	11.09	0.97	0.13
Personal Goals	11.39	11.26	11.52	11.59	11.65	0.23	0.06
Social Causation	10.06	10.84	11.90	12.42	13.06	11.23 <sup>**</sup>	0.30
Pluralism	12.21	12.47	12.96	13.34	13.36	2.84 <sup>*</sup>	0.11
Secularism	11.64	12.22	12.52	12.20	13.07	2.00	0.21
Self-Determinism	11.47	11.92	11.31	12.09	11.78	1.65	0.05
Positive Satisfaction	9.88	10.61	11.15	11.51	12.06	4.98 <sup>***</sup>	0.17
Social Protection	10.05	10.70	11.90	12.43	12.55	9.32 <sup>***</sup>	0.27
Innovation-Change	10.62	11.17	10.52	10.58	10.91	1.01	0.03

<sup>a</sup>N = 126<sup>b</sup>\* p < 0.05

\*\* p &lt; 0.01

\*\*\* p &lt; 0.001



Protestants (n = 57) scored below the norm for all seven dimensions indicating subjects with this religious affiliation were usually furthest from the ideal social work position. Catholics (n = 23) scored below the norm for all value dimensions except Personal Goals, in which instance their mean score was slightly above the norm. Subjects with other religious affiliations (n = 8) scored below the norm in five of the seven dimensions and above the norm in the remaining two dimensions. Subjects with a Jewish religious affiliation (n = 11) or no religious affiliation (n = 33) scored above the norm for all seven value dimensions.

The results were consistent with those obtained by McLeod and Meyer. Those researchers found that the subjects' religion had a significant impact on seven of the ten value dimensions in their instrument and their findings regarding the relationship between the subjects' religion and their scores on the values test were similar to those obtained in the present project. Protestants and Catholics tended to score low on all of the seven dimensions while Jews and persons with no religious commitment tended toward high scores.<sup>14</sup>

The explanation for the results seemed to lie in the nature of the religions themselves. Both the Protestant and the Catholic religions have been based upon notions of struggle, suffering and retribution for sin. The group always takes precedence over the individual. In six of the seven value dimensions which were found

to be significantly related to the characteristic, there was a direct individual-group dichotomy while the seventh, Secularism, dealt with the issue of religious affiliation itself. While Protestants and Catholics were still more inclined toward the social work norm than to its opposite pole, their lower scores on the items would suggest that their religious values did have some impact upon their adherence to the values of the profession.

The subjects' level of interest in social work policy was also found to be significantly related to a number of the value dimensions considered in this study. Table 4 illustrates these findings.

A subjects' interest in social work policy impacted on four of the ten value dimensions: Public Aid, Social Causation, Personal Goals and Self-Determinism. For all four dimensions, subjects who indicated that they were uninterested or neutral on the issue of social work policy scored below average, while subjects who indicated an interest in the issue scored above average.

Social work policy encompassed the formulation, implementation and evaluation of policies. It was held that the issues which would be identified as social problems, and the kinds of policies and programs which would be developed to address those problems would be determined by the values of the policy-makers. Therefore, an interest in social work policy would indicate an interest in the issues and values underlying social work activity. Such an interest could have

TABLE 4

MEAN SCORES FOR MEYER'S VALUE DIMENSIONS BY SUBJECTS' LEVEL OF PROFESSIONAL EDUCATION  
CONTROLLING FOR AN INTEREST IN SOCIAL WORK POLICY

Value Dimensions	Level of Professional Education					F Ratio <sup>a</sup>	R <sup>2</sup>
	1st year BSW n = 40	2nd year BSW n = 25	Final year BSW n = 36	MSW n = 12	Faculty n = 13		
Public Aid	10.72	11.98	12.63	13.14	14.13	** <sup>a</sup> 12.35 <sup>b</sup>	0.35
Personal Freedom	11.59	10.87	11.30	11.12	11.49	0.67	0.02
Personal Goals	11.40	11.27	11.57	11.35	11.63	0.23	0.07
Social Causation	10.11	10.88	11.93	12.18	13.02	** <sup>a</sup> 9.98	0.32
Pluralism	12.20	12.42	12.97	13.26	13.32	* 2.57	0.10
Secularism	11.57	12.20	12.59	11.91	13.38	* 2.90	0.14
Self-Determinism	11.51	11.92	11.31	11.93	11.71	1.33	0.09
Positive Satisfaction	9.83	10.65	11.16	11.58	12.30	** <sup>a</sup> 5.78	0.16
Social Protection	10.02	10.64	11.89	12.35	12.63	** <sup>a</sup> 9.19	0.26
Innovation-Change	10.57	11.05	10.53	10.70	11.03	0.84	0.04

<sup>a</sup>N = 126

<sup>b</sup>\* p < 0.05  
 \*\* p < 0.01  
 \*\*\* p < 0.001

suggested that the subject had given more thought and become more involved with social issues and social values, and this involvement could have been reflected in a greater adherence to certain values associated with policy issues.

Several other factors also were found to have some limited impact on some of the value dimensions under study. These factors included sex, political preference, and an interest in social work research.

The sex of the subject was found to be related to one value dimension, Innovation-Change. Male subjects were more supportive of traditionalism and less supportive of change than females. Since the McLeod-Meyer research indicated no significant impact from the variable, sex,<sup>15</sup> and the characteristic impacted upon only one dimension which did not support the hypothesis regarding the relationship between education and values, a further attempt to explain the finding was not undertaken.

A subjects' political preference was found to impact upon the dimension, Public Aid. Given the nature of the professional value, Public Aid, with its focus on the responsibility of the state in relation to the lives of its individual members, the relationship discovered between the value and the subjects' political preference was understandable. The findings for the analysis seemed to parallel the philosophies of the political parties included in the test. Subjects who indicated a preference for either

the Liberal or Conservative parties indicated an acceptance of those parties' philosophy of minimal government control in the lives of citizens, and this acceptance was reflected in their low scores for the value. The New Democratic Party is a social democratic party. Unsurprisingly, subjects with an N.D.P. political preference scored highest on the value of Public Aid. Subjects with no political preference (n = 16) or other political preferences (n = 2) also scored above average on this value dimension.

An interest in social work research was significantly related to three of the ten value dimensions. The values were Public Aid, Secularism, and Self-Determinism. In general, subjects who were not interested in social work research scored below average on the dimensions while subjects who indicated an interest in social work research scored above average. An explanation for the impact of the characteristic upon the three value dimensions was difficult to arrive at as there did not appear to be any common theme between the dimensions which would relate to social work research. However, an examination of each of the value dimensions individually provided some explanation for the results.

Secularism and Self-Determinism could both be related to the principles of science upon which social work research is based. One central principle of science is determinism; the belief that all events have antecedent causes which can be identified and logically understood. Acceptance of the scientific principle would imply a

rejection of religious mysticism and fatalism, the opposite poles for the two value dimensions, Secularism and Self-Determinism. Subjects who were interested in social work research logically could have been more inclined towards the principles of science and the inclination could have accounted for their higher scores on the two dimensions.

The relationship between the value of Public Aid and an interest in social work research was much more obscure. Perhaps the reason for the relationship lay in the fact that most social work research has been publicly-sponsored and an adherence to the value of Public Aid and its associated responsibilities encompassed the notion of social research as a means for the government to help people.

In summary, though several of the control variables considered in the project were found to have a significant impact upon the relationship found between the subjects' level of professional education and certain core values of social work, none of the personal characteristics of the subjects significantly altered the zero-order relationships. Similar results were obtained for the value orientations portion of the study.

#### Findings on Subjects' Value Orientations

A second portion of the research project was designed to test the operationalization of professional values. A modified

version of the Neikrug's value orientations questionnaire was utilized to examine the subjects' value-based decisions in particular social work practice situations and determine the impact of professional education upon the operationalization of the values of social work. The subjects' adherence to two professional value orientations, Traditional and Environmental, was examined.

The findings yielded general support for both Hypothesis XI and XII. As the students' level of professional education increased, their scores on the Traditional and Environmental Value Orientations became more similar to the scores of the faculty group. Table 5 illustrates these findings.

#### Hypothesis XI

The students' level of professional education will be positively related to the position of the faculty group with regard to the Traditional Value Orientation; the higher the level of social work education the more similar the students' scores on the Traditional Value Orientation will be to the faculty group.

Figure 11. Mean scores for the Traditional Value Orientation by subjects' level of professional education.

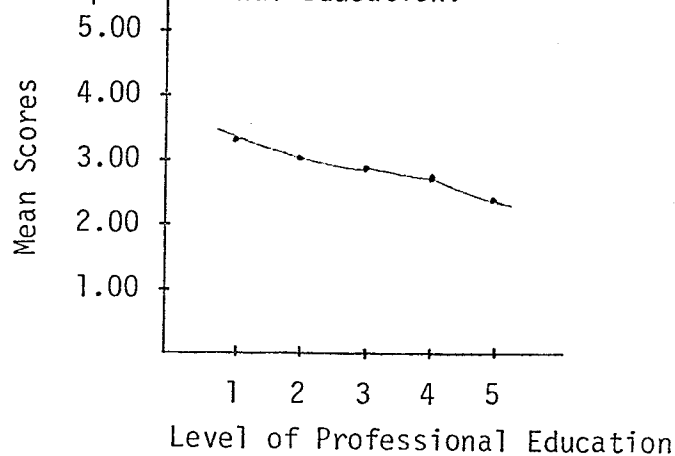


TABLE 5  
 MEAN SCORES FOR REVISED VERSIONS OF NEIKRUG'S VALUE ORIENTATIONS  
 BY SUBJECTS' LEVEL OF PROFESSIONAL EDUCATION<sup>a</sup>

Value Orientations	Level of Professional Education					F Ratio <sup>b</sup>
	1st year BSW n = 38	2nd year BSW n = 24	Final year BSW n = 34	MSW n = 11	Faculty n = 12	
Traditional	3.28 (0.54)	3.00 (0.57)	2.93 (0.59)	2.84 (0.57)	2.58 (0.65)	** 4.18 <sup>c</sup>
Environmental	3.73 (0.54)	4.08 (0.51)	4.08 (0.59)	4.20 (0.39)	3.99 (0.73)	* 2.80

<sup>a</sup>Standard deviations in parentheses.

