Value identification as indicators of professional practice in child welfare.

Glory Chun Wah. To
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LA THÈSE A ÉTÉ
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NOUS L'AVONS RECUE
VALUE IDENTIFICATION AS INDICATORS
OF PROFESSIONAL PRACTICE IN CHILD WELFARE

by

Glory Chun Wah To

A Thesis
submitted to the Faculty of Graduate Studies
and Research through the School of Social Work
in partial fulfillment of the requirements
for the Degree of Master of Social Work at
The University of Windsor

Windsor, Ontario, Canada
1983
Research Committee

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Professor Stan Monaghan      Member
Dr. Norman King              Member
ABSTRACT

In response to public criticism of the quality of services provided by Children's Aid Societies in Ontario, this study was conducted to explore the extent to which Children's Aid workers were equipped to provide Social Work services.

According to the literature, a social worker must identify with values, purposes, sanctions, knowledge and methods of Social Work practice in order to be considered as equipped to practice his profession. Identification with Social Work values was considered as the most important pre-requisite.

In this study, this researcher explored the degree of Children's Aid workers' self-professed identification with stated values of Social Work and Child Welfare, as an indicator of the extent to which they were equipped to practice Social Work. The areas that needed strengthening and the factors associated with identification with professional values were also examined.

Thirty-two social workers from four Southwestern Ontario Children's Aid Societies formed a purposive, non-random sample. The questionnaire and an information sheet served as the data collection instrument, administered and collected from the sample by this researcher personally.
The findings revealed that as a whole, the sample did not show a strong identification with values of their profession, and 40.62% of the sample showed inadequate identification.

Identification with values of a high level of abstraction seemed to be a general area in need of strengthening. The findings also indicated a number of specific areas of weakness in the sample's identification with stated Social Work and Child Welfare values.

The level of education and enrollment in a Child Welfare course were found to be positively associated with the sample's degree of identification with professional values.

Based on the findings, to the extent that the sample can be generalized to represent the population, the researcher concluded that the extent to which Children's Aid workers were equipped to practice Social Work seemed to be a problematic area which might affect the quality of services provided. Further studies to explore the adequacy of Children's Aid workers in providing quality services appeared necessary. Steps should be taken to strengthen Children's Aid workers' identification with professional values through further education.

In the recruitment of Children's Aid workers, the level of education and enrollment in a Child Welfare course should be taken into consideration.
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CHAPTER I

INTRODUCTION

Nature of the Problem

From the moment of birth, a child's survival and growth are heavily dependent upon the adults in his life. In the Canadian society, the responsibilities of meeting children's needs and supporting them, primarily rest with the parents (Canadian Welfare Council, 1961, p. 7). From these responsibilities flow the rights of the parents to custody, control and correction. Unfortunately, due to various physical, emotional, psychological, and or social conditions, many parents are often unable to meet their children's needs adequately, even to the extent of being neglectful or abusive.

In Ontario, the rights of children to have their physical and emotional needs met adequately, are recognized and protected by legislation—the Child Welfare Act. The Child Welfare Act, 1978, empowers designated social agencies to intervene when parents fail to provide their children with adequate care. At present, in Ontario, there are 51 social agencies known as the Children's Aid Societies, designated by the Provincial Government to carry out the mandate of the Child Welfare Act (1978). These Children's Aid Societies are responsible for preventing and protecting children from abusive and neglectful situations. In order
to fulfill their legal obligations, the Children's Aid Societies provide counselling to families, unmarried parents, substitute care for children and adoption services.

In the past few years, through the mass media, the public have raised serious doubts and concerns regarding the quality adequacy of the services provided by these Children's Aid Societies, particularly in the areas of protection of children. In the Globe and Mail, ten editorials appeared in 1978 (Jan. 21; Feb. 2 & 20; Mar. 6, 22 & 29; June 23; August 31; Sept. 14 & 28), directed at the Societies for their alleged lack of competence and accountability. In 1976, 1977 and 1978, the London Free Press, through their editorials (Nov. 12, 1976; April 21 & Dec. 19, 1977; Feb. 28, 1978), called on Societies to increase their "policing" function to prevent inadequate supervision of children in the community. These editorials also called for a review of policies and practices of all Children's Aid Societies regarding child abuse. In Dec. 1977, Feb. & March 1978, The Ottawa Citizen criticized the Children's Aid Societies for lack of accountability.

Concerns regarding the adequacy and quality of services provided by the Children's Aid Societies, were also expressed in a number of major provincial studies, such as: "A Study of the Managerial Effectiveness of Children's Aid Societies in Ontario" (June, 1969), "Report of Minister's Advisory Committee on Adoption and Foster Care" (May, 1971), and "The Robards Report" (June, 1969). In recent times, public
Concern had grown into criticism directed at the Children's Aid Societies for the lack of competency. Abolition of Children's Aid Societies and take-over of services by the Province were strongly suggested.

In response to the increasing public discontent over services provided by Children's Aid Societies, the Provincial Government proceeded to make a number of administrative changes in the hope of improving the quality of services and becoming more accountable to the public. The efforts of the Provincial Government included: amendment of the Child Welfare Act (1978), the establishment of regional offices, the appointment of local Children Services Committees, and the launching of Operational Reviews of all Children's Aid Societies.

There is little doubt that administrative efficiency plays an important role in the quality of services delivered, however, it only represents one side of the coin. Regardless of the type of services one provides, the quality of services can only be as good as the deliverer's ability to deliver. As dispensers of social work services in the Child Welfare field, Children's Aid Societies are no exception to the above rule. The quality of social work services delivered by Children's Aid Societies can only be as good as their social workers' ability to deliver service.

In response to the increasing criticism of the services provided by Children's Aid Societies, this researcher proposes to examine the ability of the staff currently serving in these agencies to deliver services by exploring the extent to which
they are considered as equipped to practice Social Work as suggested in the literature.

Conceptual Framework

The conceptual framework of this study involves a number of assumptions and concepts. The assumptions and concepts are clarified and defined as follows:

Assumptions

The central assumption of this study proposed that there are certain essential elements in Social Work practice that a social worker must identify with and be committed to in order to be considered as adequately equipped to practice Social Work. This assumption was mainly based upon the working definition of Social Work practice offered by the National Association of Social Workers, which stated:

Social work practice, like the practice of all professions is recognised by a constellation of value, purpose, sanction, knowledge, and method...some social work practice will show a more extensive use of one or the other of the components but it is social work practice only when they are all present to some degree. (Bartlett, 1958, p. 5)

Since a professional activity can only be regarded as Social Work practice, providing that all five essential components of Social Work practice are present, it follows that a social worker can only be considered as equipped to practice Social Work providing that he identifies with and commits himself to these five components.
The National Association of Social Workers were not alone in their view that value, purpose, sanction, knowledge and method formed the essential components that a social worker must identify with in order to be considered as equipped to practice his profession. The same view was expressed by the Council of Social Work Education in The Comprehensive Report of the Curriculum Study (Boehm, 1959). Other authorities in the Social Work field such as: Bartlett, 1961; Ferguson, 1969; Gordon, 1962; Morales and Sheafor, 1977; Skidmore & Thackeray, 1976; and Vigneaux, 1978, all indicated their support towards the above position held by the National Association of Social Workers in regard to the basic ingredients of Social Work that a social worker must be equipped with in order to practice his profession.

The second assumption in this project is that the essential components of Social Work practice can be used as indicators to explore the extent to which social workers are equipped to practice Social Work. In other words the degree to which a social worker identifies with the essential components of Social Work practice indicates the extent to which he is equipped to practice Social Work.

Bartlett's proposal seemed to lend support to this assumption when she stated that the essential components of Social Work practice "was intended as a base to be tested against actual practice..." and can be used "to evaluate
the practice of the competent social worker..." (1961, p. 21).

Bartlett's view appeared to be further endorsed by the Committee on the Study of Competence of the National Association of Social Workers. The National Association of Social Workers concluded that a social worker's ability to practice Social Work could be best assessed by the degree to which he identified with and incorporated the value, knowledge and technical skills of the profession (Guidelines for Assessment of Professional Competence in Social Work, 1972).

Ideally, to explore the extent to which a social worker is equipped to practice Social Work, one would examine his identification with all five essential components of Social Work. In this study, this researcher has chosen the value component of Social Work practice as an indicator to explore the extent to which a social worker is equipped to practice his profession.

It was further assumed that a social worker must identify with Social Work values in order to be considered as equipped to practice Social Work, to this extent, the degree to which a social worker identifies with Social Work values reflects the degree to which he is equipped to practice the profession.

The selection of the value component as an indicator instead of the purpose, sanction, knowledge or the method component was based on a number of reasons. Firstly, the value component seems to be a major definer of the other components as well as the basis upon which the other four components are built (Bartlett, 1961).
the unique emotional nature of values elevates the value component to the position of being a more powerful factor influencing a social worker's professional decision than the other components (Pumphrey, 1959, p. 23). Thirdly, value conflicts have been cited as one of the major reasons for 'burn-out' of social workers instead of the other components (Rilson & Smith, 1980; Schmidt, 1980). Lastly, the adoption of Social Work values into Codes of Ethics by most Associations of Social Workers further confirms the unique importance of the value component in Social Work practice.

The assumptions of this study can be summarized as follows:

1) There are five essential components of Social Work practice which a social worker must identify with in order to be considered as equipped to practice Social Work.

2) The essential components of Social Work practice can be used to indicate the extent to which a social worker is equipped to practice Social Work.

3) If any of the five components is not being identified with by a social worker, he cannot be considered as equipped to practice Social Work.

4) A social worker must identify with the value component of Social Work practice in order to be considered as equipped to practice Social Work, since value is a major component of Social Work practice.

5) The degree to which a social worker identifies with the values of Social Work reflects the extent to which he is equipped to practice Social Work.
Concepts and their Operational Definitions

A concept is an abstract symbol, an object, a property of objects or a certain phenomenon (Phillips, 1967, p. 46). Due to the fact that concepts are abstract symbols, the concepts in a research study present two problems. Firstly, they rest at a theoretical level. Secondly, they may mean different things to different people. In order to eliminate these two problems, in any research study, concepts must be operationally defined. Operational definitions bridge the gap between the theoretical conceptional level and the operational observational level; it also communicates the meanings of the concepts clearly to the readers.

The concepts employed in this study and their operational definitions are presented as follows:

Children's Aid Society for the purpose of this study refers to a Child Welfare agency approved by the Lt. Governor in Council of Ontario under the Child Welfare Act of 1978, and is incorporated under the Corporations Act, charged with the responsibility of protecting children, preventing circumstances requiring the protection of children, providing alternate care for children as well as counselling for unmarried parents.

Social Worker in this study refers to a person employed by a Children's Aid Society whose duties consist of investigating or supervising the care of children, whether in the care of a Society or otherwise, and providing guidance and counselling to families and children.
Social Work values means beliefs and convictions held by the Social Work profession in regard to: preferred conceptions of people, preferred outcomes for people and preferred instrumentalities for dealing with people.

Identification with Social Work values refers to indications of agreement with preferred beliefs and convictions held by the Social Work profession.

Equipped to practice Social Work means showing adequate identification with Social Work values.

Not equipped to practice Social Work means showing inadequate identification with values of Social Work practice.

OBJECTIVES OF THIS STUDY

Since this is an exploratory study, the objective of this study is to offer answers to the following specific questions:

1. What are the values of Social Work practice that a social worker must identify with in order to be considered as equipped to practice Social Work in the Child Welfare field?

2. To what extent do social workers currently serving in Children's Aid Societies in Ontario identify with the values of Social Work?

3. To what extent can social workers currently serving in Children's Aid Societies in Ontario be considered equipped to practice Social Work in the Child Welfare field?
4. What are the areas of value identification that appear to need strengthening, if any, in the educating and recruitment of social workers for the Children's Aid Societies?

5. What are the essential components of Social Work practice that a social worker must identify with in order to be considered as equipped to practice Social Work?

**SUMMARY**

In this Chapter, the researcher presented the background and rationale for conducting this project, as well as the assumptions and concepts and objectives.

In the next Chapter, the researcher presents a review of literature to explore the essential components of Social Work that a social worker must identify with in order to be considered as equipped to practice Social Work.

Detail of the research design, methods and procedures are described in Chapter III.

In Chapter IV, the statistics and findings of this study are summarized and presented.

In Chapter V, conclusions and recommendations are offered.
CHAPTER II

THE REVIEW OF LITERATURE

Introduction

In this study, the review of literature serves two major purposes. One of the major purposes is to examine support for the assumptions in this study. The other purpose is to offer answers to some of the research questions.

In this Chapter, all 5 essential components of Social Work practice (value, purpose, sanction, knowledge and method) are presented to reflect the unique importance of the role of the value component as a core component in the practice of Social Work, to support the assumption that a social worker must adequately identify with Social Work values in order to be considered as adequately equipped to practice his profession.

Reviewing the 5 essential components in Social Work practice also answers the research question—What are the essential components of Social Work practice?

Special emphasis is placed upon discussions of the value component to further justify the use of a social worker's identification with Social Work and Child Welfare values to indicate the extent to which he is equipped to practice Social Work in the Child Welfare field.
Since social workers currently serving in the Children's Aid Societies have been chosen to form the population of this research project, the function and role of Children's Aid Societies are also presented as part of the review of literature.

The Practice of Social Work

Although roots of Social Work can be traced back to loosely organized charity work in Medieval times, the emergence of Social Work as a profession is relatively recent. It was not until 1900 that people began to realize that in order to provide effective assistance to individuals and families in relation to complex social problems, training was necessary. Subsequently, Schools of Social Work were established and trained workers began to take the place of untrained, friendly visitors.

In the earlier half of the 1900's, "there was no concept of professional Social Work as a single entity" (Bartlett, 1970, p. 22), the practice of Social Work was very fragmented. Due to the heavy emphasis upon method and skills, Social Work was merely regarded as a skilled process of helping people in different settings, supplementing other services, such as, Social Assistance Programs, Medical and Educational services. At that time, "the practice of Social Work had little or no identity of its own" (Flexner, 1951, p. 579). According to Bartlett, the lack of a clear definition of Social Work was the major obstacle preventing it from

In Bartlett's view, when social workers were brought together into two overall organizations, the National Association of Social Workers and the Council on Social Work Education, the need for Social Work to establish an identity became vital (1970, p. 43). In 1956, the Council on Social Work Education developed an educational formulation of Social Work (Boehm, 1958, p. 10). In the same year, a practice formulation of Social Work was published by the National Association of Social Workers (Bartlett, 1958, p. 5).

In the educational formulation, Social Work was declared to be a professional activity consisting of a combination of several distinctive elements (assumptions, values, goals, knowledge and methods) and each element was clearly defined by the Council of Social Work Education (Boehm, 1958, pp. 10-18).

In the practice formulation, the National Association of Social Workers claimed that Social Work practice "... is recognized by a constellation of values, purpose, sanction, knowledge and method. ... it is social work practice only when they are all present to some degree and offer a clear definition of each major component" (Bartlett, 1958, pp. 4-9).

The definition of Social Work as an activity consisting of a distinctive constellation of five major components significantly contributed to the development, education and practice of Social Work. A clear definition of Social Work
allowed it to achieve a separate identity and gain recognition as a profession. The declaration that Social Work consisted of particular values, purpose, sanction, knowledge and method dictated that Social Work education must include all five major components. In regard to Social Work practice, since it is Social Work practice only when all five major components are present, it follows that a social worker must demonstrate identification with all five major Social Work components if he is to be considered as equipped to practice Social Work. Bartlett stated that the five Social Work components were intended to be used to "describe the practice of the competent worker" (1961, p. 21), it is quite evident that the major components can be used to analyze and evaluate a social worker in his actual practice.

Since the identity, education and practice of Social Work all revolve around the five components of Social Work, the assumption that a social worker must identify with all of them in order to be considered as equipped to practice Social Work is rested upon solid grounds. It is also legitimate to assume that when a social worker demonstrates a lack of identification with any one of the components of Social Work, he cannot be regarded as equipped to practice his profession.
Purposes and Goals of Social Work Practice

The term 'purpose' refers to what one intends to accomplish. The purpose of a profession refers to what the profession intends to accomplish, which is directed towards what is seen as desirable by the profession, i.e. the values of the profession. Since the ultimate value of Social Work is the self-realization and self-fulfillment of every individual (Pumphrey, 1959, p. 27), the ultimate purpose is directed towards that end.

Ultimate purposes are too abstract, more concrete purposes are necessary to guide the practice of Social Work. The following represents some of the most accepted operational purposes of Social Work.

Mary E. Richmond described the purpose of Social Work as "adjustments consciously affected, individual by individual, between man and their social environment" (1929, p. 98). Perlman defined the purpose of Social Work as helping "individuals to cope more effectively with their problems in social functioning" (1955, p. 2). Robert Stephen referred to Social Work practice as "a process in which people engage to develop their personalities for dealing with their social problem..." (1969, p. 38). Boehm defined the purpose of Social Work as "the enhancement of social functioning whenever the need of such enhancement is either socially or individually perceived" (1959, p. 13). The most comprehensive definition of the purpose of Social Work was offered in The Working Definition of Social Work Practice:
1. To assist individuals and groups to identify and resolve or minimize problems arising out of disequilibrium between themselves and their environment.

2. To identify potential areas of disequilibrium...in order to prevent the occurrence of disequilibrium.

3. ...to seek out, identify, and strengthen the maximum potential in individuals, groups and communities. (Bartlett, 1958, pp. 3-9)

Summing up the above definitions, the operational purpose of Social Work can be seen as creating and maintaining a harmonious relationship between man and his environment. Implied here is helping man to resolve his existing problems in his interaction with the environment, identifying and removing obstacles that cause disharmony as well as helping him to develop his maximum potential, so he can act in harmony with his environment.

The accomplishment of these operational purposes will lead to the achievement of the ultimate goal—self-realization and fulfillment for every individual. The ultimate purposes and goals of Social Work practice are directed by the values of the profession.

The Method Component of Social Work Practice

The method component of Social Work practice has a number of external and internal features. The external features qualify this component as 'method', the internal features distinguish this component from method components of other professions.

'Method' has been defined as "an orderly systematic mode of procedure" (Bartlett, 1958, p. 7). Werner Boehm
also defined 'method' as "carrying out professional activities in a systematic fashion, consistent with logical procedure" (1959, p. 130). In order to be qualified as a 'method', a professional activity must be carried out in some logical and systematic manner. Social Work interventive measures are carried out in four logical and systematic steps: (1) the assessment of the problem, (2) the planning for the solution of the problem, (3) the implementation of the plan, and (4) the evaluation of the outcome (Skidmore and Thackeray, 1976, p. 277). All Social Work interventive measures, regardless of approach and orientation, share these four steps as their common external features which qualify them as 'method'.

Social Work method has been defined as "the responsible, conscious disciplined use of self in a relationship with an individual or group to facilitate changes" (Bartlett, 1958, p. 7). Lucille Austin stated that "the relationship is the medium of helping in social work" (1948, p. 205), and the Report of the Milford Conference indicated that "the flesh and blood in social case work is in the dynamic relationship between the case worker and client" (1929, pp. 29-30). The use of self in a relationship forms the internal feature which distinguishes Social Work method from methods of other helping professions. While a positive relationship with the recipient of service is desirable and often an aid in other professions, in Social Work, the relationship is an integral part of the method.
Of all the authors of Social Work literature, Biestek seemed to have provided the most detailed study of the worker-client relationship, as an integral part of the Social Work method. He stated that:

Through a conscious use of himself, the social worker engages in a constructive relationship with the client(s) to mobilize the capacities in the individual(s), as well as the resources in the community; to bring about positive changes towards a better adjustment between the client(s) and his environment (Biestek, 1957, p. 3).

