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# Social workers and their work situation: the year following upon qualification

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# SOCIAL WORKERS AND THEIR WORK SITUATION: THE YEAR FOLLOWING UPON QUALIFICATION

Irene Comaroff

A Dissertation Submitted to the Faculty of Arts, University of the Witwatersrand, Johannesburg, in partial fulfilment of the requirements for the Degree of Master of Arts (Social Work)



Johannesburg, 1978

DECLARATION

I, Irene Comaroff hereby declare that:

This dissertation is my own unaided work, and technical assistance which I received is referred to in the Acknowledgements; that all field work was undertaken by me; that all calculations have been verified by me; that I am responsible for the text of this study and all conclusions reached.

No part of this dissertation has been submitted in the past, or is being submitted, or is to be submitted for a degree at any other University.

Data contained in this study was obtained by me whilst registered as a candidate for the Degree of Master of Arts (Social Work) as from July 1975; and a full-time member of the academic staff of the School of Social Work at the University of the Witwatersrand, Johannesburg.

Irene Comaroff

IRENE COMAROFF

04 October 1978

DATE

## ACKNOWLEDGEMENTS

I indicated some interest in post-graduate study and a few ideas for a research dissertation. I had begun. These utterances were perceived and harnessed by Professor Ceciel Muller, Director and Head of the School of Social Work at the University of the Witwatersrand. From its conception and throughout its duration Professor Muller backed the study with administrative leadership. This included directing it to Mr Brian McKendrick to supervise.

With his sound knowledge, and flair for organization and planning, Mr McKendrick assisted me greatly in structuring and executing the research. His patient guidance and ever-present support and encouragement take fruition in the study in its present form and I express gratitude to him for all his help.

The research sample of social workers who qualified at the end of 1975 are thanked for their co-operation, as without it the study could not have materialized as such; and the participation of the members of the consultation group is warmly recorded.

A grant from the Human Sciences Research Council* is acknowledged with appreciation and this, inter alia bought the services of a research assistant; and thanks are extended to Mrs Meg Womack for her work in this capacity.

Within the University community, several departments and persons have rendered valuable assistance. In particular the Computer Centre; staff of the Educational Technology Unit - especially Mr Colin Emslie and Mrs Elna van der Walt; Head of the Central Printing Unit, Mr Basil Darlington; and finally Mr TGL Lawson and Mr D Overmars who endorsed the availability of a typewriter.

Colleagues, close friends and family have been my major source of staying power and I am most grateful for their continued interest and concern.

---

* The content of this dissertation does not necessarily reflect the views of the Human Sciences Research Council

The friendship, practical assistance, support and pressurizing that I received from Dr Wilma Hoffmann take on a special note of appreciation.

I lastly thank my mother for all help given, both tangible and intangible, and especially for enduring the assiduous deciphering-typing-checking task.

# ABSTRACT

The central concern of this dissertation is the new social work graduate in the year immediately following qualification; and the research investigation pursued five main aims:

1. Quantification of the work patterns, occupational mobility and wastage amongst new social work graduates.
2. Examination of the work experiences of beginning social workers in their first year of practice.
3. Identification of the factors that produce work satisfaction and dissatisfaction for novice social workers.
4. Testing of the hypothesis that a relationship exists between participation in group consultation sessions and the retention in practice of social workers in the year following qualification.
5. Assessing whether group consultation is a gainful experience for novice social workers.

The theoretical exposition underlying the above took work satisfaction as the dominant theme; and against this, the subject of transitions was discussed and the role of support networks. Superimposed on this was the issue of work *per se*, and its function in meeting the needs of employees.

The research design of the study was longitudinal and was conducted over the period of a year (1976). Out of a population of 417 social workers who qualified in South Africa at the end of 1975, 214 (51 per cent) told of their work experiences at July 1976; and 192 (46 per cent) did so at December by way of questionnaires.

In addition to this, during 1976 the researcher led a fortnightly consultation group over twenty sessions, with fifteen new graduates. Questionnaires were administered to members after every session, and the researcher transcribed a verbatim record for each session from tape recordings.

The major findings which emerged in accordance with each of the study's aims were:

1. The percentage of new graduates who had never entered social work employment was high (25 per cent); five per cent defected from the profession; and one per cent was practising out of South Africa. Turnover within the profession calculated to fourteen per cent.

