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Self and role perception of social work students during training

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SELF AND ROLE PERCEPTION OF SOCIAL WORK STUDENTS DURING
TRAINING

(Part of a Series of Studies on "Social Work as a Career Choice")

A thesis

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TABLE OF CONTENTS

LIST OF TABLES

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Preface

This third group thesis in a series of studies on "Social Work as a Career Choice" has been concerned with self-perceptions of the social work role by first and second year students in two local schools of social work. The way in which students view themselves in the role of social work while in training was examined in some detail and was related to their expressed degree of satisfaction.

The thesis group found the conceptual processes most challenging and at times rough going. Instrument-building, data collection and analysis were accomplished by a tenacious, hard-working group of people who did not shirk any responsibility. "They came through" in good spirit and with a real sense of appreciation for the research process and effort.

Hopefully they learned a bit about the complexity of research and shared the excitement of finding out something which is of interest and importance to others.

It was a rewarding task all the way. I enjoyed working with every member of the group.

Louis Lowy
Associate Professor
Thesis Advisor

CHAPTER I

INTRODUCTION

Purpose and Need for this Study

This group thesis is a part of a long-range research
project being conducted by the Boston University School of
Social Work to determine what some of the factors are that lead
to the choice of Social Work as a profession. This is the
third in a series of theses on the subject of "Social Work as
a Career Choice".

The first thesis group identified what they perceived
were some of the most significant variables in making Social
Work a career choice. They stated the following: 1. influence
of "significant others"; 2. exposure to and experience in
social work and related service fields; 3. individual inter-
ests and vocational aspirations; and 4. self-concept of the
individual choosing Social Work as a career.[1] The first three
variables formed the basis for their study in 1960/61. Cer-
tain recommendations from their findings became the basis for
the group thesis in 1961/62. These were stated as follows:
1. to consider more specifically the effect of experience in
and exposure to the field of social work; 2. to examine a
person's perception of social work and its influence upon the
choice of this profession as a possible career; 3. to use a

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[1]Tanchis Alcerro-Castro, et al, "Social Work as a
Career Choice", unpublished Master's Thesis, Boston Univer-
sity School of Social Work, Boston, 1961, p. 3.

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sample from another profession to compare factors which would be unique to social work.[2]

More specifically this thesis group investigated the following: 1. a person's favorable perception of a social worker; 2. the anticipation of satisfaction in performing the occupational role of social work; 3. the perception of the unique constellation of the value system of social Work as it coincides with the perception of one's own value system.[3]

Although the first thesis group did identify self-concept (how a person perceives himself with respect to his attitudes, values, skills, etc.) as an important variable, they stated it was too broad a topic to be covered adequately in their work. It was last year's thesis that stressed the importance of a self-concept in relation to role perception - how a person perceives himself in relation to the role which he is being trained to perform. They "set the stage" for our thesis group when they stated:

> The process of vocational development is
> essentially that of developing and imple-
> menting a self-concept...work satisfactions
> and life satisfactions depend upon the
> extent to which the individual finds
> adequate outlets for his abilities, inter-
> ests, personality traits and values.[4]

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[2]Earl A. Dow, Jr., et al, "Social Work as a Career Choice", unpublished Master's Thesis, Boston University School of Social Work, Boston, 1962, p. 3.

[3]Ibid, p. 95

[4]Ibid, p. 21

The purpose of this year's thesis is three-fold: 1) to study the role perception of first and second year students in schools of social work. These will be compared to the role expectations held by professional social workers; 2) to examine and utilize theories concerning the relationship between an individual's self-concept and his role perception; 3) to make some effort toward understanding the nature of social work.

We assume that the image a person has of himself may be ascertained by a knowledge of his commitment to the role he either is performing or is being trained to perform. This commitment will be expressed in this thesis through the degree of importance the student attaches to the various role aspects of values, knowledge, skills and purpose. It may be said that what is important to a person is highly valued by him. We assume therefore that what a student says he values will indicate an aspect of his self-concept. Since we are studying the self-concept expressed within a particular situational context i.e. the perceived role of social work we will use the term "self-in-role" image. This is defined as the student's perception of himself in relation to his perception of role expectations. (see Chapter II, of this thesis "Vocational Theory")

One of the stated purposes of this thesis is to study the student's role perception in comparison to role expectations held by professional social workers. The role

perception will be obtained indirectly through the stated importance attached to various role aspects by the student. For example, a student may attribute much importance to specific values which are not held important by professional social workers. One conclusion would be that part of his perceived value orientation is contrary to role expectations. We would also say that his perception of an aspect of the professional role is faulty. Another assumption to be made is that during training there will be modifications in the student's role perception and his self-concept. (see Chapter II).

Of major interest in this thesis is the role of social work as it is defined by professional social workers; perceived by students; and as it is expressed by students as an aspect of their "self". We are using the Working Definition arrived at by the Commission on Practice of the National Association of Social Workers as the conceptual framework for this role.[5] By operationalizing this definition and testing it with both professional social workers and students some assessment may be made of its applicability in such studies as this.

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[5]Harriett M. Bartlett, Analyzing Social Work Practice by Fields, p. 22.

CHAPTER II

THEORY OF THE RESEARCH:
TRAINING FOR SOCIAL WORK; ROLE, SELF AND VOCATIONAL THEORY

Social Work as a profession came into being and con-
tinues to develop because it meets human needs and aspirations
recognized by society.[1] While this humanitarian desire to help
one's fellow man is as old as civilization itself the profes-
sional commitment to this is a product of the 20th century.[2]
To accomplish its major objective of enhancing the social
functioning of individual's whether singly or in groups[3] the
Profession employs the methods of social casework, sockal
group work and community organization.

Nature of Social Work

Harriett Bartlett delineates the nature of Social Work
as a profession when she states in the Working Definition pro-
posed in 1956 by the Commission on Social Work Practice:

> Social Work practice, like the practice of all
> professions is recognized by a constellation
> of values, purpose, sanctions, knowledge and
> method. No part alone is characteristic of
> social work practice nor is any part described
> here unique to social work. It is the particu-
> lar content and configuration of this constella-

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[1]Werner W. Boehm, Objectives of the Social Work
Curriculum of the Future, p. 41.

[2]Nathan Cohen, "Social Work as a Profession", Social
Work Yearbook 1957, p. 553.

[3]Boehm, op. cit., p. 46.

tion which makes it social work practice and
distinguishes it from the practice of other
professions.[4]

The "particular content and configuration of this constella-

tion" may be described briefly as follows:

VALUES: Social work takes its values from those held by the
society of which it is a part. These values are
reflected in the attitudes of the professional
person. Some of these are; the individual's right
to self-fulfillment; the inherent dignity of the
individual, etc.

PURPOSE: The purpose of social work is to implement the
values.

SANCTION: This denotes the authority for carrying on the
practice. This authority is derived from agencies
(public and private) and from the organized
profession itself.

KNOWLEDGE: This sheds light on the characteristic problems
of the profession. The knowledge needed for
social work is determined by its goals and
functions and the problems it seeks to solve.
It should be about man and his interaction
with society and includes concepts, theories
and generalizations.

SKILL AND METHOD: The responsible, conscious, dis-
ciplined use of self in a relation-
ship with an individual or group is
the basis for this component of the
constellation.[5]

(An elaboration of the content and configuration of this
constellation will be found in Chapter IV on Methodology)

Since for this thesis the student's value orientation

as an aspect of "self" is of major importance it is advisable

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[4]Harriett M. Bartlett, _Analyzing Social Work Practice
By Fields_, p. 22.

[5]Werner W. Boehm, _Objectives of the Social Work
Curriculum of the Future_, p. 41.

to elaborate on the profession's value component which occupies

a significant place in social work.

> Muriel W. Pumphrey states:
> It appears to be true that many of the values
> which social work affirms had their origins
> in Judaeo-Christian religious beliefs and
> Anglo-Saxon political and legal philosophies.
> However, these permeating value traditions
> take on a variety of forms and each member of
> society makes his particular interpretation of
> them and ranks them in importance out of his
> own experience.[6]

A student's unique life experiences has produced a value

orientation which pervades much of his behavior and many of

his attitudes. In learning what social work is all about he

perceives that this profession means what it says, for example,

about the importance of the individual. Marion K. Sanders

states that "the explicitness with which social workers

practice what they preach tends to jolt those accustomed only

to the more abstract manifestation of democracy".[7] Because

of the nature of social work the student must reevaluate and

deepen his understanding of his own value system. Joseph

Eaton asserts:

> Every social work problem involves alternate
> choices of values. Workers must come to grips with
> with many fundamental and controversial ethical

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[6]Muriel W. Pumphrey, The Teaching of Values and
Ethics in Social Work Education, p. 16.

[7]Marion K. Sanders, "Social Work: A Profession Chasing
Its Tail", Harper's Magazine, ccxiv (March, 1957), p. 59.

issues, such as the degree to which clients
should have the right to determine their own
lives or what kind of help they are to receive
in matters involving unconventional and anti-
social behavior. Some of these ethical problems
such as those involved when dealing with divorce
or an aged couple rejected by their children,
present something more than an intellectual
challenge. They have an emotional impact on the
student since they involve his own basic
philosophy of life. There is a core of more
generally shared values which makes it possible
to train social workers in non-sectarian uni-
versities even if the normative goals differ to
some extent in family counselling or group work
under Catholic, Jewish or non-sectarian
auspices...[8]

It is recognized also that the value system of society

is not always compatible with that held by the profession.

Werner W. Boehm states:

...the responsibility of social work to society
as a whole by no means endows it with a set of
values identical at every point with those pre-
dominating in society. The values identifiable
and operative in any society are often conflict-
ing. This profession like any other section of
society must make some selection among them.
The pressure for conformity of our present
society, has not supplanted the emphasis upon
diversity valued through our history. Social
work should and does adopt what may often be
unpopular positions. In the light of its own
selection and interpretation of certain values
which other sections of society may view dif-
ferently social work may also serve as the
conscience of society.[9]

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[8] Joseph Eaton, "Whence and Whither Social Work; A
Sociological Analysis", Social Work Journal, vol. I (January,
1956), p. 17.

[9] Werner W. Boehm, Objectives of the Social Work
Curriculum of the Future, p. 42.

Given these important aspects of the nature of social work it is likely that a student with increasing awareness of the role expectations will be profoundly affected during training. The nature and significance of social work training is explored in the next section of this chapter.

Training for Social Work

Although schools of social work began to be established during the first decade of the 20th century it was not until 1933 that education became the basic criterion for membership into the American Association of Social Workers. In 1944 courses in eight basic areas were included in the curriculum of schools of social work. These basic courses were: social casework, social group work, community organization, public welfare, social administration, social research, medical information and psychiatric information.

In 1952 a new curriculum policy was established by the newly formed Council on Social Work Education. The present two-year curriculum consists now of three major subject areas: 1. Human Growth and Behavior, 2. Social Services, and 3. Social Work Practice Illustrative of this is the curriculum of the Boston University School of Social Work:

1. Human Behavior, including both the growth and behavior of the individual with consideration of physical, emotional and sociocultural factors and social processes describing the behavior and functions of groups.

2. Social welfare policy and services - their histori-
cal development and current responses to social forces and
human problems.

3. Methods in social work practice with individuals,
groups and communities (casework, group work, community
organization).

4. Methods of research appropriate to the development
of social work knowledge.

Field work is geared to helping the student acquire skill in
one method although skill in other methods is encouraged.[10]
This curriculum also illustrates that the constellation of
values, purpose, sanction, knowledge, skill and method pervades
to a great extent its program.

In summary the current curriculum of schools of social
work reflect the broad educational goals seen in the following
statement issued in 1952 by the American Association of Schools
of Social Work. The social work curriculum is -

> A cohesive whole, designed to impart a sub-
> stantial body of professional knowledge and
> skill, to communicate an understanding and
> appreciation of the nature and methods of social
> work practice and to insure a beginning com-
> petence for the performance of social work
> functions. It should provide a framework of
> classroom and field courses and research with-
> in which the student may test and use
> theoretical knowledge, acquire professional
> skill, achieve a professional self-discipline,

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[10]Boston University Bulletin, School of Social Work,
1961-63, p. 30.

and develop a social philosophy rooted in an appreciation of the essential dignity of men ... The social work curriculum should provide, through classroom and field instruction and through research, knowledge and understanding of human behavior, needs and aspirations; and knowledge and understanding for social work practice. The program should provide for social work practice. The program should provide for acquisition in the first year of beginning knowledge and skill in these areas, with the second year extending knowledge and developing skill, as appropriate to the student's professional interests within these areas.[11]

In essence training may be viewed as a process of acculturation by which the student learns the multiple expectations for him as a professional. Everett C. Hughes illustrates the image a beginning professional student may have of his chosen profession. He states:

We assume that anyone embarking on the road to medicine has some set of ideas about what the work (skills and tasks) of the physician is, about what the various medical careers are, and about himself as a person who may learn the skills, play the role and follow one of the various career- lines. We assume also that ... the medical aspirant's conception of all these things are somewhat simpler than reality, that they may be somewhat distorted and stereotyped as among lay people. Medical education becomes, then, the learning of the more complicated reality on all of these fronts.[12]

The change in the role perception during training is further documented by a survey of Nursing students in Kansas City

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[11]Werner W. Boehm, Objectives of the Social Work Curriculum of the Future, p. 12.

[12]Everett C. Hughes, Men and Their Work, p. 121.

"in which both entering and graduating students were inter-
viewed in order to determine the shifts in conceptions of
self and nursing which occur during the educational process..."

> When the current version (in contrast to the
> original or pre-school version) of the nurse
> in the minds of freshmen is compared with that
> of seniors dramatic differences appear. Larger
> proportions of the first year students described
> nursing in favorable or unfavorable terms and
> only 34 percent built their notions of nurses
> on what nurses do ... But the latter is reported
> by 62 percent of the seniors. When the original
> pictures of the nurse presented by students of
> both years are compared with their current
> images, similar significant shifts appear.
> Freshman students, currently conceive of nurses
> in either task-centered or unfavorable terms
> to a significantly greater degree than they did
> originally, i.e. before they had committed them-
> selves to nursing school. The same shift occurs
> in the minds of senior students, except that it
> is even more marked than with freshmen. This
> is a common experience; the initiate in time
> abandons her idealized picture of her new
> occupation for one more realistic perhaps, and
> in any case less glamorous.[13]

This learning of the "more complicated reality" is an
emotional as well as an intellectual process in which the
students develop a greater awareness not only of what the
profession is but of himself in relation to the profession.
Dan C. Lortie asserts:

> (The beginner) must learn the values of his
> profession in general and in specific; he must
> puzzle through many dilemmas before experience
> results in moral decisiveness. He must act in
> the presence of others, perceive their evalua-
> tions of his performance and find his assertions
> of identity confirmed. The development of a

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[13]Everett C. Hughes, Helen MacGill Hughes, Irwin
Deutscher, Twenty Thousand Nurses Tell Their Story, pp. 52-53.

professional self-conception involves a
complicated chain of perception, skills, values
and interactions. In this process, a profes-
sional identity is forged which is believable
both to the student and to others.[14]

We assume that social work students also have brought
their oversimplified, stereotyped images of social work with
them and their professional training will include the replace-
ment of these images by more subtle and complex perceptions
of the professional role. In respect to social work education
Gordon Hamilton states:

The development of the professional self
means acquiring knowledge and skill and in-
tegrating them within a framework of
professional ethics, attitudes and values.
It is not enough to know, one must change;
it is not possible to change without knowledge,
skill and insight.[15]

However we also assume according to the theories of
Super and others[16] an intimate link between what a person
does (more specifically what he chooses as a vocation) and
what he is, i.e. sees himself to be. Therefore as the "more
complicated reality" is learned and the role expectations
more accurately perceived there would be a continual reevalua-
tion of himself in relation to these expectations.