<sup>b</sup>N = 119

C\* p < 0.05

\*\* p < 0.01

\*\*\* p < 0.001

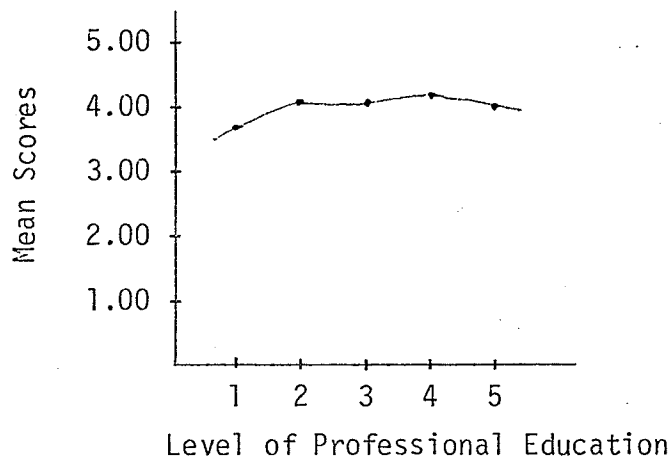


The findings revealed that the scores of students on the Traditional Value Orientation steadily decreased and became more similar to the faculty group with each additional level of professional education. The results were found to be statistically significant; therefore, support for Hypothesis XI was obtained.

#### Hypothesis XII

The students' level of professional education will be positively related to the position of the faculty group with regard to the Environmental Value Orientation; the higher the level of social work education the more similar the students scores on the Environmental Value Orientation will be to the faculty group.

Figure 12. Mean scores for the Environmental Value Orientation by subjects' level of professional education.



The results for the Environmental Value Orientation also were statistically significant and indicated a generally positive relationship between adherence to the orientation and the subjects' level of professional education. Though the results for the

Environmental Value Orientation were not as consistent as the findings for the Traditional Value Orientation, the students generally demonstrated increased adherence to the orientation as their level of professional education increased. While the faculty group scored lower on the Environmental Value Orientation than several of the students, the Environmental Value Orientation was the preferred value orientation for the faculty group. Therefore, general support for Hypothesis XII was obtained.

The findings for the second portion of the research could be readily interpreted in light of contemporary social work at the time of the study. Trends in the profession had focussed on the group or society rather than the individual, and many methodologies stressed the environment as the target of intervention.<sup>16</sup> The results obtained for the Traditional and Environmental Value Orientations indicated that the students were perceiving this shift in values.

#### Hypothesis XIII

While the personal characteristics of the subjects considered as control variables in the project might be related to the values and value orientations under study, these characteristics will not significantly alter the original relationships discovered between the subjects' level of professional education and the ten professional values and two value orientations identified as the dependent variables in the research.

Hypothesis XIII was supported as none of the personal

characteristics of the subjects that were considered in the research significantly altered the zero-order relationship between the subjects' level of professional education and the two value orientations. However, three variables, age, religious affiliation and an interest in social work policy, were found to be significantly related to the value orientations studied.

Table 6 shows the subjects' scores for the Traditional and Environmental Value Orientations by the subjects' level of professional education when age was controlled. While the variable, age, was found to be related to the value orientations under study, an analysis of covariance, controlling for subjects' age, revealed that the variable could not account for the relationship discovered between the subjects' level of professional education and the Traditional and Environmental Value Orientations. The impact that was found seemed to reflect the fact that the younger subjects were at the lower levels of the education process while older subjects were at higher levels.

Table 7 shows the subjects' scores for the Traditional and Environmental Value Orientations by the subjects level of professional education when religious affiliation was controlled in the study. The subjects' religious affiliation was found to be significantly related to the Traditional Value Orientation. Subjects with Catholic and Protestant religious affiliations tended to score higher on the Traditional Value Orientation than persons affiliated to the Jewish faith or with no religious

TABLE 6  
 MEAN SCORES FOR REVISED VERSIONS OF NEIKRUG'S VALUE ORIENTATIONS  
 BY SUBJECTS' LEVEL OF PROFESSIONAL EDUCATION  
 CONTROLLING FOR AGE

Value Orientations	Level of Professional Education					F Ratio <sup>a</sup>	R <sup>2</sup>
	1st year BSW n = 38	2nd year BSW n = 24	Final year BSW n = 34	MSW n = 11	Faculty n = 12		
Traditional	3.31	3.09	2.93	2.75	2.37	*** 5.72 <sup>b</sup>	0.17
Environmental	3.75	4.11	4.07	4.18	3.91	* 2.43	0.09

<sup>a</sup>N = 119

<sup>b</sup>\* p < 0.05  
 \*\* p < 0.01  
 \*\*\* p < 0.001

TABLE 7  
 MEAN SCORES FOR REVISED VERSIONS OF NEIKRUG'S VALUE ORIENTATIONS  
 BY SUBJECTS' LEVEL OF PROFESSIONAL EDUCATION  
 CONTROLLING FOR RELIGIOUS AFFILIATION

Value Orientations	Level of Professional Education					F Ratio <sup>a</sup>	R <sup>2</sup>
	1st year BSW n = 38	2nd year BSW n = 23	Final year BSW n = 33	MSW n = 11	Faculty n = 12		
Traditional	3.29	3.00	2.91	2.85	2.58	** 4.14 <sup>b</sup>	0.13
Environmental	3.77	4.10	4.05	4.20	3.93	2.25	0.12

<sup>a</sup>N = 117

b\* p 0.05  
 \*\* p 0.01  
 \*\*\* p 0.001

affiliations. The finding appeared to reflect the conservative and traditional underpinnings of the Traditional Value Orientation and the Catholic and Protestant religions.

Table 8 illustrates the relationships between the subjects' level of professional education and the two value orientations when the subjects' interest in social work policy was controlled.

The Traditional Value Orientation was the only orientation significantly affected by the variable, interest in social work policy. Subjects who indicated an interest in social work policy ( $n = 47$ ) scored below the norm for the Traditional Value Orientation while those who were neutral ( $n = 38$ ) and subjects who were not interested ( $n = 37$ ) indicated a higher preference for the Traditional Value Orientation. The results suggested that an interest in social work policy may be equated with a rejection of a traditional approach to the operationalization of social work practice.

In summary, none of the personal characteristics of the subjects that were considered in the project accounted for the relationships that were found between the subjects' level of professional education and the Traditional and Environmental Value Orientations. As the results obtained were similar to the results obtained for the first portion of the study, adherence to a set of core social work values, Hypothesis XIII was supported.

TABLE 8

MEAN SCORES FOR REVISED VERSIONS OF NEIKRUG'S VALUE ORIENTATIONS  
 BY SUBJECTS' LEVEL OF PROFESSIONAL EDUCATION  
 CONTROLLING FOR AN INTEREST IN SOCIAL WORK POLICY

Value Orientations	Level of Professional Education					F Ratio <sup>a</sup>	R <sup>2</sup>
	1st year BSW n = 38	2nd year BSW n = 24	Final year BSW n = 34	MSW n = 11	Faculty n = 12		
Traditional	3.22	2.97	2.91	2.99	2.72	* 2.55	0.23
Environmental	3.75	4.08	4.07	4.18	3.97	2.23	0.09

<sup>a</sup>N = 119

<sup>b</sup>\* p 0.05  
 \*\* p 0.01  
 \*\*\* p 0.001

## General Discussion of the Results

The results obtained in the present research project were similar though not identical to the findings of the studies from which the project was developed. With regard to the subjects' adherence to a set of core professional values or the conceptualization of a professional value system, the results obtained parallel the McLeod-Meyer findings.<sup>17</sup> In a majority of the dimensions examined, the subjects' adherence to the position depicting the ideal social work value increased as their level of professional education increased and the results remained consistent when certain personal characteristics of the subjects were controlled. However, certain of the personal factors (i.e., age, religious affiliation, and interest in social work policy), were found to be significantly related to several of the value dimensions under examination.

As the original value dimensions utilized by McLeod and Meyer were altered slightly, a direct comparison of the findings could not be made. However, similar results were obtained for the dimensions, Social Causation (cultural determinism), Pluralism (diversity), Positive Satisfaction (security-satisfaction), and Personal Freedom (personal liberty). Results differed from the McLeod-Meyer research for the dimension, Innovation-Change.

In Neikrug's study of the value orientations of groups of Israeli social work students he found no clear or consistent



preference for any of the three value orientations, Analytic-Therapeutic, Bureaucratic, Environmental-Active.<sup>18</sup> However, he did find that subjects tended to favour the Crossroads or Environmental-Active approach over the other two orientations. As well, he found that the differences in value orientations between the beginning and advanced student groups and between the student groups and the faculty were of varying magnitude and in different directions, indicating no support for his hypothesis regarding consistent movement toward the faculty position.

The results obtained in the present research project indicated some support for Hypotheses XI and XII as there was some student movement toward the value orientations of the faculty. An examination of two, rather than three, value orientations, the Traditional and the Environmental, revealed that the student groups with higher levels of professional education tended to favour the orientation preferred by the faculty and rejected the orientation least preferred by the faculty. The findings remained consistent when other factors were considered and they suggested that professional education had an impact upon the students' operationalization of the values of social work in the direction desired by the professional school.

When the results of the study were compared to the findings of other research projects, other interesting findings emerged. A previous researcher, Feldman, had suggested that the values of the profession were dampened by professional practice.<sup>19</sup> While a dampening was not found in the present project for the subjects'

adherence to the core values of the profession, the results for the Environmental Value Orientation, or the operationalization of professional values, may have provided some further support for Feldman's conclusions. While the faculty group indicated a greater adherence to the Environmental Value Orientation than the Traditional Value Orientation, the preference was not as pronounced as some of the student groups. Assuming that the faculty group had more practical experience than the students, the finding may have indicated that practice experience may serve to dampen the value orientations of social workers.

The results of the present project were also similar to Sharwell's study on public dependency.<sup>20</sup> In the present project adherence to the social work value, Public Aid, increased as the subjects' level of professional education increased. In the earlier study, Sharwell had discovered that the subjects' attitude toward public dependency was positively related to their level of social work education.

For the most part, the control variables which were depicted as most significant in previous research projects were also found to be important in the present study. The subjects' age, religious affiliation and interest in social work policy all were significantly related to some of the values under study. Additional variables which may have been related to the results (i.e., ethnicity, prior social work experience), yielded insufficient variability for meaningful analysis.