According to Biestek, a relationship can be defined as "the dynamic interaction of attitudes and emotions" and a dynamic interaction is a "back and forth movement" (1957, p. 12). In other words, Biestek suggested that the Social Work method (casework) consists of the engagement of oneself in a purposeful back and forth movement of emotions and attitudes with the client. Biestek further proposed that there are seven principles involved in the dynamic interaction between a worker and a client, individualization, purposeful expression of feelings, controlled emotional involvement, acceptance, non-judgmental attitude, self-determination and confidentiality (1957, p. 14). By treating the client as an individual, a person of worth, allowing him to express his feelings freely, to make his own decisions, accepting him without being judgmental, and assuring him of confidentiality will stimulate and mobilize his inner capacities to function in harmony with his environment. These seven principles governing the use of relationship are all concrete values held by the Social Work profession (Levy, 1973,
Since the use of relationship is the "essence of social casework method" (Biestek, 1957, p. 10) and the principles governing the use of relationship are based upon values of Social Work, it is evident that the essence of the social casework method is based upon values held by the profession.

The use of relationship as an integral part of the Social Work method is not limited to casework. Konopka, 1963; Popell, 1974; Schwartz, 1967; and Vinter, 1965, all emphasize the importance of utilizing relationships between the worker and the group as well as among group members to facilitate growth and changes. In describing the use of relationship in the group work process, the above authors all made references to the significance of adhering to principles such as, self-determination, nonjudgmental attitude, confidentiality, purposeful expression of feelings.

Norman Moore, 1974; Brayer, 1972; and Specht, 1973 in presenting their views on Community Organization as a method in Social Work practice all recognised that while the use of worker-client relationship is not as explicit as in casework and group work, it is an important part of Community Organization. They viewed Community Organization as "a means to help man change his common environment to permit better functioning of individuals, therefore it is guided by the same values as any other Social Work methods". (Moore, 1974, p. 121).

It appears that the various methods of Social Work (casework, group work and Community Organization) are all
anchored upon the values held by the Social Work profession.

**Sanction Component of Social Work Practice**

Sanction has been defined as "authoritative permission, countenance, approbation or support" in the Working Definition of Social Work Practice (Bartlett, 1958, p. 9). In Social Work practice, the sanction component refers to the authority under which Social Work practice takes place.

The ultimate sanction of Social Work practice comes from the community's recognition of a need to provide services to meet the basic needs of people with social problems as well as the need to have trained professional helpers. In addition to the need to provide services, the sanction of Social Work practice also developed from the value or belief that "Individuals have responsibility for one another" and "Society has a responsibility to provide ways in which obstacles to self-realization can be overcome or prevented" (Bartlett, 1958, p. 7).

On a concrete or operational level, sanction of Social Work practice comes from one or a combination of three sources: firstly, authorized by legislation (governmental agencies); secondly, authorized by people who are in need (voluntary incorporated agencies); and lastly, authorized by the social work professional organization itself, which sets educational and other standards as well as the conditions under which practice may be undertaken.
The Knowledge Component of Social Work Practice

William Gordon defined knowledge as:

...generalized perceptions of man in his world which can be symbolized explicitly enough to be reliably communicated and are susceptible to testing and extension by procedures of empirical science. (1962, p. 11)

Harriett Bartlett suggested that knowledge as used in the context of Social Work practice refers to "verifiable, confirmable experiences that are made as objective as possible" (1970, p. 63). Following the above definition, the knowledge component of Social Work practice can be viewed as reliable, verifiable, confirmable information, empirically obtained, by which Social Work interventional measures can be guided. Not all reliable, verifiable information is relevant to Social Work. All relevant 'Social Work information' shares a common theme, i.e. to help to bring about changes in enhancing social functioning—the purpose of Social Work practice. Therefore, the Social Work knowledge component can be best defined as reliable, verifiable, objective, and empirically obtained information relevant to helping people to make changes in the enhancement of their social functioning.

There are two sources upon which Social Work knowledge is drawn. Firstly, Social Work draws its knowledge from other disciplines, particularly from behavioural, social and biological sciences. "Concepts and theories are selected from these sources for their relevance to social work, tested in practice and perhaps extended or reformulated in social work terms" (Bartlett, 1970, p. 70). Secondly, Social Work
knowledge is derived from the accumulated practical experience of Social Work practitioners.

Throughout the development of Social Work as a profession, few opinions have been offered by the professionals in regard to what knowledge a social worker should possess in order to practice Social Work. The knowledge component of Social Work practice remained fragmented and unclear until 1956 when a special Committee for the Commission on Social Work Practice of the National Association of Social Workers proposed nine basic areas of knowledge which typically guided the practice of Social Work (Bartlett, 1958, pp. 3-9). This proposal represented a beginning effort to define what Social Work knowledge constituted. In 1959, the Council on Social Work Education published the Objectives of the Social Work Curriculum of the Future, in which the knowledge areas with which a social worker should be familiar in order to be competent in his practice were defined and clarified.

The Working Definition of Social Work Practice and the Objectives of Social Work Curriculum of the Future remain the most explicit literature in defining the content of the knowledge component of Social Work practice. The views expressed in these two pieces of Social Work literature on the content of the knowledge component of Social Work practice can be combined and summarized as follows: 
The knowledge component of social work practice must include a clear understanding of:
1. human development and behaviour with emphasis on the individual;
2. a) the group, its structure, function and process, b) the mutual influence of the individual and the group has upon each other, c) the mutuality of the relationship between socio-cultural factors and group behaviour;
3. the meaning and effect of socio-cultural heritage upon the individual, groups and community;
4. the community, its internal processes, modes of development and change, its social services and resources;
5. the structure, organization, policy and methods of the social services;
6. the psychology of giving and taking help from another person;
7. the ways in which people communicate with each other;
8. the relationships which refer to the interactional processes between individuals, between individual and groups and between group and group;
9. one's own emotions and attitudes as well as the effect they have upon one's professional functions.

The Value Component of Social Work Practice

There are many definitions of 'value'. Kohn stated that "a value is seen as an intellectual-emotional judgment --of an individual, a group, or a society--regarding the worth of a thing, a concept, a principle, an action or a situation" (1966, p. 62). Allen Wheelis proposed that "those things which men do, prize and hold dear are termed values, without reference to their validity" (1958, p. 177). Dorothy Lee suggested that human values, a value or a system of values refer to "the basis upon which an individual will choose one course rather than another, judge as better or worse, right or wrong. We can speak about values, but we cannot know them directly. We infer them through their
expression" (1959, p. 165). Kluckhohn and Murray defined value as "a conception, explicit, distinctive of an individual or characteristic of a group of the desirable which influences the selection from available means, modes and ends of action" (1953, p. 59). Muriel Pumphrey wrote value implies

... a usual preference for certain means, ends and condition of life, often being accompanied by strong feelings. The meaning attached to values is of such impelling emotional quality that individuals who hold them often make personal sacrifices and work hard to maintain them. (1959, p. 23)

From the above definitions, several corollaries can be deduced in regard to the meaning and nature of value.

Firstly, value means a preference, a conception of the desirable and things we hold dear or prize. Since different individuals, groups and societies have different preferences and different conceptions of what is desirable, values vary from individual to individual, group to group, society to society, and culture to culture. On the other hand, since they are "distinctive of an individual or characteristic of a group" (Kluckhohn and Murray, 1953, p. 59), they should be reasonably consistent within an individual, a particular group and a society.

Secondly, "values are without reference to validity" (Wheelis, 1958, p. 177). Values are of a postulational nature, they can be asserted without proof or possibility. Value assumptions are not testable and they are not expected or required to be tested. Values are subjective beliefs.
Thirdly, "the meaning attached to values is of such compelling emotional quality that individuals often make personal sacrifices and work hard to maintain them" (Pumphrey, 1969, p. 23). Values have a very strong emotional quality, a deep personal meaning for an individual or a group. They are the basis upon which decisions and choices are made. In this sense, values call for commitments and are more than preferences, they convey obligations and responsibilities.

The values of Social Work practice have been widely discussed in most Social Work literature. Authors such as: Biestek, 1967; Boehm, 1958; Coughlin, 1953; Ferguson, 1969; Gordon, 1962; Levy, 1973; Morales and Shearer, 1977; Perlman, 1976; and Williamson, 1964, all have made important contributions in defining and clarifying the values of Social Work practice.

Among the volumes of discussions regarding Social Work values, the most complete lists of values essential for the practice of Social Work are found in: Teaching of Values and Ethics in Social Work Education (Pumphrey, 1959), The Working Definition of Social Work Practice (N.A.S.W., 1958), and Values in Social Work--A Re-examination (Teicher, 1967). Altogether four major lists of Social Work values were presented in the three publications mentioned above. The researcher will attempt to combine and summarize all the Social Work values presented in these four lists and also discuss their meanings as well as implications.
In summarizing and classifying the values of Social Work for presentation, the researcher adopts the views of Pumphrey and Levy. Pumphrey (1969, p. 39-41) proposed that values of Social Work can be divided into three levels, i.e. highly abstract values (ultimate values), middle range abstraction of ideas and instrumental values. Ultimate values include beliefs such as, "human beings should be regarded as an object of infinite worth", "human betterment is possible" and "human beings have large yet unknown capacities for developing harmony and satisfaction" (Pumphrey, 1969, pp. 43-44). Middle range abstractions of ideas refer to those convictions of "what a well-functioning person is", "what a good family is" and "what a good community is" etc. (Pumphrey, 1969, p. 45). Instrumental values include preferred conceptions of "how a good social agency should function", "how a good government should provide", and "how a good professional social worker ought to carry out his intervention" etc. (Pumphrey, 1969, p. 46).

Sharing a view similar to Pumphrey's, Levy suggested that all Social Work values can be classified along three basic dimensions: "Preferred Conceptions of People" which refer to ultimate values, "Preferred outcomes for people" which refer to middle range abstractions of ideas, and "preferred instrumentalities for dealing with people" which refer to instrumental values (1973, pp. 30-34). Levy's summarization and classification of Social Work values are also shared and supported by Morales and Sheafor (1977, pp. 75-79).
The values of Social Work practice, their meaning and implications are presented as follows:

I. Preferred Conceptions of People

Preferred conceptions of people refer to common notions of human beings that social workers should share and be committed to. Social Work values in this category are:

a) "Every individual has intrinsic worth and dignity" (Biestek, 1967, p. 20). Peoply, simply because of the fact that they are human beings, should be perceived as creatures of worth and dignity. This worth and dignity of every individual is inherent and inalienable. These qualities exist regardless of the person's status, physical appearance, emotional state, intelligence and other outward symbols.

Biestek suggested that human beings are regarded as having inherent worth and dignity because "a person is the highest form of created being, out of reach of the next highest form of being, the irrational animal" and "man can be seen as a child of God with a destiny for eternal life" (1967, p. 22).

The belief that man has intrinsic worth and dignity is the supreme value in Social Work. It is because of this belief that Social Work practice came into being and continues to exist. This value dictates that every phase of Social Work activities must be carried out with respect for the client's worth and in such a way that his dignity is upheld.
b) Man is endowed by nature with potentialities and
an innate thrust as well as obligation toward the realization
of his potentials. Every human being is conceived as having
the capability to grow, change and develop in the psycho-
logical, aesthetic, intellectual, emotional, social, and
spiritual areas (Biestek, 1967, p. 22). The capacity of
every individual is indefinite and unequal. The extent to
which each individual can develop his potentialities is
determined by genetic and environmental factors.

Besides having potential, man is also equipped with a
natural tendency to grow towards realization of these
potentialities. Maslow referred to this natural tendency
as "an active will" or "impulse". He states that "in every
human being...there is an active will toward health, an
impluse towards growth or towards the actualization of
human potentialities" (1967, p. 156). Biestek used the
example of the relationship between legs and walking to
further illustrate this innate thrust towards self-realization
of one's potential. He stated that besides the fact that
legs have a potential to walk, they also have a natural urge,
inclination, and tendency for walking (1967, p. 12).

Since every human being is endowed with potentialities
and a natural tendency to develop them, it follows that he
also has an obligation to develop them. Biestek proposed
that "every individual owes to nature and to God the
obligation to develop his potential" (1967, p. 15). It
seems that every individual also owes it to himself and his
fellow being to reach toward self-realization.

The commitment to the belief that every human being has the potential, the natural tendency and the obligation to achieve self-realization is extremely important in the practice of Social Work. To believe that human beings have the potential to grow and develop is to believe that every person has the capacity to make positive changes. The belief that "human betterment is possible" lends hope and confidence to the social worker in his practice (Biestek, 1967, p. 13). To believe that every human being has the innate thrust to develop his potential is to believe that every man has the desire to make positive changes. Such a conviction contributes to the changing of Social Work practice from early "hand-out" to that of "helping the client to help himself". Instead of making changes for the client, the practice of Social Work engages in helping the client to make changes himself by mobilizing resources within the client and within his environment.

The value that the individual has the potential, the desire and the obligation to self-realization implies that the individual has the capacity, the desire and the responsibility to make his own decision towards his own destiny. Commitment to this value suggests that the social worker not make decisions for his client unless the client is in circumstances which do not allow him to do so or the client's own choice infringes upon the freedom of others.
c) "Each person requires for the harmonious development of his powers, socially provided and socially safeguarded opportunities for satisfying his basic needs in the physical, psychological, economic, cultural, aesthetic and spiritual realms" (Boehm, 1959, p. 43). According to Biestek (1967), this value statement involves three interrelated Social Work beliefs:

Firstly, social workers believe that all human beings have common basic needs, although the degree and level of needs of each individual are different. Physically, all human beings are in need of food, shelter, air, water, clothing etc. Psychologically, human beings are in need of love, affection, security, social approval, recognitions, etc. In the aesthetic and spiritual areas, all cultures have concepts of beauty and a "manifested relationship to supra-human-entities" (Biestek, 1967, p. 15).

Secondly, every individual is dependent upon society to provide him with the opportunities to meet his basic needs. Each individual has a right to all the opportunities society has to offer in his search for need satisfaction.

Lastly, to reach self-realization, harmonious development of potentialities in all areas is necessary. In practice, the social worker is concerned about the individual client as a whole. No area of the client's life can be regarded as beyond the social worker's concern.
d) "Social functioning is important in man's striving towards self-realization" (Biéstek, 1967, p. 15). Social functioning refers to man's interaction with his environment. According to Boehm, social functioning specifically refers to a person's role performances and interaction or relationship with others, individually and/or as a group (1959, p. 46). In Social Work practice, the worker believes that in order to achieve self-realization, the individual must interact in harmony with others in accordance with his roles. Such a belief provides social workers with a focus for practice. The social worker's activities are focused upon removing obstacles that hinder the client's social interaction and facilitating his interpersonal relationships.

Values in the practice of Social Work which can be classified as "Preferred Conceptions of People" are known as "ultimate values" (Pumphrey, 1959, p. 23). Ultimate values are highly abstract concepts of what "should be" or "ought to be". From these highly abstract concepts of what human beings should be or ought to be viewed as, emerged what social workers regard as a desirable or preferable environment for human beings, namely, values that can be categorized as "Preferred Outcomes for People".

II. Preferred Outcomes for People

Values in this category are logical deductions from "Preferred Conceptions of People". They are of a lower level of abstraction. Values in this category refer to
"What is optimally or minimally envisaged for all men and women... It is something to which social workers must regard themselves as committed" (Levy, 1973, p. 38). They consist of what social workers believe that society should be or ought to be providing for every individual. These values are:

a) "Society has the obligation to facilitate the self-fulfillment of the individual" (Biestek, 1967, p. 18). A society is made up of individuals. It exists only as long as the individual members exist, therefore, society has certain obligations to its individuals. Since every individual has the potential, impulse and obligation to reach self-fulfillment, society has the obligation to provide the opportunities to enable its individual members to do so.

This value statement involves a number of convictions in itself. Firstly, society is obliged to provide opportunities for its individual members. In other words, individuals are entitled to make use of all the opportunities that society provides. The rights and entitlement of individuals to receive services and society's obligation to provide services forbids the negative connotation of charity. Social workers should see themselves as providing a service which the client is entitled to receive and not a hand-out.

Secondly, society's obligation is limited to "facilitate the self-fulfillment of the individual" only. This means that society is only obliged to provide the opportunities
and it is up to the individual to make use of them. This conviction implies that in their intervention, social workers must allow their clients to exercise their rights and meet their responsibilities to actively participate in the resolution of their problems. The worker's role is to facilitate, not to give while the client passively receives.

Lastly, the obligation of society is to facilitate self-fulfillment. Self-fulfillment involves satisfaction of basic needs and harmonious interaction with others. This means that society has the obligation to provide opportunities for its members in meeting their basic needs as well as services to help them with their interaction. Social services must include programs to avoid problems such as hunger, poverty, inadequate education, inadequate housing and insufficient medical care to meet individuals' physical needs. Counselling services which will assist individuals in their interaction with each other, such as: mental health counselling, marital counselling and family counselling.

b) "Society must provide equal opportunity for every individual member to participate in the molding of society" (Bartlett, 1958, p. 7). Since every human being should be viewed as a creature of worth, equipped with the potential, the natural tendency and an obligation to achieve self-realization as well as having the right to make his own decisions, it follows that to a social worker, a desirable society must be a democratic one. This means a society in which everyone will have equal opportunities to decide what
is desirable for himself as well as the common good. This belief that a desirable society should be a democratic one guides social workers in making their decisions concerning social issues such as: civil rights, discrimination, and taking part in social action. This belief instructs social workers to act as the conscience of society.

III. Preferred Instrumentalities for Dealing with People

Social Work values in this category refer to "the way in which social workers would agree that people ought to be treated, either in practice or in general" (Levy, 1973, p. 41). Since social workers believe that human beings are creatures of worth and dignity, with the potential, tendency and obligation to achieve self-realization, they also believe that in their interaction with people, people must be dealt with in certain ways so that their dignity can be maintained and their potential can be mobilized. Biestek stated that there are seven principles that govern the interaction between a social worker and his client, namely: individualization, purposeful expression of feelings, controlled emotional involvement, acceptance, the non-judgmental attitude, client self-determination and confidentiality (1957, p. 17). These seven principles of casework relationship reflect what social workers believe to be preferred instrumentalities in dealing with people. Values in this category are known as "instrumental values". They are "concrete means to achieve the abstract concepts known as
ultimate values" in Social Work practice (Boehm, 1959, p. 124). These seven principles or instrumental values in Social Work can be described as follows:

a) acceptance - The concept of acceptance means to "perceive and deal with the client as he really is, including his strength and weakness" (Biestek, 1957, p. 72). Acceptance is not approval or agreement. In interacting with client, social workers believe in looking beyond their behaviour and attitudes and regard them as they are. Such a conviction dictates that social workers must deal with every individual client "objectively, with warmth, concern, therapeutic understanding and interest, regardless of his behaviour and beliefs" (McCormick, 1954, p. 105).

b) The non-judgmental attitude - As part of the helping process, a social worker must make constant objective evaluations about the client's values attitude, standards and behaviour. The non-judgmental attitude refers to "not passing any judgment on the client's personal worthiness" (Biestek, 1957, p. 90). Since the worker believes that every individual has intrinsic worth and dignity, the degree to which the client is responsible for causation of the problem and his innocence or guilt have no bearing upon whether he is worth helping.

c) Right to self-determination - The right to self-determination refers to the social worker's conviction of every "individual's capacity, right and need for freedom in making his own choices and decisions" (Biestek, 1957,
p. 103). In dealing with people, social workers do not impose their views or make decisions for them. There are several exceptions. Firstly, the individual's right to self-determination is sometimes limited by his capacity for positive and constructive decision making, e.g. in the case where the individual is too retarded or too young to be capable of making any decisions. Secondly, the individual does not have the right to make choices or decisions that may have an adverse effect upon other people, e.g. a person does not have the right to decide that he will continue to abuse another person. Lastly, the social worker cannot condone a client's decision if that decision is in direct conflict with the function and philosophy of the agency the worker serves.

d) Confidentiality - Confidentiality is "the preservation of secret information concerning the client which is disclosed in the professional relationship" (Biester, 1957, p. 112). Social workers believe that every individual has a right to maintain his privacy. Revealing information without the client's consent or using the information for purposes other than helping the client is a violation of the client's right and trust. Furthermore, social workers believe that only when confidentiality is assured will the client feel sufficiently secure to reveal himself, which is essential in the helping process.