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[14]Dan C. Lortie, "Laymen to Lawmen", Harvard Educa-
tional Review, vol. 29, (Fall, 1959), p. 363.

[15]Gordon Hamilton, "Self-Awareness in Professional
Education", Social Casework, vol. 35 (November, 1954), p. 371.

[16]Donald Super, et.al., Vocational Development.

Theresa Nathanson says:

> In each course in schools of social work,
> there are data applicable to the professional
> commitment to human relations. With each
> subject awareness of self has its counterpart.
> it is pervasive to individual group and com-
> munity relationships.[17]

If the student can perceive himself performing this
"more complicated reality" or fulfilling the multiple expec-
tations of the profession we assume he will express some
degree of satisfaction. This relationship will be discussed
in the next section.

Role Theory, Self-Concept Theory, Vocational Theory

This part of the thesis will elaborate on the
theoretical formulations which have particular significance
for this study.

1. Role Theory

After reviewing eighty sources where the concept
of role was used Nieman and Hughes reached the conclusion
that;

> The concept of role is at present still rather
> vague, nebulous and nondefinite ... frequently
> (it) is used without any attempt on the part
> of the writer to define or delimit the concept,
> the assumption being that both writer and
> reader will achieve an immediate compatible
> consensus.[18]

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[17] Theresa Nathanson, "Self-Awareness in the Educative
Process", Social Work Journal, vol. 7 (April, 1962), p. 31.

[18] Gardner, Lindzey, ed., Handbook of Social Psychology,
vol. 1, p. 224.

Some view role as the "basic factor in socialization" and as a "cultural pattern".[19] Linton defines role as the "dynamic aspect of a status" - the putting into effect of the "collection of rights and duties" which comprise a particular status or position.[20] This thesis using Sarbin's formulation is defining role as the expectations for behavior held for the occupants of a particular position. The role in essence is what the person does - "a patterned sequence of learned actions or deeds performed by a person in an interaction situation".[21]

Sarbin explains, for example, that "the child ... learns to expect to be fed, bathed, fondled, etc. by an adult, who ... is operating within an existing role organization. These expectations become organized into a concept later verbalized as 'mother'. The adult expects certain responses from the child. These latter expectations become organized into a concept such as 'mother's darling'".[22] Since occupations may be viewed as organizations of social roles[23] we may say that a person choosing an occupation, during training must perceive and learn certain expectations for patterns of behavior.

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[19]Herman D. Stein and Richard A. Cloward, Social Perspectives on Behavior, p. 178.

[20]Ibid, p. 180.

[21]Lindzey, op. cit., p. 225.

[22]Lindzey, op. cit.

[23]Lindzey, op. cit.

16

2. Self-Concept Theory

In this thesis we are also using the concept of "self" in relation to the concept of role. David C. McClelland states that "included among the ideas a person has about the world is one about the nature of himself. It is one of the most important ideas that he has and has many characteristics".[24] The self-concept may be defined as what the person perceives himself to be, the "self-. as - inferred - by self".[25] This conception of "self" is described by the individual in "I" sentences, for example, "I am strong". This communication about the self may center around any aspect of the person which he is cognizant. It may be in terms of the individual's values, interests, skills, the positions he holds or the quality of his role performance, i.e. "I am an efficient housekeeper". When an individual states that certain aspects of a role are important to him he is expressing "self". A social work student, for example, may say that skill in making an appropriate referral is very important to him. He is also expressing his interest in this particular skill or emphasizing the value he attaches to it. The student may be implying, too, that he perceives himself as able to make an appropriate referral. In these ways he is expressing his self-concept. However others may disagree with his image of himself. They

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[24]David C. McClelland, Personality, p. 529.

[25]Donald Super, et. al., Vocational Development, p. 47.

may perceive him as uninterested or lacking the ability to perform this skill. The "self- as - inferred-by - others"[26] may therefore be differentiated from the self-as-inferred-by self. This perception of the individual by himself and by others need not necessarily be in contradiction. Indeed one might say that the more compatible an individual's perception of himself with respect to other's perception of or expectations for him the better his adjustment. Just as the individual may make mistakes in conceptualizing himself so also may the outside observor.[27] What the observor "sees" may be colored by his own attitudes, values, etc. The "real" self in all its aspects is seldom if ever known either subjectively by the person or objectively by others. "However (states McClelland) anyone working in personality should have a healthy respect for an individual's own picture of himself - if for no other reason than that he is speaking out of very much more experience than anyone else could ever have."[28]

This thesis is using this aspect of "self" i.e. the student's "picture of himself". We have stated that the concept of role is being related also in the thesis to the self-concept.

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[26]Ibid.

[27]David C. McClelland, Personality, p. 530.

[28]Ibid, p. 529.

Bingham Dai emphasizes this relationship when he states:

> The conception an individual forms of him-
> self usually has a social reference. It
> generally takes the form of some kind of
> relation between the self and others... In
> this sense the conception of self may also
> be thought of as a role one intends or is
> expected to play in a social situation.[29]

This relationship is seen in theories concerning the development of the self - concept. Mead, for example, emphasized the social nature of the self and the prerequisite of social relationships and role taking for the development of self. He stressed that the Individual's consciousness of himself results from his taking the attitude of others toward him.[30] "In so far as one can take the role of the other, he can, as it were look back at himself (respond to himself from) that perspective and so become an object to himself."[31] The individual comes to comprehend what response he evokes in others. He comes to perceive, in other words, the meaning of his gestures - verbal and behavioral - to others and can therefore anticipate their role playing. Taking the role of others helps the individual "see" himself and control over his behavior is thus heightened.[32]

From the psychoanalytic point of view the development of a self-concept occurs also within a social context although the biological aspect of self is also of great significance.

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[29] Herman D. Stein and Richard A. Cloward, Social Perspectives on Behavior, p. 179.

[30] George H. Mead, Mind, Self and Society, p. 225.

[31] Ibid, p. xxiv.

[32] Ibid, p. xxi.

While Mead emphasized the attitudes of others in general vis -
a vis the individual, Freud designated specific others, i.e.
parental figures, as especially significant in the development
of the self-concept.

Super et. al. state:

> The self is the result of interaction between
> growth processes and personal-social develop-
> ment, the interaction of the person with
> others around him. As the individual takes
> roles in daily living and plays other roles
> in fantasy or play, as he identifies with role
> models and strives to emulate idealizing per-
> sons, some of these roles and some of the
> associated traits become internalized ... and
> his concept of self develops.[33]

Thus in learning not only how to act with others but
also how others act with and react to him in his performance
of various roles, an individual develops an image of himself.
Learning the role expectations which we have said occurs dur-
ing training is a process which will modify a person's self-
concept. As he perceives and learns the multiple expectations
of his occupation or profession an individual will begin to see
himself as having to acquire different skills, knowledge, etc.

3. Vocational Theory

The self-concept is not merely a product of social
roles. According to Super et. al. it also seems to be a major
determinant of occupational role taking, that is, of occupa-
tional choice.[34] A person will tend to respond positively or

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[33]Donald Super, et. al., Vocational Development, p. 47.

[34]Donald Super, et. al., Vocational Development, p. 48.

negatively to a particular vocation or profession according to how he sees it "fitting" his view of himself. A person who perceives himself as unable to do math or who has been told that this is not his "forte" would be unlikely to choose a profession where this aptitude is required. According to this theory a person would ask such questions as - "What's expected of me?", "Can I do it?", "Am I interested in this?" before choosing a profession. It is recognized there are also more objective factors which determine this choice. These would include economic and social factors which are external to the individual and over which he has no direct control i.e. parental socio-economic status, religious background, atmosphere of his home, parental attitudes toward schooling, etc. The labor market would be another determining factor, as well as the international situation, such as war or peace.[35] This thesis, however is concerned with perceived role expectations in relation to the self-concept. For this purpose the following propositions are relevant:

> 1. It is assumed that basic development of the self-concept occurs in childhood; that adolescence provides a period of exploratory experiences in which the concept of self is elaborated and clarified; and that interests, values and capacities are integrated and attain vocational meaning through the development of the self-concept and through testing it against reality.

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[35]Ibid, p. 52.

2. Work satisfactions depend upon the extent
to which the individual can find adequate
outlets in his job for his abilities,
interests, values and personality traits.

3.   The degree of satisfaction the individual
attains from his work is related to the
degree to which he has been able to imple-
ment his self-concept in his work.   It is
assumed that vocational development is in
part the development of a self-concept and
that the process of vocational adjustment is
in part a process of implementing the self-
concept, of finding a way of taking the role
to which one aspires.[36]

These theoretical formulations form the basis for our

"self- in role" concept. We regard the "self" expressed

through role as one of our major concerns. However we wish

to make a distinction between role enactment and role percep-

tion. Since the students are still in the process of train-

ing it is logical that we cannot use role enactment as a

means to view self. The role perception of students is not

only possible but more logical to assess. Indeed before any

role can be enacted the expectations must be perceived by the

individual. We have said that this process is related in

various ways to an individual's self-concept. Moreover the

more his perception of these expectations agrees with the ways

he wishes to express himself the more likely he is to express

satisfaction.

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[36]Donald Super, et. al. Vocational Development, p. 91,
pp. 95-96.

J. F. Meisels states:

> The person who can play in his work situa-
> tion the kind of role most appropriate and
> congenial to him can be assumed to maintain
> a liking for his job. The feeling probably
> decreases as job demands run increasingly
> counter to the person's self-concept. One
> can probably present the range of feelings
> as a continuum from intense pleasure to
> deep dislike. Self-concept and vocational
> role perception are held to be associated
> with each other and with feelings of like
> and dislike in most of the conceptual
> schemes.[37]

It has been previously stated that the beginning
student's perception of role expectations will be somewhat
"simpler than reality" regardless of the clarity of role
definition. Thus as he begins his training discrepancies
will be evident between what he thought would be expected of
him and what actually is. It is likely that some degree of
dissatisfaction will be felt at that time, especially if his
picture of himself is not perceived compatible with this new
view of role expectations. However if both the self-concept
and role perception (the self-in-role image) become increas-
ingly in agreement with the expectations held by professional
social workers (role definers) the more likely it is that
satisfaction will be felt by the student.

The following main hypotheses were developed based
on the theoretical formulations:

I   The greater the agreement between the self-in-
    role image of a social work student and the

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[37] Joseph F. Meisels "Self Conception, Job Perception,
and Job Satisfaction of Social Workers," (Unpublished
doctoral Dissertation, 1962), pp. 10-11.

social work role expectations as defined by the profession the greater the expressed satisfaction during training.

1. A first year social work student's self-in-role image will be less in agreement with social work role expectations as defined by the profession, than a second year student's self-in-role image.

2. A second year social work student's self-in-role image will be more in agreement with the social work role expectations, as defined by the profession, than a first year social work student's self-in-role image.

CHAPTER III
BACKGROUND CHARACTERISTICS OF SAMPLE POPULATION

In this investigation the sample represents various types of backgrounds of social work practitioners (role-definers) and students. It is also representative of the three methods of social work in the Boston area.

The background characteristics of the role definer sample were investigated for the following reasons: (1) to insure that the respondents did not have identical backgrounds, (2) to ascertain if the respondents had adequate experience in the field of social work and (3) to determine whether they meet the requirements of membership in the National Association of Social Workers. The background characteristics include: employment in agency, position in agency, status as current field work supervisor, specialization in social work method, length of time in the field of social work and membership in the National Association of Social Workers.

The background characteristics of the student sample were investigated for the following reasons: (1) to insure that the sample did not represent identical backgrounds, (2) to ascertain the amount of experience of the sample prior to entry into a school of social work, (3) to determine if the respondents are representive of the three methods of social work and (4) to determine if they are committed to the field

of social work and members of the National Association of Social Workers. The background characteristics include: enrolment in school of social work, year in school, previous social work experience, other work experience, previous education, social work method, field work placement, membership in National Association of Social Workers and future job plans.

The total number of respondents included in the sample was seventy-two. Twelve of the respondents were people working in the field of social work. Sixty of the respondents were students attending Boston University and Boston College schools of social work. In addition we had also planned to include students from Simmons College. We were unable to do so, because students at Simmons College were not available for interviews.

ROLE DEFINERS:

Table 1 shows the distribution of the role definer sample according to present field work supervision, method of social work practice and membership in the National Association of Social Workers.

TABLE I

DISTRIBUTION OF ROLE DEFINER SAMPLE ACCORDING TO FIELD

WORK SUPERVISION, SOCIAL WORK METHOD AND MEMBERSHIP IN

THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Characteristics	Number of Respondents	
	Number	Percent of number
Field Work Super- vision		
Yes	5	41.6
No	7	58.3
Social Work Method		
Community Organi- zation	1	8.3
Casework	9	75.0
Group Work	2	16.6
Membership in N.A.S.W.		
Member	11	91.0
Non-member	1	8.3

The preceding table indicates that of the twelve role
definers five are currently field work supervisors for schools
of social work and seven are not. It further indicates that
nine of the sample are caseworkers and two are group workers
and one is in community organization. Eleven out of twelve
role definers are members of the National Association of
Social Workers.

Table 2 shows the distribution of the sample according
to the length of time in the field of social work and their

experience before and after training at a school of social work.

Table II

DISTRIBUTION OF ROLE DEFINER SAMPLE ACCORDING TO LENGTH OF
TIME IN FIELD OF SOCIAL WORK

	Number of Responses	
Time	Before Training	After Training
None	8	1
1 to 5 yrs.	3	3
6 to 10	0	6
11 to 15	0	2
16 and over	1	0
Totals	12	12

Of the twelve role definers included in this sample, table 2 shows that eight had no experience in social work prior to social work training at a school of social work. The majority of the sample had at least six years experience after training.

Table 3 shows the distribution of the sample according to the type of agency in which they are employed and their present position.

Table III

DISTRIBUTION OF ROLE DEFINER SAMPLE ACCORDING TO TYPE OF

AGENCY AND POSITION IN AGENCY

Number of Respondents

Position in Agency

Type of Agency	Adminis-trator	Supervisor	Worker	Professor
Settlement	2			
Corrections			1	
Community Service center			1	
Medical		2		
Education				1
Child Guidance			1	
Family Service		1	1	
State Hospital	1			
Child Welfare	1			

As table 3 indicates, this sample of twelve represent
nine different types of agencies where social work is practiced.
Included in the sample are four administrators, three super-
visors, four caseworkers and one professor of social work.
STUDENTS:

Tables 4, 5, 6, 7, and 8 show the distribution of the
student sample according to sex, social work school attended,
job plans after graduation, membership in the National Assoc-
iation of Social Workers, and specialization in social work
method.