2. Over seventy per cent of the new graduates experienced appropriate favourable working conditions, and were deriving personal satisfaction from their work. Graduates tended to seek work in the child and family welfare field with the intention of gaining broad general experience. But jobs were also accepted for their potential to satisfy higher order needs such as achieving personal development, and performing interesting work.

   Reliance on colleagues was the major source of support, and respondents experienced more supports as practitioners than they did as students, with library facilities in the employing organizations being regarded as inadequate. Insufficient supportive facilities was the main reason for job terminations.

   Respondents generally considered their university education had equipped them well for practice - they were able to apply their knowledge, values and skill, but this was mainly within the context of social casework. Whilst continued academic discipline was not demonstrated by way of graduates pursuing their professional reading, they did consider themselves to be strongly identified with the Profession.

3. A discrepancy existed between what respondents had experienced in the work situation, and what they imagined would cause work satisfaction or dissatisfaction in <u>any</u> social work job. Actual job acceptance and actual job termination did not occur for the reasons they perceived would produce work satisfaction or dissatisfaction.

4. A relationship, albeit negative, was found to exist between participation in group consultation sessions and the duration of practice. Turnover and wastage was higher amongst members of the consultation group than for the composite sample. The explanation offered concluded that termination could be a positive adaptation to a negative work situation, or to a potentially better work situation.

5. All the group consultation sessions were assessed as worthwhile by at least 75 per cent of the respondents, and this was based on the extent to which they gained reality-orientation, release, support and self-reappraisal.

The findings presented above are based on the results for total samples of the study, but within the text, population and sex sub-groupings are differentiated.

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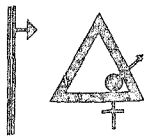
CHAPTER ONE

INTRODUCTION



## 1.1 MOTIVATION

The rational and the reasonable have for too long determined the solution of manpower problems. Rather study the subject than hypothesize conditions to govern it, advocates Mencher (193, p.33).

Manpower demand and supply, quantity and quality is a major world wide problem. The social welfare field, like many disciplines is in the midst of manpower stress, or a manpower crisis, although the latter term is possibly erroneous since the temporariness characterizing a crisis has long ago been renounced. (25, p.21). The manpower issue is not only a problem for the social work profession but for the nation (354, p.467) and empirical research has not been commensurate with its severity nor has it embraced the many facets of the subject.

In 1969, the late Dr. Winckler of the Department of Social Welfare and Pensions made a plea for systematic research into the shortage of social workers and their wastage, as well as for a national recruitment campaign to be launched (350, pp.2-6); and in the mid-1970's Auret et al., in their collection of facts as a committee of enquiry into separate legislation for the social work profession,* found there was a constant shortage of social workers. They discovered that 8.47 per cent of government subsidized posts were constantly vacant; and that a 100 per cent turnover of social work staff could be expected every three years, with many actually leaving the profession, and furthermore 50.4 per cent of registered social workers were not employed as such (256, p.94; 352, p.22).

---

* Hereafter referred to as the Auret Committee (256)

In 1975 a grant from the Human Sciences Research Council to Mr. B.W. McKendrick of the School of Social Work at the University of the Witwatersrand enabled a nation-wide study to commence on the Selection and Training of Social Work Manpower in South Africa.

Falling under this project are a number of sub-studies. A dissertation by Mrs. F. Hilson entitled "First Year Social Work Students at the University of the Witwatersrand: Selection, Education and Achievement" has recently (1977) been completed (121); and the present study is another component of the umbrella project. Such an interlocking group of studies is believed to lead to an increasing depth and comprehensiveness in theory and in study design (241, p.33)

What happens to the new graduate in the transition from student to competent practitioner is the concern of this study and the year following upon qualification is the target.

The new social work graduate holds particular interest for the writer. This group transports current educational doctrines into current social work practice. They are the fledgling group to whom the community looks to assess returns on its maturing financial investments in education, and yet there is a high attrition rate. Social workers drift in and mainly out of a highly porous field. Many never practice at all after qualifying, job changes are frequent within the profession, and defection from the profession is extensive.