Confidentiality has its limitations. Confidentiality cannot be maintained if by doing so it will "violate
client's other rights and duties, ii) the rights of another individual, iii) the rights of the social worker, iv) the rights of the social agency, v) the rights of the society as a whole" (Biestek, 1957, p. 128).

e) Individualization — Although all human beings share common basic needs, their level and degree of needs are unique and different, their potential in all areas also varies, therefore each individual must be treated as a unique human being. Treating each person as a unique individual refers to "the recognition and understanding of each client's unique qualities and the differential use of principles and methods in assisting each towards a better adjustment" (Biestek, 1957, p. 25).

There are six ways of showing a client that he is being treated as an individual, as proposed by Biestek (1957, pp. 30-32). Firstly, the social worker should be thoughtful in detail e.g. making appropriate appointments to suit the needs of the individual. Secondly, the social worker should ensure that interviews are conducted in privacy and devote full and undivided attention to the client. Thirdly, the social worker should be prompt in keeping his appointment. Fourthly, the social worker should be prepared for the interview e.g. by reviewing written records. Fifthly, the social worker should engage the client according to the client's capacity and the client's own pace. Lastly, the social worker should be flexible in setting goals with the client in accordance with his increased knowledge about the client and his continuously changing situation.
f) Purposeful expression of feelings - Social workers recognize that satisfaction of basic needs is a necessary part of man's growth toward self-realization. "One of the most vital basic needs is to be able to express oneself freely in one's own way without pressure and condemnation" (SPLITZ, 1940, p. 122). In interacting with his clients, the social worker believes in encouraging, stimulating and supporting the clients in expressing his feelings and emotions. This serves two purposes. Firstly, it enables the client to relieve his tension and pressure. Secondly, it is only through expression of feelings that the worker can get to know his client's problems and to form a relationship which is the main tool in helping the client.

There are several limitations governing the purposeful expression of feelings. The social worker should not encourage expression of feelings when

i) it is not the agency's function, nor is the worker equipped to handle the feelings the client may express,
ii) the expression of feeling is premature which may cause unnecessary guilt,
iii) it promotes an over dependency and
iv) it is an unhealthy attention seeking device or test of acceptance (BIESTEK, 1957, pp. 39-40)

g) Controlled emotional involvement - This principle refers to "the social worker's sensitivity to the client's feelings, an understanding of their meanings and a purposeful, appropriate response to the feelings expressed" (BIESTEK, 1957, p. 49). Implicit to this principle are a number of beliefs. Firstly, the worker must be sensitive to the
client's feeling which may be expressed implicitly or explicitly, verbally or non-verbally. Being sensitive to the client's feeling will require active listening and seeing. The social worker must not allow his own thoughts and feelings to blind and deafen him. Secondly, the social worker must attempt to understand the meaning of the feelings expressed by the client in relation to the client and his problem. Lastly, the worker's response must be purposeful and therapeutic based on his sensitivity and understanding of the client's feelings. The immediate response will depend on the situation. The overall purpose of the response will be to mobilize the client's capacity to make constructive changes. In order to be sensitive, to understand and to respond to the client's feelings, the worker must exercise control over his own emotions. Only through controlled emotional involvement, will the worker be able to help his client.

A Summary of Values in Social Work Practice

I. Preferred Conceptions for People:

a) Every individual has intrinsic worth and dignity.

b) Man is endowed by nature with potentialities and an innate thrust as well as an obligation toward the realization of his potentials.

c) Each person requires for the harmonious development of his powers, socially provided and socially safeguarded opportunities for satisfying his basic
needs in the physical, psychological, economic, cultural, aesthetic and spiritual realms.

d) Social functioning is important in man's striving towards self-fulfillment.

II. Preferred Outcomes for People

a) Society has the obligation to facilitate the self-fulfillment of the individual.

b) Society must provide equal opportunity for every individual member to participate in the molding of society.

III. Preferred Instrumentalities for Dealing with People

a) Every individual must be accepted as he is.

b) No individual should be judged.

c) Every individual has the right to self-determination.

d) Every individual is entitled to confidentiality.

e) Every person should be treated as an individual.

f) Every person is in need of and entitled to expressing his feelings freely.

g) Controlled emotional involvement is necessary to help people effectively.

The Unique Importance of the Value Component in Social Work Practice

From the above presentation of literature, it is quite clear that Social Work practice consisted of five essential components: value, purpose, sanction, knowledge and method. In order to be considered as equipped to practice Social Work a social worker must identify with and commit himself in
utilizing all of the essential components of Social Work practice.

Of the five essential components of Social Work practice, the researcher has chosen identification with the value component as an indicator to explore the extent to which a social worker is equipped to practice his profession.

This choice is based on the unique importance of the value component in the practice of Social Work. The value component appears to be of greatest importance in guiding Social Work practice when compared with the other components.

Firstly, the value component in Social Work practice can be regarded as the definer of the other components. Taking the purpose component as an example, William Gordon stated that "purposes are largely set by values" (1962, p. 12). The overall purpose of Social Work is "to enhance man's social functioning" (Boehm, 1958, p. 13). To enhance man's social functioning, i.e. to help him to interact in harmony with his environment, is merely an operational means of helping man to achieve self-realization, which is one of the ultimate values of Social Work. (Boehm, 1958, pp. 11-12)

Since the purpose of Social Work is directed towards the values of Social Work, the value component is apparently the definer of the purpose component in the practice of Social Work.

In regard to the method component of Social Work practice, Bartlett stated that "knowledge and value take priority over method and are the major definers of method and technique"
(1970, p. 63). The method of Social Work practice is "to engage oneself in a relationship with the client(s) in order to mobilize the client(s) inner capacity to bring about positive changes" (Biestek, 1957, p. 12). The seven principles governing the worker-client relationship, as well as the belief that a person has the inner capacity to change are all basic values on which the practice of Social Work is founded. It appears that the value component is the philosophical foundation upon which this method of Social Work is built.

The sanction component of Social Work practice refers to "authoritative permission to practice Social Work" (Bartlett, 1961, p. 23). Without the values that 'people are worth helping' and 'society has a responsibility to help individuals to meet their basic needs', there will not be any sanction for the practice of Social Work. Again, the value component determines sanction.

Although Social Work knowledge is not directly based on the values of the profession, the selection of the content of the knowledge component is very much defined by these values. The knowledge that forms the knowledge component of Social Work practice is selected on the basis of its relevance to the purpose of the profession. Since the purpose of the practice of Social Work is based upon values of the profession, indirectly the knowledge component is also defined by the value component.
Secondly, the nature of the value component allows it to have greater influence in guiding the practice of Social Work than the other four components. Gordon (1965, p. 33) stated that "to value" is "to prefer". Kluckhohn and Murray defined value as "a conception, explicit or implicit, distinctive of an individual or characteristics of a group of the desirable which influences the selection from available modes, means and the ends of action" (1953, p. 59). Pumphrey proposed that value implies that:

a usual preference for certain means, ends and conditions of life, often being accompanied by strong feelings. The meaning attached to values is of such compelling emotional quality that individuals who hold them, often make personal sacrifices and work hard to maintain them. (1959, p. 23).

From these definitions, it is apparent that the value component contains a strong emotional factor which is lacking in the other components of Social Work practice. This unique, compelling emotional quality of the value component vastly elevates its importance in guiding components.

The unique importance of the value component in Social Work practice is further confirmed by reviewing the "Codes of Ethics" set out by the British Association of Social Workers, the National Association of Social Workers and the Canadian Association of Social Workers. The Code of Ethics set out by these three Associations all require their members to "respect clients as individuals", "not act selectively towards clients out of prejudice on the grounds of their origin, status, sex, age, belief or contribution
to society, and "help their clients increase range of choices open to them and their power to make decisions" (B.A.S.W., 1976, p. 83; C.A.S.W., '1978, p. 3; and N.A.S.W., 1966, p. 6). It is quite evident that the values of Social Work practice have been adopted to form Codes of Ethics governing the conducts of social workers, which further confirmed the unequalled practical importance of the value component.

Lastly, in recent studies (Lewis, 1979; Rilson & Smith, 1980; Vignaux, 1978) have cited conflicts in personal and professional values as one of the major factors accounting for "bur in the Social Work profession. A re-examination and commitment to professional values in Social Work have been suggested as possibly the most effective defence in combating the inherent stresses in the helping profession" (Vignaux, 1978, p. 98). Such findings appear to lend support to the theory that the value component is of higher priority than the other four components in the practice of Social Work.

Perhaps the unique importance of Social Work values is best summarized by Charles Levy when he stated that "Social Work values...is a guide to professional conduct, a set of principles that social workers can apply in the performance of social work function and a set of criteria by which social work practice can be evaluated" (Levy, 1976, p. 108).

After the above presentation of the five major components of Social Work practice in general, the researcher focuses
further discussion upon a particular field of Social Work practice—Child Welfare.

Child Welfare as a Field of Social Work Practice

The term 'Child Welfare' has several meanings. "It is used to denote the well-being of children, it signifies social welfare programs to benefit children and it refers to social work practice in providing Child Welfare services" (Costin, 1972, p. 7). Child Welfare, as a field of Social Work practice includes all of the above meanings. To understand Child Welfare as a field of Social Work practice, it is necessary to examine the definition, classification and characteristics of this particular field.

a) Definition of Child Welfare - In general, there seems to be two interpretations of Child Welfare, the broad interpretation and the specific view. In the broad sense, Child Welfare can be defined as

...the expression of a community's interest in fostering those social economic forces which safeguard family life and insure every child the fullest development of his mental, physical, and spiritual potentialities. (Atkinson, 1949, p. 141)

Almost all social services directly or indirectly promote well-being of children, e.g. Public Assistance, Mother's Allowance, Family Service Bureaus, and Family Courts. Even services aimed at groups other than children, e.g. the handicapped, the aged, the unemployed, mental and medical services, also contribute to advance the benefit of children because these programs serve people whose problem may have a
substantial negative effect upon the children living with them. In its broad sense, Child Welfare refers to "almost every effort in social and community work that is likely to benefit children" (Carstens, 1937, p. 64).

In its specific sense, Child Welfare refers to services and programs that reflect the special concern that children should be brought up in a way that is conducive to healthy development and functioning, i.e. concern that a child's physical and emotional needs are being met adequately. Provisions to meet children's needs are made primarily through the family and aided by social institutions such as: school, health and recreational services, religion, and the law. Based on Bartlett's definition, Child Welfare can be defined as:

...social work practice in providing social services to children and youth whose parents are unable or need help to carry their child-rearing responsibilities or whose communities fail to provide the resources and protection that children and their families require. (1959, p. 6)

b) Classification of Child Welfare Services - According to Costin (1972) and Bartlett (1959), Child Welfare services and programs can be classified into three categories:

(1) Services designed to support or reinforce the ability of parents to meet the child's needs, such as, casework services on behalf of children in their own homes, protective services for the neglected or abused child, and services to unmarried parents. (2) Services designed to supplement the care that the child receives from his parents or to compensate for certain inadequacies in such care, such as homemaker services
and day care services. (3) Services designed to substitute for parental care either partially or wholly, according to the child's individual needs and problems, such as: foster family care service, group care services and adoption services.

c) Characteristics of Child Welfare — Representing the community's interest in children and charged by the community with a responsibility to ensure that the needs of children are being met adequately (when the child's parents are unable to provide for him), Child Welfare has a number of distinctive characteristics. Most of these characteristics are derived from the nature and needs of the child as well as the parental role. The characteristics of Child Welfare in relation to the nature and needs of the child as well as the parental role are as follows:

Dependency is the nature of childhood. A child's survival and growth are heavily dependent upon the love, care and protection of adults. Adequate provision to meet the child's physical and emotional needs are absolutely essential for the child's healthy development and functioning. Realization of the nature of dependency of childhood has led to the recognition of a child's right to have an adequate physical environment, to grow up in an atmosphere of affection and security, and a right to be protected from neglect, abuse and exploitation. The recognition of children's dependent nature and their rights to have their needs met are two of the most important characteristics in Child Welfare.
In our society, the parents are the primary people charged with the responsibility of meeting a child's dependency needs. Accompanying the parents' responsibilities are their rights in regard to control, guidance and custody of their children. Recognition of and respect for parental rights and responsibilities are also distinctive characteristics of Child Welfare.

Parental rights are not regarded as absolute in Child Welfare. When parents cannot or will not provide adequate care for their children, Child Welfare is charged with the duty to intervene and the responsibility to provide supportive, supplementary, and/or substitute care for the children. In situations where the child is in need of protection, certain Child Welfare agencies are authorized by Child Welfare Legislation to take necessary action to ensure the child's safety, even against the parents' wishes. The recognition that when a child's needs are not being met adequately by his parent, the child's rights should take precedence over those of his parents is a unique characteristic of Child Welfare.

Since the parents are the primary source in meeting a child's dependency needs, they are indispensable figures to a child. It is only through his parent that a child can gain a sense of belonging and identity. "A child's relationship with his parents is his lifeline" (Bartlett, 1959, p. 13). Mustark (1976, p. 169), stated that "a child's needs cannot be met or understood except in the context of his relationship to his parents and their ability to meet his needs".
Separation from his parents, whether temporary or permanent is seen by the child as a very traumatic threat to his survival and identity. Such traumatic threats often generate irreversible, negative effects upon a child, e.g. feelings of guilt, anger and mistrust. Convinced of the almost inseparable bond between the child and his parents, Child Welfare seeks to meet a child's needs or help with his problems, preferably through his parents, in addition to direct work with the child (Bartlett, 1959). The recognition that a child has the right to grow up in his own family, if at all possible, and that a child's needs can best be met through restoration or strengthening of his parents' abilities to care for him, form another characteristic of Child Welfare.

Maturation is another major feature of childhood. The maturation of a child takes place in different stages. A child's understanding and responses to life situations are very much limited to his level of development. A child has to be understood in relation to his level of development. Expectations of a child should be appropriate to his capacities. Due to a child's limited capacities and experiences, "the principle of self-determination must be viewed in relation to the developmental level of the child and cannot be accepted to the same degree as in an adult" (Bartlett, 1959, p. 115). Such application of the principle of self-determination is, no doubt, a distinctive characteristic of Child Welfare.
The last major characteristic of Child Welfare to be discussed is the unique task of sharing or fully assuming the parental role for children whose parents do not have the ability to care for them adequately. The parental role demands mental and emotional maturity as well as physical strength. It involves making decisions, carrying out discipline, providing guidance of the child's intellectual, emotional, social, spiritual, and moral growth, as well as providing opportunities for the development of the child's potentialities (Bartlett, 1959). The parental role has special significance in Child Welfare. Besides helping parents in carrying out their own parental roles, very often the Child Welfare worker must of necessity carry out the responsibility of sharing the parental role or assume full responsibility for the care of the child. An intimate understanding of the demands of the parental role and related problems is of vital importance in Child Welfare.

Practice of Social Work in the Child Welfare Field

Although each field of Social Work practice has its distinctive characteristics, such as, setting and central responsibility, the practice of Social Work in each field is essentially the same. Regardless of the setting, the practice of Social Work "consists of a particular constellation of values, purpose, sanction, method and knowledge, which distinguish it from other practices" (Bartlett, 1958, p. 4), and this particular constellation must be present for
any professional activities to be recognized as Social Work practice. The above definition clearly indicates that the practice of Social Work in any field must be primarily based upon the same values, directed towards the same purposes, governed by the same sanctions, employ the same methods and guided by the same body of knowledge, in order to qualify as Social Work practice.

In essence, the major components of Social Work practice in all the fields of Social Work practice do not differ. Using the 'purpose' component as an example, in any field of Social Work practice whether it is the 'health' field or the 'Child Welfare' field, the "enhancement of social functioning" remains the overall purpose of practice. However, since different fields of Social Work practice do vary in their major focus, the same Social Work components in different fields are expressed in specific forms and applied with specific emphasis. Using the 'knowledge' component as an example, in both Child Welfare and Mental Health field, a knowledge of human development and behaviour are required. While a specific knowledge of the development and behaviour in childhood and adolescence is emphasized in the practice of Child Welfare, a specific knowledge of the development of mental health problems is emphasized in the practice of Mental Health.

The practice of Social Work in the Child Welfare field consists of the same five basic components common to all Social Work practice with 'value' being the core component.
However, these five components are expressed in specific forms, reflecting the characteristics of the Child Welfare field. The 'purpose', 'sanction', 'knowledge', 'method', and 'value' components essential to the practice of Social Work in the Child Welfare field are as follows:

**Purpose Component of Social Work Practice in Child Welfare**

The ultimate objective of Social Work practice in Child Welfare is "to ensure that children and youth are reared under conditions that are favourable to the development, use and enjoyment of their individual potentialities" (Bartlett, 1959, p. 14). The operational purpose is "to provide a remedy for the problems of the child that grow out of deficiencies within the family or in the community" (Kadushin, 1970, p. 43).

**Sanction Component of Social Work Practice in Child Welfare**


For voluntary incorporated agencies providing Child Welfare services, the sanction of practice comes from the clients seeking help. For governmental agencies or quasi-governmental agencies, the sanction of ensuring a child's
well-being is provided by legislation. Child Welfare legislation allows certain Child Welfare agencies to intervene in cases where a child is in need of protection and his parents will not agree to outside intervention.

Knowledge Component of Social Work Practice in Child Welfare

In addition to a general body of knowledge common to all fields of Social Work practice, specific knowledge is necessary in order to practice Social Work in the Child Welfare field. According to the Child Welfare League of America (1959, pp. 24-27), a Child Welfare worker will be required to have knowledge in the following areas:

1. Knowledge of children and of social institutions for their care, including knowledge common to a number of professional fields. For example: child growth and development, individual differences and deviations, determinants of personality, methods of child rearing and child care learning and social experiences appropriate to different stages of development, needs and rights of children, role of family in meeting the needs of children, importance of parents to children, role of other social institutions and social groups.

2. Intensive knowledge of certain aspects of child and family life is required for Child Welfare practices. For example: effects upon growth and development of a child resulting from parental incapacity to meet his needs, effects related to separation, problems of child born out of wedlock, parental feelings and attitudes associated with asking for
help in relation to their child or surrendering of parental role, mental and physical illnesses in childhood.

3. Extensive knowledge of social institutions, organizations, practices and resources serving children and families is required. For example: Child protective legislation in respect to children; organization of and service provided by health, mental health, child guidance clinics and residential treatment centres, responsibilities and functions of police and other law-enforcement agencies, juvenile courts and correctional agencies in relation to children, etc.

4. Specific knowledge is required in providing services dealing with special problem situations. For example: for children requiring supplemental parental care, a knowledge of homemaker and day care services is necessary, in cases where children are in need of protection, a knowledge of the basis upon which authority is used is necessary, and for children who are in need of permanent placement, a knowledge of adoption services is required.

Method Component of Social Work Practice in Child Welfare

The method component of Social Work practice in the Child Welfare field does not differ from the method component of Social Work practice in any field. It consists of the same systematic procedure of: "1. assessment of the problem, 2. the planning for the solution of the problem, 3. the implementation of the plan, 4. the evaluation of the outcome"
(Skidmore and Thackeray, 1976, p. 277). It also requires the same "responsible, conscious, disciplined use of self in a relationship with an individual or group" (Boehm, 1959, p. 54), to facilitate changes as in Social Work practice of any field. All Social Work methods, namely, social casework, group work, administration, research, and community organization are employed in the practice of Child Welfare.

The distinctiveness of the method component in Child Welfare does not lie in its content but in its specific application. According to Bartlett (1959, pp. 19-21) the specific application of Social Work methods in the Child Welfare field can be described as follows:

Social casework and group work are employed to:

i) Assess and determine problems related to the child's personality, needs, capacities, relationship to his family members and others in the community; the child's feelings about his parents and himself, about his needs as related to conditions in his home, separation or possible separation from his parents; the personalities, and needs of his parents; their ability to meet their child's needs, their feeling about him, as well as their strengths and resources.

ii) Plan with the participation of parents and child (to the extent that they are able and willing) the ways the child's needs can be met; the kind of help the child and his parents want; need and can use; the specific responsibilities that parents can continue to carry, those that the agency will assume; the process through which responsibility will be
shared or transferred as well as the point at which services should be given or terminated.

iii) Implement the above plan by providing continuing help the child and parent to deal with their problems including emotional problems and those that arise when carrying through the decision that has been made; and helping the child and parents to make use of resources available to them.

iv) To evaluate the outcome of the above assessment, planning and implementation, to decide at what point service to the child and the parents can be terminated.