Table IV

DISTRIBUTION OF STUDENT SAMPLE ACCORDING TO SEX

	Number of Respondents	
Students	Male	Female
First Year	8	19
Second Year	15	18
Total	23	37
Percent of Total	38.0	61.0

Table V

DISTRIBUTION OF STUDENT SAMPLE ACCORDING TO PRESENT

SCHOOL OF SOCIAL WORK

	Number of Respondents	
Present School	First Year Student	Second Year Student
Boston College	6	11
Boston University	20	23
Total	26	34

Table VI

DISTRIBUTION OF STUDENT SAMPLE ACCORDING TO JOB COMMITMENT

AFTER GRADUATION

	Number of Respondents	
Students	Commitment	No Commitment
First Year	12	14
Second Year	21	12
Total	34	26

Table VII

DISTRIBUTION OF STUDENT SAMPLE ACCORDING TO MEMBERSHIP IN

THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

	Number of Respondents	
Students	Member	Non-member
First Year	10	17
Second Year	20	13
Total	30	30

Table VIII

DISTRIBUTION OF STUDENT SAMPLE ACCORDING TO SOCIAL WORK
METHOD

Number of Students

Students	Casework	Group Work	Community Organization
First Yr.	23	3	0
Second Yr.	27	3	4
Total	50	6	4
Percent	83.0	10.0	6.0

Table 4 indicates that of the total student sample
of sixty, twenty-three are male and thirty-seven are female
or 38 percent male and 61 percent female.

The student sample was chosen from two schools of
social work in the Boston area. Table 5 shows that six first
year students and eleven second year students are from Boston
College. Twenty first year students and twenty-three second
year students are from Boston University.

Table 6 shows that thirty-four of all the students
have a commitment to a job after graduation. Twenty-one
of the second year students indicate they have a commitment
to a job after graduation, while twelve of the first year
students indicate they have a commitment to a job after
graduation.

Half of the students in the sample state that they
are members of the National Association of Social Workers.

50 percent more second year students indicate membership
than first year students. Of the total student sample of
sixty, fifty are caseworkers, six are group workers and
four are community organization workers.

Tables 9 and 10 show distribution of sample according
to under-graduate major and other graduate education.

Table IX

DISTRIBUTION OF STUDENT SAMPLE ACCORDING TO UNDERGRADUATE
MAJOR

	Number of Respondents			
Majors	First Year	Second Year	Total	Percent
Sociology	7	8	15	25.0
Psychology	6	3	9	15.0
Philosophy	2	0	2	3.0
Other Social Sciences	2	10	12	20.0
Humanities	2	2	4	6.0
Natural Sciences	0	2	2	3.0
Languages	7	4	11	18.0
Business	0	2	2	3.0
Education	1	1	2	3.0
Other	0	1	1	1.8

Table X

DISTRIBUTION OF STUDENT SAMPLE ACCORDING TO OTHER GRADUATE

EDUCATION

Number of Respondents

Majors	First Year	Second Year	Total
Sociology	0	1	1
Other Social Sciences	0	1	1
Humanities	1	1	2
Education	0	2	2

25 percent of the sample population majored in sociology and 20 percent majored in other social sciences Ten percent of the sample had received some education beyond the college level before entering social work.

Tables 11 and 12 show distribution of the student sample according to field work placement.

Table XI

DISTRIBUTION OF FIRST YEAR STUDENTS ACCORDING TO FIELD

WORK PLACEMENT

Type of Placement	Number of Respondents
	Number
Medical	0
Family	4
Children	10
Psychiatric	6
Settlement House	3
Unknown	1
Other	2
Total	26

Table XII

DISTRIBUTION OF SECOND YEAR STUDENTS ACCORDING TO FIELD

WORK PLACEMENT

Type of Placement	Number of Respondents Year in School		
	First	Second	Total
Medical	6	8	14
Family	2	0	2
Children	5	5	10
Psychiatric	10	11	21
Settlement House	4	1	5
Other	5	6	11
Unknown	2	2	4

The majority of the first year students are placed in children's agencies. The majority of the second year is placed in psychiatric agencies.

Tables 13, 14 and 15 show the distribution of the student sample according to previous work experience. Tables 13 and 14 show the breakdown according to the specific work experience, while table 15 combines all work experiences.

Table XIII

DISTRIBUTION OF STUDENT SAMPLE ACCORDING TO PREVIOUS

SOCIAL WORK EXPERIENCE

Responses			Length of Time				
	None	1-6 mo.	7mo.- 1 yr.	2-3 yrs.	4-5 yrs.	6yrs.& over	Total
None	18	0	0	0	0	0	18
Family	0	2	3	1	1	0	7
Child Welfare	0	4	2	4	2	0	12
Medical	0	1	3	0	0	0	4
Psychiatric	0	0	2	1	0	0	3
Settlement	0	3	1	0	1	1	6
Undergraduate Field Work and career Project	0	5	2	0	0	0	7
Other	0	4	2	3	1	0	9
Public Assistance	0	1	2	3	1	0	7

Table XIV

DISTRIBUTION OF STUDENT SAMPLE ACCORDING TO OTHER WORK

EXPERIENCE

Number of Responses

Length of Time	Related to Social Work	Teaching	Sales & Clerical	Manual Labor	Other	None
None	0	0	0	0		22
1 to 6 mo.	3	5	2	1	3	0
7 mo. to 1 yr.	7	1	3	1	1	0
2 to 3 yrs.	4	0	1	0	0	0
4 to 5 yrs.	1	0	1	0	1	0
6 yrs. and over	3	0	0	0	0	0
Total	18	6	7	2	5	22

Table XV

DISTRIBUTION OF STUDENT SAMPLE ACCORDING TO PAST WORK

EXPERIENCE

Number of Responses

Length of Time	Social Work	Other
None	18	22
1 to 6 mo.	20	14
7 mo. to 1 yr.	17	12
2 to 3 yrs.	12	5
4 to 5 yrs.	4	3
6 yrs. and over	1	3
Total	72	60

Tables 13, 14 and 15 indicate that forty-two of the total students sample had some prior work experience in social work. Thirty-eight of the total student sample had other experiences related to social work. (The child welfare field received more responses than any other area.)

We can summarize as follows: The total role definer sample of twelve respondents included five current field work supervisors. Seventy-five percent of the sample were caseworkers and 91 percent are members of the National Association of Social Workers. Most of the sample had at least six years experience after training.

The total student sample of 60 respondents included 17 from Boston College and 43 from Boston University. Fifty percent more second year students were members of the National Association of Social Workers than first year students. Sixty-one percent of the sample were female, and 38 percent male. About 83 percent of the sample were caseworkers. Their dominant major was sociology. A majority of the sample had some previous work experience either in social work or work related to social work.

CHAPTER IV

METHODOLOGY

Description of Thesis Group and Method of Operation

The thesis group is comprised of six second year students at the Boston University School of Social Work. They are Mr. Charles Beaverson-group and community organization worker, Miss June Fletcher-caseworker, Mr. John Froyd-caseworker, Mr. Saverio Garofano-caseworker, Mr. Paul German-caseworker, and Mr. Alvin Porter-caseworker. Faculty advisor is Professor Louis Lowy.

This group met weekly during the academic year 1962/63. Minutes were kept and copies distributed to each member to facilitate communication.

Work of the Thesis Group

The initial focus of the fall meeting was to review the previous theses on the topic "Social Work as a Career Choice". A review of pertinent literature was undertaken on self and role theories, theories of vocational development and characteristics of the social work profession. Discussions concerning the ways in which a person expresses himself led the group to focus on expression of self through anticipation of role performance. Our primary interest was in seeing in what ways a social work student perceives himself in aspiring toward performing the role of social work.

During this period "division of labor" was established.

Some members were assigned more detailed study of theory and of previous research; others were engaged in developing hypotheses and in drafting an instrument. Everyone shared in the critique of each other's material. Finally, a pre-test instrument was designed to test the established hypotheses. It incorporated the group's knowledge about the social work profession derived from the literature and the members' experiences as social work students. The pre-test instrument was administered to six professionally trained social workers (hereafter referred to as role definers). Twelve social work students (six first year and six second year students) were also interviewed in the pre-test. As a result revisions were made in the written instructions to role definers and students and in the wording of the instrument's statements. Ambiguous statements were omitted. The final instrument was developed and administered individually to twelve role definers and sixty first and second year social work students. (See Chapter III for a more detailed description of the sample population.)

Each member of the thesis group worked on several aspects of the total thesis project. Mr. Charles Beaverson, Miss June Fletcher, and Mr. Paul German wrote Chapters I and II. Miss Fletcher did the final editing. Mr. Beaverson also assembled the bibliography and collaborated with Mr. John Froyd in developing a master sheet for the compiled data tabulations. (Original master sheet on file at School of Social Work Library, Boston University). Summary, conclusions and recommendations

were written by Miss Fletcher. Mr. Froyd and Miss Fletcher
collaborated in writing the methodology chapter. The chapter
on data analysis was written by Mr. Paul German, and Mr.
Saverio Garofano drew up the final data analysis tables.
Mr. Garofano tabulated the data of role definers and collaborated
with Mr. Froyd and Mr. Porter in developing the pre-test instru-
ment. The chapter on the sample population was written by
Mr. Porter who also developed the appendix and abstract. Each
member individually was responsible for interviewing and tabu-
lating the data obtained from the instruments which he
administered to students and role definers. The group members
were also responsible for developing critiques of each chapter.
The group-as-a-whole developed the final instrument, contri-
buted to the tables on data analysis, and participated in
arriving at the conclusions and recommendations.

Development of Instrument

Toward the end of the Fall semester the thesis group
was devising an instrument which embodied standardized social
work role expectations against which social work students
can express their self-in-role perception.

The basic framework for the role of social work was
the "Working Definition of Social Work" as proposed by the
Commission of Social Work Practice of the National Association
of Social Workers.[1] (This is the "unique constellation" referred

[1]Harriett M. Bartlett, "Toward Clarification and
Improvement of Social Work Practice," Social Work, vol. 3,
No. 2, (April 1958), p. 3f.

to in Chapter II.) The Commission developed five components
to delineate social work practice, i.e. Value, Purpose,
Sanction, Knowledge, and Method. Our thesis group modified
this to include four components--Value, Purpose, Knowledge
and Skill--and incorporated information from other sources
such as the Curriculum Study of the Council on Social Work
Education.[2] The primary goal of the thesis group was to
select those components most pertinent to the social work
profession and most conducive to students' expression of
themselves. It was recognized that only a limited number
of statements could be included in the instrument. The
importance of the Sanction component was recognized since
"Social work is not practiced in a vacuum or at the choice
of its practitioners alone."[3] The group, however, concluded
that statements expressing the other components would elicit
sufficient information about the students' view of themselves.
For this reason and because of the considerable length of the
instrument and time limitations of thesis group members the
Sanction component was omitted.

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[2]Werner W. Boehm, Objectives of the Social Work
Curriculum of the Future, pp. 73-103.

[3]Bartlett, op. cit., p. 6.

In order for role definers to express their role
expectations and for students to express their self concept in
relation to the social work role, a total of eighty operational
statements were devised encompassing the four components of the
"Working Definition of Social Work Practice". (See Appendix
for Instrument.)

Components of Social Work

1. Values

There are certain philosophical value concepts basic to
social work practice. They include a concept of man, i.e., his
rights, his capacity for growth, and his relationships within
a given society. The Commission of Social Work Practice states
that the human needs which are common to all men do not contra-
indicate the uniqueness of each individual.[4] They assert that
an:

> essential attribute of a democratic society is the
> realization of the full potential of each individual
> and the assumption of his social responsibility
> through active participation in society.[5]

The thesis group established categories and sub-
categories to express "Values". These values were identified
in the literature as basic to social work practice. This is not
to imply that they are exclusive to social work. Indeed many are
derived from our society's value system. The categories and

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[4] Ibid, p. 6.

[5] Ibid.

sub-categories for values arrived at were as follows:

    A. Nature of Man
        1) Worth of the individual
           (instrument items # 1, 6)
        2) Change and growth
           (instrument items # 12, 15)
        3) Equality of opportunity
           (instrument items # 4, 9)
    B. Self Determination
       (instrument items # 2, 7, 13, 16, 10)
    C. Relationship of individual to society
       (instrument items # 3, 5, 8, 11, 14, 17)

2. Purpose

        The two purposes--curative and preventive--used in this

thesis are elaborated on by Bartlett:

    1) "To assist individuals and groups to identify and
        resolve or minimize problems arising out of
        disequilibrium between themselves and their
        environment. This is the curative aspect of
        social work purposes."
    2) "To identify potential areas of disequilibrium
        between individuals or groups and the environment in
        order to prevent the occurance of disequilibrium."[6]

The operational statements for this section of the instrument

were:

    A. Curative
       (instrument items # 18, 20, 21, 25)

    B. Preventive
       (instrument items # 19, 22, 23, 24)

3. Knowledge

        "Every profession must have a knowledge base for its

functioning. Like other professions social work has utilized

knowledge from other disciplines, such as anthropology,

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        [6]Ibid.

sociology, psychology, and medicine. The practice of social work itself has also brought forth additional knowledge".[7]

The thesis group developed the following categories and sub-categories to encompass knowledge areas perceived as fundamental to social work practice. They are based on the Curriculum Study of the Council on Social Work Education.[8]

> A. Man and His Environment
> "Human development and behavior is characterized by emphasis on the wholeness of the individual and the reciprocal influences of man and his total environment--human, social, economic, and cultural".[9]
> 1) Individual development and behavior (instrument items # 27, 28, 39, 44)
> 2) Collective development and behavior (instrument items # 29, 30, 36, 49, 50, 53)

Since social work is a profession within the institution of social welfare the latter has a profound impact on the profession's philosophy and services. In order to identify the significance of social welfare historically and in the present the following category and sub-categories were established.

> B. Social Welfare Policy and Services
> 1) History, philosophy and function of social welfare (instrument items # 31, 35, 40, 45)
> 2) Structure and organization of social welfare (instrument items # 26, 34, 37, 42)

The last Knowledge-area category decided upon by the thesis group was "the profession of social work". Bartlett

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[7]Ibid.

[8]Boehm, op. cit., pp. 73-103.

[9]Bartlett, op. cit., p. 6.

states:

> Social work has developed out of a community recog-
> nition of the need to provide services to meet basic
> needs, services which require the intervention of
> practitioners trained to understand the services
> themselves, the individuals and the means for bring-
> ing all together.[10]

She further states that the social worker must have

a knowledge of "himself which enables the individual prac-

titioner to be aware of and to take responsibility for his own

emotions and attitudes as they effect his professional

functions".[11] The following sub-categories focused on this

knowledge area:

    C. Social Work as a Profession
       1) The Agency
          (instrument items # 33, 47, 51, 52)
       2) The Client
          (instrument items # 32, 38, 46)
       3) The Worker
          (instrument items # 41, 43, 48, 54)

4. Skills

Skill may be defined as "technical expertness, the

ability to use knowledge effectively and readily in execution

or performance".[12] The thesis group perceived that skill in

certain areas was essential to social work practice.

These areas were:

    A. Skill in Direct Services to Clients
       (instrument items # 63, 77, 59, 71, 60, 72)
    B. Skill in the Use of Agency and Community
       (instrument items # 55, 62, 68, 74, 75, 79, 80)
    C. Feeling Skills
       (instrument items # 67, 58, 73, 56, 70, 76)
    D. Technical Skills
       (instrument items # 61, 65, 69, 66, 64, 57, 78)

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[10] Ibid., p. 6.