In summary, the findings indicated general support for nine of the thirteen hypotheses, (Hypotheses I, IV, V, VI, VIII, IX, XI, XII, XIII) upholding the expectation that professional education can produce change in student values in the direction desired by schools of social work. Subjects demonstrated a significantly increased adherence to six out of ten core values of social work as their level of professional education increased. Their value orientations (in other words, their operationalization of the values of social work) generally were found to become more similar to the value orientations of the faculty teaching them as the students' level of professional education increased. The results were maintained when certain personal characteristics of the subjects were controlled. Thus, it was concluded that professional education positively impacted upon both the students' acquisition and their operationalization of the values of social work.

#### IV. FOOTNOTES

<sup>1</sup>McLeod and Meyer, op. cit.

<sup>2</sup>Sharwell, op. cit.

<sup>3</sup>McLeod and Meyer, op. cit.

<sup>4</sup>For example, William Glasser, Reality Therapy (New York: Harper and Row, Publishers, Inc., 1965).

<sup>5</sup>McLeod and Meyer, op. cit.

<sup>6</sup>Ibid.

<sup>7</sup>Ibid.

<sup>8</sup>Ibid.

<sup>9</sup>Ibid.

<sup>10</sup>See, Charles Frankel, "Social Values and Professional Values," Journal of Education for Social Work, (Spring 1969); H. H. Apetekar, "American Societal Values and their influence on Social Welfare Programs and Professional Social Work," Journal of Social Work Process, (16, 1967), pp. 17-36.

<sup>11</sup>McLeod and Meyer, op. cit.

<sup>12</sup>For example, see Canada Department of National Health and Welfare, Income Security for Canadians, (Ottawa: 1970); Canada, Department of National Health and Welfare, A Chronology of Social Welfare and Related Legislation 1908 - 1974 Selected Federal Statutes, (Ottawa: 1975).

<sup>13</sup>McLeod and Meyer, op. cit.

<sup>14</sup>Ibid.

<sup>15</sup>Ibid.

<sup>16</sup>The large volume of contemporary professional literature emphasizing the family, the group and the community as targets of intervention illustrates this point.

<sup>17</sup>McLeod and Meyer, op. cit.

<sup>18</sup>Neikrug, op. cit.

<sup>19</sup>Feldman, op. cit.

<sup>20</sup>Sharwell, op. cit.

## CHAPTER V

### CONCLUSIONS AND IMPLICATIONS OF THE FINDINGS

In Chapter V, the study is summarized and the research findings are related to the original theory which guided the project. As well, some implications of the study for social work practice and professional education are presented. Recommendations for further research in the area of professional education and student values complete the chapter.

#### Discussion of the Project

The present project was developed to examine the impact of social work education on the professional values of student social workers. While socialization theorists had claimed that students acquired professional values during their schooling and had upheld the importance of professional values for effective social work practice,<sup>1</sup> there was very little empirical support for these assertions. Up to the time of the present study, the research undertaken in the area had produced inconsistent results regarding the impact of professional education on student values.<sup>2</sup>

An examination of the previous projects revealed that the researchers often had chosen different conceptualizations and different operationalizations of the variable, professional values. These differences appeared to be a primary, if not the primary, reason for the differing results of the various studies. As well, it was noted that the previous studies had concentrated on only one aspect of the students' acquisition of professional values, either their stated adherence to particular professional values or their operationalization of the values of social work. No one project had attempted to examine both of the components involved in the inculcation of professional values.

In the present project two previously-developed research instruments, the Meyer's Social Values Test<sup>3</sup> and the Neikrug value orientations questionnaire<sup>4</sup> were utilized to test the professional values of groups of social work students at different levels in their professional education. The Meyer's Social Values Test was chosen to examine the students' adherence to certain core values of the profession and the Neikrug value orientations questionnaire was chosen to examine the students' operationalization of the values of social work. Four groups of students at different levels in their professional education and one group of faculty from the University of Manitoba School of Social Work were tested on the two instruments in the Fall of 1980. The initial portion of the present project, the Meyer's Social Values Test, examined the subjects' adherence to a set of ten core values of social work,

identified by Meyer through a review of the professional literature. The theory upon which the test was premised had suggested that students would acquire these values during the course of their professional education; therefore, it was hypothesized that the subjects' level of professional education and their adherence to the ten values of social work would be positively related. In other words, as the subjects' level of professional education increased, their adherence to the core values of social work would also increase.

The second portion of the present study, the Neikrug value orientations questionnaire, examined the subjects' value-based solutions to certain common practice situations. This portion of the research was based upon the theory of value operationalization which linked the acquisition of professional values to effective practice. The questionnaire was premised on the belief that there was no one particular value orientation for social work, rather that there were a number of professionally-acceptable solutions to many common practice situations. While subjects could choose among the acceptable solutions, socialization theory had suggested that the faculty members would act as role models for the students and, as such, would influence the students' selection among the problem solutions. Therefore, it was hypothesized that the students' level of professional education would be positively related to the value orientation of the faculty group. In other words, the higher the students' level of professional education, the more similar their value orientation would be to the value orientation of the faculty teaching them.



A third section of the research instrument elicited demographic and social data on the subjects. The section included variables which were believed to be related to the socialization process and the subjects' values, such as age, sex, religious affiliations and political preferences. Controls were introduced in the subsequent analyses to ensure that the relationships found between the subjects' level of professional education and the dependent variables had not been produced by these other independent factors.

#### Findings for the Meyer's Social Values Test

The findings for the first portion of the study (the Meyer's Social Values Test), yielded significant differences in adherence to a set of core values of the profession for subjects at different levels in their social work education for six of the ten values tested. For the values, Public Aid, Social Causation, Pluralism, Positive Satisfaction, Social Protection and Secularism, the subjects' scores (adherence) increased as their level of professional education increased. For the four remaining values, Personal Freedom, Personal Goals, Self-Determinism and Innovation-Change, the scoring for the subjects was inconsistent and statistically insignificant.

The results obtained were similar to the findings of the original McLeod-Meyer project in that they also found a positive

relationship between the subjects' level of education and seven of the ten value dimensions.<sup>5</sup> However, direct comparisons between the earlier study and the present one were hampered as the instrument had been revised during the period between the two projects and only five of the original ten value dimensions appeared in the present study. These were Personal Freedom, Social Causation, Pluralism, Positive-Satisfaction and Innovation-Change. Results similar to the McLeod-Meyer findings were obtained for four of the repeated dimensions.

No significant, positive relationship between the subjects' level of professional education and the value, Personal Freedom, was found in either study. Significant, positive relationships were found between the subjects' level of professional education and the values, Social Causation, Pluralism and Positive Satisfaction, in both studies.

The results for the fifth repeated dimension, Innovation-Change, differed for the two studies. While McLeod-Meyer found a significant, positive relationship between the subjects' level of professional education and the value dimension, Innovation-Change, the findings for the present project were unclear and insignificant. The difference in results between the two projects for the Innovation-Change value dimension may have reflected the different times in which the test was administered. The McLeod-Meyer research was conducted in the early 1960's, a time of general public acceptance of technological change and social

progress. In the early 1980's when the present project was completed, the public attitude toward change appeared to have shifted. At the time of the present study, a neo-conservative, "back-to-the-basics" movement was gaining momentum in both Canada and the United States, and there appeared to be more concern about social change than there had been during the 1960's. Thus, the relatively low scores for all of the student and faculty groups on the Innovation-Change value dimension may have indicated a change in general societal and professional values between the time of the present study and the time of the McLeod and Meyer research two decades previous.

A major question which arose with regard to the findings for the Meyer's Social Values Test portion of the present project was why did the particular values, Public Aid, Social Causation, Pluralism, Positive Satisfaction, Social Protection and Secularism produce results which supported the hypotheses while the values, Personal Freedom, Personal Goals, Self-Determinism and Innovation-Change did not? While there was no immediate, obvious explanation for the findings, there were several possible answers for the differing results.

One possible initial explanation for the results was the time lag between the development of the instrument and the administering of the test. Perhaps, as mentioned previously, some of the core values of professional social work had changed (i.e., Personal Freedom, Personal Goals, Self-Determinism and Innovation-Change), during the intervening twenty years. It was quite apparent

that societal values had changed during the same period and it may have been unrealistic to expect stability in all of the professional values over so long and tumultuous a time.

In the early 1960's in the United States, when the McLeod-Meyer study was developed and conducted, the American government was beginning to wage its war on poverty. This "war", which was intended to address the rising discontent among the poor and various disadvantaged ethnic minorities, encompassed a variety of social programs emphasizing human rights and self-help. Social workers were very involved in the implementation of the social programs in this war-on-poverty movement,<sup>6</sup> and it can be expected that their professional values would have been influenced by the social situation at that time.

In the early 1980's, the time of the present project, many social programs such as legal aid, medicare, and government pension schemes, had become institutionalized in both the United States and Canada. As well, the attitude of the public seemed to have shifted from a concern over a lack of social programs to a general criticism of the "welfare state." This shift in public attitude and changes in social programming from the 1960's to the 1980's may have influenced the professional values of social work and may account for the results obtained for the values, Personal Freedom, Personal Goals, Self-Determinism and Innovation-Change.

Or, perhaps the value dimensions Personal Freedom, Personal

Goals and Self-Determinism, never represented the core values of social work. It is also possible that the items which were developed to tap those three dimensions did not truly measure them. The earlier testing of the value dimension by McLeod and Meyer also did not support the hypothesis that adherence to the value, Personal Freedom, would increase as the subjects' level of professional education increased. This finding may suggest that Personal Freedom was not one of the core professional values at any time. Since the other two value dimensions, Personal Goals and Self-Determinism, were not included in the original studies, there was no way of knowing whether similar results would have been obtained for them. However, the fact that the two dimensions were not identified by McLeod and Meyer as core values of social work for their studies lends support to the suggestion that Personal Goals and Self-Determinism may never have been core values of the profession.