Administration method is employed in Child Welfare to organize and administer the social agency that provides Child Welfare services. For example, defining function, defining and developing procedures and policies and securing, developing and retaining staff qualified to provide the services of the agency.

The method of community organization is employed to identify needs of children that are inadequately met, and conditions adverse to their well-being; as well as to stimulate community concern, support and action, on behalf of children to provide better measures in ensuring their welfare.

The research method is used to engage in research to discover, develop and use accumulated knowledge and experience in understanding and helping children and providing the services they need.
Value Component of Social Work Practice in Child Welfare

Values are preferences with a compelling emotional quality. They represent conviction, beliefs that call for commitment (Pumphrey, 1969, p. 3). The particular convictions held by the Social Work profession (refer to pp. 27-34) expressed in the form of "Preferred Conceptions of People", "Preferred Outcomes for People", remain the same in any field and setting of Social Work practice. As long as it is Social Work practice, the values governing Social Work practice must remain consistent.

The values guiding the practice of Social Work in Child Welfare are basically the same values that govern Social Work practice in general. However, certain Social Work values are expressed in specific forms in the practice of Social Work in Child Welfare, reflecting the characteristics of the field. Values regarding the child, the parent, the family and society's obligation towards them are emphasized in the practice of Social Work in the Child Welfare field.

While there is an enormous amount of literature in regard to Child Welfare, discussion tends to be focused upon knowledge and methods as well as programs and services rather than on values. Child Welfare literature such as: Family, Child and Youth Welfare Services (Deerhurst, 1965), Child Welfare Services—A source Book, Child Welfare: Services and Perspectives (Nashau, 1972), Planning Community Services for Children in Trouble (Slingerland, 1937), Child Welfare: Policies and Practice (Costin, 1972), Social Work Practice
with Children (Milton, 1967), Direct Casework with Children (Ontrink, 1960), Child Welfare; and Children; etc., all express various beliefs regarding the child's needs and rights, parental rights and responsibilities, importance of the family, and society's obligations towards the child and his parent etc. however, they have not explicitly defined them.

In search of values of specific relevance to the practice of Social Work in Child Welfare, the researcher has found that books published by the Child Welfare League of America, under the name of Standards of Child Welfare Practices Series, seem to be most explicit and complete in defining the specific beliefs held by those who are involved in practicing Social Work in the Child Welfare field.

According to the Standards of Child Welfare Practice Series, there are a number of convictions of specific relevance to the practice of Social Work in Child Welfare. These beliefs can be categorized and described as follows employing Levy's classification of values (1973, pp. 14-18):

I. Values As Preferred Conceptions of People

This category refers to specific beliefs which social workers practicing Social Work in Child Welfare should share and commit themselves to, in viewing the child, the parents and the family.
a) "A child is by nature dependent" (Bartlett, 1959, p. 7). A child, by nature, has limited ability to meet his own needs. His survival and development is heavily dependent on the love, care and protection of adults.

Recognition of a child's dependent nature has led to the conviction that adults have a responsibility in ensuring a child's well-being and establishing a child's right to be dependent upon responsible adults in meeting his needs. The rights of a child become the rationale and sanction for the development of Social Work services in Child Welfare.

b) "Every child is in the process of maturation. His physical, emotional, intellectual, and social ability are limited to his level of development" (Bartlett, 1959, p. 103). This preferred concept of a child consists of two important beliefs. Firstly, maturation of a child occurs in stages. According to Erikson (1950) and Witmer & Kotinsky (1952), at each stage of development, certain central tasks must be solved before a child can proceed to the next. Failure to resolve the central problem at any stage will likely cause regression to an earlier developmental level. The belief that a child is in the process of maturation implies that in the practice of Social Work in the Child Welfare field "there is an urgency about children in that they need what they need when they need it" (Mayo, 1955, p. 233).

Secondly, since a child is seen as limited in his ability according to his developmental level, a child must be "understood in relation to his level of development,
capacities, and his interest" (Bartlett, 1959, p. 15). Expectation of a child should be appropriate to his level of development and his capacities. Due to the child's limited capacities and experience, the social worker, in working with a child, must therefore take an active role in providing more directive guidance and control than when working with an adult.

c) "Most parents have the desire and capacity to be good parents" (C.W.L.A., 1973, p. 4). Since every human being is seen as having the capacity; the innate thrust and obligation to reach self-fulfillment (Bartlett, 1958, p. 6), it follows that every parent is seen as having the desire, the capacity and obligation to be a good parent. Parental neglect, abuse and exploitation should be viewed as symptoms of severe personality disturbance, social deprivation, and unhappiness rather than willful premeditated forms of behavior (C.W.L.A., 1973, p. 5). The parental role is a very demanding one. It demands "mental and emotional maturity and physical strength. It involves making decisions; carrying out discipline and training; experiencing the joys, stresses and cultural adjustment which are a part of child rearing" (Bartlett, 1959, p. 13). It also includes guidance and provision of opportunities for the development of the child's potentialities. The capacity of a parent to meet the needs of a child depends upon a number of factors such as the parent's:

...own personality and maturity; ...his ability to assume responsibility; his acceptance of his own sex
role; the adequacy of his marital relationship; the
degree to which he is prepared for parenthood; social,
health, and economic conditions...; and the persons
and resources available to him... (Bartlett, 1959,
p. 14)

All parents need the help of some community services to
rear their children e.g. medical and educational services.
Some parents require more community help than others because
of their special problems, needs or limitations.

The conviction that most parents have the desire to be
good parents dictates that in the practice of Social Work in
Child Welfare, services must also include stimulating and
strengthening the parents' capacities in performing their
role. This belief also forbids any negative stigma being
attached to parents who cannot or do not care for their
children adequately.

d) "The welfare of a child is inseparable from the
welfare of his family" (C.W.I.A., 1971, p. 3). The family
is the basic unit of our society. It is the setting in
which a child's physical needs are satisfied, it is the
natural place in which a child receives his sense of security
and belonging and forms his identity. Parents, biologically
and traditionally, are the adults in a family setting who
provide the physical and emotional necessities for a child's
growth and development. Bartlett is of the view that the
relationship between the child and his family is his blood-
proclaimed that "Every child is in need of normal mothering
with the accompanying enrichment of relationships with a
father, brothers, sisters, relatives and friends" (1971, p. 2).

The significance of the relationship between a child and his family, particularly with his parents, becomes more evident when a separation occurs. The traumatic psychological and emotional experiences a child encounters when he is separated from his family have been well studied and documented in a number of studies such as: Austin, 1948; Bowlby, 1969; Charnley, 1969; Freud, 1955; Mass, 1963; Rose, 1962; and Trasler, 1960. These studies generally concluded that "separation of a child from his family often generates irreversible and permanent emotional damage to him" (Rose, 1962, p. 457).

The belief that the child's welfare is inseparable from the welfare of his family has led to several developments in the practice of Social Work in Child Welfare. Firstly, to a large extent, the meeting of the child's needs or help with his problems is accomplished through working with his parents, or significant others, in addition to direct work with the child. Secondly, removal of a child from his family should be seen as the absolute last resort in meeting the child's needs. Lastly, family life is seen as the most favourable setting for the child's development and growth. When removal of a child from his own home becomes necessary, any child who has the capacity to become an integral part of a family should be placed in a family setting. When a child's separation from his own family is temporary, a foster home
placement should be used whenever possible, and adoption is viewed as the best alternative in providing permanent care of a child.

II. Values as Preferred Outcomes for People

a) "Parents have the primary responsibility to protect the rights and ensure the well-being of their children, unless they are unable to do so due to physical, emotional, psychological and/or social conditions" (C.W.L.A., 1973, p. 5). The recognition of the fact that the primary responsibility for meeting a child's physical and emotional needs rests with the parents had very important implications for the practice of Social Work in Child Welfare. This conviction demands that Social Work intervention in Child Welfare should be directed towards helping the parents to fulfill their responsibilities adequately, rather than simply taking over the parental responsibilities. This belief also clearly defines that the role of society in ensuring a child's needs are being met, is a secondary one. Society's role in meeting a child's needs should only come into play when the parents are unable to do so themselves.

b) "Parents have the right to custody, control and guidance of their children, unless their action or judgment is damaging to their child" (C.W.L.A., 1973, p. 4). Since the parents are charged with the primary responsibility of meeting the needs of their child, they also inherit the rights to custody, control and guidance of their child.
Parent rights are protected by legislation such as family law in our society. The belief in parental rights insists that Social Work intervention in the Child Welfare field must be carried out in a way that the rights of the parents are being respected.

Parental right of custody, control and guidance of their children are not absolute. If the parents do not or cannot perform their responsibility of meeting their children's needs adequately, to the extent of being neglectful and/or abusive, they may lose their parental rights temporarily or permanently, and outside intervention may be imposed upon them.

The respect for parental rights and the recognition of their limitations are of vital importance to the practice of Social Work in Child Welfare. These beliefs provide guidance to when and how Social Work intervention should be carried out in ensuring the child's welfare. While the social worker must maintain genuine respect for the parents' rights to custody, control and guidance of their child, he must also be prepared to exert authority to intervene when protection of the child becomes imperative.

c) "A child has the right to grow up in an environment where his physical, emotional, psychological, social and moral needs are being met adequately" (C.W.L.A., 1973, p. 4). The recognition that a child is dependent, is in the process of maturation and has limited ability to meet his own needs has led to the conviction that a child should have certain
rights. According to Standards for Child Protective Services (C.W.L.A., 1973) a child has the right: i) to have an adequate physical environment e.g. adequate nutrition, clothing, shelter and other necessities in life; ii) to grow up in an atmosphere of affection and security, i.e. love, care, protection, guidance and control, essential for his healthy emotional and social development; iii) to enjoy benefits of society, e.g. medical, recreational, educational, vocational facilities; and iv) to be protected from all forms of neglect, cruelty or exploitation.

In our society, the rights of a child are protected by legislation e.g. The Child Welfare Act of Ontario. The conviction that a child has the above rights is of paramount importance to the practice of Social Work in Child Welfare because such a conviction justifies Social Work intervention into situations where the parents cannot or do not ensure the well-being of their children. This conviction supported by Child Welfare Legislation, provides the sanction for Social Work intervention to take place even against the parents' willingness to seek help.

d) "Society has the obligation to provide services to the child and his parents to ensure the welfare of the child" (C.W.L.A., 1968, p. 8). While Social Work practice in any field holds the conviction that society has an obligation to provide its members with opportunities and services to fully develop their potential, in Child Welfare, the obligation to society is specifically upon provision of services for the
child and his parents, to ensure that the child's needs are being adequately met. These services include: supportive, supplementary and substitute care for the child and his parents. Society's obligation is to provide services in helping the parent as well as the child.

III. Values as Preferred Instrumentalities in Dealing with People

This category of Social Work values, represents concrete, operational values. These instrumental values do not change in any field of Social Work practice. The seven principles which guide Social Work intervention in general Social Work practice are the very same principles that direct the practice of Social Work in the Child Welfare field. These seven principles are: a) acceptance, b) non-judgmental attitude, c) self-determination, d) confidentiality, e) individualization, f) purposeful expression of feelings, g) controlled emotional involvement (Biestek, 1957, p. 17).

Out of the above seven principles, due to a child's dependent nature and limited ability, the principle of self-determination "must be viewed in relation to the developmental level of the child, and cannot be accepted to the same degree as in an adult" (Bartlett, 1959, p. 12). In ensuring the child's well-being, a social worker practicing Social Work in the Child Welfare field often has to assume the responsibility of decision making for the child. For example, although the child's wishes will be taken into consideration, he will not be expected to determine for himself whether he
is in need of protection from his parents.

Role and Function of Children's Aid Societies in Ontario

In this research project, the social workers currently serving in Children's Aid Societies in Ontario have been chosen to form the population for study. The rationale of the researcher's choice is based upon the unique role and function of Children's Aid Societies among all the Child Welfare agencies in Ontario. Children's Aid Societies are the only Child Welfare agencies designated by the Child Welfare Act to prevent, and protect children from, neglect and/or abuse. They are empowered by legislation to remove a child from his parents, with or without their consent, in situations where a child is in need of protection. In order to carry out their responsibilities, Children's Aid Societies also seem to provide the widest range of Child Welfare services.

The review of literature in this research project will not be complete without the following presentation of the role and functions of the Children's Aid Societies in Ontario. As the principal, official Child Welfare agencies in Ontario, the overall purpose of the Children's Aid Societies is to ensure the well-being of children when their parents fail to do so. The specific role of every Children's Aid Society has been clearly stated in the Child Welfare Act, 1978.
Every Society shall be operated for the purposes of:

a) investigating allegations or evidence that children may be in need of protection;
b) protecting children where necessary;
c) providing guidance, counselling and other services to families for protecting children or for the prevention of circumstances requiring the protection of children;
d) providing care for children assigned or committed to its care under this or any other Act;
e) supervising children assigned to its supervision under this or any other Act;
f) placing children for adoption;
g) assisting the parents of children born or likely to be born outside of marriage and their children born outside of marriage; and
h) any other duties given to it by this or any other Act. (The Child Welfare Act, 1978, p. 4)

Children's Aid Societies are the official instrument through which the community offers children protection, against abuse and neglect. Under the mandate of the Child Welfare Act, Children's Aid Societies have both the authority and responsibility to provide certain services. The functions of the Children's Aid Societies can be briefly described as follows:

i) Protection of Children - All Children's Aid Societies provide preventive services at different levels. At the primary level, Children's Aid Societies offer early prevention services such as: public educational programs in regard to child-rearing, children's needs and counselling for pregnant single girls. At a secondary level, preventive services are geared towards the prevention of the need to remove a child from his own home. When a referral concerning neglect or abuse of a child is received, the Children's Aid Societies assess the conditions with regard to physical and/or
emotional neglect of the child. When these conditions are considered harmful, efforts are directed towards improvements of the home situation by mobilizing the family's inner capacity through counselling and/or mobilizing community resources such as: day care programs, welfare assistance, psychiatric treatment. Every effort should be made to help maintain the child at his own home. If these efforts fail, and the continued stay of the child at home results in further physical and emotional damage, the Children's Aid Societies will provide alternate care for the child. After the placement of the child, the Children's Aid Society has to make continuous efforts to help the family to improve their capacities to meet the child's needs and work towards the return of the child to his family, unless such a move is detrimental to the child's well-being.

ii) Provision of alternate care for children - All Children's Aid Societies have the responsibility of providing a child with alternate care, if he is found to be in need of protection. A child in need of protection has been defined in The Child Welfare Act, 1978, as a person under 16 years of age: who is deserted; who is not being cared for properly; who does not have a suitable person to care for him; who is living in an unfit or improper place; who is found associating with an unfit or improper person; found begging or receiving charity in a public place; who is unable to be controlled by the person in charge; who is habitually absent from home or school without sufficient cause; where the person in charge
of him has refused or neglected to provide or permit proper medical, surgical or other recognized remedial care or treatment necessary for his health or well-being; whose emotional or mental development is endangered because of emotional rejection or deprivation of affection; whose life, health or morale may be endangered by the conduct of the person in charge (The Child Welfare Act, 1978, p. 13).

If a child is found to be in need of protection and removal of the child from his home is necessary, the Children's Aid Societies are obligated to admit the child into the agencies' care through a care by agreement, or application to the court for wardship. Once a child is admitted into care, Children's Aid Societies are required to care for the child in foster homes, receiving homes, treatment institutions, group homes or hospitals; depending on the child's needs and the resources available in the community. While the child is in care, ongoing counselling with the child and his family as well as regular reviewing and planning are mandatory.

iii) Working with unmarried parents - All Children's Aid Societies offer counselling to unmarried parents in connection with the child or the birth of the child.

iv) Adoption services - It is recognized in Child Welfare that the family setting is the best place for a child to grow up in and that a child needs a sense of permanency. One of the main functions of every Children's Aid Society is to place children who are adoptable in adoptive homes. This function includes recruitment of
prospective adoptive parents, doing homestudies of prospective adoptive parents to ensure that they do have the ability to meet the needs of the child to be adopted, to place adoptable children in the most suitable adoptive homes, to supervise the adoption placement during the probation period and to finalize the adoption placement through legal process.

Summary of Review of Literature

In this Chapter, the researcher has identified and explored the five essential components of Social Work and Child Welfare (value, purpose, sanction, knowledge, and method), with special emphasis on the value component. The basis for making the assumption that a social worker can only be considered as equipped to practice Social Work if he is committed to and able to utilize these five components of Social Work practice has been established.

With support from Social Work literature, the researcher has also provided the rationale for employing Social Work and Child Welfare values as indicators in exploring the extent to which a social worker is equipped to practice Social Work in the Child Welfare field.

Since social workers currently serving in Children's Aid Societies in Ontario have been chosen as the population for this study, a description of the role and function of Children's Aid Societies as well as the reason for making such a choice are also included in this Chapter.
In the next Chapter the methodology of this study will be presented. Further, the researcher will describe how Social Work and Child Welfare values are being utilized in this study, as a measure of the extent to which a social worker is equipped to practice Social Work in the Child Welfare field.
CHAPTER III

METHODOLOGY

Introduction

In this Chapter, the researcher describes the method and procedures employed to achieve the purpose and objectives of this study. The description includes: population, sample, sampling method, data collection method, process and method of data analysis. A clarification of the limitations of this study is also presented. The purpose of this Chapter is to present a clear framework for understanding the method and process utilized by the researcher in conducting this research.

Population

In research, population refers to "the aggregate of all of the cases that conform to some designated set of specifications" (Selltiz et. al., 1976, p. 512). The population in this study included all the social workers currently employed in the fifty-one Children's Aid Societies in Ontario.

Sample and Sampling Method

According to Selltiz (1967), a single member of a population in a research project is referred to as a population element. When some of the elements are being selected
for the purpose of finding out something about the population from which they are taken, the group of elements selected is referred to as a sample.

Most researchers choose to work with a sample rather than the population for two major reasons. First, "since samples can be used to answer questions regarding the larger constellation—the population, working with a sample saves time and reduces costs" (Wechsler et. al., 1976, p. 21). Second, "sometimes a sample produces more accurate information than counts for a total population, such as a census" (Wechsler et. al., 1976, p. 72). For these two reasons, this researcher had chosen to work with a sample rather than the entire population.

There are two fundamental types of sample: "probability and non-probability sample" according to Nachmias (1976, p. 259). Probability samples refer to samples selected by probability sampling methods (simple random sampling, systematic random sampling, stratified proportionate sampling, disproportionate sampling and cluster sampling). Non-probability samples refer to samples selected by non-probability sampling methods (accidental sampling, quota sampling and purposive sampling). Probability sampling is "the form of sample selection in which procedures are used to ensure that each element or unit of a population has an equal chance of being selected" (Wechsler et. al., 1976, p. 71). Therefore, probability samples are accurately representative, within specifiable limits, of the population.
Non-probability sampling methods do not employ any specific procedure to ensure that each element or unit of a population has an equal chance of being selected. Thus non-probability samples may or may not be a true representative of the population. In a study where "representativeness is not the overriding issue, non-probability sampling methods have the advantage of being economical and convenient" (Wechsler et. al., 1976, p. 72).

In this study, a purposive non-probability sample was selected for two reasons. First, this study is exploratory in nature. It does not attempt to make any comparisons among the population to be studied. Therefore, representativeness of the sample is not an overriding issue. Second, all the population elements (social workers currently employed in Children's Aid Societies in Ontario) are required to have the minimum qualifications and to carry out the same responsibilities as defined by the Child Welfare Act of 1978. Therefore, to achieve the purpose of this study, a non-probability sample seems to be adequate.

The sample, sampling method and the rationale of their selection for this study are presented as follows:

Out of the 51 Children's Aid Societies in Ontario, this researcher found 9 agencies in South-western Ontario that would best serve as purposeful sample units for this study due to the following reasons. Firstly, these 9 agencies were geographically clustered and proximate to the researcher. Due to the limitation of time and finances, these 9 agencies
were the only feasible ones for the personal administration of the data collection instrument. Secondly, these agencies served approximately the same size of population. These agencies were all serving populations of approximately the same size. Thirdly, the community setting served by these 9 agencies were roughly of the same nature. Lastly, there was a School of Social Work right in or located nearby the communities served by these agencies. Qualified staff should be equally available.