[11] Ibid.

[12] Ibid., p. 7.

Operational statements expressing the above constellation of Values, Purpose, Knowledge and Skill comprised the body of the instrument. In addition to these, face sheet information was obtained from role definers and students. Questions were directed to role definers in order to obtain information about their field of practice, position in the agency, whether they were currently supervising social work students, length of time in the profession (before and after professional training) and membership in the National Association of Social Workers (NASW). The face sheet for students was designed to elicit information about their prior exposure to social work via work experiences, their undergraduate education, work experiences in other areas besides social work, current interest in social work according to social work method, nature of field work placement (s), future plans for employment, and membership in NASW. (see: chapter III)

Since this thesis group hypothesized that students who are more in agreement with role definers would also express greater satisfaction during training, statements to elicit student satisfaction were included. Students were asked about about the degree of their satisfaction with their choice of social work as a career and their expressed willingness to. choose social-work again, if given the opportunity to do so. They were also asked to indicate to what extent their academic and field work training met their own personal expectations. The latter question, however, was not tabulated in arriving at

a satisfaction index, since the formulation of the items did not elicit appropriate responses.

A part of both role definer's and student's instruments was a section on Career Aspirations. A series of statements regarding students' aspirations relative to their career goals, salary, and recognition were developed. This section, however, was not tabulated due to time limitations of the thesis group.

Instructions To Role Definers and Students

The thesis group recognized that the written instructions to role definers and students were important to accomplish the purposes of the thesis. The role definers were to indicate which of the operational statements included in the instrument expressed the professional role of social work. We wanted them to state which of the statements they expected social workers to designate as role expectations. In the Values section, for example, role definers were asked to what extent they expected social workers to agree or disagree with the statements in that section. If the thesis group had instructed them to indicate the extent of their personal agreement with the statements the responses would have been expressions of 'self' rather than indications of role expectations. In other words a role definer might state that he personally agreed with the statement that "children should be required to support their aged parents", but he recognized that he would expect social workers to disagree with this statement. In essence we instructed the role definers to be spokesmen for the profession

and not for themselves. This is not to imply there would neces-
sarily be contradictions.

For the section expressing Purpose, the role definers
were asked to indicate which statements they expected social
workers to consider most, moderately, or least important.

Through knowledge of the literature and based on their
own experiences as students, the thesis group was aware of the
general and specialized aspects of professional knowledge and
skills. The nature of social work training is such that students
are expected to acquire skill primarily in either social case-
work, group work, or community organization, although the under-
standing of several methods is encouraged in some schools of
social work. Since the profession is divided primarily into
three methods, the thesis group incorporated this characteristic
of the profession into the instrument in their instructions to
role definers. They were instructed to indicate according to
the methods of casework, group work, and community organization
the knowledge-areas in which they expected social workers to
have some understanding. Role definers were asked to designate
how important it is for caseworkers, group workers, and
community organization workers to have understanding, for example,
of "the functions of the family in modern society". Expectations
for each of the methods were elicited in the section on Skill
areas as well as Knowledge areas. Role definers were instructed
to indicate to what extent they expected caseworkers, group
workers and community organization workers to have competence

in the use of a skill such as "interpreting agency function to the general public".

In contrast to the role definers' instructions, students' instructions were so stated as to elicit their personal agreement or sense of importance vis-a-vis the same operational statements. We wanted the students to express themselves. The group did not instruct them to indicate with which values they expected social workers to agree. They were asked to what extent they personally agreed or disagreed with the statements expressing Values. The students were further instructed to indicate which social work purposes were most, moderately or least important to them personally. In addition, the students were asked which purposes they perceived were most, moderately, or least influential in their choice of social work as a career. Because of time limitations these responses were not tabulated. The same instructions were developed for Knowledge and Skill sections of the instrument.

A division by social work method was not done in the student instructions since the face sheet had made known which students were caseworkers, group workers and community organization workers.

Computations

A standard measure was obtained by totaling the role definers responses for each section and category on the instrument, and dividing the totals by twelve to arrive at an "average" for a standard measure. Individual student responses

for each section and category were also totalled. Student
totals for each section (Values, Purpose, etc.) could then be
compared to the standard measure. By holding role definers
scores constant, student totals were subtracted from role
definers scores in order to arrive at a "Differential Index" for
each student. Differential Index scores for each section
(Values, Purpose, etc.) were totalled for a grand total Differen-
tial Index score for each student. This grand total score
represented how much a student was in agreement with role
definers. On the basis of the hypothesis the lower the grand
total Differential Index score the greater the agreement of a
student with role definers' expectations.

CHAPTER V

ANALYSIS OF DATA

The purpose of this chapter is to analyze the data
pertinent to the hypotheses, which state that the greater
the agreement between the self-in-role image of the social
work student and the social work role expectations as de-
fined by the profession, the greater the expressed satisfac-
tion during training; that the first year social work
student's self-in-role image will be less in agreement with
the social work role expectations as defined by the profess-
ion than a second year social work student's self-in-role
image; and that the second year social work student's self-
in-role image will be more in agreement with the social work
role expectations as defined by the profession than a first
year social work student's self-in-role image.

It was expected that differences in perception of
self and role would be found between first and second year
students, and that the closer the student agreed with the
expectations for the role held by the profession, the greater
the student's expressed satisfaction would be.

This chapter will be divided into two sections:

1. Analysis of Data of Role Definers;

2. Analysis of Student Responses.

1. Analysis of Data of Role Definers:

Role expectations were derived from the responses of
twelve professional social workers who were selected because
of their training and experience in the social work field.

51

This sample group, representing the profession, has been termed Role Definers, and is further described in Chapters III and IV. The Role Definers were asked to express their perceptions of the role of social work through the constellation of values, purposes, knowledge, and skills held by the profession.

In the following tables, the responses of Role Definers were totalled and divided by twelve, the number of Role Definers in the sample. This produced a standard against which the scores of the individual students could be compared. The average response to the items was the average figure among the twelve Role Definers. Because the figures were rounded off to tenths, these responses do not give a perfect arithmetic representation of the score.

Table 16 shows role expectations as expressed through values by Role Definers. For purposes of computation, the column indicating some degree of agreement and some degree of disagreement were combined by being added together. This was necessary because in the other categories of the constellation only three responses were possible, as compared with the five possible responses under values. The "no opinion" column was entirely eliminated from further computation because the response to it was so slight, and because there was no student response to compare with it.

TABLE 16

ROLE EXPECTATIONS EXPRESSED THROUGH VALUES

DEGREE OF AGREEMENT TO 17 ITEMS UNDER VALUES

Role Definer Number	Complete Agreement	Some Degree Of Agreement	Some Degree of Disagreement	Complete Disagreement	No Opinion
1	2	5	9	1	0
2	4	2	3	6	2
3	5	4	2	6	0
4	6	3	0	8	0
5	2	4	5	6	0
6	2	4	3	8	0
7	5	1	3	6	2
8	2	3	3	8	1
9	6	3	0	8	0
10	4	3	2	8	0
11	1	4	4	7	1
12	3	3	3	6	2
Total Response	42	39	37	78	8
Average Response	3.5	3.3	3.1	6.5	.66

Table 16 shows that in response to seventeen items expressing values, the twelve Role Definers indicated that the profession should agree completely with 3.5 of the statements included on the instrument, agree or disagree to some extent with 6.4, and disagree completely with 6.5 items. *Three sets of paired statements were included in the seventeen items, containing such examples as: "Capital punishment is justifiable," and "Capital punishment should never be employed."

This response by Role Definers became the criteria against which the students' responses, relative to values perceived as important to the profession, were compared.

Table 17 indicates role expectations as expressed in purposes or goals of social work.

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*These scores are in decimals because the individual Role Definer scores were divided by twelve.

TABLE 17

ROLE EXPECTATIONS EXPRESSED THROUGH PURPOSES (GOALS)

DEGREE OF IMPORTANCE TO 8 ITEMS UNDER PURPOSES

Role Definer Number	Most Important	Moderately Important	Least Important
1	0	8	0
2	8	0	0
3	3	3	2
4	4	3	1
5	5	1	2
6	4	4	0
7	4	4	0
8	6	2	0
9	1	7	0
10	4	4	0
11	8	0	0
12	5	3	0
Total Response	52	39	5
Average Response	4.3	3.3	.42

Role Definers were closely divided between what should be of most importance as a purpose of the profession, and what should be of moderate importance. Only three Role Definers indicated that any of the purposes were of least importance to the profession.

The majority of Role Definers are caseworkers, and the lack of discrimination of the response may be due in part to the construction of the statements of the instrument. Some of the statements express goals of all methods, and others express goals which would be those principally of one specific method. For example, "To provide satisfactory group experiences" would be of less importance to a caseworker than a groupworker. It became apparent during questioning that as was hypothesized, many of the Role Definers identified themselves strongly with the expectations of the profession as a whole.

Table 18 shows role expectations expressed through knowledge which should be important to the profession. In Table 18, the degree of importance of each knowledge area is shown according to three methods of social work.

TABLE 18

ROLE EXPECTATIONS EXPRESSED THROUGH KNOWLEDGE

DEGREE OF IMPORTANCE OF 29 ITEMS IN EACH SOCIAL WORK METHOD

Role Definer Number	Caseworkers			Groupworkers			Community Org.		
	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
1	20	5	4	20	5	4	20	5	4
2	27	0	2	24	4	1	24	2	3
3	11	12	6	9	16	4	13	12	4
4	8	10	11	11	12	6	13	7	9
5	25	2	2	25	4	0	27	2	0
6	19	10	0	23	6	0	20	8	1
7	15	8	6	18	6	5	18	5	6
8	17	10	2	20	7	2	20	7	2
9	10	12	7	14	8	7	14	9	6
10	18	10	1	16	11	2	23	5	1
11	19	6	4	18	10	1	21	2	6
12	19	5	5	20	5	4	14	5	10
Total Response	208	90	50	218	94	36	227	69	52
Average Response	17.3	7.5	4.1	18.1	7.8	3.0	18.9	5.7	4.3

Role Definers concluded that for all three methods, a wide amount of knowledge is necessary; however the greatest amount was expected from community organization workers, groupworkers were expected to have wider knowledge than caseworkers although the range of difference was very slight. (Role Definers stated that 18.9 items out of twenty-six were of most importance for community organization workers, in contrast to 17.3 items for caseworkers).

Table 19 shows role expectations expressed through skill areas by Role Definers.

TABLE 19

ROLE EXPECTATIONS EXPRESSED THROUGH SKILL

Role Definer Number	Degree of Importance to 26 Items in Each Social Work Method								
	Caseworkers			Groupworkers			Community Org. Workers		
	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
1	19	7	0	19	7	0	19	7	0
2	25	0	1	26	0	0	26	0	0
3	12	6	8	11	13	2	13	13	0
4	18	5	3	20	6	0	20	3	3
5	23	1	2	21	5	0	24	1	1
6	19	5	2	18	8	0	22	3	1
7	18	4	4	18	5	3	18	5	3
8	16	8	2	19	6	1	22	4	0
9	16	5	5	18	4	4	22	3	1
10	21	3	2	23	3	0	24	2	0
11	24	2	0	26	0	0	25	1	0
12	14	6	6	13	7	6	12	10	4
Total Response	225	52	35	232	64	16	247	52	13
Average Response	18.8	4.3	2.9	19.3	5.3	1.3	20.6	4.3	1.1

Consistent with expectations regarding knowledge, community organization workers are expected by the profession to need a wider range of skill, as well as knowledge, than the other two methods. Role Definers indicated that 20.6 of the twenty-nine items were of most importance to community organization, while only 1.1 of the items were seen as of least importance to this method. Role Definers saw only 1.3 items of least importance for groupwork, and 2.9 for casework.

The following tables present patterns of role expectations expressed in the constellation of values, purpose, knowledge, and skills of social work. Each category of the constellation was further divided into separate sections, according to basic beliefs and principles of social work practice as defined in the literature. Role Definers then determined the responses that would be the standard against which the students would be compared.

Table 20A shows the patterns of role expectations expressed through values. The patterns of statements which were included under the section on values were statements relative to the nature of man, which were sub-grouped into statements concerning the worth of the individual, change and growth, and equal opportunity. Table 20B shows role expectations according to self-determination, and Table 20C shows role expectations expressed through the relationship of the individual to society.

TABLE 20A

PATTERNS OF ROLE EXPECTATIONS EXPRESSED THROUGH VALUES

I. Nature of Man

Degree of Agreement to Patterned Items in Instrument

* Group	Item No.	Complete Agreement	Some Degree of Agreement	Some Degree of Disagree.	Complete Disagree.	No. Opinion
A	1	0	1	2	6	3
A	6	5	3	2	1	1
B	12	0	0	3	9	0
B	15	4	7	1	0	0
C	4	0	7	4	1	0
C	9	0	1	1	10	0
	Total Response	9	19	13	27	4
	Average Response	.75	1.6	1.1	2.3	.33

*Group A   Worth of the Individual

 Group B   Change and Growth

 Group C   Equal Opportunity

TABLE 20B

PATTERNS OF ROLE EXPECTATIONS EXPRESSED THROUGH VALUES

II. Self Determination

Degree of Agreement to Patterned Items in **Instrument**

Item No.	Complete Agree-ment	Some Degree of Agreement	Some Degree of Disagree .	Complete Disagree.	No Opinion
2	7	3	1	1	0
7	0	0	2	10	0
13	9	2	1	0	0
16	0	0	4	8	0
10	9	3	0	0	0
Total Res-ponse	25	8	8	19	0
Average Response	2.1	.67	.67	1.6	.0

TABLE 20C

PATTERNS OF ROLE EXPECTATIONS EXPRESSED THROUGH VALUES

III.   Relationship of The Individual to Society

Degree of Agreement to Patterned Items in Instrument

Item No.	Complete Agree-ment	Some Degree of Agreement	Some Degree of Disagree.	Complete Disagree.	No Opinion
3	0	1	4	7	0
8	6	6	0	0	0
14	1	4	2	3	2
17	0	1	6	3	2
5	1	0	2	9	0
11	0	0	2	10	0
Total Response	8	12	16	32	4
Average Response	.67	1.0	1.3	2.7	.33

Because of the nature of the hypotheses of this thesis, and the limitations of time, an item analysis of each response has not been made. The students' responses have not been compared with those of the Role Definer's according to the patterns of response. The implications for further study are evident; it would, for example, be a contribution to the total knowledge of the profession to determine those items in which discrepancies in agreement occur among Role Definers or between students and Role Definers.

Table 21A shows the responses of Role Definers to patterns of role expectations expressed through curative purposes, while Table 21B shows the responses to the patterns expressed through preventative purposes.