Another possible explanation for the results was that the findings were unique to the University of Manitoba School of Social Work and that the four values, Personal Freedom, Personal Goals, Self-Determinism and Innovation-Change, were accepted as core values of the profession by other schools of social work. At least three of the values, Personal Freedom, Personal Goals and Self-Determinism, and perhaps the fourth value, Innovation-Change as well, represented a belief in individualism. However, at the time of the study, the faculty and curriculum at the University of Manitoba School of Social Work appeared to adhere to a "group" perspective. A social

democratic party, the New Democratic Party (NDP), was openly supported by many of the faculty members. This support was evident in that the former dean of the School and one other faculty member had run in provincial elections as candidates for the party and other faculty members had assisted in their campaign. As well, the faculty members who participated in the present study overwhelmingly chose the N.D.P. in response to the question on political preference. The general ideology of the staff at the school seemed to be a rejection of rugged individualism in favour of the collective. There was a fairly heavy emphasis on radical thought, conflict, Marxian ideology and community work in the curriculum. (For example, field placements for undergraduate students included practice experience in a social work collective, placement with the Manitoba Federation of Labour, placement in an Unemployed Help Centre set up as an advocacy centre for persons having difficulties with their Unemployment Insurance claims, and field units at community resource and information centres as well as the more traditional social case work settings. Graduate course work included a course on social and economic inequality taught by a self-avowed socialist.) While the extent to which this ideological perspective and accompanying values, as far as other professional schools were concerned, remained unknown, it was concluded that the generalizability of the results hinged upon the extent to which other professional schools shared a common ideology with the University of Manitoba School of Social Work.

A similar explanation could also be applied to the six value dimensions which supported the hypotheses. Again, the results could

have been unique to the University of Manitoba School of Social Work and not applicable to most other professional schools. However, given the fact that empirical support for the hypothesis that professional education affects student values was obtained in previous projects for four of the six dimensions (i.e., Public Aid,<sup>8</sup> Social Causation, Pluralism, and Positive Satisfaction),<sup>9</sup> this explanation seemed quite unlikely.

In summary, the findings for the Meyer's Social Values Test in the present study yielded general support for Hypotheses I, IV, V, VI, VIII and IX. The subjects' adherence to the values, Public Aid, Social Causation, Pluralism, Positive Satisfaction, Social Protection and Secularism increased as their level of professional education increased. From the findings it was concluded that social work education did change the students' adherence to professional values in the direction desired by the profession.

#### Findings for the Neikrug Value Orientations Questionnaire

The findings for the second portion of the study revealed general support for the hypothesis that students with higher levels of professional education would show greater similarity in value orientations to the faculty group than students at lower levels. Students at increasingly higher levels of professional education showed increasing adherence to the Environmental Value Orientation, the value orientation preferred by the faculty group, and decreasing

adherence to the Traditional Value Orientation, the value orientation least preferred by the faculty group. While the results for both value orientations were statistically significant, movement away from the Traditional Value Orientation was pronounced while movement toward the Environmental Value Orientation was only slight. This finding led to the question...what is taking the place of the Traditional Value Orientation - if anything? There appeared to be several possible answers to the question.

First, though the instrument was tested for construct validity during the factor analysis phase of the research, it was possible that the items in the questionnaire did not really measure an Environmental Value Orientation. The subjects truly may have favoured an Environmental Value Orientation but did not perceive the solutions to the problems to reflect such an approach. Secondly, the students and faculty who participated in the project may have held other professional value orientations which were not examined in the study. And, if this was the case, then it became necessary to ask the question...how can alternate value orientations be distinguished and measured? Thirdly, the subjects may not have had any strong professional value orientation at all. Since the rating scale in the instrument allowed for levels of preference, it was possible that a strong rejection of one orientation did not imply a strong acceptance of another.

Finally, the results obtained for the second portion of the research may have been unique to the University of Manitoba School



of Social Work and not applicable to other professional schools. However, this final explanation seemed unlikely since Neikrug had produced similar results in his study on Israeli students. In the earlier project, the subjects had favoured the Environmental-Active (Crossroads) orientation over both the Therapeutic-Analytic and the Bureaucratic orientations, though the scoring in that project was also not high enough for the Crossroads Value Orientation to be identified as the predominant value orientation of Israeli social work students. Therefore, in both studies, though a contemporary environmental approach was preferred over an individualized, traditional orientation, the preference was not strong enough and consistent enough to suggest that the Environmental Value Orientation was the sole, dominant value orientation of the subjects.

The results for the second portion of the present project also seemed to be consistent with the earlier portion of the research. The findings for the Meyer's Social Values Test had indicated that the students and faculty at the University of Manitoba School of Social Work did not favour values which emphasized the individual instead of the group.<sup>10</sup> As well, their demonstrated adherence to such values as Public Aid, Social Causation, Positive Satisfaction and Social Retribution clearly indicated an environmental orientation in which many problems would be viewed as socially, rather than individually, created. These results appeared to support the conclusion of the second portion of the study, that the subjects rejected a traditional, individualized approach to social work practice and favoured the environmentally-focussed interventions.

The second portion of the present project represented the operationalization of social work values. Since the findings for this portion of the research supported Hypotheses XI and XII that students with higher levels of professional education would be more similar in value orientations to the faculty group than students at lower levels, it was concluded that professional education did have an impact upon the students' operationalization of professional values in the direction desired by social work educators.

#### The Findings for both Sections of the Study

The results of the study indicated that professional education positively impacted upon both the students' acquisition of the core values of social work and their operationalization of these professional values. The first portion of the research, the Meyer's Social Values Test, revealed that students at higher level of professional education demonstrated greater adherence to the ideal values of social work than students at lower levels, and the second portion of the research, Neikrug's value orientations questionnaire, demonstrated a similar positive relationship between levels of professional education and professional value orientations. Wilbur Moore's contention that students merely learned but did not incorporate professional values was not supported.<sup>11</sup> The students in the study seemed to have learned and incorporated the values of social work. Not only did their voiced adherence to the values of the profession increase as their level of professional education increased, but the educational process also impacted upon their

value-based decision-making in simulated practice situations. The findings of the present project were similar to the results of the original McLeod-Meyer study, Barbara Varley's 1963 study on student values and social work education,<sup>13</sup> Malcolm Brown's research,<sup>14</sup> Feldman's study<sup>15</sup> and Sharwell's study.<sup>16</sup> All of these researchers found that social work education did impact upon the students' adherence to particular professional values and they also found that the impact was in the direction desired by professional educators.

The only known, previous study to examine the impact of social work education upon the students' operationalization of professional values was Neikrug's study.<sup>17</sup> While his findings supported the position that professional education can impact upon student values, Neikrug found the direction of the impact to be inconsistent. However, in the present project, the impact of professional education upon the students' operationalization of the values of social work was found to be both significant and generally consistent.

Therefore, the findings of the project provided support for the theory regarding professional education and student values. In the research, the professional education process did appear to induce change in the professional values of social work students and this change encompassed both components in the inculcation of a professional value system, the acquisition and the operationalization of professional values. Given the theory linking professional values and social work practice, the findings of the project appeared to have

significant implications for professional education specifically and professional practice in general.

### Implications of the Research

The present research project supported the contention that professional education can have a significant impact upon the professional values of social work students and the study indicated that the impact encompassed two dimensions: the students' acquisition and their operationalization of the values of the profession. This focus on the two dimensions of a social work value system has added significantly to the findings of previous research in the area of education and values, for it has addressed an important issue in the professional socialization process. The issue, whether students merely learn but do not incorporate the values of the profession, had been suggested but not directly addressed in several previous projects. Most of the research undertaken had focussed on the subjects' stated adherence to the values of the profession, assuming the linkage between values and social work practice. Only one known study had attempted to provide empirical support for the theory linking professional values and practice and that study by Neikrug had produced inconsistent results. As the theory of professional socialization has linked values with efficacy in practice and professional values have been viewed as having little worth except as guidelines for professional behaviour,<sup>18</sup> an examination of both the students' voiced adherence to the values of social work and their operationalization of those values in practice,

appeared to be necessary. The present project represented such an examination. For this reason, the findings of the present project have significant implications for professional education and professional practice.

The study has demonstrated that professional education can have an impact upon both the students' stated adherence to the values of social work and their value-based decision-making in professional practice. The findings underline the importance of education in values during professional socialization and the necessity of educators to be cognizant of their role in the transmission of values.

The findings of the present study have indicated that some of the recognized values of the profession may no longer be valid. Several of the "ideal" social work values included in the Meyer's Social Values Test (i.e., Personal Freedom, Personal Goals, Self-Determinism and Innovation-Change), did not receive general support from the subjects, leading to the conclusion that the values may no longer represent (or never represented) the core values of the profession. Educators at the University of Manitoba School of Social Work should re-examine these values to determine their validity for contemporary practice. If the values are invalid then they should no longer be taught as ideals, and practice techniques predicated on such beliefs must be re-evaluated. If the values are determined to be valid ideals for the profession, then the faculty at the School must re-examine their teaching methods with respect to these values

to ensure that they are being adequately transmitted to the students.

If the values identified by McLeod and Meyer are no longer valid, it would be important to determine what values, if any, have replaced them. If professional educators expect to produce practitioners with a firm professional value base, then the educators themselves must have a clear understanding of the current values of social work and the relationship between these values and contemporary practice methodologies. As well, educators must be aware of the manner in which values are transmitted to ensure congruence between their overt teachings and their covert instruction as role models for the students.

The findings of the present research project also appeared to have significant implications for the recruitment of social workers. If one of the goals of professional education is to produce practitioners with a firm professional value base, then it would seem that the goal could be more easily achieved by selecting students whose personal values are most compatible with the professional values. And, the results of this project have suggested that such a student would be female, either Jewish or having no religious affiliation, preferring the New Democratic Political Party, and expressing an interest in social work policy and research!<sup>19</sup> While restrictions on student recruitment for reasons of religious affiliation, sex or political preference obviously would not be feasible, and a general screening of applicants to professional schools for value

congruence would be extremely difficult, educators should be aware of the potential for conflict between professional values and personal values, and should address this issue in their student recruitment and teachings.

Finally, and of most importance, the project has implications for professional practice. The present research has demonstrated that educators have been having some success in changing the values of students and this change is being reflected in their practice behaviour. Providing the value change is maintained following graduation, the project has demonstrated that professional education may have a significant impact upon social work practice.

#### Recommendations for Further Study

The study has raised a number of issues relevant to social work education, the social work profession, and to professional education in general. The findings of the Meyer's Social Values Test seemed to suggest changes in the core values of the profession, particularly with reference to issues involving individual-group interface. An examination of the current professional literature, with a view towards the identification of contemporary trends and values in social work, has been indicated. Following such a review, the Social Values Test could be revised to reflect the current value profile for the profession and an additional study on student adherence to the revised set of professional values could be

undertaken. The latter study would provide an even better indicator of the success of educators in transmitting student values and could even be used to test different methods of teaching values with different groupings of students.