Out of these 9 Children's Aid Societies in South-western Ontario identified by this researcher as most appropriate sample units, 5 of them declined to participate in this study due to heavy work loads and lack of interest. The remaining 4 Children's Aid Societies that agreed to participate formed the sample units in this study.

These 4 agencies were all located in South-western Ontario within a 200 mile radius from the researcher. Thus enabling personal administration of the data collection instrument. They all served roughly the same size of population (approximately 200,000 people). The nature of communities served were all primarily industrial in nature with farming as the second major industry. There were Schools of Social Work right in or close by the communities served by these agencies thus ensuring the equal availability of qualified staff.

Out of the 4 Children's Aid Societies selected for this study, all the social workers currently serving in the
Intake and Family Services Departments were chosen to form the sample. The reason for this choice was based upon the recognition that social workers serving in Intake and Family Services Departments represent the 'front-line' workers of Children's Aid Societies and they are directly involved in providing counselling services to families as well as admitting children into alternate care. Therefore, their identification with values of Child Welfare should be most visible and critical. The number of Social Work staff serving in these 4 selected sample units were between 6 and 8. A total of 32 'front-line' workers served as samples for this study. All the 32 workers participated in this study.

This researcher is quite aware that the use of a non-probability sample might affect the validity of generalization of the findings to the population. However, this would be acceptable as a limitation of this study. Despite the fact that there is no way to estimate sampling error, the researcher is confident that the sample does form a fair representation of the population and is of acceptable size in minimizing sampling errors.

Data Collection Method and Instrument

According to Selltiz et. al., there are four major types of data collection methods, namely: observation method, interview, questionnaire and projective methods (1976, p. 148). Each method has its own advantages and disadvantages. The
choice of a particular type of data collection method for a certain study should be based on feasibility and the type of data required.

A careful consideration of the advantages and disadvantages of various data collection methods in relation to time, financial factors and the nature of the data required for this study, led to the decision to employ the questionnaire as the data collection method in this study. The questionnaire seemed to have the following advantages: it is less expensive to administer, it is less time consuming to administer than the observation method and the interview, and it allows anonymity, thus enabling the respondents to feel freer to express views they fear might elicit disapproval. Finally, questionnaires can be administered to a large number of individuals simultaneously. In order to ensure a high rate of return, the researcher personally delivered, administered and collected the questionnaires.

After the local Directors of the four Children's Aid Societies (sample units) agreed to permit their staff to participate in this study, an appointment was set with the supervisors of the Intake and Family Services Departments of the four agencies, for the researcher to administer the questionnaire personally to the social workers serving in these departments (sample) immediately following their regular department meetings. After briefly informing the sample that the questionnaire was to find out the extent of their agreement and disagreement with Social Work values,
the questionnaires were administered and collected personally by the researcher. Further details of the purpose of this study were discussed only after the questionnaires were collected so that the respondents would not feel compelled to profess identification with values of Social Work practice.

Based on the assumption that in order to be equipped to practice Social Work one must identify with its values, the questionnaire which served as the data collection instrument of this study was basically a self-professed attitudal scale, designed to collect data indicating the degree to which social workers in the sample identified with values of their profession. The attitude shown by the respondents represents the degree to which the respondents identify with Social Work and Child Welfare values which in turn reflects the extent to which they are equipped to practice Social Work.

The questionnaire in this study consisted of 99 value corollaries derived from the 24 Social Work and Child Welfare statements selected from Social Work literature. These 99 value corollaries can be seen as extensions of the 24 value statements. They represented interpretations and concrete examples of Social Work values offered in various literature. Thirty of the value corollaries were presented in a positive form and sixty-nine were presented in a negative form. Presenting the value corollaries in both negative and positive forms was a technique recommended by Steinger to ensure consistency in the respondents' responses (1981, p. 62). Each respondent was asked to respond to each
corollary by underlining one of the five fixed responses provided in the questionnaire that best described his initial reaction to the corollaries. These five fixed responses were: strongly agree, agree, undecided, disagree, strongly disagree.

The questionnaire was accompanied by an information sheet which served as an instrument for the collection of demographic data, consisting of questions regarding the respondents' age, sex, marital status, education, and Child Welfare experience etc.

After the initial construction of the questionnaire and the information sheet, four former Children's Aid Society social workers, participated in a pre-test. Revisions were made to ensure that the contents of the questionnaire and the information sheet were clear, free from bias and technical errors.

In choosing a questionnaire that forms an attitudal scale to measure a social worker's self-professed identification with stated values of the profession, the researcher was fully aware of criticism regarding the validity of such a data collection instrument in measuring a person's identification with values. The major criticism is that there may be a discrepancy between a person's 'stated' and 'lived' values. A person may state their preference and convictions yet act differently.

A further review of various research literature led to this researcher's rejection of the above criticism. Thurstone
suggested that

It seems to be rather generally assumed that the validity of an attitude scale, with its verbal statements must be determined by its agreement with overt conduct. This is a mistaken notion... if there is inconsistency between what a man says about X and what he does about X which shall we take as indicative of his values? Perhaps neither. (Thurstone, 1960, p. 182)

In Thurstone's view, a self-professed attitude scale is as valid in measuring a person's values as any other data collection instrument.

Thurstone was not alone in his view, George Lundberg pointed out that "professions of people often have more significance than the ways they behave" (1953, p. 215), suggesting that measurement of 'stated' values may be more accurate in determining a person's value identification than measurement of 'lived' values through observation.

After studying various approaches in measurement of value identification, Handy concluded that "in the prediction of selective-rejective behaviour the use of an attitudal scale appears to be the most valid means of data collection" (1965, p. 207).

With solid support from various authorities in research, this researcher decided that the questionnaire chosen as the data collection instrument for this study was adequate.
Method of Data Analysis

The data collected in this study were analyzed by means of descriptive statistics. The statistical procedures employed in analyzing the data involved the following steps:

Step One - Each question in the information sheet and each value corollary in the questionnaire were labelled as variables.

In the information sheet, there were 8 variables: AGE, SEX, MARITAL STATUS, CHILD (whether the respondent had any children), EDUCATION, CHILD WELFARE COURSE (whether the respondents had taken a child welfare course), POSITION, and CHILD WELFARE EXPERIENCE. These demographic data were the independent variables in this study.

In the questionnaire, each corollary was labelled as a variable. There were 99 corollaries, thus 99 variables were formed, e.g. corollary 1 = variable 1, corollary 2 = variable 2, corollary 3 = variable 3, and so on.

Furthermore, the 99 value corollaries were also sorted according to the different categories of Social Work and Child Welfare value statements from which they were derived to form 6 new variables. These 6 variables were:

(1) SWI - this variable referred to the 16 value corollaries derived from the 4 Social Work value statements which can be categorized as "Preferred Conceptions of People".
(2) SWII -- this variable referred to the 8 value corollaries, derived from the 2 Social Work value statements which can be categorized as "Preferred Outcomes for People".

(3) SWIII -- this variable referred to the 28 corollaries derived from the 7 Social Work and Child Welfare value statements which can be categorized as "Preferred Instrumentalities in dealing with People".

(4) CWI -- this variable referred to the 16 corollaries, derived from the 4 Child Welfare value statements which can be categorized as "Preferred Conceptions of People".

(5) CWII -- this variable referred to the 16 value corollaries, derived from the 4 Child Welfare value statements that can be categorized as "Preferred Outcomes for People".

(6) SWIV -- this variable referred to the 15 corollaries derived from the 3 statements of conviction regarding the role of the value component in Social Work practice.

The variable named "TOTAL" was given to represent the entire questionnaire i.e. all 99 corollaries.

Altogether there were 107 variables in the questionnaire and these 107 variables comprise the dependent variables in this study.
Step Two - Freeman stated that "if the data of a variable are to be put to use in a statistical analysis they must be recorded in systematic fashion...the results are called scales" (1965, p. 4). The date of the independent variables (demographic data) in this study were recorded as nominal and interval scales. The variables of AGE, EDUCATION, CHILD WELFARE EXPERIENCE were recorded as interval scales, i.e. in terms of number of years. The variables of SEX, MARITAL STATUS, CHILD WELFARE COURSE (whether the respondent has taken a child welfare course), CHILDREN (whether the respondent has children), and POSITION were recorded as nominal scales.

The data of the dependent variables (the responses to the value corollaries in the questionnaire) were recorded with two 5 point interval scales, presented as follows:

1) Responses to a corollary presented in a positive form

<table>
<thead>
<tr>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>UNDECIDED</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
<td>-1</td>
<td>-2</td>
</tr>
</tbody>
</table>

2) Responses to a corollary presented in a negative form

<table>
<thead>
<tr>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>UNDECIDED</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Step Three - Scales by themselves are merely numbers. In order to become meaningful, interpretations are necessary. In this study, the researcher was primarily interested in two major sets of data, a) Scales in relation to the respondents, i.e. mean score per value statement each respondent obtained in responding to each category of value statements, and b) Scales in relation to the value statements, i.e. mean score each value statement received from the respondents collectively, and mean score per value statement each group of value statements received from the respondents collectively. These two scales are to be interpreted as follows:

a) Scales in relation to the respondents -- Any respondent who obtained a mean score per value statement

more than 1
0.5 to 1
of less than 0.5 point in responding to any group of value
0 or less

strong
adequate
inadequate
no

identification with that group of values.

b) Scales in relation to the value statements -- Any value statements receiving a mean score of

more than 1
0.5 to 1
less than 0.5
0 or less

strongly
adequately
inadequately
not at all

is considered as being identified with by
the respondents as a group.
Any group of value statements receiving a mean score more than 1
0.5 to 1
per value of less than 0.5 is considered as being
0 or less
strongly adequately
inadequately
not at all identified by the respondents as a group.

The interpretation of 'Scales in relation to respondents' and 'Scales in relation to value statements' shared a common ground. In order to be considered as showing adequate identification with any group of value statements, a respondent must achieve an average score of 0.5 points or higher per value statement, an average score he would obtain if he agreed with 50% of the value statements presented to him. In order to be considered as being adequately identified by the respondents, a value statement must receive an average score of 0.5, an average score a value statement would receive if it was identified with adequately by 50% of the respondents. The decision to interpret the two scales in this manner was an arbitrary one based upon the fact that the 50% mark has been widely used and accepted as a pass-fail point in most educational systems.

**Step Four** - After a consistent scheme was devised to interpret the scales, the researcher employed 'Frequency' and 'mean' to summarize and describe the demographic data collected.

*Frequency (f) refers to "how frequent a particular characteristic occurs" (Freeman, 1965, p. 30) and 'mean'
(\bar{x}) refers to the mathematical average of the characteristics. 'Frequency' enabled the researcher to summarize and report the number and percentage of respondents who displayed or possessed a particular social characteristic e.g. the number and percentage of male or female respondents, the number and percentage of respondents who had children etc. The 'mean' yielded information regarding the average number of years of child welfare experience the respondents had, the average age of the respondents, etc.

'Frequency' and 'mean' were also used in describing the data of the independent variables i.e. the responses to the questionnaire. 'Frequency' was computed to yield information regarding the number and percentage of respondents who showed 'strong', 'adequate', 'inadequate', and 'complete lack' of identification with Social Work and Child Welfare values as a whole as well as in different categories.

The 'mean' was used to compute and compare the extent of the respondents' identification with each value statement and each category of value statements (SWI, SWII, SWIII, SWIV, CWI, CWII, and TOTAL).

In this study, the researcher was also interested in exploring whether there was any association between the respondents' social characteristics and their identification with values of their profession. 'Pearson's r' and 'Eta' were the statistics used to achieve the above purpose.

"Pearson's r' describes the degree and direction of linear association between two variables, each of which is
expressed in an interval scale" (Freeman, 1965, p. 89), therefore it is employed to describe associations between the independent variables: AGE, EDUCATION, EXPERIENCE and the dependent variables: SWI, SWII, SWIII, CWI, CWII, SWIV, and TOTAL, which were measured by interval scales.

'Eta' which is also known as the correlation ratio, is "the only statistic appropriate for describing the degree of association between one nominal and interval scale" (Freeman, 1965, p. 120). 'Eta' was employed to describe associations between the independent variables: SEX, MARITAL STATUS, CHILD, CHILD WELFARE COURSE, and POSITION (variables that can only be measured by nominal scales) and the dependent variables: SWI, SWII, SWIII, SWIV, CWI, CWII, TOTAL (variables measured by interval scales).

In the analysis of data in this study, no inferential statistics were being used for two reasons. First, this study did not involve any test of hypothesis, therefore, statistical inference was not a necessity. Second, the purpose of 'T' test and estimate was to determine the representativeness of a sample in order to determine the extent to which the results of the study can be generalized to the population. The use of a non-probability sample in this study renders evaluations by means of 'T' tests and estimates invalid.

The actual analysis of data was carried out by computer because there were over 100 variables involved in this study. Both the S.A.S. and the S.P.S.S. program were used to program
the computer since the S.A.S. program did not yield 'Eta'
which described the relationship between Nominal and
Interval variables.

**Classification of This Study**

Tripodi, Fellin and Meyer proposed that a research
study should have several requisites before it can be
classified as exploratory.

It should not be classified as either an experimental
or a quantitative-descriptive study. A second
requisite for exploratory studies is that relatively
systematic procedures for obtaining empirical observ-
ations and/or for the analyses of data should be
used. A third requisite for exploratory studies is
that the investigator should go beyond the quali-
tative descriptions by attempting to conceptualize
the inter-relations among the phenomena observed.

In this research project, the researcher did not employ
any experimental or control group, therefore, it is not an
experimental study. There was no testing of any explicit
and specific hypothesis involved in this study, thus it
cannot be classified as a descriptive study. A questionnaire
with fixed alternatives was used to collect data and
statistics were used to analyse the data collected. Furth-
more, the researcher went beyond quantitative and qualitative
descriptions to explore the association between the variables.
According to the criteria set out by Tripodi, Fellin and
Meyer, this research study can be classified as an exploratory
study.
Limitations of This Study

There are a number of limitations to this study, they are presented as follows:

From Social Work literature, it has been established that a social worker must identify with all five components of Social Work practice in order to be considered as equipped to practice Social Work. In this study, this researcher employs only the value component of Social Work practice to explore the extent to which a social worker is equipped to practice his profession. While the researcher can establish that those social workers in the Children's Aid Societies who showed inadequate identification with Social Work values are not equipped to practice Social Work, he cannot establish that those who show adequate identification with Social Work values are equipped to practice their profession. The fact that this researcher can only explore the extent to which Children's Aid workers are equipped to practice Social Work by finding out the extent to which they are not equipped to do so, is the first limitation of this study.

The sample studied in this research project is a non-random, purposive sample. The use of a non-random sample limits the validity in generalizing the findings and conclusions of this study to the entire population.

No control or experimental group has been employed in this study, therefore, no conclusive causal relationship between the dependent and independent variables in this
study can be established.

Due to the lack of reference to any previously tested instrument for measuring a social worker's identification with Social Work and Child Welfare values, in the Social Work literature reviewed, the reliability of the data collection instrument may be considered as a further limitation of this study.

Summary

In this Chapter, the researcher presented the basic research elements and procedures utilized in the conduction of this study. The basic elements and procedures presented in this Chapter were: population sample, sampling method, data collection method and instrument and method of data analysis.

In this study, the population referred to all the social workers currently employed by the 51 Children's Aid Societies in Ontario. The sample referred to the social workers currently serving in the Intake and Family Services Departments of 4 chosen Children's Aid Societies in Southwestern Ontario. The procedure in selecting the sample was that of purposeful, non-random sampling.

A questionnaire was chosen as the data collection method. The questionnaire employed as the data collection instrument consists of 99 Social Work and Child Welfare value corollaries. Respondents were asked to respond to the corollaries by underlining one of the five fixed
responses' (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree). An information sheet served as the instrument for collecting demographic regarding the respondents.

Four major steps were involved prior to the actual analysis of data. Firstly, each corollary in the questionnaire and each question in the information sheet were treated as a variable. Altogether there were 107 variables. The corollaries were labelled as dependent variables, while the questions in the information sheet were labelled as independent variables. Secondly, the data of those variables of interval measurement were recorded by a 5 point interval scale. Those variable of a nominal nature, e.g. sex, were recorded by a nominal scale. Thirdly, a consistent scheme of interpreting the scales was developed. In order to be considered as having adequate identification with a particular value or a particular group of values, a respondent must score an average score of not less than 0.5 per value statement. In order to be perceived as being adequately identified with, by the respondents collectively, a value statement must receive an average score of not less than 0.5 points. Lastly, 'frequency' and 'mean' were used to summarize and describe the data collected. 'Pearson's r' and 'Eta' were the statistics used to explore the association between the dependent and independent variables.

The actual analysis is carried by computer employing 'S.P.S.S.' and 'S.A.S.' programs.
In Chapter IV, the statistics, interpretations and findings will be presented.
CHAPTER IV

PRESENTATION OF STATISTICS
INTERPRETATIONS AND FINDINGS

Introduction

This Chapter concerns itself with the presentation of statistical findings of this research study and their interpretations.

Firstly, a summarized description of the demographic data regarding the sample is presented.

Secondly, the statistical data of the subjects' responses to each category of Social Work and Child Welfare value statements (i.e. responses to variables: SWI, SWII, SWIII, SWIV, CWI, CWII, and TOTAL) are described through two sets of tables.

Thirdly, the groups of value statements are ranked according to the degree to which the respondents have identified with them, as well as, the percentage of respondents who have shown adequate and strong identification.

Lastly, a summary table is used to describe the association among the demographic data regarding the respondents and their mean scores in responding to each category of Social Work and Child Welfare value statements.
Demographic Data of the Sample

The demographic data regarding the 32 respondents who participated in this study are as follows:

(1) AGE - the ages of the subjects ranged from 22 to 57 years, with the mean being 31.5 years.

(2) SEX - There were 12 male and 20 female respondents. The male subjects formed 37.5% of the sample and the female subjects formed the remaining 62.5%.

(3) MARITAL STATUS - 12 subjects (37.5% of the sample) were single, 18 subjects (56.25% of the sample) were married, and 2 (6.25% of the sample) were widowed.

(4) CHILD - 14 subjects (43.75% of the sample) have children, and 18 subjects (56.25% of the sample) did not have any children.

(5) EDUCATION - Among the sample, there were, 1 community college graduate (3.125% of the sample), 2 Bachelors of Arts (6.25% of the sample), 24 Bachelors of Social Work (75% of the sample) and Masters of Social Work (15.625% of the sample).

(6) CHILD WELFARE COURSE - 20 subjects (62.5% of the sample) had taken a Child Welfare course offered by a recognized University, 12 subjects (37.5% of the sample) did not.

(7) POSITION - 27 subjects (84.375% of the sample) were employed as social workers and the remaining 5 subjects (15.625% of the sample) were employed in supervisory positions. It must be noted that the 5 supervisors were not all M.S.W.
(8) CHILD WELFARE EXPERIENCE - The number of years of Child Welfare experience the subjects had, ranged from less than 1 to 13 years. Six subjects (18.75% of the sample) had less than 1 year of Child Welfare experience, 14 subjects (43.75% of the sample) had between 1 to 5 years of Child Welfare experience, and 12 subjects (47.5% of the sample) had over 5 years of Child Welfare experience.

Statistical Description of Responses to the Questionnaire

As discussed in Methodology, the responses to the questionnaire were recorded in two major sets of scales: "Scales in relation to the respondents" and "Scales in relation to the value statements". "Scales in relation to the respondents" refer to the scores each respondent obtained in responding to the value statements in the questionnaire. "Scales in relation to the value statements" refer to the mean score of each value statement and the mean score of each group of value statements received from the respondents collectively. The statistical data regarding these two sets of scales are presented through two sets of tables. The first set of tables (Tables 1-7) is used to describe the statistical data of "Scales in relation to the respondents". In Tables 1-7 the researcher presents the mean scores per value statements, the respondents obtained in responding to SWI, SWII, SWIII, CWI, CWII, SWIV, and TOTAL. (For explanation of SWI, SWII, SWIII, etc. please refer to p. 132
The respondents' mean scores per value statement have been collapsed into four categories for presentation: 'less than 0', 'less than 0.5', 0.5 to 1', and 'greater than 1'. The number of respondents (frequency) and the percentage of respondents whose mean score per value statement falls within each category are then presented. The respondents' mean score per value statement is to be interpreted as discussed in 'Methodology' (Scales in relation to respondents p. 85).