TABLE 21A

PATTERNS OF ROLE EXPECTATIONS EXPRESSED
THROUGH PURPOSES (GOALS)

I. Curative

Degree of Importance to Patterned Items in Instrument			
Item Number	Most Important	Moderately Important	Least Important
18	11	1	0
20	4	7	1
21	8	4	0
25	3	9	0
Total Response	26	21	1
Averate Response	2.2	1.8	.08

TABLE 21B

PATTERNS OF ROLE EXPECTATIONS EXPRESSED
THROUGH PURPOSES (GOALS)

II. Preventative

Degree of Importance to Patterned Itmes in Instrument			
Item Number	Most Important	Moderately Important	Least Important
19	3	7	2
22	9	2	1
23	5	6	1
24	9	3	0
Total Response	26	18	4
Average Response	2.2	1.5	.33

Table 22A-1 shows the response of Role Definers to patterns of role expectations expressed through the knowledge area of man and his environment, individual development and behavior, while Table 22A-2 deals with man and his environment, collective development and behavior. Table 22B-1 indicates the importance Role Definers attach to social welfare policy and services, structure and organization. Table 22C-1 deals with knowledge of social work as a profession, agency, Table 22C-2, the client, and Table 22C-3, the worker.

TABLE 22 A-1

PATTERNS OF ROLE EXPECTATIONS EXPRESSED THROUGH KNOWLEDGE AREAS

*I. Man and his environment (Individual development and behavior)

Item	DEGREE OF IMPORTANCE TO PATTERNED ITEMS IN EACH METHOD								
No.	Caseworkers			Groupworkers			Community Org. Workers		
	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
39	12	0	0	10	2	0	6	3	3
44	11	1	0	6	4	1	2	2	8
27	12	0	0	10	2	0	6	4	2
28	6	6	0	3	9	0	3	6	3
Total Response	41	7	0	29	18	1	17	15	16
Average Response	3.4	.58	.0	2.4	1.4	.08	1.4	1.3	1.3

TABLE 22 A-2   68

I. Man and his environment (Collective development and behavior)

DEGREE OF IMPORTANCE TO PATTERNED ITEMS IN EACH METHOD

Item No.	Caseworkers			Groupworkers			Community Org. Workers		
	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
36	6	5	1	12	0	0	10	2	0
53	7	3	2	12	0	0	9	2	1
49	2	6	4	12	0	0	12	0	0
50	8	2	2	8	3	1	12	0	0
30	8	4	0	10	2	0	8	4	0
29	10	2	0	9	3	0	8	3	1
Total Response	41	22	9	63	8	1	59	11	2
Average Response	3.4	1.8	.75	5.3	.66	.08	4.9	.9	.17

TABLE 22 B-1   69

II. Social welfare policy & services (History philosophy & services)

DEGREE OF IMPORTANCE TO PATTERNED ITEMS IN EACH METHODS

Item No.	Caseworkers Most	Mod.	Least	Groupworkers Most	Mod.	Least	Community Org. Workers Most	Mod.	Least
40	2	3	7	1	1	10	2	3	7
35	2	6	4	2	5	5	4	3	5
45	1	3	8	8	3	1	6	2	4
31	7	4	1	4	5	3	8	2	2
Total Response	12	16	20	15	14	19	20	10	18
Average Response	1.0	1.3	1.7	1.3	1.2	1.6	1.7	.83	1.5

TABLE 22 B-2

II. Social welfare policy & services (Structure and organization)

DEGREE OF IMPORTANCE TO PATTERNED ITEMS IN EACH METHOD

Item No.	Caseworkers			Groupworkers			Community Org. Workers		
	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
26	9	3	0	5	4	3	6	4	2
34	1	6	5	1	9	2	9	2	1
37	5	4	3	5	6	1	12	0	0
42	9	3	0	8	4	0	11	1	0
Total Response	24	16	8	19	23	6	38	7	3
Average Response	2.0	1.3	.66	1.6	1.9	.5	3.2	.58	.25

TABLE 22 C-1

III. Social work as a profession (Agency)

DEGREE OF IMPORTANCE TO PATTERNED ITEMS IN EACH METHOD

Item No.	Caseworkers			Groupworkers			Community Org. Workers		
	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
47	6	4	2	5	5	2	11	0	1
52	1	7	4	1	8	3	8	2	2
51	8	3	1	8	4	0	12	0	0
33	5	4	3	5	4	3	8	2	2
Total Response	20	18	10	19	21	8	39	4	5
Average Response	1.7	1.5	.83	1.6	1.8	.66	3.3	3.3	.41

TABLE 22 C-2

III. Social work as a profession (Client)

DEGREE OF IMPORTANCE TO PATTERNED ITEMS IN EACH METHOD

Item	Caseworkers			Groupworkers			Community Org. Workers		
No.	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
46	12	0	0	11	1	0	6	6	0
32	9	3	0	7	5	0	5	2	5
38	4	5	3	10	2	0	7	3	2
Total Response	25	8	3	28	8	0	18	11	7
Average Response	2.1	.66	.25	2.4	.66	.0	1.5	.91	.58

TABLE 22 C-3

III. Social work as a profession (Worker)

DEGREE OF IMPORTANCE TO PATTERNED ITEMS IN EACH METHOD

Item No.	Caseworkers			Groupworkers			Community Org. Workers		
	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
41	12	0	0	12	0	0	10	2	0
48	10	2	0	10	2	0	9	2	1
43	12	0	0	12	0	0	10	1	1
54	11	1	0	11	1	0	11	1	0
Total Response	45	3	0	45	3	0	4C	6	2
Average Response	3.8	.25	.0	3.8	.25	.0	3.3	.5	.17

Table 23A shows the responses of Role Definers to patterns of role expectations expressed through the skill area of direct services to clients. Table 23B follows with the agency and community, while Table 23C deals with feeling skills. Table 23D is concerned with the degree of importance Role Definers place upon technical skills, such as dictating correspondence and using the telephone.

2. Analysis of Student Responses

The following analysis will concern data of the self-in-role perceptions of first and second year students during training in two schools of social work in the Greater Boston area.

Table 24 shows the raw scores of each of the sixty students who were interviewed, indicating self-in-role perceptions which each student holds. The students are listed numerically, and the year of training of each student is given.

TABLE 23A

PATTERNS OF ROLE EXPECTATIONS AS EXPRESSED THROUGH SKILL AREAS

I. Direct services to clients

DEGREE OF IMPORTANCE TO PATTERNED ITEMS IN EACH METHOD

Item No.	Caseworkers			Groupworkers			Community Org. Workers		
	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
63	12	0	0	12	0	0	7	5	0
77	12	0	0	9	3	0	9	2	1
59	12	0	0	11	1	0	9	3	0
71	4	6	2	11	1	0	12	0	0
60	12	0	0	11	1	0	11	1	0
72	12	0	0	12	0	0	11	1	0
Total Response	64	6	2	66	6	0	59	12	1
Average Response	5.3	.5	.0	5.5	.5	.0	4.9	1.0	.08

TABLE 23B

II. Agency and community

DEGREE OF IMPORTANCE TO PATTERNED ITEMS IN EACH METHOD

Item No.	Caseworkers			Groupworkers			Community Org. Workers		
	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
55	6	5	1	9	2	1	11	1	0
62	11	1	0	10	2	0	12	0	0
68	5	2	5	5	4	3	10	1	1
80	5	1	6	5	4	3	10	1	1
75	7	5	0	10	2	0	10	2	0
74	4	3	5	4	5	3	10	2	0
79	5	5	2	7	5	0	9	3	0
Total Response	43	22	19	50	24	10	72	10	2
Average Response	3.6	1.8	1.6	4.2	2.0	.83	6.0	.83	.16

TABLE 23C

III. Feeling Skills

DEGREE OF IMPORTANCE TO PATTERNED ITEMS IN EACH METHOD

Item No.	Caseworker			Groupworker			Community Org. Worker		
	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
67	12	0	0	12	0	0	11	0	1
58	12	0	0	11	1	0	8	4	0
73	11	1	0	11	1	0	10	2	0
56	12	0	0	11	1	0	10	1	1
70	12	0	0	12	0	0	10	2	0
76	12	0	0	11	1	0	9	2	1
Total Response	71	1	0	68	4	0	58	11	3
Average Response	5.9	.08	.0	5.7	.33	.0	4.8	.91	.25

TABLE 23D

IV. Technical skills

DEGREE OF IMPORTANCE TO PATTERNED ITEMS IN EACH METHOD

Item No.	Caseworkers			Groupworkers			Community Org. Workers		
	Most	Mod.	Least	Most	Mod.	Least	Most	Mod.	Least
61	9	3	0	8	4	0	6	4	2
65	9	3	0	8	3	1	11	1	0
69	8	3	1	8	3	1	8	4	0
66	8	2	2	7	4	1	11	0	1
64	8	3	1	7	4	1	9	1	2
57	0	4	8	4	7	1	7	3	2
78	6	5	1	6	5	1	8	3	1
Total Response	48	23	13	48	30	6	60	16	8
Average Response	4.0	1.9	1.1	4.0	2.5	.50	5.0	1.3	.66

TABLE 24

SCORES OF SELF-IN-ROLE PERCEPTIONS OF 60 SOCIAL WORK STUDENTS DURING

TRAINING IN TWO SCHOOLS OF SOCIAL WORK.

Student	Year of Training	Values				Purposes				Knowledge				Skills			
		*M	MO	L	T	M	MO	L	T	M	MO	L	T	M	MO	L	T
1	1	5	5	7	17	4	3	1	8	16	11	2	29	15	8	3	26
2	2	4	9	4		2	3	3		15	10	4		17	7	2	
3	1	5	2	10		1	5	2		10	13	6		11	8	7	
4	1	4	5	8		6	1	1		16	9	4		16	6	4	
5	2	4	5	8		5	3	0		12	11	6		15	6	5	
6	2	7	6	4		5	3	0		15	13	1		12	12	2	
7	2	5	7	5		3	4	1		18	10	1		17	7	2	
8	2	2	7	8		3	3	2		13	9	7		16	7	3	
9	2	3	10	4		4	3	1		11	12	6		15	10	1	
10	2	4	7	6		5	1	2		13	14	2		13	9	4	
11	1	5.	5	7		3	4	1		13	14	2		13	11	2	
12	1	5	11	1		4	4	0		13	12	4		14	10	2	
13	1	2	11	4		8	0	0		15	9	5		16	6	4	
14	2	5	2	10		8	0	0		17	12	0		22	1	3	
15	1	3	8	6		2	5	1		17	9	3		14	7	5	
16	2	6	0	11		5	3	0		12	11	6		14	3	9	
17	1	4	7	6		4	3	1		13	8	8		11	8	7	
18	1	4	10	3		3	5	0		17	11	1		18	8	0	
19	1	4	7	6		1	4	3		13	13	3		13	11	2	
20	2	4	8	4		6	2	0		16	12	1		19	6	1	

* M = Most   L = Least
MO = Moderate   T = Total

TABLE 24 (continued)

Student	Year of Train- ing	Values				Purposes				Knowledge				Skills			
		M	MO	L	T	M	MO	L	T	M	MO	L	T	M	MO	L	T
21	2	4	9	4	17	3	5	0	8	16	10	3	29	15	10	1	26
22	2	5	6	6		3	4	1		10	16	3		15	9	2	
23	2	5	6	6		4	3	1		15	10	4		18	5	3	
24	1	5	4	8		1	5	2		17	12	0		21	5	0	
25	2	4	8	5		5	3	0		24	5	0		19	7	0	
26	2	4	4	9		4	4	0		19	9	1		13	12	1	
27	1	3	7	7		5	2	1		12	12	5		13	9	4	
28	2	2	8	7		1	6	1		11	14	4		8	13	5	
29	1	4	4	9		3	3	2		12	15	2		19	6	1	
30	2	6	5	6		2	6	0		11	13	5		11	12	3	
31	1	6	4	7		4	2	2		13	8	8		15	3	8	
32	1	6	3	8		4	2	2		9	12	8		16	8	2	
33	2	6	4	7		2	4	2		6	11	12		7	10	9	
34	2	2	8	7		2	5	1		9	20	0		15	8	3	
35	2	0	8	9		5	3	0		13	12	4		12	9	5	
36	2	4	6	7		6	2	0		12	12	5		14	9	3	
37	1	4	9	4		3	4	1		17	12	0		12	14	0	
38	2	3	6	8		3	2	3		13	10	6		15	5	6	
39	1	5	6	6		3	4	1		9	16	4		9	13	4	
40	1	3	7	7		3	1	4		14	12	3		12	10	4	

TABLE 24 (continued)

Student	Year of Training	Values				Purposes				Knowledge				Skills			
		M	MO	L	T	M	MO	L	T	M	MO	L	T	M	MO	L	T
41	1	4	3	10	17	5	2	1	8	15	5	7	29	17	7	2	26
42	2	3	10	4		3	2	3		12	11	6		16	6	4	
43	2	3	8	6		3	3	2		11	10	8		13	6	7	
44	1	5	6	6		5	3	0		21	7	1		20	5	1	
45	1	4	5	8		1	4	3		6	9	14		10	9	7	
46	1	5	3	9		4	2	2		14	12	3		12	9	5	
47	2	6	4	7		8	0	0		19	7	3		12	10	4	
48	2	4	5	8		3	5	0		8	15	6		10	12	4	
49	2	6	4	7		6	2	0		12	14	3		13	12	1	
50	1	5	5	7		3	3	2		12	16	1		13	9	4	
51	2	6	3	8		8	0	0		26	3	0		17	5	4	
52	2	4	6	7		0	1	7		6	14	9		8	12	6	
53	2	1	7	9		5	3	0		21	6	2		14	9	3	
54	2	4	7	6		4	3	1		7	16	6		14	8	4	
55	2	6	3	8		3	3	2		14	8	7		16	4	6	
56	1	5	3	9		3	5	0		9	14	6		13	6	7	
57	1	4	9	4		2	4	2		10	17	2		12	12	2	
58	2	1	7	9		4	2	2		24	5	0		21	4	1	
59	2	7	5	5		4	4	0		16	8	5		18	5	3	
60	1	5	5	7		2	3	3		14	11	4		11	6	7	

In Table 25, the differences between role expectations of Role Definers and self-in-role perceptions of each student are shown. The difference was determined by subtracting the responses shown in Table 24 from the average response of Role Definers.

TABLE 25

DIFFERENCES BETWEEN ROLE EXPECTATIONS OF ROLE DEFINERS AND SELF-IN-ROLE

PERCEPTIONS OF SOCIAL WORK STUDENTS DURING TRAINING.