The results of the Neikrug questionnaire indicated the need for further research in the area of operationalization of the values of the profession. Neikrug's original theory regarding value orientations and the notion that social workers can hold a variety of professionally-acceptable value orientations still appear to hold great promise for research in the area of professional socialization; however, much work would be required in order to identify specific social work value orientations and to relate these orientations to the core values of the profession.

The results of this study and others in the area of professional education and student values have suggested some pre-socialization among social work students.<sup>20</sup> (For, even the beginning students were closer to the social work ideals than the opposing values for the first portion of the research.) This evidence of anticipatory socialization raises questions about the need to explore the life experiences that lead a person to choose a career in social work, and the impact these experiences may have upon their acquisition of values during schooling and future practice activities.

The data supporting the theory regarding the role of education in value acquisition and value change has raised important



issues for professional educators. Do students acquire most of the values of the profession through direct teaching or through identification with the faculty? If it is through identification with the faculty, what attributes make faculty members more or less likely to be chosen as role models? What professional values are being taught and how are these values linked to practice activities? These questions should be addressed through further research.

On the basis of this study and others in the area, it was apparent that the professional socialization process is very complex. The role of the professional educator in the process continues to require study in order for educators to formulate objectives and design curricula which will contribute to the development of competent practitioners, and values must continue to be a primary target for researchers in this area.

In essence, this research project has demonstrated that professional education does have an impact upon student values, both with regard to the students' voiced adherence to the core values of the profession and with regard to the operationalization of those values in professional practice. As well, the study has shown that the change in student values appears to be in the direction desired by professional educators. As professional values are assumed to provide the framework for practice activity, the project findings have led to the conclusion that professional education can produce significant changes in the professional behaviour of social work practitioners.

## V. FOOTNOTES

<sup>1</sup>See, J. A. Jackson, op. cit.; W. Moore, op. cit.; H. M. Vollmer and D. L. Mills (ed.), op. cit.

<sup>2</sup>See, Chapter II for a summary of the previous research.

<sup>3</sup>H. J. Meyer, op. cit.

<sup>4</sup>S. Neikrug, op. cit.

<sup>5</sup>D. McLeod and H. J. Meyer, op. cit.

<sup>6</sup>Frances F. Piven and Richard Croward, Regulating the Poor, (New York and Toronto: Vintage Books, 1970).

<sup>7</sup>See, A. Armitage, Social Welfare in Canada, (Toronto: McClelland and Stewart Limited, 1975); L. Panitch (ed.), The Canadian State, (Toronto: University of Toronto Press, 1977).

<sup>8</sup>G. Sharwell, op. cit.; D. McLeod and H. J. Meyer, op. cit.

<sup>9</sup>D. McLeod and H. J. Meyer, op. cit.

<sup>10</sup>See Chapter IV.

<sup>11</sup>W. E. Moore, "Occupational Socialization," op. cit.

<sup>12</sup>D. L. McLeod and H. J. Meyer, op. cit.

<sup>13</sup>B. K. Varley, "Socialization in Social Work Education," op. cit.

<sup>14</sup>M. J. Brown, op. cit.

<sup>15</sup>R. A. Feldman, op. cit.

<sup>16</sup>G. Sharwell, op. cit.

<sup>17</sup>S. Neikrug, op. cit.

<sup>18</sup>See, J. A. Jackson, op. cit.; W. Moore, op. cit.; H. M. Vollmer and D. L. Milles (ed.), op. cit.

<sup>19</sup>See Chapters III and IV.

<sup>20</sup>See, B. K. Varley, "Socialization in Social Work Education," op. cit.; R. A. Feldman, op. cit.; J. M. Shriver, op. cit.

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## APPENDICES

- A. Information Given to Subjects
- B. Meyer's Social Values Test
- C. Neikrug's Value Orientations Questionnaire
- D. Questionnaire - Personal Characteristics of Subjects
- E. Covering Letter to Faculty Group
- F. Follow-up Letter to Graduate Students
- G. Face Validity of Revised Instruments
- H. Factor Analysis of Part B Data on Value Orientations



## APPENDIX A

### INFORMATION GIVEN TO SUBJECTS

#### SOCIAL WORK VALUES AND ORIENTATIONS QUESTIONNAIRE

This questionnaire has two purposes. Firstly, it represents a continuing exploration into the nature of social work values and secondly, the questionnaire is part of a research project designed to study the effect of the social work education process on professional values. The study findings should provide one background against which various objectives and principles of social work education, related to the teaching of professional values, can be assessed. Your participation in this study will assist us both in meeting the research goals and, hopefully, in evaluating and improving the quality of social work education.

The questionnaire is comprised of three sections: Part A deals with attitudes toward certain ideological statements and issues, Part B tests orientations to some common practice situations and in Part C we ask you to supply some basic background information. Please do not write your name on the questionnaire as your responses should remain anonymous. There is no way we can identify the information provided by any individual as there are no identifying marks or numbers on the questionnaires.

Your participation in this study is encouraged since the findings of this study will be made available to the School of Social Work and its students. Please complete the questionnaire as soon as possible and return it to the General Office, School of Social Work, 5th floor, Tier Building. A box has been provided in the office for the collection of the questionnaires.

Thank you for your co-operation.

Leslie King  
Graduate Student

APPENDIX B  
MEYER'S SOCIAL VALUES TEST

PART A

The following statements are designed to elicit your views on certain issues. There are no "right" or "wrong" answers to this part of the questionnaire, only honest differences of opinion. Please answer each statement by circling the column which indicates your opinion by using the following key:

SA = STRONGLY AGREE  
A = AGREE  
D = DISAGREE  
SD = STRONGLY DISAGREE

PLEASE ANSWER EVERY ITEM. If you are unsure about your opinion on any issue, pick the opinion which seems most reasonable to you. (Though some items may seem similar, all items are different.)

Circle the column indicating your opinion for each item.

- |   |    |   |   |    |
|---|----|---|---|----|
| 1. The federal government is going too far towards creating a "welfare state".  | SA | A | D | SD |
| 2. No one ever has the right to commit suicide.   | SA | A | D | SD |
| 3. When a married couple with children is having serious problems getting along together, their first consideration should be to keep the family together at all costs. | SA | A | D | SD |
| 4. Except when there is a depression or recession, anyone in our country can get a job if he really tries.  | SA | A | D | SD |
| 5. It is usually better for people to live in neighbourhoods where everyone is about the same age and income group rather than where there are great differences.       | SA | A | D | SD |
| 6. Everyone should believe in and practice some religion.   | SA | A | D | SD |
| 7. People can actually do very little to change their lives.  | SA | A | D | SD |
| 8. Having to struggle for what you get in life is the best way to develop character.  | SA | A | D | SD |
| 9. Any able-bodied individual who refuses to take a job should not receive assistance.  | SA | A | D | SD |

## PART A - Page 2

KEY: SA = STRONGLY AGREE  
 A = AGREE  
 D = DISAGREE  
 SD = STRONGLY DISAGREE

- |     |   |    |   |   |    |
|-----|---|----|---|---|----|
| 10. | We should always spend less time trying to find new ways to handle delinquency and emphasize time-tested techniques which seem to be forgotten. | SA | A | D | SD |
| 11. | If the government does too many things for people we may wind up a country of weaklings.  | SA | A | D | SD |
| 12. | Personal freedom includes freedom to do something that is damaging to oneself.  | SA | A | D | SD |
| 13. | It is more important that families stay together than that individuals within families achieve their own personal goals.                        | SA | A | D | SD |
| 14. | In normal times when people are in need, it is generally due to some problem of their own making.   | SA | A | D | SD |
| 15. | Trying to get different people to mix doesn't make much sense.  | SA | A | D | SD |
| 16. | There should be stricter observance of the Sabbath, the religious day of rest.  | SA | A | D | SD |
| 17. | Since most things are inevitable, people should relax and enjoy themselves.   | SA | A | D | SD |
| 18. | People who have suffered a great deal are more likely to have a strong character than those who have not.                                       | SA | A | D | SD |
| 19. | People who refuse to help themselves should have to suffer the consequences.  | SA | A | D | SD |
| 20. | The solutions our parents found to the problems of living are oftentimes not very workable for today's generation.                              | SA | A | D | SD |
| 21. | Government should do more than it is presently doing to see that everyone has access to adequate social services.                               | SA | A | D | SD |
| 22. | Even if we were sure that smoking marijuana caused cancer, a person should be free to decide whether he wants to smoke it or not.               | SA | A | D | SD |

PART A - Page 3

KEY: SA = STRONGLY AGREE  
 A = AGREE  
 D = DISAGREE  
 SD = STRONGLY DISAGREE

- |     |   |    |   |   |    |
|-----|---|----|---|---|----|
| 23. | Your family should always be put ahead of your personal career.   | SA | A | D | SD |
| 24. | What people achieve in life is almost entirely a product of their own will and determination.                       | SA | A | D | SD |
| 25. | People should live among their own kind.  | SA | A | D | SD |
| 26. | Science is a good thing even if it challenges such fundamental things as religious practices.                       | SA | A | D | SD |
| 27. | Everybody's fate is really more dependent on others than on what he himself does.                                   | SA | A | D | SD |
| 28. | A person is better off if he has to work and sacrifice for what he gets.  | SA | A | D | SD |
| 29. | Everyone who is in need, no matter what the reason, has a right to expect to be helped.                             | SA | A | D | SD |
| 30. | Ways of doing things that have grown over a long time are likely to have much wisdom in them.                       | SA | A | D | SD |
| 31. | Government is at present providing many services that should be left to individual enterprise.                      | SA | A | D | SD |
| 32. | As long as it doesn't hurt anyone else, a person should be allowed to do anything he wants to.                      | SA | A | D | SD |
| 33. | It's almost always wrong to sacrifice the interests of the individual for those of the group.                       | SA | A | D | SD |
| 34. | A person's character is pretty much what he makes it.   | SA | A | D | SD |
| 35. | It is good for people to associate with those who have interests and values very different from their own.          | SA | A | D | SD |
| 36. | While there are conditions in the world today that may seem unjust, there is probably a divine purpose behind them. | SA | A | D | SD |

PART A - Page 4

KEY: SA = STRONGLY AGREE  
A = AGREE  
D = DISAGREE  
SD = STRONGLY DISAGREE

- |     |  |    |   |   |    |
|-----|--|----|---|---|----|
| 37. | A person really has very little control over his destiny.  | SA | A | D | SD |
| 38. | If things come too easily for people, they won't appreciate them.  | SA | A | D | SD |
| 39. | We should try to help people who are in difficulty regardless of whether they are making an effort to help themselves. | SA | A | D | SD |
| 40. | The ways of the past are hardly ever adequate to handle present day problems.  | SA | A | D | SD |

APPENDIX C

NEIKRUG'S VALUE ORIENTATIONS QUESTIONNAIRE

PART B

This part of the questionnaire is made up of a number of situations, problems and professional issues taken from social work practice. In each item you are requested to evaluate all of the alternative choices and rank each alternative in terms of your preference for it as the solution to the situation. Rank the alternatives on a scale of 1 to 5 using the following key: 5 = highest preference, 4 = preferred, 3 = intermediate preference, 2 = not preferred but acceptable, 1 = not preferred.