The first set of tables (Table 1-7) is presented as follows:

In Table 1, the researcher presents the respondents' mean scores per value statement, frequency and percentage in responding to value statement SWI.

Table 1
Respondents' Mean Scores Per Value Statement, Frequency and Percentage In SWI.

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 0</td>
<td>1</td>
<td>3.125</td>
</tr>
<tr>
<td>Less than 0.5</td>
<td>17</td>
<td>53.125</td>
</tr>
<tr>
<td>0.5 to 1</td>
<td>10</td>
<td>31.125</td>
</tr>
<tr>
<td>Greater than 1</td>
<td>4</td>
<td>12.500</td>
</tr>
</tbody>
</table>
The respondents' mean scores presented in Table 1 indicate that 43.5% of the sample showed adequate or better identification with Social Work values that can be categorized as "Preferred Conception of People" (SWI). 56.25% of the sample showed inadequate and no identification with values in this category.

The respondents' mean score per value statement in responding to SWII, along with their frequency and percentage as presented in Table 2 as follows:

In Table 2, the respondents' mean score per value statement indicates that 59.375% of the respondents have adequate or better identification with Social Work values that can be categorized as "Preferred Outcomes for People" (SWII). 40.625% of the respondents expressed inadequate and no identification with values in this category.

Table 2
Respondents' Mean Scores Per Value Statement
Frequency and Percentage in SWII

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 0</td>
<td>5</td>
<td>15.625</td>
</tr>
<tr>
<td>Less than 0.5</td>
<td>8</td>
<td>25.000</td>
</tr>
<tr>
<td>0.5 to 1</td>
<td>17</td>
<td>53.125</td>
</tr>
<tr>
<td>Greater than 1</td>
<td>2</td>
<td>6.250</td>
</tr>
</tbody>
</table>
The respondents' mean score in responding to the value statements in SWIII, as well as their frequency and percentage are presented in Table 3 as follows:

Table 3

Respondents' Mean Scores Per Value Statement
Frequency and Percentage in SWIII

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 0</td>
<td>0</td>
<td>0.000</td>
</tr>
<tr>
<td>Less than 0.5</td>
<td>8</td>
<td>25.000</td>
</tr>
<tr>
<td>0.5 to 1</td>
<td>21</td>
<td>65.625</td>
</tr>
<tr>
<td>Greater than 1</td>
<td>3</td>
<td>9.375</td>
</tr>
</tbody>
</table>

The data presented in Table 3 indicates that 75% of the respondents showed adequate or better identification with Social Work values which can be categorized as "Preferred Instrumentalities in Dealing with People" (SWIII). 25% of the respondents showed inadequate and no identification with values in this category.

In the following table (Table 4) the researcher presents respondents' mean score per value statement in responding to CWI, along with their frequency and percentage.
Table 4
Respondents' Mean Score Per Value Statement
Frequency and Percentage in CWI

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 0</td>
<td>0</td>
<td>0.000</td>
</tr>
<tr>
<td>Less than 0.5</td>
<td>16</td>
<td>50.000</td>
</tr>
<tr>
<td>0.5 to 1</td>
<td>13</td>
<td>40.625</td>
</tr>
<tr>
<td>Greater than 1</td>
<td>3</td>
<td>9.375</td>
</tr>
</tbody>
</table>

The respondents' mean score per value statement in Table 4 indicates that 50% of the respondents showed adequate or better identification with Child Welfare values that can be categorized as "Preferred Conceptions of People" (CWI). 50% of the sample showed inadequate identification with values in this category.

In the following table (Table 5), the mean scores per value statement the respondents obtained by responding to CWII, along with their frequency and percentage will be presented.

In Table 5, the data reveals that 71.875% of the respondents showed adequate or better identification with Child Welfare values that can be categorized as "Preferred Outcomes for People" (CWII). 28.125% of the respondents showed inadequate identification with Child Welfare values in this category.
Table 5
Respondents' Mean Score Per Value Statement
Frequency and Percentage in CWII

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 0</td>
<td>0</td>
<td>0.000</td>
</tr>
<tr>
<td>Less than 0.5</td>
<td>9</td>
<td>28.125</td>
</tr>
<tr>
<td>0.5 to 1</td>
<td>20</td>
<td>62.500</td>
</tr>
<tr>
<td>Greater than 1</td>
<td>3</td>
<td>9.375</td>
</tr>
</tbody>
</table>

The respondents' mean scores per value statement in responding to SWIV, along with their frequency and percentage are presented in Table 6 as follows:

The data presented in Table 6 indicated that 61.875% of the respondents showed adequate or better identification with Social Work value statements in SWIV and 25.625% of the respondents showed inadequate and no identification with Social Work values in this category.
Table 6
Respondents' Mean Score Per Value Statement
Frequency and Percentage in SWIV

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 0</td>
<td>4</td>
<td>12.500</td>
</tr>
<tr>
<td>Less than 0.5</td>
<td>5</td>
<td>25.625</td>
</tr>
<tr>
<td>0.5 to 1</td>
<td>16</td>
<td>50.000</td>
</tr>
<tr>
<td>Greater than 1</td>
<td>7</td>
<td>11.875</td>
</tr>
</tbody>
</table>

In the following table (Table 7), the researcher presents the respondents' mean score per value statement in responding to value statements in TOTAL.

Table 7
Respondents' Mean Score Per Value Statement
Frequency and Percentage in TOTAL

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 0</td>
<td>0</td>
<td>0.000</td>
</tr>
<tr>
<td>Less than 0.5</td>
<td>13</td>
<td>40.625</td>
</tr>
<tr>
<td>0.5 to 1</td>
<td>16</td>
<td>50.000</td>
</tr>
<tr>
<td>Greater than 1</td>
<td>3</td>
<td>9.375</td>
</tr>
</tbody>
</table>
The data presented in Table 7 indicates that 59.375% of the respondents showed adequate or better identification with Social Work and Child Welfare value as a whole (TOTAL). 40.625% of the respondents showed inadequate identification with values of their profession.

The statistical data presented in the above set of tables (Table 1-7) offer a partial answer to the research question "To what extent do Children's Aid Workers identify with Social Work and Child Welfare values?". The data in Tables 1-7 indicated the extent to which Children's Aid workers identified with Social Work and Child Welfare values in each category and as a whole, be revealing the number and percentage of respondents showing 'strong', 'adequate', 'inadequate', and 'no' identification.

Having completed the presentation of statistical data of "Scales in relation to the respondents", the researcher presents a second set of tables to describe statistical data of "Scales in relation to value statements".

In the following set of tables (8-13), the researcher describes the mean score each value statement in SWI, SWII, SWIII, CWI, CWII, and SWIV received from the respondents collectively. The mean score that each value statement in TOTAL received will not be presented because TOTAL refers to the combination of SWI, SWII, SWIII, SWIV, CWI, and CWII. To further present the mean score each value statement in TOTAL received would be repetitious.
The mean score per value statement each group of value statements received from the respondents collectively is also presented in each table. The mean score each value statement received represents the degree to which the respondents as a group identified with each value statement. The mean score per value statement each group of value statements received represents the degree to which the respondents identified with each group of value statements.

The two mean scores are to be interpreted according to the scheme discussed in 'Methodology' (Scales in relation to value statements, p. 85).

The second set of tables (Table 8-13) are presented as follows: In Table 8, the mean score each value statement in SWI received, along with the mean score per value statement SWI received are presented.

The data presented in Table 8 reveals that as a group, the respondents showed adequate identification with value statements 1 and 2, and inadequate identification with value statements 3 and 4 when responding to the four value statements categorized as "Preferred Conceptions of People" (SWI).

The average score per value statement in SWI indicated that as a group the respondents' identification with "Preferred Conceptions of People" is inadequate.
Table 8
Mean Score Each Value Statement Received and
Mean Score Per Value Statement in SWI

<table>
<thead>
<tr>
<th>Value Statements</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social functioning is important in man's striving toward self-fulfillment.</td>
<td>0.6287</td>
</tr>
<tr>
<td>2. Each person requires for the harmonious development of his powers socially</td>
<td></td>
</tr>
<tr>
<td>provided and socially guarded opportunities for satisfying his basic needs</td>
<td></td>
</tr>
<tr>
<td>in the physical, psychological, economic, cultural, aesthetic, and spiritual</td>
<td></td>
</tr>
<tr>
<td>realms.</td>
<td>0.5091</td>
</tr>
<tr>
<td>3. Man is endowed by nature with potencies and an innate thrust as well as</td>
<td></td>
</tr>
<tr>
<td>an obligation toward the realization of his potentials.</td>
<td>0.4292</td>
</tr>
<tr>
<td>4. Every individual has intrinsic worth and dignity.</td>
<td>0.4097</td>
</tr>
</tbody>
</table>

The average score per value statement = 0.4891

In the following table (Table 9), the researcher presents the mean score that each value statement in SWII received from the respondents and the mean score per value statement in SWII.
### Table 9
Mean Score Each Value Statement Received and
Mean Score Per Value Statement in SWII

<table>
<thead>
<tr>
<th>Value Statements</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Society must provide equal opportunity for every individual member to particip-</td>
<td>0.6131</td>
</tr>
<tr>
<td>ate in the modeling of Society.</td>
<td></td>
</tr>
<tr>
<td>2. Society has an obligation to facilitate the self-fulfillment of individuals.</td>
<td>0.4819</td>
</tr>
</tbody>
</table>

The average score per value statement = 0.5474

In Table 9, the data presented indicates that the respondents as a group showed adequate identification with value statement 1 and inadequate identification with value statement 2 in the category of value statement that can be categorized as "Preferred Outcomes for People" (SWII).

The mean score per value statement reveals that as a group, the respondents' identification with SWII can be considered as adequate.

In the following table (Table 10), this researcher presents the mean score that each value statement in SWIII received from the respondents collectively. The mean score per value statement in SWIII is also presented in the same table.
Table 10

Mean Score Each Value Statement in SWIII Received and Mean Score per Value Statement SWIII Received

<table>
<thead>
<tr>
<th>Value Statements</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Every individual is entitled to confidentiality.</td>
<td>1.4279</td>
</tr>
<tr>
<td>2. Every individual is in need of and entitled to expressing feelings freely.</td>
<td>0.9598</td>
</tr>
<tr>
<td>3. Controlled emotional involvement is necessary to help people effectively.</td>
<td>0.7944</td>
</tr>
<tr>
<td>4. Every person should be accepted as he is.</td>
<td>0.4862</td>
</tr>
<tr>
<td>5. Every individual should be treated as an individual.</td>
<td>0.4718</td>
</tr>
<tr>
<td>6. No individual should be judged.</td>
<td>0.4593</td>
</tr>
<tr>
<td>7. Every individual has the right to self-determination.</td>
<td>0.3885</td>
</tr>
</tbody>
</table>

The mean score per value statement = 0.7197

The data presented in Table 10, indicates that as a group, the respondents showed strong identification with value statement 1, adequate identification with value statements 2 and 3 and inadequate identification with value statements 4, 5, 6 and 7 in responding to SWIII (values that can be categorized as "Preferred Instrumentalities in Dealing With People").
The mean score per value statement in SWIII, showed that as a group, the respondents' identification with this category of values is considered adequate.

In the following table (Table II), the mean score that each value statement in CWI received from the 32 respondents is presented. The mean score per value statement in CWI is also described.

**Table II**

Mean Score Each Value Statement Received and Mean Score Per Value Statement in CWI

<table>
<thead>
<tr>
<th>Value Statements</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Every child's survival and development is dependent upon the love, care and protection of adults, primarily his parents.</td>
<td>0.7424</td>
</tr>
<tr>
<td>2. Every child is in the process of maturation. His physical, emotional, intellectual, and social ability is limited to his level of development.</td>
<td>0.6216</td>
</tr>
<tr>
<td>3. Most parents have the desire and capacity to be good parents.</td>
<td>0.4873</td>
</tr>
<tr>
<td>4. The welfare of a child is inseparable from the welfare of his family.</td>
<td>0.2671</td>
</tr>
</tbody>
</table>

The mean score per value statement = 0.5296

The data presented in Table II indicates that as a group, the respondents showed adequate identification with value statements 1 and 2 and inadequate identification with value statements 3 and 4 in responding to the four value
statements in CWI (Child Welfare values categorized as "Preferred Conceptions of People"). The mean score per value statement in CWI received from the respondents revealed that as a group, the respondents' identification with this category of values is considered adequate.

In the following table (Table 12), the mean score each value statement in CWII received along with the mean score per value statement are presented.

Table 12
Mean Score Each Value Statement Received and Mean Score Per Value Statement in CWII

<table>
<thead>
<tr>
<th>Value Statements</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When the child's needs are in conflict with his parents' rights, the child's needs precede those of the parents, and society has an obligation to intervene.</td>
<td>1.0279</td>
</tr>
<tr>
<td>2. Parents are primarily responsible for making adequate provisions to meet their children's needs in the physical, emotional, intellectual and moral realms.</td>
<td>0.7469</td>
</tr>
<tr>
<td>3. Parents have the right to control, guidance and custody of their children.</td>
<td>0.4879</td>
</tr>
<tr>
<td>4. Society has the obligation to provide services to the child and his parents to ensure the welfare of the child.</td>
<td>0.4089</td>
</tr>
</tbody>
</table>

The mean score per value statement = 0.6679

The data presented in Table 12, indicates that as a group, the respondents showed strong identification with
value statement 1, adequate identification with value
statement 2, and inadequate identification with value state-
ments 3 and 4 when responding to the four value statements
in CWII (Child Welfare values categorized as "Preferred
Outcomes for People"). The mean score per value statement
in CWII revealed that as a group, the respondents' identifi-
cation with values in this category is considered as
adequate.

The mean score each value statement in SWIV received
from the respondents collectively along with the mean score
per value statement in SWIV are presented as follows in
Table 13.

<table>
<thead>
<tr>
<th>Value Statements</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification with Social Work values is necessary in Social Work practice.</td>
<td>0.7471</td>
</tr>
<tr>
<td>2. Social Work values are important in guiding a worker's decision making.</td>
<td>0.6893</td>
</tr>
<tr>
<td>3. The framework of Social Work is its values.</td>
<td>0.4584</td>
</tr>
</tbody>
</table>

The mean score per value statement = 0.6316
The data presented in Table 13, indicates that as a group, the respondents showed adequate identification with value statements 1 and 2 and inadequate identification with value statement 3 in responding to the three value statements in SWIV (beliefs regarding the role of Social Work values in Social Work practice). The mean score per value statement in SWIV reveals that as a group, the respondents' identification with beliefs in regard to the role of Social Work values in Social Work practice is adequate.

As mentioned earlier in this Chapter only the mean score per value statement in TOTAL is to be presented. The mean score per value statement TOTAL received from the respondents collectively is 0.5907, which indicates that as a group, the respondents showed adequate identification towards Social Work and Child Welfare values in general.

The statistical data of 'Scales in relation to value statements' presented in Tables 8-13 provide the other half of the answer to the research question "To what extent do Children's Aid workers identify with the values of Social Work and Child Welfare?". The mean score per value statement each category of values received represents the extent to which each category of Social Work and Child Welfare values is being identified with by Children's Aid workers in the sample. The mean score per value statement TOTAL received represents the degree to which Social Work and Child Welfare values as a whole are being identified with by Children's Aid workers.
Having completed a presentation of the statistics of Scales in relation to the respondents' and 'Scales in relation to the value statements', the researcher will summarize the statistical data of the two major scales by ranking the groups of value statements.

**Ranking of Groups of Value Statements**

The groups of value statements (SWI, SWII, SWIII, CWI, and CWII) are ranked according to the percentage of respondents who showed adequate or better identification with each group and the strength of identification the respondents showed toward each group. Since TOTAL represents all the categories of value statements presented in this study and SWIV represents the respondents' feelings towards the role of Social Work and Child Welfare values as a whole, they are not ranked among SWI, SWII, SWIII, CWI, or CWII, each representing only one category of values. The percentage of respondents who adequately and strongly identify with TOTAL and SWIV, as well as the strength of identification the respondents showed towards TOTAL and SWIV are compared to determine if the respondents' feelings and their reaction towards Social Work and Child Welfare values are consistent.

Ranking the groups of value statements not only serves the purpose of summarizing the two sets of statistical data presented, it also reveals the general areas needing strengthening in Children's Aid workers identification with Social Work and Child Welfare values. The ranking of the
groups of value statements is presented in two tables.

In the following table (Table 14), the groups of value statements: SWI, SWII, SWIII, CWI, and CWII are ranked according to the percentage of respondents who showed adequate or better identification toward each group. The group of value statements identified with by the highest percentage of respondents will rank first. The group of statements identified with by the lowest percentage of respondents will rank last.

Table 14
Ranking of Groups of Value Statements By % of Respondents Showing Adequate or Better Identification

<table>
<thead>
<tr>
<th>Group</th>
<th>% of Respondents</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWIII</td>
<td>75.000</td>
<td>1</td>
</tr>
<tr>
<td>CWII</td>
<td>71.875</td>
<td>2</td>
</tr>
<tr>
<td>SWII</td>
<td>59.375</td>
<td>3</td>
</tr>
<tr>
<td>CWI</td>
<td>50.000</td>
<td>4</td>
</tr>
<tr>
<td>SWI</td>
<td>43.750</td>
<td>5</td>
</tr>
</tbody>
</table>

In Table 14, the data shows that SWI is the group of value statements identified with by the smallest percentage of respondents. It appears that identification with Social Work values categorized as "Preferred Conceptions of People" (see p. 27, for explanation), is a general area of weakness.

Values exist in different levels of abstraction, SWI and CWI are values of the highest level of abstraction, followed by SWII, and CWII, while SWIII are of the lowest level of abstraction. The ranking of the five groups of value statements seems to show that the more concrete the values are, the higher the percentage of respondents showing adequate or better identification.

In the following table (Table 15), SWI, SWII, SWIII, CWI, and CWII are ranked according to the degree to which each group of value statements has been identified with by the respondents. The mean score per value statement each group of value statements received from the respondents collectively, represents the degree to which each group has been identified with by the respondents. The group of value statements identified with the highest mean score per value statement will rank first, while the group with the lowest mean score will rank last.

The data presented in Table 15 indicates that SWI is the category of values the respondents showed the least degree of identification with. The mean score per value statement SWI received from the respondents indicated that the respondents showed inadequate identification with values in this group. It appears that identification with SWI is a general area in need of strengthening in Children's Aid workers' identification with Social Work and Child Welfare values.
Table 15
Ranking of Groups of Value Statements by Strength of Identification

<table>
<thead>
<tr>
<th>Group</th>
<th>Strength of Identification</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWIII</td>
<td>0.7197</td>
<td>1</td>
</tr>
<tr>
<td>CWII</td>
<td>0.6679</td>
<td>2</td>
</tr>
<tr>
<td>SWII</td>
<td>0.5475</td>
<td>3</td>
</tr>
<tr>
<td>CWI</td>
<td>0.5296</td>
<td>4</td>
</tr>
<tr>
<td>SWI</td>
<td>0.4891</td>
<td>5</td>
</tr>
</tbody>
</table>

The data presented in Table 15 also shows that the more concrete the values are, the stronger the identification.

The findings from ranking the groups of value statements according to the percentage of respondents showing adequate or better identification and the findings from ranking them according to the respondents' degree of identification are the same, thus lending support to each other in terms of internal consistency and validity.

The presentation of statistics is not completed without comparing the respondents' responses to TOTAL and SWIV. SWIV is not a category of values of Social Work or Child Welfare. SWIV consists of statements expressing beliefs regarding the role of the value component in the practice of Social Work. The purpose of having SWIV in the questionnaire is to find out whether the respondents' feelings towards
the role of the value component is consistent with their reaction to the values per se.