Students	Year of Training	Values			Purposes			Knowledge			Skills		
		*M	MO	L	M	MO	L	M	MO	L	M	MO	L
1	1	-1.5	+1.4	-.40	+.40	+.30	-.60	+2.1	-3.2	+1.0	+4.3	-2.7	-1.7
2	2	+.50	-2.6	+2.6	+2.4	+.30	-2.6	+3.9	-4.3	+.30	+3.6	-2.7	-.92
3	1	-1.5	+4.4	-3.4	+3.4	-1.7	-1.6	+8,1	-5.2	-3.0	-8.3	-2.7	-5.7
4	1	+.50	+1.4	-1.4	-1.6	+2.3	-.59	+2.1	-1.2	-1.0	+3.3	-.67	-2.7
5	2	-.50	+1.4	_1.4	-.60	_.30	+.41	+6.1	-3.2	-3.0	+4.3	-.67	-3.7
6	2	-3.5	+.40	+2.6	-.60	+.30	+.41	+3.9	-7.3	+3.3	+8.6	-7.7	+.92
7	2	-1.5	-.60	+1.6	+1.4	-.70	-.59	+.90	-4.3	+3.3	+3.6	+2.7	+.90
8	2	+1.5	-.60	-1.4	+1.4	+.30	-1.6	+5.1	-1.2	-4.0	+3.3	-1.7	-1.7
9	2	+.50	-3.6	+2.6	+.40	+.30	-.59	+7.1	-4.2	-3.0	+4.3	-4.7	+.33
10	2	+.50	-.60	+.60	-.60	+2.3	-1.6	+5.9	-8.3	+2.3	+7.6	-4.7	-2.9
11	1	-1.5	+1.4	-.40	+1.4	-.70	-.60	+4.4	-6.6	+2.2	+5.8	-6.7	+.90
12	1	-1.5	-4.6	÷5.6	+.40	-.70	+.41	+4.4	-4.6	+.20	+4.8	-5.7	+.90
13	1	+1.5	-4.6	+2.6	-3.6	+3.3	+.41	+2.4	-1.6	-.80	+2.8	-1.7	-1.1
14	2	-1.5	+4.4	-3.4	-3.6	+3.3	+.41	+.40	-4.6	+4.2	-3.2	+3.3	-.10
15	1	+.50	-1.6	+.60	+2.4	-1.7	-.59	+.40	-1.6	+1.2	+4.8	-2.7	-2.1
16	2	-2.5	+6.4	-4.4	-.60	+.30	+.41	+5.4	-3.6	-1.8	+4.8	+1.3	-6.1
17	1	-.50	-.60	÷.60	+.4	+.30	-.59	+4.4	-6.0	-3.8	+7.8	-3.7	-4.1
18	1	-.50	-3.6	+3.6	+1.4	-1.7	+.41	+.40	=3.6	+3.2	+.80	-3.7	+2.9
19	1	-.50	-.60	+.60	+3.4	-.70	-2.6	+4.4	-5.6	+1.2	+5.8	-6.7	+.90
20	2	-.50	-1.6	+2.6	_1.6	+1.3	+.41	+1.4	-4.6	+3.2	-.20	-1.7	+1.9

*M = Most
MO = Moderate
L = Least

TABLE 25
(continued)

Students	Year of Training	Values			Purposes			Knowledge			Skills		
		M	MO	L	M	MO	L	M	MO	L	M	MO	L
21	2	-.48	-2.6	+2.6	+1.4	-1.7	+.41	+1.4	-2.6	+1.2	+3.8	-5.7	+1.9
22	2	-1.5	+.40	+.60	+1.4	-.70	-.59	+7.4	-8.6	+1.2	+3.8	-4.7	+.90
23	2	-1.5	+.40	+.60	+.40	+.30	-.59	+2.4	-2.6	+.20	+.80	-.70	-.10
24	1	-1.5	+2.4	-1.4	+3.4	-1.7	-1.6	+.40	-4.6	+4.2	-2.2	-.70	+2.9
25	2	-.50	-1.6	+1.6	-.60	+.30	+.41	-6.6	+2.4	+4.2	-.20	-2.7	+2.9
26	2	-.50	+2.4	-2.4	+.40	-.70	+.41	-1.6	-1.6	+3.2	+5.8	-7.7	+1.9
27	1	+.50	-.60	-.40	-.60	+1.3	-.50	+5.4	-4.6	-.80	+5.8	-4.7	-1.1
28	2	+1.5	-1.6	-.40	+3.4	-2.7	-.59	+6.4	-6.6	+.20	+10.8	-8.7	-2.1
29	1	-.50	+2.4	-2.4	+1.4	+.30	-1.6	+5.4	-7.6	+2.2	-.20	-1.7	+1.9
30	2	-2.5	+1.4	-.60	+2.4	-2.7	+.41	+6.4	-5.6	-.80	+7.8	-7.7	-.10
31	1	-2.5	+2.4	-.40	+.40	+1.3	-1.6	+4.4	-.61	-3.8	+3.8	+1.3	-5.2
32	1	-2.5	+3.3	-1.2	+.40	+1.3	-1.6	+8.4	-4.6	-3.8	+2.8	+2.6	+.90
33	2	-2.5	+2.3	-.40	+2.4	-.70	-1.6	+11.4	-3.6	-7.9	+11.8	-5.7	+2.7
34	1	+1.5	-1.7	-.40	-2.4	-1.7	-.59	+8.4	-14.6	+2.2	+3.8	-4.7	-.14
35	2	+3.5	+.66	+.20	-.6	+.3	+.4	+4.4	-4.6	-.85	+6.8	-4.7	-2.1
36	2	-.48	+.34	-.4	-2.0	+1.3	+.40	+5.4	-4.6	-.81	+4.8	-4.7	-.13
37	1	-.48	-2.7	+2.6	+1.4	-.70	-.60	-1.2	-4.6	+4.2	+6.8	-9.7	+2.8
38	2	-.52	+.10	-1.4	+1.4	+1.3	-2.6	+11.4	-2.6	-1.8	+3.8	-.72	-3.1
39	1	-1.5	+.34	+6.0	+1.4	-.70	-.60	+8.4	-8.6	+.19	+9.8	-8.7	-1.1
40	1	+.52	+.66	-.40	+1.4	+2.3	-3.6	+2.4	-4.6	+1.2	+6.8	-5.7	-1.1

TABLE 25
(continued)

Students	Year of Training	Values			Purposes			Knowledge			Skills		
		M	MO	L	M	MO	L	M	MO	L	M	MO	L
41	1	-.50	+3.4	-3.4	-.60	÷1.3	-.59	+.40	+2.4	-2.8	_1.8	-2.7	+.90
42	2	+.50	-3.6	+2.4	÷1.4	+1.3	-2.6	+5.4	-3.6	-1.8	+2.8	-1.7	-1.1
43	2	+.50	-1.6	+.60	+1.4	+.30	-1.6	+6.4	-2.4	-3.8	+5.8	-1.7	-4.1
44	1	-1.5	+.40	+.60	-.60	÷.30	+.41	-3.6	+.40	+3.2	-1.2	-.70	+1.9
45	1	_.50	+1.4	-1.4	+3.4	-.70	-2.6	+11.4	-1.6	-9.8	+8.8	-4.7	-4.1
46	1	-1.5	+3.4	-2.4	+.40	+1.3	-1.6	+3.4	-4.6	+1.2	÷6.8	-4.7	-2.1
47	2	-2.5	+2.4	-.40	-3.6	+3.3	+.41	-1.6	÷.40	+1.2	+4.8	-5.7	-1.1
48	2	-.50	÷1.4	-1.4	÷1.4	-1.7	+.41	+9.4	-7.6	-1.8	+8.8	-7.7	-1.1
49	2	-2.5	+2.4	-.40	-1.6	+1.3	+.41	+5.4	-6.5	+1.2	+5.8	-7.7	+1.9
50	1	-1.5	÷1.4	-.40	+1.4	+.30	-1.6	÷5.4	-8.6	÷3.2	+5.8	-4.7	-1.1
51	2	-2.5	+3.4	-1.4	-3.6	+3.3	+.41	-8.6	÷4.4	÷4.2	+1.8	-.70	-1.1
52	2	-.50	+.40	-.40	+4.4	+2.3	-6.6	+11.4	-6.6	-4.9	+10.8	-7.7	-3.1
53	2	+2.5	-.60	-2.4	-.60	÷.30	+.41	-3.6	+1.4	+2.2	÷4.8	-4.7	-.14
54	2	-.48	-.23	+.60	+.40	+.30	-.59	+10.4	-8.6	+1.8	+4.8	-3.7	-1.1
55	2	-2.5	+3.4	-1.4	÷1.4	+.30	-1.6	+3.4	-.60	-2.8	+2.8	+.24	-3.1
56	1	-1.5	+3.4	-2.4	+1.4	-1.7	+.41	+8.4	-6.6	-1.8	+5.8	-1.7	-4.1
57	1	-.50	-2.6	+2.6	+2.4	-.70	-1.6	+7.4	+9.6	+2.2	+6.8	-7.7	+.90
58	2	+2.5	-.60	-2.4	+.40	÷1.3	-1.6	-6.6	+2.4	+4.2	-2.2	+.30	+1.9
59	2	-3.5	÷1.3	+1.6	+.40	-.70	÷.41	+1.4	-.60	-.80	÷.80	-.70	-.10
60	1	-1.5	÷1.4	-.40	+2.4	+.30	-2.6	+3.4	-3.6	+.20	+7.8	-1.7	-4.1

The differences which are seen in Table 25 indicate the degree to which each student agreed or disagreed with the average response of Role Definers. A negative, or minus difference means that the student's score was higher than the Role Definers'. For example, Role Definers may indicate that five items are of most importance, while a student would state that seven were. By subtracting the student's higher score from the Role Definers', a difference of -2 would be derived. The positive differences, of course, mean that the student's score was lower than the Role Definers'. For purposes of the study, however, the direction of disagreement, that is, whether the student score was higher or lower than Role Definers', has not been considered important. Instead, the total degree of disagreement was used for the analysis.

These differences were added within each category to arrive at a "differential index." The differential indeces of the four categories, values, purposes, knowledge, and skills, were sum-totalled, forming a "total differential index."

Table 26 gives the differential index scores of twenty seven first year students.

TABLE 26

DIFFERENTIAL INDEX SCORES OF 27 FIRST YEAR STUDENTS

Student	Values	Differential Index Scores Purposes	Knowledge	Skills	Total
1	3.3	1.3	6.3	8.7	19.6
3	9.3	6.7	16.3	16.8	49.1
4	3.3	4.5	4.3	6.7	18.8
11	3.3	2.7	13.2	13.4	32.6
12	11.7	1.5	9.2	11.4	33.8
13	8.7	7.3	4.8	5.6	26.4
15	2.7	4.7	3.2	9.6	20.2
17	1.7	1.3	8.8	15.6	27.4
18	7.7	3.5	7.2	7.4	25.8
19	1.7	6.7	11.2	13.4	33.0
24	5.3	6.7	9.2	5.8	27.0
27	1.5	2.5	10.8	11.6	26.4
29	5.3	3.3	15.2	3.8	27.2
31	5.3	3.3	8.8	10.2	27.6
32	7.0	3.3	16.8	6.3	33.4

TABLE 26

(continued)

Student	Values	Differential Index Scores Purposes	Knowledge	Skills	Total
34	3.6	4.7	25.2	8.7	42.2
37	5.7	2.7	10.0	19.4	37.8
39	2.4	2.7	17.2	19.6	41.9
40	1.6	7.3	8.2	13.6	30.7
41	7.3	2.5	5.6	5.4	20.8
44	2.5	1.3	7.2	3.8	14.8
45	4.7	6.7	22.8	15.4	49.6
46	7.3	2.7	9.2	11.6	30.8
50	3.3	3.3	17.2	11.5	35.0
56	7.3	3.5	16.8	11.6	29.2
57	6.3	4.7	19.2	15.4	45.6
60	4.7	5.3	7.2	13.6	30.8

The total differential index score is the means by which the degree
of agreement or disagreement of the student can be assessed against the
standard set by Role Definers. The scores of Table 26 show that the
lowest degree of agreement score of a first year student was 49.6; this
means that this student disagreed with 49.6 responses out of a possible
160. (Both student and Role Definer responded to eighty statements; if
the student disagreed with every item indicated by Role Definers, he
would have a score of 160). At the other end of the scale, the highest
degree of agreement score of a first year student was 14.9.

Differential index scores for thirty-three second year students
are found in Table 27.

TABLE 27

DIFFERENTIAL INDEX SCORES OF 33 SECOND YEAR STUDENTS.

Student	Values	Differential Index Scores Purposes	Knowledge	Skills	Total.
2	5.7	5.3	8.5	7.2	26.7
5	3.3	1.3	12.3	8.7	25.6
6	6.5	1.3	14.5	17.2	39.5
7	3.7	2.7	8.5	7.2	22.1
8	3.5	3.3	10.3	6.7	23.8
9	6.7	1.3	14.3	9.3	31.6
10	1.7	4.5	16.5	15.2	37.9
14	9.3	7.3	9.2	6.6	32.4
16	13.3	1.3	10.8	12.2	37.6
20	4.7	3.3	9.2	3.8	21.0
21	5.7	5.2	5.2	11.4	25.8
22	2.5	2.7	17.2	9.4	31.8
23	2.1	1.3	5.2	1.6	10.2
25	3.7	1.3	13.2	5.8	24.0

TABLE 27

(continued)

Student	Values	Differential Index Scores Purpose	Knowledge	Skills	Total
26	5.3	1.5	6.4	15.4	28.6
28	3.5	6.7	13.2	21.6	45.0
30	4.5	5.5	12.8	15.6	38.4
33	5.2	4.7	22.9	20.2	53.0
35	4.4	1.3	9.9	13.6	29.2
36	1.2	3.7	10.8	9.6	25.3
38	2.0	5.3	15.8	7.7	30.8
42	6.5	5.4	10.8	5.6	28.3
43	2.9	3.3	12.1	11.6	29.9
47	6.7	7.3	3.2	11.6	28.8
48	3.3	3.5	18.8	17.6	43.2
49	5.3	3.3	13.1	15.4	35.4
52	4.7	13.3	22.9	21.6	61.5
53	11.7	1.3	7.2	9.6	29.8
54	2.3	1.3	20.8	9.6	34.0
55	7.2	3.3	6.8	6.2	23.5
58	7.7	3.3	13.2	4.4	28.6
59	9.9	1.5	2.8	1.6	15.8

Table 27 reveals that the lowest degree of agreement score of a second year student was 61.5, which was 11.9 higher than the lowest degree of agreement by a first year student. The highest degree of agreement was a score of 10.2, 4.7 lower than the highest degree of agreement of a first year student.

Table 28 shows the scores of six groupwork students and four community organization students. They were chosen in proportion to the total number of students of these methods enrolled in the schools of social work. In the total profession, groupworkers and community organization workers represent only a minority (approximately twenty per cent) of social workers.

TABLE 28

DIFFERENTIAL INDEX SCORES OF SIX GROUPWORK AND FOUR COMMUNITY ORGANIZATION

STUDENTS

Method	Student No	Differential Index Scores				
		Values	Purpose	Knowledge	Skill	Total
GW	1	3.3	1.3	6.3	8.7	19.6
CO	2	5.7	5.3	8.5	7.2	26.7
GW	3	9.3	6.7	16.3	16.8	49.1
GW	4	3.3	4.5	4.3	6.7	18.8
GW	5	3.3	1.3	12.3	8.7	25.6
CO	6	6.5	1.3	14.5	17.2	39.5
CO	7	3.7	2.7	8.5	7.2	22.1
GW	8	3.5	3.3	10.3	6.7	31.6
GW	9	6.7	1.3	14.3	9.3	31.6
CO	10	1.7	4.5	16.5	15.2	37.9

As seen in Table 28, the scores of groupwork and community organization students fall between 18.8 and 49.1, which is generally the range in which the casework students' scores fall. It could be assumed from this that despite Role Definers expectations, groupwork and community organization students show little difference from casework students in self-in-role perception.

The lowest agreement score that is possible for a student to achieve is a score of 160, while perfect agreement by a student with Role Definers would produce a score of zero, or no disagreement at all. The maximum disagreement expressed by a student of either year was 61.5, or disagreement with 38% of the total number of items. The highest degree of agreement expressed by any student was 10.2, a discrepancy of only 7% from the Role Definers' response.