While there may be instances wherein your own position differs from all of the alternatives offered for a situation, we ask that you indicate your preference for each of the given responses, assuming that these alternatives are the only possible solutions to the problem. In instances where you feel that you lack sufficient information or knowledge to evaluate the alternatives, rank the responses according to what you feel would be the most suitable option, least preferred option, etc. Remember there are no "right" or "wrong" answers in this questionnaire; we are only interested in what seems most right to you.

PLEASE RANK EACH OF THE ALTERNATIVES FOR EVERY ITEM BY CIRCLING THE NUMBER WHICH INDICATES YOUR PREFERENCE FOR THAT RESPONSE.

- 5 = HIGHEST PREFERENCE
- 4 = PREFERRED
- 3 = INTERMEDIATE PREFERENCE
- 2 = LEAST PREFERRED
- 1 = NOT PREFERRED

1. You are the director of a social service agency interviewing potential employees. You asked each to describe the ideal place to work. The following are excerpts from the answers of each. Please rank the three applicants.
  - a. "I don't care if the work is hard and requires overtime or even interferes with my private life from time to time. I only ask that the work be meaningful and that I have the resources to intervene successfully." 1 2 3 4 5
  - b. "I want to be free to create a work situation suited to my needs wherein I can be me. As long as I do my job well, I want maximum professional freedom." 1 2 3 4 5
  - c. "I am interested in professional growth and am looking for a job wherein I will find the necessary condition for my professional growth and development." 1 2 3 4 5

PART B - Page 2

- 5 = HIGHEST PREFERENCE  
 4 = PREFERRED  
 3 = INTERMEDIATE PREFERENCE  
 2 = LEAST PREFERRED  
 1 = NOT PREFERRED

2. Three social workers were discussing their respective agencies. Rank the agencies as though you were looking for employment.
- a. One stated, "My agency is most effective as a mediating force between the various elements involved in a given problem. We help the parties move to a position of greater harmony and see compromise as the road to problem resolution and getting along in society". 1 2 3 4 5
- b. Another commented, "My agency is interested in helping individuals and groups gain mastery over the conditions of their lives. We help them create situations and make changes in their environment in accord with their interests". 1 2 3 4 5
- c. A third worker states, "In my agency we work with individuals and groups to help them gain insight. Since in complex societies people are often unable to control the events that occur it is important that they develop the inner resources to withstand stress and conflict". 1 2 3 4 5
3. A professor of social work has argued that in the very near future the professional will be forced to make some very difficult decisions in the area of service delivery. Please rank the following options.
- a. One option is to concentrate on the portions of the population who are in the most severe long-term stress even if this means cut-backs in other services. 1 2 3 4 5
- b. Another option is to de-emphasize remedial services geared to long-term ongoing problems and develop a network of here and now oriented crisis centres offering short-term service to a great number of clients. 1 2 3 4 5
- c. A third option is to emphasize primary prevention of social problems. Thus we would concentrate resources in the sectors of society which, if changed, would mean fewer problems in the future. 1 2 3 4 5

PART B - Page 3

- 5 = HIGHEST PREFERENCE  
 4 = PREFERRED  
 3 = INTERMEDIATE PREFERENCE  
 2 = LEAST PREFERRED  
 1 = NOT PREFERRED

4. Because of the particularly difficult nature of agricultural life (crop failures, livestock plagues, etc.), it is possible that the problem of economic maintenance in rural agrarian areas represent a special case. Here are three possible policies related to this problem. Rank each alternative in terms of its value as a basis for social policy.
- a. In times of misfortune, the farmer should receive individual aid and loans. He should be viewed in terms of his credit rating and not be compared to others. 1 2 3 4 5
- b. The farmers in a given community should work together to develop systems of mutual support and assistance. 1 2 3 4 5
- c. The individual farmer should turn to the political movement of his affiliation and ask for help until things get better. 1 2 3 4 5
5. Social workers in the area of delinquency maintain various attitudes regarding total institutions for delinquents. The following attitudes are among them. Please rank them in terms of their validity.
- a. For most delinquents, anti-social behaviour is confined to the adolescent years and provided they have the opportunities they will outgrow this behaviour as they reach young adulthood. The correctional institute tends to prolong delinquent behaviour by putting lesser delinquents in contact with more hardened types with whom they identify and from whom they learn delinquent behaviour. 1 2 3 4 5
- b. Most delinquents suffer from character disorders whose symptoms are inadequate super-ego controls, impulsiveness, inability to form and maintain meaningful relationships to list but a few. Such an individual is usually unmotivated to receive help and unable to benefit from psycho-therapy. The institution is often the best available context for modifying anti-social behaviour by providing controls, manipulating rewards and punishment, and observing both individual and group behaviour. 1 2 3 4 5



PART B - Page 4

- 5 = HIGHEST PREFERENCE  
 4 = PREFERRED  
 3 = INTERMEDIATE PREFERENCE  
 2 = LEAST PREFERRED  
 1 = NOT PREFERRED

6. School social workers recently identified three professional roles of practice in this field. Rank them in terms of what you believe ought to be the role.
- a. One role is seen as helping the child meet the demands of school, fitting into his class and adjusting to the pressures of the system. 1 2 3 4 5
- b. Another role is one of interpreting the needs of the children to the teachers and the needs of the system to the children so that problems can be worked out to a harmonious solution. 1 2 3 4 5
- c. A third role is that of intervention into the social organization of the school to create a system that is more responsive to human needs. 1 2 3 4 5
7. In an attempt to develop a unified philosophy of social intervention on Indian reserves, three different approaches were considered. As a social worker on one of the reserves, rank each as a basis for professional practice.
- a. One approach emphasized the organization of community groups which would allow the residents of the reserve a forum for ventilation of their problems, and development of a sense of solidarity and togetherness. 1 2 3 4 5
- b. Another approach emphasized the growth potential of the residents themselves in terms of their cultural, educational and social levels. It was argued that as residents grow socially and personally they are better able to manage the problems of living on the reserves. 1 2 3 4 5
- c. The third approach emphasizes the ability of the residents on the reserves to affect changes in their environment by direct action programs. Here the emphasis is on doing and accomplishing. 1 2 3 4 5

PART B - Page 5

- 5 = HIGHEST PREFERENCE  
 4 = PREFERRED  
 3 = INTERMEDIATE PREFERENCE  
 2 = LEAST PREFERRED  
 1 = NOT PREFERRED

8. After a study of the practice needs of social workers it was concluded that three professional tools should be developed. Please rank the tools in terms of their importance for professional practice.
- a. An ego-function profile which can be easily administered and will give reliable and valid information about an individual's ego capacity in each of the relevant dimensions. 1 2 3 4 5
- b. A social history form which will provide information and pinpoint all major developmental problems of the first five years of life. 1 2 3 4 5
- c. A basic prognostic test that will provide data on the possibility of future problems based on knowledge of present conditions. 1 2 3 4 5
9. It is possible to send one social worker from each city agency to Ottawa for a week-long conference. His/her expenses will be paid and there will be considerable status associated with this opportunity. How should the delegates be chosen? Rank the alternatives.
- a. One way is by simple majority vote of all the workers in each agency - even if there is a sizable majority against. 1 2 3 4 5
- b. Another way is for the director and committee of senior workers to deliberate and reach a decision. 1 2 3 4 5
- c. Another way is that there be sufficient group process in the agency that all or almost all of the workers reach a mutual decision. 1 2 3 4 5

## PART B - Page 6

- 5 = HIGHEST PREFERENCE  
 4 = PREFERRED  
 3 = INTERMEDIATE PREFERENCE  
 2 = LEAST PREFERRED  
 1 = NOT PREFERRED

10. Three social workers were discussing the problem of mental health. Please rank each as a potential co-worker of yours in a psychiatric unit.
- a. "Mental illness is part of the human condition. The difference between health and illness is quantitative, not qualitative. There is an element of illness in us all. No one is absolutely healthy, thus anyone can increase his degree of health." 1 2 3 4 5
- b. "Mental illness is a response on the part of the individual to hostile conditions in the environment. Intervention must be directed toward the etiological factors in the environment." 1 2 3 4 5
- c. "I believe that man is born neutral. He can achieve health or illness based upon what he makes of the assets at his disposal." 1 2 3 4 5
11. Given what you know to be true about mental health, rank the following three attributes from most compatible with mental health to least compatible.
- a. I am flexible. I can adapt and fit in. 1 2 3 4 5
- b. I work towards compromise. I am able to both give and take. 1 2 3 4 5
- c. I work toward making a place for myself where I can really be me. 1 2 3 4 5
12. The following are three ways that individuals relate to their work. Rank them as to how conducive they are to mental health.
- a. I work hard and want to see things get done. I am interested in seeing results and accomplishing what I set out to do. 1 2 3 4 5
- b. I want to be my own person. I want to enjoy my work and my life as much as I can. I want to feel that I am in control of my work and my destiny and think and act in ways that best suit the way I really am. 1 2 3 4 5
- c. I want to grow as a person and I see my job as a central opportunity for developing my unique and individual self. 1 2 3 4 5

PART B - Page 7

- 5 = HIGHEST PREFERENCE  
 4 = PREFERRED  
 3 = INTERMEDIATE PREFERENCE  
 2 = LEAST PREFERRED  
 1 = NOT PREFERRED

13. The following are the attitudes of three day care teachers. Rate each as a potential teacher for your own children.

- a. "Today we need a revival of the values of our nation. Lack of connection with the past causes the problems of the future. Connection with the past gives meaning to the present and hope to the future." 1 2 3 4 5
- b. "The past is past and the future unknown. We only know the present and we must help children live in and with the present." 1 2 3 4 5
- c. "The healthy man lives with expectation for the future and the belief that things can be changed and improved." 1 2 3 4 5

14. In a recent conference on occupational mental health, three positions were put forth. Rank the positions.

- a. One position argued that where division of authority is clear, where responsibilities are well-defined, there is greater role clarity, less emotional stress and therefore fewer individual problems. 1 2 3 4 5
- b. Another position is that mutual colleagueal support minimizes emotional stress resultant from the role ambiguity and role stress inevitable in a job, and reduces individual problems. 1 2 3 4 5
- c. The third position is that the ideal work setting is tolerant and accepting of the fact that from time to time individuals develop problems and have to work them out. 1 2 3 4 5

PART B - Page 8

- 5 = HIGHEST PREFERENCE  
 4 = PREFERRED  
 3 = INTERMEDIATE PREFERENCE  
 2 = LEAST PREFERRED  
 1 = NOT PREFERRED

15. There are three basic attitudes regarding the relationship between individual psychology and social behaviour. Rank these attitudes.