The researcher compares the responses to TOTAL and SWIV according to the percentage of respondents showing adequate or better identification and according to the strength of identification the respondents showed towards TOTAL and SWIV. The percentage of respondents showing adequate or better identification with TOTAL = 59.375; with SWIV = 61.875. The strength of identification the respondents showed towards TOTAL = 0.613; towards SWIV = 0.6316. Based upon the similarity of the responses to TOTAL and SWIV, the researcher finds the respondents' feelings towards the role of the value component are consistent to their reaction to the values per se.

Interpretations of the Statistical Description of Responses to the Questionnaire and Findings

The interpretations of the statistical description of responses to the questionnaire and the findings are described as follows:

The statistics that 40.625% of the respondents showed inadequate or no identification with Social Work and Child Welfare values. Data also revealed that as a whole, Children's Aid workers in this study did not show a strong identification with Social Work and Child Welfare values. Since it has been established in 'the Review of Literature' that identification with Social Work and Child Welfare values is a necessity in the practice of Social Work, the entire area of
identification with values is in need of strengthening.

In general the statistical data indicated that Children's Aid workers in the sample showed inadequate identification particularly with Social Work values that can be categorized as "Preferred Conception of People". Social Work values in this category are "Ultimate" values. Ultimate values are governors of behaviour. An awareness of and identification with "ultimate values" in Social Work are necessary in developing a "professional" instead of a "craft" approach in the practice of Social Work (Pumphrey, 1959, p. 42).

Identification with "ultimate" values of Social Work appears to be an area in need of strengthening.

Statistical data presented (Tables 8-13) also revealed that the respondents showed inadequate identification with a number of values in each category. The values that the respondents showed inadequate identification with represent the specific areas in need of strengthening. The respondents lack of adequate identification with the following values can be interpreted as follows:

a) "Every individual has intrinsic worth and dignity."

This value has been traditionally regarded as the supreme value in Social Work. It indicates that every phase of Social Work activities must be carried out with respect toward the client's worth and dignity. Inadequate identification with this value suggested that carrying out Social Work interventive measures with respect to the client is an area in need of improving.
b) "Man is endowed by nature with potentialities, an innate thrust and obligations towards the realization of his potentials." This value lends hope and confidence to the social worker in his practice, forbids the worker to make changes for his client and orders the worker to respect his client's choices in making changes. The lack of identification with this value suggests that each worker in the sample should examine his confidence in his practice, his role of being a facilitator and his respect for his client's choices.

c) "Society has an obligation to facilitate the self-fulfillment of the individual." This belief forbids the negative connotation of 'charity' in providing services to clients. The lack of identification with this value by the workers in the sample indicated that the extent to which they perceive their clients as having a right to receive the services provided must be improved.

d) "Acceptance", "individuality", "non-judgmental attitude" and "the right to self-determination" have not been adequately identified by the workers in the sample. These four instrumental values of Social Work practice are in fact four of the seven principles of casework relationship outlined by Biestek (1957, p. 13). A defect in any one of these principles indicates a defect in the entire relationship. The absence of any one of them signifies the absence of a good relationship (Biestek, 1957, p. 9). The lack of identification with four of the principles necessary to form a worker-client relationship on the part of the workers
participating in this study strongly indicates that the workers' attitude and ability in forming relationships with clients need to be strengthened.

e) "Parents have the right to control, guidance and custody of their children." Failure to identify with this value indicates a lack of recognition of the parental rights. Margaret Stephensen stated that "failure to observe and respect the rights of parents towards their child can be regarded as misuse of authority" (1960, p. 8). The lack of adequate identification with this value reveals that the proper use of authority by the workers in the sample is an area in need of strengthening.

f) "Society has an obligation to provide services to the child and his parents to ensure the welfare of the child." Besides spelling out the parents' entitlement to services, this value statement also suggested that the best way to meet a child's needs is by providing services to help the parents to care for him. The lack of identification with this value suggests that the Children's Aid Society workers participating in this study need to re-examine their perception of the parents' right to receive service and be encouraged to involve the parents in helping to meet a child's needs.

g) "The welfare of a child is inseparable from the welfare of his family." This value reflects a recognition of the child's developmental needs and leads to the belief that helping the parents to provide more effectively for the
child is infinitely preferrable to removing the child from his family (Williamson, 1931, p. 114). The lack of identification with this value indicates that the respondents' understanding of a child's needs is an area in need of strengthening. It also indicates that the respondents should be more aware of the negative effects of separating a child from his family.

h) "Most parents have the desire and capacity to be good parents." It is through this recognition that a social worker can view parental neglect, abuse or exploitation as symptoms of severe personality disturbance, social deprivation and unhappiness rather than wilful, premeditated forms of behaviour (Bartlett, 1959, p. 16). The lack of identification shown by the workers in the sample suggests that their ability to diagnose and offer treatment for latent problems indicated by symptoms such as parental neglect, abuse or exploitation, is an area in need of strengthening.

**Association Demographic Data and Responses to Groups of Value Statements**

Although this study is not designed to establish any causal relationships between the demographic data and the respondents' identification with Social Work and Child Welfare values, the exploratory nature of this study demands that the association among the dependent and independent variables be explored. In case a strong association exists among certain dependent and independent variables, there may be a basis for future studies to further define the
relationship among them.

The association among the dependent variables (subjects' scores to each group of value statements) and the independent variables (demographic data) are presented in a table.

In the following table (Table 16), Pearson's R and Eta are used to describe the statistical association between the subjects' social characteristics and their responses to the different groups of value statements.

According to R. J. Sontre (1961, p. 24), measurements by Pearson's R and Eta are to be interpreted as follows:

- 0.00 - 0.19 = no association,
- 0.20 - 0.39 = low association,
- 0.40 - 0.69 = moderate association,
- 0.70 - 0.89 = high association,
- 0.90 - 1.00 = very high association.

The interpretations and implications of the data presented in Table 16 are as follows:

AGE -

a) The existence of a low, positive association between the respondents' age and their responses to SWI and SWII implies that the older the respondents, the stronger their identification with Social Work values in these two categories.

b) The lack of any association between age and responses to SWII, CWII, and CWII indicates that age does not have any influence upon the respondents' identification with values in these three categories.
Table 16

Association Between Respondents' Demographic Data and Responses to Social Work and Child Welfare Values

<table>
<thead>
<tr>
<th>Demographic Data</th>
<th>SWI</th>
<th>SWII</th>
<th>SWIII</th>
<th>CWI</th>
<th>CWII</th>
<th>SWIV</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>R =  .2472</td>
<td>R =  .2252</td>
<td>R =  .0150</td>
<td>R =  .0900</td>
<td>R =  .1154</td>
<td>R =  .1595</td>
<td>R =  .1175</td>
</tr>
<tr>
<td>SEX</td>
<td>n =  .0628</td>
<td>n =  .0427</td>
<td>n =  .1286</td>
<td>n =  .0049</td>
<td>n =  .1291</td>
<td>n =  .1080</td>
<td>n =  .0913</td>
</tr>
<tr>
<td>MARITAL STATUS</td>
<td>n =  .0579</td>
<td>n =  .1668</td>
<td>n =  .2269</td>
<td>n =  .3468</td>
<td>n =  .3429</td>
<td>n =  .1383</td>
<td>n =  .1494</td>
</tr>
<tr>
<td>CHILDREN</td>
<td>n =  .0022</td>
<td>n =  .1633</td>
<td>n =  .1204</td>
<td>n =  .2984</td>
<td>n =  .3300</td>
<td>n =  .1244</td>
<td>n =  .1645</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>R =  .113</td>
<td>R =  .4059</td>
<td>R =  .4717</td>
<td>R =  .1178</td>
<td>R =  .1476</td>
<td>R =  .1635</td>
<td>R =  .2783</td>
</tr>
<tr>
<td>CHILD WELFARE COURSE</td>
<td>n =  .2009</td>
<td>n =  .2545</td>
<td>n =  .2483</td>
<td>n =  .4611</td>
<td>n =  .4823</td>
<td>n =  .2040</td>
<td>n =  .2569</td>
</tr>
<tr>
<td>POSITION</td>
<td>n =  .1625</td>
<td>n =  .1151</td>
<td>n =  .0836</td>
<td>n =  .0803</td>
<td>n =  .1627</td>
<td>n =  .1713</td>
<td>n =  .1307</td>
</tr>
<tr>
<td>EXPERIENCE</td>
<td>R =  -.235</td>
<td>R =  -.231</td>
<td>R =  -.2683</td>
<td>R =  -.2872</td>
<td>R =  -.2376</td>
<td>R =  -.2690</td>
<td>R =  -.2129</td>
</tr>
</tbody>
</table>

R = Pearson's R, n = Eta (Correlation Ratio)
c) The lack of association between age and responses to TOTAL and SWIV shows that age has no bearing on the respondents' identification with values of the profession as a whole.

SEX -

The lack of any association between sex and responses to any categories of Social Work and Child Welfare values indicates that sex has no bearing upon the respondents' identification with values of the profession.

MARITAL STATUS -

a) A low, positive association between the respondents' marital status and their responses to SWIII, CWI and CWII indicates that those respondents who are married tend to show stronger identification with values in these categories, than those who were not married.

b) The lack of association between marital status and responses to SWI and SWII indicates that marital status has no influence over identification with values in these categories.

c) The lack of association between marital status and responses to TOTAL and SWIV implies that marital status does not have any bearing on identification with Social Work and Child Welfare values as a whole.

CHILDREN -

a) The existence of a low, positive association between whether the respondents' have a child and their responses to CWI and CWII indicates that respondents with children tend
to show stronger identification with Child Welfare values.

b) The lack of association between having children of their own and responses to SWI, SWII, SWIII, SWIV, and TOTAL indicates that having children does not have any bearing on identification with values of Social Work and Child Welfare as a whole.

**EDUCATION**

a) A moderate, positive association between education and responses to SWI, SWII, and SWIII means the higher the respondents' level of education, the stronger their identification with values in these categories.

b) The lack of association between the respondents' education and their responses to CWI and CWII indicates that education seems to have no bearing on identification with Child Welfare values.

c) The existence of a low, positive association between education and responses to TOTAL and SWIV indicates that the higher the respondents' level of education, the stronger their identification with values of the Social Work profession in Child Welfare course.

**CHILD WELFARE COURSE**

a) There is a moderate, positive association between having taken a Child Welfare course and responses to CWI and CWII, indicating that respondents who have taken a Child Welfare course tend to show stronger identification with Child Welfare values.
b) A low, positive association between having taken a Child Welfare course and responses to SWI, SWII, SWIII, SWIV, and TOTAL indicates that respondents tend to show stronger identification with values of the Social Work profession after taking a Child Welfare course.

POSITION -

The lack of association between positions held by the respondents and responses to any category of Social Work and Child Welfare values seems to indicate that respondents in supervisory positions do not necessarily have stronger identification with values of the profession than respondents who are not in supervisory positions.

EXPERIENCE -

The existence of a low, negative association between the respondents' Social Work experience and responses to all categories of Social Work and Child Welfare values seems to indicate that the more Social Work experience the respondents have, the less they identify with the values of the profession.

The association between respondents' social characteristics and their identification with Social Work and Child Welfare values can be summarized as follows:

The respondents' age, sex, whether they have children and their position in the agencies do not seem to be associated with their identification with values of the profession.
While respondents who were married, had a higher level of education, and had taken a Child Welfare course tend to show stronger identification with values of the profession, those who have more experience seem to show less identification.

The reader must be cautioned that the existence of an association between two or more variables necessarily indicate that there is a causal relationship between them.

Summary of Findings

1. The subjects displayed a wide range of social characteristics e.g. age, education, and experience. The implication is that the sample represents a good cross-section of the population.

2. The statistical data revealed that 59.375% of the respondents showed adequate or better identification with Social Work and Child Welfare values as a whole and 40.625% showed inadequate identification. As a group, the respondents showed no strong identification with any category of values and the values as a whole.

3. The ranking of the groups of value statements shows that:
   a) The more concrete the values are, the higher the percentage of respondents showing adequate identification and the stronger the identification.
   b) The respondents' feelings towards the role of the value component in Social Work practice are consistent with
their responses to the values per se.

   c) Social Work values that can be categorized as

"Preferred Conceptions of People" seem to be the major area
of weakness in the respondents' identification with values
of their profession.

4. The respondents showed inadequate identification
with the following specific Social Work and Child Welfare
values:

   a) Every individual has intrinsic worth and dignity.
   b) Man is endowed by nature with potentialities and an
   innate thrust as well as obligation toward the
   realization of his potentials.
   c) Society has the obligation to facilitate the self-
   fulfillment of the individual.
   d) Every individual should be accepted as he is.
   e) Every individual should be treated as an individual.
   f) Being non-judgmental.
   g) Every individual has the right to self-determination.
   h) Parents have the right to control, guidance and
   custody of their children.
   i) Society has the obligation to provide services to
   the child and his parents to ensure the welfare of
   the child.
   j) The welfare of a child is inseparable from the welfare
   of his family.
   k) Most parents have the desire and capacity to be good
   parents.

5. The respondents' age, sex, whether they have
children and their position in the agencies do not seem to
have any influence over their identification with Social
Work and Child Welfare values. Respondents who were married,
had a higher level of education and had taken a Child Welfare
course seem to show a stronger identification with Social
Work and Child Welfare values than others.

In Chapter V, the researcher will present the conclusions
and recommendations of this study.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study was conducted in an effort to find answers to the research questions posed at the beginning. The findings in the study do offer answers to the research questions. The conclusions of this study based upon these findings are presented as follows:

Research into Social Work literature led to the conclusion that there are five essential components in the practice of Social Work, namely: Value, Purpose, Sanction, Knowledge and Method. For any professional activity to be regarded as Social Work practice, all five components must be present. A social worker must identify with and utilize all of the five components in order to be considered as equipped to practice Social Work. These five components of Social Work not only serve the purpose of defining Social Work practice, they can also be used to describe a social worker's practice of Social Work (Bartlett, 1961, p. 21). The degree to which a social worker identifies with the five components of Social work indicates the extent to which he is equipped to practice Social Work.
Out of the five essential components of Social Work practice, the value component has been cited as "the basis upon which the other four components are built" (Boehm, 1958, p. 21). Together with its unique emotional quality (Pumphrey, 1959, p. 23), the value component is the most essential component in the practice of Social Work.

Although identification with all the five components of Social Work is necessary for a social worker to be considered as equipped to practice Social Work, identification with Social Work values appears to be of the greatest importance. A social worker must at least identify with the values in Social Work in order to be considered as equipped to practice. The degree to which a social worker identifies with the values of Social Work reflects the extent to which he is equipped to practice Social Work. Any social worker who shows a lack of adequate identification with Social Work values cannot be considered as equipped to practice his profession.

There are three major categories of Social Work values that a social worker must identify with in order to be considered as equipped to practice Social Work. These three categories of Social Work values are: "Preferred Conceptions of People", Preferred Outcomes for People" and "Preferred Instrumentalities in Dealing with People" (Levy, 1973, pp. 14-18). A summary of the Social Work values in each category is listed in the "Review of Literature".
Over the past few years, the public has severely criticized the quality of services provided by Children's Aid Societies in Ontario. Recognising that the quality of Social Work services provided by the Children's Aid Societies is largely dependent upon the ability of their social workers to deliver, the researcher explored the extent to which the respondent social workers, currently serving in Children's Aid Societies, are equipped to practice Social Work. The degree to which a social worker in this study identifies with Social Work and Child Welfare values represents the extent to which he is equipped to practice Social Work in the Child Welfare field.

The findings of this study revealed that 40.625% of the sample showed inadequate identification with Social Work and Child Welfare values. Since adequate identification with Social Work and Child Welfare values is a necessary prerequisite for a social worker to be considered as equipped to practice Social Work, the researcher concludes that 40.625% of the social workers in the sample are not equipped to practice Social Work.

The findings also indicated that as a whole, the Children's Aid workers in this study, do not show a strong identification with Social Work and Child Welfare values. Since the degree of identification with values represents the extent to which a social worker is equipped to practice Social Work, the researcher also concludes that as a whole, the Children's Aid workers in the sample are not well
equipped to practice Social Work.

To the extent that these findings can be generalized, the researcher further concludes that the inadequacy of the social workers in Children’s Aid Societies to provide Social Work services appears to be a problematic area in the delivery of quality services.

Although the major purpose of this study is to explore the extent to which Children’s Aid workers are equipped to practice Social Work, the researcher also aims at finding out the areas in need of strengthening in the worker’s identification with values of their profession. The findings indicated that the more concrete the values are, the higher the percentage of respondents showing adequate identification and the stronger the degree of identification shown. Furthermore, as a group, the respondents showed inadequate identification with Social Work values that can be categorized as "Preferred Conceptions of People". Social Work values exist at different levels of abstraction. Values in Social Work categorized as "Preferred Conceptions of People" are "Ultimate values". They represent convictions on how human beings should be viewed. All other values in Social Work are logical deductions from the Ultimate values. For example, it is because human beings are believed to be creatures of dignity and worth, that they are to be treated as individuals, to be respected etc. Ultimate values are values of the highest level of abstraction. The findings that the respondents tended to show less identification with
values of a higher level of abstraction together with the finding that they showed inadequate identification with ultimate values, led to the conclusion that identification with Social Work values of a high level of abstraction is a general area that Children's Aid workers need to strengthen.

The findings that Children's Aid workers in the sample showed inadequate identification with a number of specific Social Work and Child Welfare values according to views expressed in literature (Chapter II) this researcher concluded that Children's Aid workers need to make improvement in the following specific areas: carrying out interventive measures with respect for the clients' intrinsic worth; recognition of the client's right to receive service; forming and utilizing the client-worker relationship; recognition of parental rights; understanding of the significance of the family to the child; and ability to diagnose and treat problems rather than symptoms.

Although it is not the researcher's intention to establish any casual relationship between the social characteristics of Children's Aid workers and their identification with values of their profession, the existence of a positive association between enrollment in a Child Welfare course, higher level of Social Work education, and identification with Child Welfare values suggests that enrollment in a Child Welfare course and further Social Work education may be helpful in increasing a Children's Aid Society worker's identification with Child Welfare values and may help him
to become more adequate in practicing Social Work.

In accepting the above conclusions, the reader must be cautioned against generalizing these conclusions to the total population due to the limitations of this research project.

Recommendations

Based upon the conclusions drawn from the findings of this study, the researcher puts forth the following recommendations.

It has been established that in order to be considered as equipped to practice Social Work, a social worker must identify with all five essential components of Social Work practice. Using only one component as an indicator to explore the extent to which a social worker is equipped to practice Social Work, the researcher can only make conclusions regarding the extent to which the workers are not equipped to practice Social Work and cannot establish the extent to which they are equipped to practice their profession. A social worker who shows strong identification with one component of Social Work may not show any identification with the other four components. Therefore, it is recommended that further research be done in examining the extent to which social workers' are equipped to practice Social Work. It is further recommended all five essential components of Social Work practice be utilized as indicators in exploring the extent to which a social worker is equipped to practice Social Work.
Since identification with Social Work values is a necessity in the practice of Social Work, it is recommended that further research be done to explore the factors that may increase or decrease social workers' identification with values of their profession.

The quality of Social Work services provided by the Children's Aid Societies is very much dependent upon the ability of the workers to practice Social Work. Based on the conclusion of this study that 40% of the social workers are not equipped to practice Social Work, it is recommended that administrators of Children's Aid Societies make attempts to improve the ability of their social workers to practice Social Work as a means to improve the quality of services provided.

In order to improve the ability of Children's Aid workers to deliver Social Work services, this researcher recommends that in-service training programs be developed for the purposes of: a) clarifying and re-affirming the values in Social Work, and b) helping the workers become more aware of the practical application of Social Work and Child Welfare values in their daily practice.

In 1976, a teaching program that facilitates application of Social Work values to day-by-day professional practice was developed by the School of Social Work, University of Georgia and the Georgia Department of Family and Children Services. By 1979, over 1000 social workers had participated in this program. "The program has been proven to be extremely
attractive to the social workers with a 90% success rate of improving their ability to provide social work services to clients" (Child welfare, 1979, p. 663).