It had been expected that agreement with Role Definers would be lower among all students and that agreement with Role Definers would be lower among first year students than among second year students. For example, it had been expected that a score of agreement with less than 50% of the items would be the point where low agreement would begin. However, the agreement was much higher; in this example, 38% is the lowest agreement of any student. It can be concluded from this high percentage of agreement by the students with the values, purposes, knowledge, and skills of the profession that perhaps the students were pre-disposed to social work when choosing it as a profession. This is closely related to Super's theory of choice of a vocation as implementation of self-concept (see Chapter 1).

Table 29 shows the scores of a degree of expressed satisfaction of each of the sixty students who were sampled. To arrive at a satisfaction index, the students were asked to what extent they were satisfied with their choice of social work as a career; the extent to which academic and field work training met their expectations; and they were asked if they would choose social work as a career if they could do it again.

The questions pertaining to training and expectations were omitted in analysis on the basis that according to our occupational role theory, the beginner's expectations of the occupational role would, of necessity, be misperceived. The exclusion of these two questions left only two others upon which a satisfaction index could be developed. To do so, the responses to the questions were given a numerical mark, and the two responses were added together. A response totalling number two expressed high satisfaction, three, indicated moderate satisfaction, while a response from four to six was indicative of expressed low satisfaction. This crude index is recognized as one of the major limitations of this study.

TABLE 29

SCORES OF DEGREE OF EXPRESSED SATISFACTION OF 60 SOCIAL WORK STUDENTS

DURING TRAINING.

Student	Year	Expressed High Satisfaction *(2)	Expressed Moderate Satisfaction *(3)	Expressed Low Satisfaction *(4-6)
1	1	x		
2	2	x		
3	1			x
4	1	x		
5	2	x		
6	2	x		
7	2		x	
8	2	x		
9	2	x		
10	2	x		
11	1	x		
12	1		x	
13	1			x
14	2	x		
15	1		x	
16	2	x		
17	1	x		
18	1		x	
19	1		x	
20	2	x		
21	2	x		
22	2		x	
23	2		x	
24	1	x		
25	2	x		
26	2	x		
27	1	x		
28	2	x		
29	1	x		
30	2			x
31	1	x		
32	1	x		
33	2			x
34	1	x		
35	2		x	
36	2	x		
37	1	x		
38	2		x	
39	1		x	
40	1		x	

* Satisfaction Index

TABLE 29
(continued)

Student	Year	Expressed High Satisfaction *(2)	Expressed Moderate Satisfaction *(3)	Expressed Low Satisfaction *(4-6)
41	1	x		
42	2			x
43	2	x		
44	1	x		
45	1	x		
46	1	x		
47	2	x		
48	2	x		
49	2	x		
50	1	x		
51	2		x	
52	2		x	
53	2	x		
54	2	x		
55	2	x		
56	1	x		
57	1	x		
58	2	x		
59	2	x		
60	1	x		

*Satisfaction Index

Table 29 shows that the overwhelming majority of students expressed high satisfaction. A comparison of the degree of expressed satisfaction of first and second year students is found in Table 30.

TABLE 30

COMPARISON OF 60 FIRST AND SECOND YEAR STUDENTS ACCORDING TO THE DEGREE
OF EXPRESSED SATISFACTION DURING TRAINING.

Satisfaction Index	First Year Students	Second Year Students	TOTAL
High (2)	18	24	42
Moderate (3)	6	7	13
Low (4-6)	3	2	5

Table 30 shows that the year of training of the student made no difference to the expression of satisfaction during training. The majority of students are satisfied, and those who express less satisfaction are nevertheless continuing with training.

Table 31 shows the degree of agreement of the sixty social work students who were sampled. It was agreed on the basis of a normal frequency distribution that a differential index score falling within the range of 10.1 and 25.0 indicated a high degree of agreement. From 25.1 to 35.0 indicated moderate agreement, while 35.1 to 65.0 indicated low agreement.

TABLE 31

DEGREE OF AGREEMENT OF 60 SOCIAL WORK STUDENTS

Degree of Agreement	Differential Index Score Range	1st year student	2nd year Student	Grand Total
High	10.1 - 15.0	1	1	
	15.1 - 20.0	2	1	12
	20.1 - 25.0	2	5	
Moderate	25.1 - 30.0	8	11	
	30.1 - 35.0	8	5	32
Low	35-1 - 40.0	1	6	
	40.1 - 45.0	2	2	
	45.1 - 50.0	3	0	16
	50.1 - 55.0		1	
	55.1 - 50.0		0	
	60.1 - 65.0		1	
Totals		27	33	60

In Table 31 it can be seen that most students from both years of training showed moderate agreement. Six first year students expressed a high degree of agreement, compared to seven second year students. Interestingly, sixteen students from each class expressed moderate agreement. The major difference between the classes is found in expression of low agreement, where six first year versus ten second year students came within this category.

Table 32 compares the differential index scores of the first year students with their satisfaction scores.

TABLE 32

FIRST YEAR STUDENTS DIFFERENTIAL INDEX SCORE COMPARED WITH

SATISFACTION SCORE

Student	Total Differential Index Score	Total Satisfaction Score
1	19.6	2
3	49.1	4-6
4	18.8	2
11	32.6	2
12	33.8	3
13	26.4	4-6
15	20.2	3
17	27.4	2
18	25.8	3
19	33.0	3
24	27.0	2
27	26.4	2
29	27.2	2
31	27.6	2
32	33.4	2

TABLE 32

(continued)

Student	Total Differential Index Score	Total Satisfaction Score
34	42.2	2
37	37.8	2
39	41.9	3
40	30.7	3
41	20.8	2
44	14.8	2
45	49.6	2
46	30.8	2
50	35.0	2
56	29.2	2
57	45.6	2
60	30.8	2

Table 33 compares the differential index scores of the second year students with their satisfaction scores.

TABLE 33

SECOND YEAR DIFFERENTIAL INDEX SCORES AS COMPARED WITH SATISFACTION

SCORES

Student	Total Differential Index Score	Total Satisfaction Score
2	26.7	2
5	25.6	2
6	39.5	2
7	22.1	3
8	23.8	2
9	31.6	2
10	37.9	2
14	32.4	2
16	37.6	2
20	21.0	2
21	25.8	2
22	31.8	3
23	10.2	3
25	24.0	2

TABLE 33

(continued)

Student	Total Differential Index Score	Total Satisfaction Score
26	28.6	2
28	45.0	2
30	38.4	4-6
33	53.0	4-6
35	29.2	3
36	25.3	2
38	30.8	3
42	28.3	4-6
43	29.9	2
47	28.8	2
48	43.2	2
49	36.9	2
51	35.4	3
52	61.5	3
53	29.8	2
54	34.0	2
55	23.5	2
58	28.6	2
59	15.8	2

The purpose of Table 34 is to analyze the data pertinent to the hypothesis: The greater the agreement between the self-in-role image of the social work student and the role expectations as defined by the profession, the greater the expressed satisfaction during training. Table 34 shows the relationship of the agreement of the self-in-role image of the social work student and the role as defined by the profession, and the satisfaction expressed by the student during training.

TABLE 34

RELATIONSHIP OF AGREEMENT WITH SATISFACTION BY NUMBER OF STUDENTS

Number of Students	High Satisfaction 1st yr. 2nd yr. total			Moderate Satisfaction 1st yr. 2nd yr. total			Low Satisfaction 1st yr. 2nd yr. total			Total Number of students
High Agreement	4	5	9	1	2	3	0	0	0	12
Moderate Agreement	11	12	23	4	3	7	1	1	2	32
Low Agreement	4	6	10	1	2	3	1	2	3	16

In Table 34, nine students from both years of training indicated both high agreement with Role Definers, and expressed high satisfaction. Three students indicated high agreement, but moderate satisfaction. No student indicated high agreement but expressed low satisfaction. From this, it can be concluded that the hypothesis is substantiated to an appreciable degree: there is a relationship between agreement with the values, purposes, knowledge, and skills of the social work profession and expressed satisfaction.

Table 34 indicates that the trend among students seems to show moderate agreement and high satisfaction. Twenty-three students fall into this category, while seven show moderate agreement and moderate satisfaction. Only two show moderate agreement and low satisfaction, again substantiating the hypothesis that there is a relationship between agreement and satisfaction.

Further substantiation is found in the trend toward disagreement: ten students show low agreement but high satisfaction, three show low agreement and moderate satisfaction, and three show low agreement and low satisfaction.

The difference expressed between students of the two years of training are inconsequential, which fails to substantiate the subhypotheses.

CHAPTER VI

SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This group thesis, the third in a series on "Social Work as a Career Choice", investigated the self and role perception of sixty social work students in two schools of social work in the Boston area.

A review of the literature on self and role theories and vocational development suggested a relationship between a person's self-concept and his choice of occupation. If the activities and values of his chosen occupation are compatible with an individual's perception of his own interests, skills and values, it is assumed he will be satisfied with his choice.

An instrument was designed to investigate the social work student's self-concept within the perceived role of social and his satisfaction during training.

The following hypotheses were developed based on various theoretical formulations:

> The greater the agreement between a social work student's self-in-role image and the role of expectations as defined by the social work profession the greater the expressed satisfaction during training.

Sub-hypotheses:
  a. A first year student's self-in-role image will be less in agreement with the social work role expectations as defined by the profession than a second year student's self-in-role image.
  b. A second year student's self-in-role image will be more in agreement with the social work role expectations as defined by the profession than a first year student's self-in-role image.

Role expectations were derived from responses of twelve social work professionals to the same instrument. Student responses were compared to the average scores of the role definers' responses.

The following conclusions were reached:

1. In this sample the major hypothesis was to an appreciable degree substantiated. Nearly one half of the sample population moderately agreed with the role expectations and were very satisfied during training. There were no students showing high agreement who also expressed a low degree of satisfaction. There were nine students who indicated high agreement with role expectations and also expressed a high degree of satisfaction. Three students in the sample demonstrated high agreement and a moderate degree of satisfaction, while seven students expressed both moderate agreement and a moderate degree of satisfaction.

2. In this sample the related hypotheses were not confirmed. Theories on the place of training in vocational development suggest that the beginner will have a distorted image of professional expectations. We, therefore, expected that the first year student's responses would reflect this faulty perception

in contrast to second year students who
would reveal a more accurate one. How-
ever, an almost equal number of first and
second year students accurately perceived
themselves in high agreement with the
social work role expectations. The major-
ity of students from both years were in
moderate agreement with the constellation
of values, purpose, knowledge, and skill.
These comprised an equal number of first
and second year students who perceived
their "self" in moderate agreement with
professional expectations. Contrary to our
expectations, there were more second year
students than first year students in lower
agreement with the professional's definition
of the role of social work.

Based on this study, we conclude that the trend among
social work students is toward relatively high agreement with
role expectations and that the vast majority of students are
very satisfied during training. We expected that there would
be greater discrepancy between their self-in-role image and
professional expectations even among the most satisfied
students. However, the greatest variation in students res-
ponses with the role definers' scores was thirty-eight per-
cent of item-responses. The least discrepancy was seven

percent. The range of variation for the majority of students in the total sample was between approximately sixteen percent and twenty-two percent of item-responses. This range was termed moderate agreement. The majority of these students were also very satisfied during training. About twenty-two percent of the sample saw their "self" in high agreement with role expectations. Many students apparently see themselves as "fitting" the occupational role of social work in many of its aspects. According to Super's theory their choice of social work as a profession can be construed as an implementation of their self-concept.

Despite the different role expectations for the three methods, the group work and community organization students' range of variation was similar in degree to that of casework students. Community organization students apparently do not perceive that more knowledge and skill is expected in their method.

The fact that first year students had already completed a quarter of their training when interviewed may be a factor in the similar trends shown by students in both years. In that time perhaps many misconceptions about social work had been clarified at least on an intellectual basis. However, the literature states that training for professions in general is an emotional as well as intellectual experience. Self-awareness is concomitant with academic learning especially in a helping profession such as social work. Therefore, while the responses of a first and second year student may be similar,

the latter may be expressing more than personal agreement with the role expectations. This may be an emotional as well as an intellectual commitment to the profession. We assume from the literature on self and role theories that first and second year students are expressing their self-concept but the second year student may be more aware of his "self" in relation to social work expectations. This study was not designed to elicit necessarily this kind of commitment.

3. As was expected, the twelve Role-Definers did not agree completely among themselves on role expectations. Although there was a trend toward homogeneity, role definers varied in the importance they attached to certain items within the constellation of values, purpose, knowledge and skill. To illustrate: although the majority of role definers considered both the curative and preventive aspects of social work important, they were closely divided as to how important each should be. However, only three professionals rated any of the items in the "purpose" category as being least important. Despite the lack of unanimity on certain items the average score of their responses yielded a valid definition of role expectations since there was agreement on the majority of items. Although a closer analysis of role definers' responses was not attempted, some

general conclusions may be drawn. For example,
role definers expect understanding in many
knowledge-areas for social workers in all
methods. However, they expected understanding
in more knowledge areas from community organi-
zers than from group workers and caseworkers.
A similar trend is evident in the expectations
for competence in skill areas.

Upon further analysis of data collected additional
conclusions may be drawn relative to role expectations for
social workers and to the self-in-role image of students.

Limitations:

Since the group members' research skills were develop-
ed as the study progressed, their beginning skills prevented
the use of refined statistical measurements to analyze the
data.

Time was a major limitation since the thesis is in
partial fulfillment of the requirements for a Masters degree.
A more detailed analysis of role definers' and student res-
ponses to the items in the instrument was not attempted.
Specific role expectations relative to the components in the
constellation of values, purpose, knowledge and skill were
not analyzed. The students' self-concept in relation to
these components was not analyzed and no analyses were made
of the career aspirations of students and role definers.

The limitations of time and of financial resources

prevented the utilization of a larger sample from areas outside the vicinity of Boston.

A major limitation in the instrument was the satis-faction index which was not well constructed and which may account for some of the limitations in the findings.

Recommendations:

The following recommendations are suggested for further study:

1. An analysis of the responses of students and role definers to each item in the instrument should be made.

a. Role Definers

According to theories on vocational choice an individual must have some ideas about role requirements and expectations to enter a profession. If the individual's natural misconception is compounded by lack of clarity in role definition we can assume that the person's vocational choice is less mature.

"Until the distinguishing characteristics of social work are better understood it will be difficult to identify its basic role in society."[1] We assume that Miss Bartlett is referring to understanding by those within the profession as well as by those outside the profession. Clarity in role definition is important therefore for two reasons: 1. recruiting potential social workers and 2. understanding and growth within the profession.

---

[1] Harriett M. Bartlett, Analyzing Social Work Practice By Fields, p.11

This study illustrates in general, that there is some disagreement about professional expectations. An analysis of the professionals' responses to the statements in the instrument would clarify the areas of values, purpose, knowledge and skill where there are discrepancies in agreement. It would also specify which components of the constellation are considered essential to the profession.

b. Students

A similar analysis of student responses would accomplish several important purposes. An item analysis would specify if the tendency toward high agreement by both first and second year students concerned the same components of the constellation. A more detailed analysis of each student's responses would indicate his self-concept in relation to specific components of the constellation.

A detailed analysis would determine specifically how students see themselves in relation to social work expectations in their first year of training and in their second year.