- a. A man is essentially psychologically healthy but environmental factors tend to cause him to behave in ways that are not acceptable. 1 2 3 4 5
- b. Virtually all individuals have at least some neurotic personality adjustments which are reflected from time to time in unacceptable behaviour regardless of how mild. 1 2 3 4 5
- c. All unacceptable behaviour can be explained by either individual personality adjustment, environmental forces, or the interaction of the two. 1 2 3 4 5

16. Three social workers were asked, "What percentage of your clients have problems which are primarily related to their individual psych-dynamics? What percentage have problems that are primarily related to the social environment in which they live? Their responses were as follows:

	<u>Psycho- Dynamics</u>	<u>Social Environment</u>	<u>Mixed</u>	
Worker A	67%	16%	16%	1 2 3 4 5
Worker B	33%	33%	33%	1 2 3 4 5
Worker C	16%	67%	16%	1 2 3 4 5

Rank the workers in terms of whose caseload is most typical of the clientele in public welfare agencies.

APPENDIX D

QUESTIONNAIRE - PERSONAL CHARACTERISTICS OF SUBJECTS

PART C

Please answer all of the following questions by checking (✓) the appropriate category or filling in the blank.

- |  |   |
|--|---|
| 1. What is your status at the School of Social Work? | Student _____ (1)<br>Faculty _____ (2)  |
| 2. What year were you born?                          | _____   |
| 3. What sex are you?                                 | Male _____ (1)<br>Female _____ (2)  |
| 4. What is your marital status?                      | Single _____ (1)<br>Married _____ (2)<br>Common-law _____ (3)<br>Separated _____ (4)<br>Divorced _____ (5)<br>Widow/Widower _____ (6)<br>Other (please specify) _____ (7)                                   |
| 5. What is your religious affiliation?               | Protestant _____ (1)<br>Catholic _____ (2)<br>Jewish _____ (3)<br>None _____ (4)<br>Other (please specify) _____ (5)  |
| 6. What country were you born in?                    | Canada _____ (1)<br>United States _____ (2)<br>Other (please specify) _____ (3)   |
| 7. What country was your father born in?             | Canada _____ (1)<br>United States _____ (2)<br>Other (please specify) _____ (3)   |
| 8. What country was your mother born in?             | Canada _____ (1)<br>United States _____ (2)<br>Other (please specify) _____ (3)   |
| 9. Which political party do you prefer?              | Liberal _____ (1)<br>Conservative _____ (2)<br>New Democrat _____ (3)<br>Social Credit _____ (4)<br>Marxist-Leninist _____ (5)<br>Communist _____ (6)<br>None _____ (7)<br>Other (please specify) _____ (8) |

PART C - Page 2

10. Please indicate the length of time you have worked as a social worker or in a social work-related position:
- a. as a full-time, salaried employee \_\_\_\_\_/years
- b. as a part-time, salaried employee (do not include any time already included in 10a) \_\_\_\_\_/years
- c. as an unpaid volunteer (do not include any time already included in 10a and/or 10b) \_\_\_\_\_/years
11. Please indicate the number of years of university education you have completed. Check only one please.
- 1 year of U \_\_\_\_\_ (1)
  - More than 1 year but less than 2 \_\_\_\_\_ (2)
  - 2 years or more but less than 3 \_\_\_\_\_ (3)
  - 3 years or more but less than 4 \_\_\_\_\_ (4)
  - 4 years or more but less than 5 \_\_\_\_\_ (5)
  - 5 years or more but less than 6 \_\_\_\_\_ (6)
  - 6 years or more \_\_\_\_\_ (7)
12. Please indicate the number of years of post-secondary education other than university (i.e. technical school, etc.) that you have completed. \_\_\_\_\_/years
13. Please indicate all degrees/diplomas that you have obtained.
- Undergraduate Degree in social work \_\_\_\_\_ (1)
  - Undergraduate Degree in a discipline other than social work \_\_\_\_\_ (2)
  - Graduate Degree in social work \_\_\_\_\_ (3)
  - Graduate Degree in a discipline other than social work \_\_\_\_\_ (4)
  - Doctoral Degree in social work \_\_\_\_\_ (5)
  - Doctoral Degree in a discipline other than social work \_\_\_\_\_ (6)
  - None \_\_\_\_\_ (7)
  - Other (please specify) \_\_\_\_\_ (8)

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14. Please indicate your current status in social work by placing a check mark in the appropriate category.

- a. Student:                           BSW part-time \_\_\_\_\_(01)  
   BSW regular \_\_\_\_\_(02)  
   BSW concentrated \_\_\_\_\_(03)  
   Pre-Master's \_\_\_\_\_(04)  
   MSW part-time \_\_\_\_\_(05)  
   MSW regular \_\_\_\_\_(06)
- Faculty:                               Part-time Lecturer \_\_\_\_\_(07)  
   Full-time Lecturer \_\_\_\_\_(08)  
   Assistant Professor \_\_\_\_\_(09)  
   Associate Professor \_\_\_\_\_(10)  
   Full Professor \_\_\_\_\_(11)

b. How many years have you been attending/working at the School of Social Work? \_\_\_\_\_/years

15. Please indicate your degree of interest in each of the following areas of social work by placing a check mark (✓) in the appropriate column, using the key shown at right.

- KEY: A = VERY UNINTERESTED  
 B = UNINTERESTED  
 C = NEUTRAL  
 D = INTERESTED  
 E = VERY INTERESTED

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
Clinical Social Work	_____	_____	_____	_____	_____
Social Policy	_____	_____	_____	_____	_____
Administration	_____	_____	_____	_____	_____
Research	_____	_____	_____	_____	_____
Community Work	_____	_____	_____	_____	_____
	(1)	(2)	(3)	(4)	(5)



PART C - Page 4

16. Please indicate your degree of interest in each of the following fields in social work by placing a check mark (✓) in the appropriate column, using the key shown at right.

KEY: A = VERY UNINTERESTED  
 B = UNINTERESTED  
 C = NEUTRAL  
 D = INTERESTED  
 E = VERY INTERESTED

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
Children's Services	_____	_____	_____	_____	_____
Family Services	_____	_____	_____	_____	_____
Individual Services	_____	_____	_____	_____	_____
Health (including drugs & alcohol)	_____	_____	_____	_____	_____
Mental Health/ Mental Retardation	_____	_____	_____	_____	_____
Community/Neighbourhood Services	_____	_____	_____	_____	_____
Corrections (includes prisons/probation/parole)	_____	_____	_____	_____	_____
Income Maintenance	_____	_____	_____	_____	_____
	(1)	(2)	(3)	(4)	(5)

17. Students Only

Assuming jobs will be available, do you plan to work as a social worker upon graduation?

Yes \_\_\_\_\_ (1)  
 No \_\_\_\_\_ (2)

APPENDIX E  
COVERING LETTER TO FACULTY GROUP

THE UNIVERSITY OF MANITOBA  
INTER-DEPARTMENTAL CORRESPONDENCE

DATE: September, 1980

TO: All Faculty

FROM: Len Spearman

SUBJECT:

Attached is a questionnaire regarding social work values.  
The purpose is described on your face sheet.

We realize that you have received many questionnaires in  
the past few months, and again we ask for your response.  
However, I believe Leslie's work has potential to add  
importantly to the knowledge about the social work  
education process and understanding values.

I hope you take the time to complete the questionnaire.

LS/jm

APPENDIX F

FOLLOW-UP LETTER TO GRADUATE STUDENTS

TO: ALL MSW STUDENTS

FROM: LESLIE KING, GRADUATE STUDENT

I NEED YOUR HELP!

I'M CONDUCTING A RESEARCH PROJECT AS PART OF MY GRADUATE PROGRAM AND I NEED INFORMATION FROM BOTH STUDENTS AND FACULTY AT THE SCHOOL OF SOCIAL WORK. I'M SHORT ON MY DATA FOR MASTERS' STUDENTS AND REQUEST YOUR ASSISTANCE IN THIS REGARD.

IF YOU HAVE NOT ALREADY DONE SO, WOULD YOU PLEASE COMPLETE THE ATTACHED QUESTIONNAIRE (AS SOON AS POSSIBLE) AND TURN IT IN TO THE GENERAL OFFICE, SCHOOL OF SOCIAL WORK, 5th FLOOR, TIER BUILDING. A BOX HAS BEEN PROVIDED IN THE OFFICE FOR THE COLLECTION OF THESE QUESTIONNAIRES.

THANKS!

LESLIE

P.S. IF YOU HAVE COMPLETED A QUESTIONNAIRE ALREADY PLEASE PASS THIS ALONG TO ANOTHER STUDENT.

APPENDIX G  
FACE VALIDITY OF REVISED INSTRUMENT

PART B

McLEOD AND MEYER

Three validators were given a copy of the 40-item Social Attitudes Questionnaire and a key describing McLeod and Meyer's ten value dimensions. Each validator was asked to identify the dimension being tested for each of the forty statements and to identify the pole/position of the dimension which was being emphasized in the item.

All of the validators were practicing social workers holding undergraduate degrees in social work. Their professional work experience ranged from a low of three years to a high of eight years of field practice.

As the McLeod-Meyer Social Attitudes Questionnaire had been developed in the early 1960's for use with groups of American social workers, slight modifications in the questionnaire were necessary to bring several of the items up-to-date and relate them to the current Canadian scene. This updating encompassed four items, numbers 4, 14, 21 and 22. (Permission from the author was obtained to effect these changes.)