In regard to the education of social workers, this researcher urges that there is a need to further stress the importance of identification with Social Work values. In The Teaching of Values and Ethics in Social Work (Pumphrey, 1959), it was suggested that although Social Work values and ethics were frequently transmitted to students in the classroom by Social Work educators, they were often presented in forms that were too abstract and the practical application of the values were not made explicit enough for the students to recognise their importance (Pumphrey, 1959, pp. 180-183). This researcher recommends a course or program be developed specifically for the purpose of increasing students' identification with values of the profession and their practical application.

Finally, in regard to recruitment of social workers for the Children's Aid Societies, it is recommended that preference be given to those with a higher level of Social Work training and completion of an accredited Child Welfare course, since these social workers appear to have a stronger identification with values of the Social Work profession.
Summary of This Study

In the past few years, the public has severely criticized the quality of services provided by the Children's Aid Societies. This study was conducted to find out the extent to which social workers in Children's Aid Societies are equipped to provide Social Work services.

From a review of the literature the researcher concluded that a social worker must identify with the values of Social Work in order to be considered as equipped to practice Social Work. In this study a purposive sample of Children's Aid workers from four Southwestern Ontario Children's Aid Societies was selected for study. A questionnaire designed to measure a social worker's identification with Social Work and Child Welfare values and an information sheet was administered to the sample. The degree to which a Children's Aid worker in the sample identifies with Social Work and Child Welfare values represented the extent to which he is equipped to practice Social Work.

To the extent that the findings of this study can be generalized to the population, based on the findings, this researcher concluded that 40% of the social workers serving in Children's Aid Societies are not equipped to practice Social Work and as a whole, Children's Aid workers are not well-equipped to practice Social Work. The quality of social workers appears to be a problematic area in the delivery of quality services.
Based on the conclusions of this study, the researcher strongly recommended that more research studies be done to further explore the adequacy of Children's Aid workers and immediate steps be taken to strengthen Children's Aid workers' identification with values of their profession as a means to improve quality of services provided.
APPENDIX A

Summary of Social Work Value Statements and Corollaries

SWI -- Preferred Conceptions of People

1. "Every individual has intrinsic worth and dignity".
   a) A person's intrinsic worth is directly related to his contribution to society.
   b) If a client wants the worker to recognize his worth and dignity, he must show cooperation with the worker.
   c) People who create their own problems do not deserve respect.
   d) People with worth and dignity do not seek assistance.

2. "Man is endowed by nature with potentialities and an innate thrust, as well as, obligation toward the realization of his potentialities".
   a) People do not have any desire to develop their potentials unless being forced upon to do so.
   b) Some people are born with the potentialities to reach self-fulfillment, some are not.
   c) Every individual has an obligation to develop his potentials.
   d) The natural desire and obligation to reach realization of one's potentialities are merely myths.

3. "Each person requires for the harmonious development of his powers socially provided and socially safeguarded opportunities for satisfying his basic needs in the physical, psychological, economic, cultural, aesthetic and spiritual realms".
   a) People who are willing to work hard do not need society to provide opportunities for them to meet their basic needs.
   b) People who fail to develop their potentials only have themselves to blame.
   c) Every individual should be responsible for creating his own opportunities in developing his potentials.
   d) Society should not be held responsible for creating opportunities for individuals to meet their basic needs.

4. "Social functioning is important in man's striving towards self-fulfillment".
   a) A person's interaction with his environment has little to do with the development of his potentials.
b) A client's interpersonal relationships with others are not a social worker's concern.

c) To fully develop one's potentials, a harmonious interaction with one's environment is imperative.

d) A person cannot develop his potential fully, unless he interacts well with his environment.

A

SWII -- Preferred Outcomes for People

1. "Society has the obligation to facilitate the self-fulfillment of individuals".
   a) The establishment of programs to facilitate the self-fulfillment of individuals only serves to promote dependency.
   b) I believe in survival of the fittest.
   c) It is unfair that my tax dollars are spent on helping other people.
   d) An able-bodied adult should not be in need of any help from society.

2. "Society must provide equal opportunity for every individual member to participate in the molding of society".
   a) Only those who have made contributions to society should be allowed to participate in the molding of society.
   b) Voting should be strictly a privilege.
   c) Every individual should be responsible for creating his own opportunities to take part in the molding of society.
   d) The belief that every individual should have equal opportunity to participate in the molding of society is ridiculous.

SWIII -- Preferred Instrumentalities in Dealing with People

1. "Every individual must be accepted as he is".
   a) The client's attitude is a vital factor in gaining the social worker's acceptance.
   b) In order to show the client acceptance, the social worker must show approval of his behaviour.
   c) It is not possible for a social worker to show warmth and concern towards a client who is angry and hostile.
   d) A client who shows no motivation to change should not expect acceptance from the social worker.
2. "No judgment should be passed on an individual's worthiness".
   a) A social worker should not make any evaluative judgment about his client's attitudes or actions.
   b) When protection of a child is involved, there is no room for non-judgemental attitude.
   c) A person's eligibility for service should be determined by the extent to which he is responsible for creating the problem.
   d) People who create their own problems do not deserve help.

3. "Every individual has the right to self-determination".
   a) Every client has the right to decide what is best for himself.
   b) The principle of self-determination is not applicable to Social Work practice in the Child Welfare field.
   c) Having to wait for clients to make up their minds is a total waste of time.
   d) When a client comes to a social worker for help, he gives up his right of self-determination.

4. "Every individual is entitled to confidentiality".
   a) People receiving services funded by the public should not be entitled to confidentiality.
   b) Revealing information about a client is acceptable, providing that the information is not damaging to the client.
   c) Some clients are entitled to confidentiality, some are not.
   d) A social worker has an obligation to inform his client when the information the client revealed cannot be kept confidential.

5. "Every individual should be treated as an individual".
   a) People from low socio-economic class are usually inadequate parents.
   b) Parents who have difficulties with their children are all the same.
   c) Diagnosis and treatment of clients seeking help from a Child Welfare agency should be quite similar.
   d) Individual differences are of no importance in diagnosis and treatment of clients.
6. "Every person is in need of and entitled to expressing his feelings freely".
   a) Expression of socially unacceptable feelings to the social worker should be discouraged.
   b) Some people have a need to express their feelings, some do not.
   c) A client has no right to express anger and hostility towards his social worker.
   d) A client is not entitled to express feelings offensive to the social worker.

7. "Controlled emotional involvement is necessary to help people effectively".
   a) A social worker's response to his client should always carry a purpose.
   b) The social worker and the client have equal rights to have their needs met by each other.
   c) Once a social worker begins to identify with his client's feelings, he has lost his objectivity.
   d) A social worker should always respond to the client based on the worker's own feelings.

CWI -- Preferred Conceptions of people in Child Welfare

1. "Every child is by nature dependent".
   a) The survival and development of a child are dependent upon the adults in his life.
   b) Children should be allowed to make decisions about their own lives without any adult intervention.
   c) Children are capable of protecting themselves.
   d) Only physically or mentally handicapped children should be dependent.

2. "Every child is in the process of maturation".
   a) The principle of self-determination should be applied to children the same way it applies to adults.
   b) A child's physical, emotional, intellectual and social ability are limited to his level of development.
   c) Expectation of a child should be geared towards his level of development.
   d) A child should never be held responsible for his behaviour.
3. "Most Parents have the desire and capacity to be good parents".
   a) The desire and capacity to be good parents exist in most people.
   b) Parenting is an unnecessary burden to everyone.
   c) Those who fail to care for their children adequately have neither the desire nor the capacity to be good parents.
   d) Most people do not have the desire or the capacity to be good parents.

4. "The welfare of a child is inseparable from the welfare of the family".
   a) A child's needs cannot be completely understood except in the context of his relationship with his parents.
   b) The welfare of the parents should not be a concern of Child Welfare agencies.
   c) A child's welfare cannot be separated from the welfare of his family.
   d) To ensure the welfare of a family is the best means to ensure the welfare of the children in the family.

CWII -- Preferred Outcomes for People in Child Welfare

1. "When the child's needs are in conflict with his parents' rights, the needs of the child precede those of the parents, and society has an obligation to intervene".
   a) Parental authority and rights are absolute.
   b) Parental rights should be preceded by the child's developmental needs.
   c) Any parent-child conflict offers a legitimate reason for Child Welfare agencies to intervene on behalf of the child.
   d) A child's developmental is secondary to his parents' rights.

2. "Parents are primarily responsible for making adequate provisions to meet their children's needs in the physical, emotional, intellectual and moral realms".
   a) The purpose of Child Welfare is to transfer the primary responsibilities of meeting a child's needs from parents on to society.
   b) Society's role in ensuring a child's welfare should be secondary to those of the parents.
c) The primary responsibility of protecting a child rests with the child's parents.

d) Parents should not be held responsible for making adequate provisions to meet their child's needs in the intellectual and moral realms.

3. "Parents have the right to control, guidance and custody of their children".
   a) Parents have the right to physically discipline their children.
   b) Parents have no right to interfere with whom their children want to associate with.
   c) A child should have the right to live with whoever he wants to.
   d) Control, guidance and custody of a child should be parental privileges rather than parental rights.

4. "Society has the obligation to provide services to the child and his parents to ensure the welfare of the child".
   a) It is wrong to spend my tax dollars to provide services to ensure the welfare of other people's children.
   b) Parents should not expect society to help ensure the welfare of their own children.
   c) Society has an obligation to offer services to ensure the welfare of a child.
   d) Society's obligation to provide services to ensure the welfare of a child should be extended to both the child and his parents.

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SWIV: Statements of Feelings towards the Role of Values in Social Work Practice

1. "Identification with Social Work values is necessary in Social Work practice".
   a) Identification with values of Social Work has nothing to do with the actual practice of Social Work.
   b) A social worker does not have to agree with any values of Social Work to be competent.
   c) A professional activity cannot be regarded as Social Work practice unless it is governed by Social Work values.
d) Studying of Social Work values is a complete waste of time.
e) Those who strongly disagree with the values of Social Work should not practise Social Work.

2. "Social Work values are important in guiding a social worker's decision making in his practice."
   a) Social Work values have no relevance in everyday practice of Social Work.
   b) Social Work values play an important role in guiding social worker's decision making in his practice.
   c) The convictions held by the Social Work profession should not have any effect upon an individual social worker's decision making when dealing with clients.
   d) The preferred Conceptions of people, the preferred Outcomes for people and the preferred means of dealing with people upheld by the Social Work profession should be important factors in directing any decision a social worker has to make in his practice of Social Work.
   e) Social Work values are the basis upon which ethics in Social Work practice are formed.

3. "The framework of Social Work is its values."
   a) The content of all major components of Social Work is selected based on beliefs and convictions held by the Social Work profession.
   b) The values of Social Work can be regarded as the major definers of the 'purpose', 'sanction', 'method', and knowledge components of Social Work practice.
   c) Without a set of specific values in Social Work, there is no Social Work practice.
   d) The convictions held by the Social Work profession form the foundation upon which Social Work practice rests.
   e) Purpose, sanction, value, knowledge and method can be identified as the five components of Social Work practice. Please assign a numerical value from 1 to 5 to indicate the relative importance of each component to you in your practice. A numerical value of 1 indicates that the component is of the least importance, and a numerical value of 5 means that the component is of the greatest importance.
APPENDIX B

INFORMATION SHEET

1) Please state your: a) age, b) sex, and c) marital status
   a) _______   b) _______   c) _______

2) Do you have any children? Please underline a) or b).
   a) Yes   b) No

3) Please underline the highest academic achievement you have completed.
   a) High School Graduate   b) Community College Graduate
   c) B.A.   d) B.S.W.
   e) M.A.   f) M.S.W.   g) Other

4) If the answer to No. 3 is c) or e) or g), please elaborate.

5) Have you taken an accredited Child Welfare Course accredited by a recognised University? Please underline a) or b).
   a) Yes   b) No

6) What is your present position with the Children's Aid Society? Please underline a) or b).
   a) Supervisory position   b) Social Worker

7) How long have you been working as a professional social worker? Please answer in terms of years. If under 1 year, please state Under 1 year.
PLEASE READ EACH ITEM CAREFULLY AND UNDERLINE QUICKLY THE PHRASE THAT BEST REPRESENT YOUR FIRST RESPONSE TO THE STATEMENT. THERE IS NO RIGHT OR WRONG ANSWER. IT IS IMPORTANT TO WORK RAPIDLY AND BE SURE TO ANSWER EVERY ITEM.

1. **Purpose**, sanction, value knowledge and method can be identified as the five components of Social Work practice. Please assign a numerical value from 1 to 5 to indicate the relative importance of each component to you in your own practice. A numerical value of 1 indicates that the component is of the least importance, and a numerical value of 5 indicates that the component is of greatest importance.

   Sanction ____, Purpose ____, Knowledge ____, Value ____ Method ____

2. Only physically and mentally handicapped children should be considered dependent.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

3. If a client wants the worker to recognize his worth and dignity, he must show cooperation with the worker.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

4. Every individual should be responsible for creating his own opportunities in developing his potentials.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

5. A social worker should not make any evaluative judgement about his client's attitudes or actions.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
6. Social work values have no relevance to everyday practice of social work.
   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

7. A child should never be held responsible for his behaviour.
   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

8. A person's interaction with the environment has little to do with the development of his potentialities.
   Strongly Agree  Agree  Decided  Disagree  Strongly Disagree

9. The client's attitude is a vital factor in gaining the social worker's acceptance.
   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

10. People from low socio-economic class are usually inadequate as parents.
    Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

11. Expression of socially unacceptable feelings to the social worker should be discouraged.
    Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

12. A social worker's response to his client should always carry a purpose.
    Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

13. Every client has the right to decide what is best for himself.
    Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
14. Only those who have made contributions to society should be allowed to participate in the moulding of society.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

15. Parenting is an unnecessary burden to everyone.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

16. The establishment of programs to facilitate the self-fulfillment of individuals only serves to promote dependency.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

17. Some clients are entitled to confidentiality, some are not.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

18. The purpose of Child Welfare is to transfer the primary responsibility of ensuring children's welfare from parents to social agencies.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

19. Social Work values play an important role in guiding a worker's decision making in his practice.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

20. In order to show the client acceptance, the social worker must show approval of his behaviour.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

21. A person's intrinsic worth is directly related to his contribution to society.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
22. The welfare of the parents should not be a concern of workers in a Child Welfare agency.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

23. People do not have any desire to develop their potentials unless being forced upon to do so.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

24. Having to wait for the client to make his own decision is a waste of time.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

25. Those who fail to care for their children adequately have neither the desire nor the capacity to be good parents.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

26. A child's physical, emotional, intellectual and social abilities are limited to his level of development.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

27. Parents have the right to physically discipline their children.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

28. Social Work values are the basis upon which Social Work ethics are formed.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

29. It is impossible for a social worker to show warmth and concern towards a client who is angry and hostile.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
30. Children are capable of protecting themselves.
   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

31. Society's role in ensuring a child's welfare should be secondary to the role of the parents.
   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

32. Those who strongly disagree with Social Work values should not practise Social Work.
   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

33. The desire and capacity to be good parents exist in most people.
   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

34. A client's interpersonal relationships with others are not a social worker's concern.
   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

35. When protection of a child is involved, there is no room for non-judgemental attitude.
   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

36. Some people have a need to express their feelings, some do not.
   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

37. Any able-bodied person should not be in need of any help from Society.
   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
38. Control, guidance and custody of a child should be privileges rather than parental rights.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

39. A child's welfare cannot be separated from the welfare of his family.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

40. People who create their own problem do not deserve help.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

41. People receiving services funded by the public should not be entitled to confidentiality.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

42. The principle of self-determination should be applied to children the same way it applies to adults.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

43. A child should have the right to live with whomever he wants to.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

44. A professional activity cannot be regarded as Social Work practice unless it is governed by Social Work values.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

45. When a client comes to a social worker for help, he gives in his right of self-determination.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
46. It is wrong to spend my tax dollars to provide services to ensure the welfare of other people's children.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

47. A social worker's decision-making should not in any way be influenced by the convictions held by the social work profession.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

48. Some people are born with the potentialities to reach self-fulfillment, some are not.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

49. People who are willing to work hard do not need society to provide opportunities for them to meet their basic needs.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

50. Parental rights and authority should be absolute.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

51. The belief that every individual should have equal opportunities to participate in the molding of society is ridiculous.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

52. Any parent-child conflict offers a legitimate reason for Child Welfare agencies to intervene on behalf of the child.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

53. Voting should strictly be a privilege.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
54. The convictions held by the social work profession define the 'purpose', 'sanction' and 'method' of Social Work practice.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

55. A client who shows no motivation to change should not expect acceptance from the social worker.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

56. A social worker's responses to his client should be based on the worker's own feelings.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

57. Parents who have difficulties with their children are all the same.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

58. Revealing information about a client is acceptable, providing that the information is not damaging to the client.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

59. A client is not entitled to express feelings offensive to the social worker.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

60. Identification with social work values has nothing to do with the actual practice of social work.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
61. The survival and development of a child are dependent upon the adults in his life.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

62. Children should be allowed to make decisions about their own lives without any adult intervention.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

63. The primary responsibility of protecting a child rests with the child's parents.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

64. To fully develop one's potentials, a harmonious interaction with one's environment is imperative.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

65. The preferred conceptions of people and how to deal with them held by the social work profession should be important factors in directing a social worker when he has to make decisions about his clients.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

66. Every individual has an obligation to develop his potentials.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

67. Every individual should be responsible for creating his own opportunities in meeting his own basic needs.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
68. A person's eligibility for service should be determined by the extent to which he is responsible for creating the problem.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

69. The social worker has an obligation to inform the client when the information concerning the client cannot be kept confidential.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

70. The content of all the essential components of Social Work is selected based on the beliefs and convictions held by the Social Work profession.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

71. The natural desire and obligation to reach realization of one's potentials are merely myths.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree


Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

73. A client has no right to express anger and hostility towards his worker.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

74. People who create their own problems do not deserve respect.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
75. To ensure the welfare of a family is the best means to ensure the welfare of the children in the family.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

76. Most people do not have the desire nor the capacity to be good parents.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

77. Without a set of values, there is no Social Work practice.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

78. Parents are not responsible for making adequate provisions to meet their children's needs in the intellectual and moral realms.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

79. Once a social worker begins to identify with his clients' feelings he has lost his objectivity.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

80. Society should not be held responsible for creating opportunities for individuals to meet their basic needs.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

81. Diagnosis and treatment of clients seeking help from a Child Welfare agency should not differ from individual to individual.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
82. Every client has a right to confidentiality.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

83. A social worker does not have to identify with Social Work values in order to be competent.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

84. People with a strong sense of self-worth and dignity do not require help from social agencies.

   Strongly Agree  Agree  Undecided  "Disagree"  Strongly Disagree

85. Studying Social Work values is purely for academic purposes.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

86. A person cannot fully develop his potentials unless he interacts well with his environment.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

87. It is unfair that my tax dollars are spent on helping other people.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

88. Individual differences are of no importance in diagnosis and treatment of clients.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

89. People who fail to develop their potentials only have themselves to blame.

   Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
90. Expectation of a child should be geared towards his level of development.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

91. A child's developmental needs is secondary to the rights of his parents.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

92. Society has an obligation to offer services to ensure the welfare of a child.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

93. Society's obligation to provide services to ensure the welfare of a child includes provision of services to the parents.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

94. Parents should not have the right to interfere with whom their children want to associate with.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

95. The social worker and the client have equal rights to have their needs met by each other.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

96. A child's welfare cannot be separated from the welfare of his parents.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
97. The convictions held by the Social Work profession regarding people, preferred outcomes for them and preferred means of dealing with them form the foundation upon which Social work practice rests.

  Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

98. A child's needs cannot be completely understood except in the context of his relationship with his parents.

  Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

99. I believe in survival of the fittest.

  Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree
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VITAE

Glory Chun Wah To was born in Hong Kong in 1951. He entered the University of Windsor in 1970 and graduated with a B.S.W. degree in 1974. After graduation, he was employed as a social worker with the Roman Catholic Children's Aid Society of Essex County. In 1983, he graduated with his M.S.W. degree from the University of Windsor. Presently, he is employed as a social work supervisor with the Children's Aid Society of Brant County.