2. This instrument should be utilized with a sample of college students who have indicated a preference for social work for comparison of their self-in-role image with the self-in-role image of students already enrolled in schools of social work, as well as with role expectations as defined by the profession. An assessment of the self and role perception of college students prior to training might clarify

those role expectations perceived before training as most compatible with an individual's self-concept. Some understanding may be attained about those characteristics of social work which may be construed as determinants in vocational choice.

3. To make the instrument more useful it is recommended that a more valid measure of satisfaction be constructed.

Accepted:
7/22/1963
Louis Lowy
Assoc. Prof.

FACE SHEET

ROLE DEFINERS

Code R - _____

1. TYPE OF AGENCY _____

2. POSITION IN AGENCY _____

3. CURRENT FIELD WORK SUPERVISOR   YES   NO   (Circle one)

4. SOCIAL WORK METHOD.   C.W.   G.W.   C.O. (Circle one)

5. LENGTH OF TIME IN THE FIELD OF SOCIAL WORK

        a.   Before training _____

        b.   After training _____

6. MEMBERSHIP IN N.A.S.W.   YES   NO   (Circle one)

Instructions for Role Definers:

The following are some statements to which the social work profession may or may not subscribe. Indicate the extent to which you expect social workers to agree or disagree with the following statements. Rate as follows:

4. ought to agree completely.

3. ought to agree to some extent.

2. ought to disagree to some extent.

1. ought to disagree.

0. no opinion. *

*Please answer all questions.

	4	3	2	1	0
1. Capital punishment is justifiable.					
2. Public Assistance recipients have the right to spend their money as they wish.					
3. There is inherent incompatability between a person's ability to retain his individuality and being a "good" group member.					
4. Children should be required to support their aged parents.					
5. Voluntary agencies should have sole responsibility for child placement.					
6. Capital punishment should never be employed.					
7. Public assistance recipients ought to receive relief in kind, such as food vouchers, clothing vouchers.					
8. A person can retain his individuality and still be a "good" group member.					
9. Young people, because they contribute more to society, deserve greater consideration than older people.					
10. Social workers must keep material about their clients confidential.					
11. Governmental agencies should have sole responsibility for child placement.					
12. Essentially people do not change.					
13. Social work clients have a right to accept or reject services on conditions set by an agency.					
14. The well-being of the individual is more important than the well-being of the group.					
15. Given the opportunity, a person's potentiality can be realized.					
16. People with marital problems must accept services of an agency in order to prevent family breakdown.					
17. The well-being of the group is more important than the well-being of the individual.					

<u>Instructions for Students</u>:

The following statements express purposes (goals) of the social work profession. Indicate which purposes (goals) you expect social workers to consider:

        3.   Most important.

        2.   Moderately important.

        1.   Least important.

Out of these, which is the a. most important

                               b. least important

Please answer all questions.

		a.			b.	
	3	2	1	3	2	1

18. To help individuals in stress situations with adjustment problems.

19. To prevent slum deterioration in neighborhoods.

20. To rehabilitate individuals with physical handicaps.

21. To provide treatment for the emotionally disturbed.

22. To develop further knowledge about human behavior.

23. To identify the extent of a social problem (such as juvenile delinquency) in a given community.

24. To coordinate social services in a community.

25. To provide satisfactory group experiences.

Instructions for Role Definers:

The following statements list a series of know-
ledge areas which are of relevance to the social work
profession. Some, however, are of more importance to
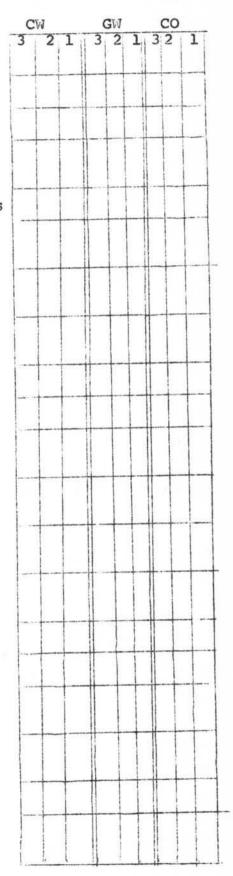one social work method than another.

Check, according to method, the knowledge areas
in which you expect social workers to have some under-
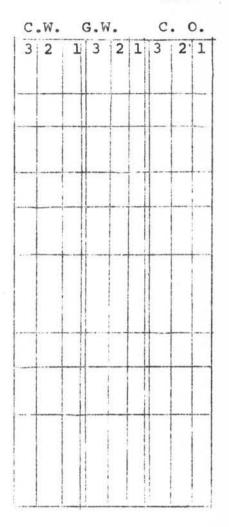standing.

Rate as follows:

3. Most important

2. Moderately important

1. Least important

Please answer all questions.

	CW			GW			CO		
	3	2	1	3	2	1	3	2	1

26. Provisions of the Social Security Act

27. Reaction of individuals to stress

23. Causative factors of physical illness

29. Functions of the family in our modern society

30. Cultural values of different ethnic groups

31. The policies of a public welfare agency in a given community

32. Ethnic and religious background of a client

33. Attitudes of other professions toward social work

34. Organization of the state legislature

35. Philosophy of the New Deal

36. Impact of group processes on the individual

37. Political and economic power structure in a community

38. Formation of groups, such as friendship groups or treatment groups

39. Bio-psycho-social development of the individual

40. Elizabethan Poor Laws

41. Worker's attitude toward giving help

42. The range of health and welfare services in a community

43. Knowledge of one's own (worker's) strengths and limitations

44. Syndromes of functional disorders

45. History of the settlement house movement

	C.W.			G.W.			C. O.		
	3	2	1	3	2	1	3	2	1

46. Attitudes of people about asking for help

47. Organization of a social agency

48. The social and emotional needs of the aged

49. Leadership behavior in groups

50. Ethnic and economic characteristics of a given community

51. Attitudes of a community toward a social work agency or social work department

52. Budgeting process for a social work agency or social work department

53. Causative factors in the formation of delinquent gangs

54. Evaluating the effectiveness of your service

Instructions for Role Definers:

The following statements list a series of skill areas which are of relevance to the social work profession. Some, however, are of more importance to one social work method than another.

Check, according to method, the skill area in which you expect social workers to have some competence.

Rate as follows:

3. Most important.

2. Moderately important.

1. Least important.

Please answer all questions.

	C.W.			G.W.			C.O.		
	3	2	1	3	2	1	3	2	1

55. Interpreting agency function to the general public

56. Handling your own feelings toward authority

57. Using audio-visual aids

58. Conveying empathy and warmth toward others

59. Formulating a diagnosis

60. Making an appropriate referral

61. Recording of contacts with clients

62. Working with other professions, (such as teachers, nurses, lawyers, law enforcement agencies)

63. Establishing a relationship with an individual

64. Presenting cases and/or reports at professional conferences

65. Using the telephone

66. Writing reports

67. Awareness of one's own feelings and values

68. Formulating agency policy

	C.W.			G.W.			C.O.		
	3	2	1	3	2	1	3	2	1

69. Dictating correspondence

70. Communicating acceptance of a client

71. Establishing a relationship with a group as a whole

72. Using helping techniques (such as support clarification, manipulation)

73. Controlling your own hostile impulses

74. Participating in agency fund raising

75. BEing an effective group participant

76. Using supervision

77. Interviewing individuals

78. Participating in research

79. Participating in social action

30. Participating in red father fund raising drives.

CAREER ASPIRATIONS (ROLE DEFINERS)

INSTRUCTIONS: The following statements indicate some general
facts about Social Work as a profession. Please
circle your response.

1. The status of social work as a profession in   HIGH   MED.   LOW
relationship to other professions, such as
law and medicine, is regarded as:

2. Social work offers personal income security   HIGH   FAIR   LOW
to practitioners to a :   DEGREE   DEGREE DEGREE

3. Social workers average beginning salary is
in the vicinity of: $4,000 $6,000 $7,00

4. Social workers after 10 years of practice
average salaries of: $6,000 $8,000 $10,000

5. Men's advancement opportunities in social
work are: Rapid   Moderate   Slow

6. Women's advancement opportunities in social
work are: Rapid   Moderate   Slow

7. The content of social work tends to be: Very stimulating
                                               Quite interesting
                                               Dull

8. Recognition by one's fellow workers
tends to be given: Generously
                                               Moderately
                                               Reluctantly

FACE SHEET

STUDENT

CODE: S
1ST YEAR STUDENT
2ND YEAR STUDENT
(CIRCLE ONE)

1. Male   Female   (Circle One)

2. Previous work experience in social work.

   Type   Position   Length of Time

3. Other work experience.

   Type   Position   Length of Time

4. Prior Education.

   A. Under graduate major(s) _____

   B. Graduate Degree   Yes   No   Major _____
                         (Circle One)   (Specify)

5. Present Social Work method.   C.W.   G.W.   C.O.
                                         (Circle One)

6. Field work placement

   First year _____

   Second year _____

7. Membership in N.A.S.W.   Yes   No
                             (Circle One)

8. Job after graduation. (If known) _____

<u>Instructions for Students</u>:

This section of the questionnaire consists of statements expressing values to which the social work profession may or may not subscribe. Indicate the extent to which <u>you</u> agree or disagree, <u>personally</u> with the following statements. Rate as follows:

      4. I agree completely.

      3. I agree to some extent.

      2. I disagree to some extent.

      1. I disagree.

Values

		4	3	2	1

1. Capital punishment is justifiable.

2. Public Assistance recipients have the right to spend their money as they wish.

3. There is inherent incompatability between a person's ability to retain his individuality and being a "good" group member.

4. Children should be required to support their aged parents.

5. Voluntary agencies should have/sole responsibility for child placement.

6. Capital punishment should never be employed.

7. Public assistance recipients ought to receive relief in kind, such a food vouchers, clothing vouchers.

8. A person can retain his individuality and still be a "good" group member.

9. Young people, because they contribute more to society, deserve greater consideration than older people.

10. Social workers must keep material about their clients confidential.

11. Governmental agencies should have sole responsibility over child placement.

12. Essentially people do not change.

13. Social work clients have a right to accept or reject services or conditions set by an agency.

14. The well-being of the individual is more important than the well-being of the group.

15. Given the opportunity, a person's potentiality can be realized.

16. People with marital problems must accept services of an agency in order to prevent family breakdown.

17. The well-being of the group is more important than the well-being of the individual.

Instructions for Students:

This section of the questionnaire consists of statements expressing purposes (goals) of the social work profession.

a. Indicate which of these purposes are important to you personally.

3. Most important to me.

2. Moderately important to me.

1. Least important to me.

b. Indicate which of these purposes have been influential in your choice of social work as a career.

3. Most influential.

2. Least influential.

1. No influence at all.

	a.			b.		
	3	2	1	3	2	1

18. To help individuals in stress situations with adjustment problems.

19. To prevent slum deterioration in neighborhoods.

20. To rehabilitate individuals with physical handicaps.

21. To provide treatment for the emotionally disturbed.

22. To develop further knowledge about human behavior.

23. To identify the extent of a social problem (such as juvenile delinquency) in a given community.

24. To coordinate social services in a community.

25. To provide satisfactory group experiences.

Instructions for Students:

       This section of the questionnaire lists a number of knowledge areas which may or may not be relevant to the social work profession. Indicate which knowledge areas are important to you personally. Rate as follows:

         3.   Most important to me.

         2.   Moderately important to me.

         1.   Least important to me.

		Most	Mod.	Least
26.	Provisions of the Social Security Act			
27.	Reaction of individuals to stress			
28.	Causative factors of physical illness			
29.	Functions of the family in our modern society			
30.	Cultural values of different ethnic groups			
31.	The policies of a public welfare agency in a given community			
32.	Ethnic and religious background of a client			
33.	Attitudes of other professions toward social work			
34.	Organization of the state legislature			
35.	Philosophy of the New Deal			
36.	Impact of group processes on the individual			
37.	Political and economic power structure in a community			
38.	Formation of groups, such as friendship or treatment groups.			
39.	Bio-psycho-social development of the individual			
40.	Elizabethan Poor Laws			
41.	Worker's attitude toward giving help			
42.	The range of health and welfare services in a community			
43.	Knowledge of one's own (worker's) strengths and limitations			
44.	Syndromes of functional disorders			
45.	History of the settlement house movement.			
46.	Attitudes of people about asking for help			
47.	Organization of a social agency			
48.	Feelings of a worker about terminal illness			

	Most	Mod.	Least

49. Leadership behavior in groups

50. Ethnic and economic characteristics
of a given community

51. Attitudes of a community toward a
social work agency or social work
department

52. Budgeting process for a social work
agency or social work department

53. Causative factors in the formation
of delinquent gangs

54. Evaluating the effectiveness of
your services

Instructions for Students:

This section of the questionnaire lists some skill areas which are relevant to the social work profession.

Indicate the skill areas which are important to you personally.

        3.   Most important to me.

        2.   Moderately important to me.

        1.   Least important to me.

	Most	Mod.	Least

55. Interpreting agency function to the general public

56. Handling worker's own feelings toward authority

57, Using audio-visual aids

58. Conveying empathy and warmth toward others

59. Formulating a diagnosis

60. Making an appropriate referral

61. Recording of contacts with clients

62. Working with other professions (such as teachers, nurses, lawyers law enforcement agencies)

63. Establishing a relationship with an individual

64. Presenting cases and/or reports at professional conferences

65. Using the telephone

66. Writing reports

67. Awareness of one's own feelings and values

68. Formulating agency policy

	Most	Mod.	Least
69. Dictating correspondence			
70. Communicating acceptance of a client			
71. Establishing a relationship with a group as a whole, such as a friendship group or a treatment group			
72. Using helping techniques (such a support, clarification, manipulation			
73. Controlling the worker's own hostile impulses			
74. Participating in agency fund raising			
75. Being an effective group participant			
76. Using supervision			
77. Interviewing individuals			
78. Participating in research			
79. Participating in social action			
80. Participating in red feather fund raising drives			

CAREER ASPIRATIONS (STUDENTS)

INSTRUCTIONS: Indicate the extent of your personal career aspirations by checking off your response under the appropriate column (Most Important, Fairly Important, Least Important)

	Most Important	Fairly Important	Least Important
1. to be a member of a profession of high status.			
2. to have personal income security.			
3. to start at a salary of $6,000.			
4. to average $10,000 after ten years of practice.			
5. to be able to advance rapidly in my career.			
6. to have stimulating work.			
7. to receive generous recognition by fellow workers.			
8. to receive satisfaction through helping others.			
9. to help make a better society			

STUDENTS:

I. TO WHAT DEGREE ARE YOU SATISFIED, AT THE PRESENT TIME, WITH YOUR CHOICE OF SOCIAL WORK AS A CAREER? (CIRCLE ONE)

        1. Very satisfied

        2.. Satisfied to some extent

        3. Dissatisfied

II. TO WHAT EXTENT DID TRAINING MEET YOUR EXPECTATIONS? (CIRCLE ONE)

    A. ACADEMIC TRAINING:

        1. To a great extent

        2. To some extent

        3. Not at all

III   B. FIELD WORK TRAINING:

        1. To a great extent

        2. To some extent

        3. Not at all

III. IF YOU COULD DO IT AGAIN WOULD YOU CHOOSE SOCIAL WORK AS A CAREER? (CIRCLE ONE)

        1. Yes

        2. No

        3. Perhaps

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