Results

All three validators identified the dimensions correctly for all forty items in the questionnaire.

Only one validator correctly identified all of the poles emphasized in the items. The second validator correctly identified 36 of the forty poles, making errors in four items - numbers 2, 33, 35 and 36; and the third validator identified the wrong pole for one item, number 32.

No errors in identifying either the dimensions or the poles were made for items that had been modified for this research project.

### Conclusion

This exercise demonstrated face validity for the revised questionnaire (Part B).

### PART C

#### NEIKRUG

The three validators were given a copy of the 16-item Neikrug questionnaire as well as a key describing Kluckhohn and Strodtbeck's five problem dimensions, the three orientations related to each of the five problem dimensions and a description of the three aspects of social work practice used as a base to develop the vignettes in the test instrument. They were asked to review each of the sixteen vignettes to determine which problem dimension the vignette was supposed to represent, which response related to which value orientation, and which aspect of social work practice was being tapped by the item.

As the Neikrug instrument had been developed for use with Israeli social work students, modifications in several items (numbers 1, 4, 5, 7, 9)

were required to facilitate use of the questionnaire in Canada. As the instrument had never been copyrighted and the author encouraged further testing and modification of his theory and instrument in his dissertation, permission from the author to alter the questionnaire was not secured.

## Results

### Dimensions:

All three validators correctly identified the problem dimensions for thirteen of the sixteen vignettes. (Items 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16).

Two of the three validators correctly identified the problem dimensions for an additional two vignettes in the sixteen-vignette questionnaire (Items 1 and 3).

Only one of the validators identified the correct dimension for the one remaining vignette (Item 14).

### Orientations:

As an error in identifying the dimension tested in a vignette meant automatic errors in identifying the orientations related to each of the responses, errors in this section were considerably higher than in the first section.

- In eight out of sixteen vignettes, all three validators correctly identified all of the orientations. (Items 2, 6, 7, 8, 9, 11, 13, 16).

- In three out of sixteen vignettes, the validators correctly identified 78% of the orientations. (Items 4, 10, 15).
- In three out of sixteen vignettes, the validators correctly identified 67% of the orientations. (Items 3, 5, 12).
- In one out of sixteen vignettes, the validators correctly identified 44% of the orientations. (Item 1.)
- In one out of sixteen vignettes, the validators correctly identified 33% of the orientations. (Item 14.)

Aspect of Social Work Practice:

- 31%/100% - In five out of sixteen vignettes the validators correctly identified the aspect of social work practice. (Items 1, 6, 8, 13, 15).
- 18%/67% - In three out of sixteen vignettes, two out of three validators correctly identified the aspect of social work practice (Items 4, 7, 12).
- 18%/33% - In three out of sixteen vignettes, one out of three validators correctly identified the aspect of social work practice (Item 14).
- 31%/0% - In five out of sixteen vignettes, none of the three validators correctly identified the aspect of social work practice (Items 3, 5, 9, 10, 16).

Altered Items:

- Item #1 - 67% identification of dimension  
44% identification of orientations  
100% identification of aspect of social work practice

- Item #4 - 100% identification of dimension  
78% identification of orientations  
67% identification of aspect of social work practice
- Item #5 - 100% identification of dimension  
67% identification of orientations  
0% identification of aspect of social work practice
- Item #7 - 100% identification of dimension  
100% identification of orientations  
67% identification of aspect of social work practice
- Item #9 - 100% identification of dimension  
100% identification of orientations  
0% identification of aspect of social work practice

### Conclusions

This exercise produced face validity for the instrument in relation to the testing of the problem dimensions and value orientations.

The percentage of error which occurred in the identification of the aspect of social work practice depicted in each item indicated questionable validity in the testing of that dimension. However, Neikrug had not introduced the aspect of social work practice as a variable of the value concept, but rather as a descriptive base with which the vignettes were developed. Since this dimension was never completely described by the author and it never formed a basis for evaluating the results, it was eliminated as a study dimension in this research project.



APPENDIX H

FACTOR ANALYSIS OF PART B DATA ON VALUE ORIENTATIONS

FACTOR MATRIX USING PRINCIPAL FACTOR WITH ITERATIONS

	<u>FACTOR 1</u>	<u>FACTOR 2</u>
N02B	-0.05777	0.43559
N02C	0.50003	0.07405
N03B	0.46053	0.07222
N03C	0.01542	0.57557
N04A	0.51240	0.11130
N04B	0.05341	0.38593
N05A	0.16244	0.38087
N05B	0.61224	-0.20298
N06A	0.53493	-0.21140
N06C	-0.10195	0.69381
N07B	0.42205	-0.01644
N07C	-0.07468	0.51844
N08A	0.53306	-0.04092
N08B	0.37406	-0.09505
N08C	0.17110	0.23349
N09B	0.57059	-0.11608
N09C	0.27196	0.46149
N10B	0.23598	0.36115
N10C	0.41555	0.04964
N11C	0.32611	0.22411
N13B	0.31536	-0.02490
N13C	0.15879	0.48934
N14A	0.51263	-0.20365
N14B	0.23523	0.42670
N15B	0.35406	0.06566
N16A	0.56558	-0.27202
N16B	0.48610	-0.01772
N16C	0.01975	0.65024

<u>FACTOR</u>	<u>EIGENVALUE</u>	<u>PCT OF VAR</u>	<u>CUM PCT</u>
1	3.92483	55.8	55.8
2	3.11420	44.2	100.0

VARIMAX ROTATED FACTOR MATRIX

	<u>FACTOR 1</u>	<u>FACTOR 2</u>
N02B	-0.12334	0.42174
N02C	0.48295	0.14923
N03B	0.44419	0.14141
N03C	-0.07229	0.57122
N04A	0.48952	0.18793
N04B	-0.00590	0.38957
N05A	0.10263	0.40114
N05B	0.63599	-0.10751
N06A	0.56086	-0.12759
N06C	-0.20627	0.67023
N07B	0.41965	0.04794
N07C	-0.15265	0.50105
N08A	0.53309	0.04062
N08B	0.38417	-0.03706
N08C	0.13361	0.25680
N09B	0.58161	-0.02796
N09C	0.19861	0.49748
N10B	0.17831	0.39283
N10C	0.40317	0.11226
N11C	0.28823	0.27109
N13B	0.31548	0.02335
N13C	0.08252	0.50780
N14A	0.53764	-0.12332
N14B	0.16760	0.45751
N15B	0.33996	0.11874
N16A	0.60037	-0.18285
N16B	0.48314	0.05641
N16C	-0.07937	0.64568

TRANSFORMATION MATRIX

	<u>FACTOR 1</u>	<u>FACTOR 2</u>
FACTOR 1	0.98837	0.15208
FACTOR 2	-0.15208	0.98837

FACTOR SCORE COEFFICIENTS

	<u>FACTOR 1</u>	<u>FACTOR 2</u>
N02B	-0.01585	0.08299
N02C	0.10953	0.04119
N03B	0.07536	0.04745
N03C	-0.02166	0.13933
N04A	0.10331	0.04463
N04B	-0.00505	0.06721
N05A	0.03381	0.08562
N05B	0.18648	-0.03217
N06A	0.12835	-0.02036
N06C	-0.06377	0.25756
N07B	0.07833	-0.01801
N07C	-0.02621	0.12579
N08A	0.09081	0.02610
N08B	0.06074	-0.00818
N08C	0.02039	0.04451
N09B	0.13360	-0.00457
N09C	0.05541	0.13239
N10B	0.01352	0.07267
N10C	0.07381	0.02827
N11C	0.05855	0.04566
N13B	0.03984	0.00988
N13C	0.01747	0.12268
N14A	0.11713	-0.03421
N14B	0.04039	0.12114
N15B	0.05366	0.02716
N16A	0.16944	-0.06327
N16B	0.09669	0.02044
N16C	-0.01111	0.19397

AFTER ROTATION WITH KAISER NORMALIZATIONFACTOR PATTERN

	<u>FACTOR 1</u>	<u>FACTOR 2</u>
N02B	-0.14228	0.43017
N02C	0.47839	0.12237
N03B	0.43981	0.11672
N03C	-0.09756	0.57726
N04A	0.48329	0.16083
N04B	-0.02296	0.39123
N05A	0.08550	0.39670
N05B	0.64328	-0.14391
N06A	0.56872	-0.15981
N06C	-0.23642	0.68421
N07B	0.41925	0.02432
N07C	-0.17519	0.51141
N08A	0.53348	0.01055
N08B	0.38735	-0.05896
N08C	0.12292	0.25010
N09B	0.58519	-0.06101
N09C	0.17766	0.48793
N10B	0.16186	0.38407
N10C	0.39990	0.08979
N11C	0.27755	0.25568
N13B	0.31574	0.00555
N13C	0.06065	0.50485
N14A	0.54522	-0.15421
N14B	0.14827	0.44957
N15B	0.33614	0.09988
N16A	0.61080	-0.21749
N16B	0.48263	0.02922
N16C	-0.10793	0.65238

FACTOR CORRELATIONS

	<u>FACTOR 1</u>	<u>FACTOR 2</u>
FACTOR 1	1.00000	0.09978
FACTOR 2	0.09978	1.00000

FACTOR STRUCTURE

	<u>FACTOR 1</u>	<u>FACTOR 2</u>
N02B	-0.09936	0.41597
N02C	0.49060	0.17010
N03B	0.45146	0.16061
N03C	-0.03997	0.56752
N04A	0.49933	0.20905
N04B	0.01607	0.38894
N05A	0.12508	0.40523
N05B	0.62892	-0.07973
N06A	0.55278	-0.10306
N06C	-0.16816	0.66062
N07B	0.42168	0.06615
N07C	-0.12416	0.49393
N08A	0.53453	0.06378
N08B	0.38147	-0.02031
N08C	0.14787	0.26236
N09B	0.57910	-0.00262
N09C	0.22635	0.50565
N10B	0.20018	0.40022
N10C	0.40886	0.12969
N11C	0.30306	0.28338
N13B	0.31629	0.03706
N13C	0.11102	0.51090
N14A	0.52983	-0.09981
N14B	0.19313	0.46436
N15B	0.34611	0.13342
N16A	0.58910	-0.15655
N16B	0.48555	0.07738
N16C	-0.04283	0.64161