In order that an occupational group can expand to meet the demands for its services, employment conditions must be sufficiently advantageous to attract outsiders and to minimize reluctance to move out. (28, p.490). Recruitment and its companion, retention, apply not only to the employee but also to the trainee and during his career each will pass through a number of progressive phases, each characterized by two possible directions. He can leave the social work sub-culture (subsequent re-entry would immediately place him within the sub-culture), or he can remain therein, and he is influenced largely by a "pull-push" phenomenon or two opposing "pulls". The pull from outside the profession and that from within; or a pull from one sector in the face of a push from the other. Basic to both lies a system of supports, reinforcers or attractions, the strength of which could sway his choice of direction. Weak supports in the profession may make the individual vulnerable to the pull from outside the profession, and conversely, strong ones

may serve to retain him within it. The diagram below illustrates these features:

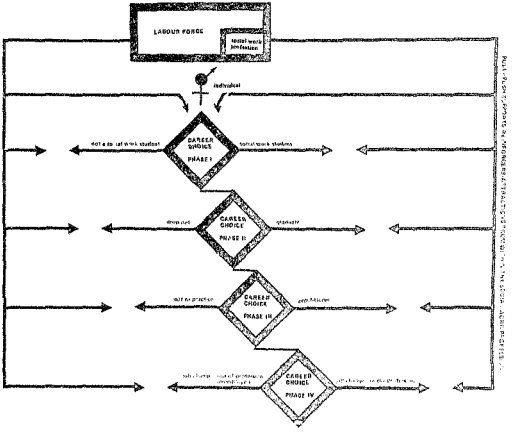



FIGURE 1 : SOCIAL WORK : TRANSITIONAL PHASES AND INTERVENORS

## 1.2 OVERVIEW OF THE LITERATURE

Social work manpower research has largely addressed itself to recruitment *per se* and training of students, and there have been studies concerning characteristics of the experienced graduate, and sex stereotypes and sexism are currently popular topics. Occupational mobility and wastage have also received due consideration and McKendrick's study on this subject provides valuable indigenous material (186), as does the report of the Auret Committee which also investigated continuity of social work services (352, p.21).

Whilst only an analysis of entries to and withdrawals from the labour market can provide an accurate picture of net gain (234, p.117) efforts must be directed at minimizing the exodus from the field to increase net gains (88, p.94). A two-pronged drive at conserving social workers in the field and simultaneously attending to recruitment is called for. People who are likely to develop "professional longevity" because they come knowing of the demands and satisfactions, should be recruited into social work. (138, p.21). But little is still known of the actual work experience, particularly job satisfaction, morale, and motivation, and especially at different levels of professional advancement. More information however exists on the stresses in the profession (206, p.3) and the remedy of differential use of manpower is being iterated, to unburden professionals of mundane tasks and maximize use of their skills in efforts to promote manpower retention. Winckler's paper (352) in 1976 calling for personnel to man probation services and the subsequent draft legislation (286),* suggests that this field may be amongst the first to absorb such trained non-professionals in South Africa.

Social work manpower research has therefore aimed chiefly at the student or the professional, but there has been little focus on the beginning practitioner and attaining allegiance to the profession at this level of career development.

Pins in 1966 pointed out there had been no major study of what happens to the products of undergraduate programmes in social welfare (234, p.118); and Haines, a year later, urged a look at what happens to the newly appointed social worker in the early years of employment (104, p.17). In 1970 Wasserman published a paper in which he identified areas of conflict experienced by social workers aged 27-46 years who were in their early careers (335).

Literature on the emerging discipline of transition dynamics stresses the need for support systems at each life phase, and counselling and consultation fall within this purview (5). In an attempt to champion the cause for group consultation in social welfare organizations particularly for new graduates, the writer addressed a regional conference of the Department of Social Welfare and Pensions on this subject in 1971 (45).

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* Legislation enacted 30 June 1978, but not yet enforced (84; 216; 286)

Around this time, Hare, a South African social work teacher, was conducting research into consultation/tutorial facilities for final year social work students, and to reinforce her work had led a few consultation groups with new practitioners and concluded that they could serve a very valuable function (110).

In 1975, one of the recommendations arising out of a pilot study by Taback, and which afforded momentum to the present study, was that supportive groups be made available to new social work practitioners (298, p.31).

## 1.3 AIMS OF THE STUDY

The study is encased by two broad objectives. The first attends to the work history of new social work graduates and freezes attention mainly on the nature of the work experience. The second isolates a feature of the work experience, viz. personal development via group consultation, and examines it intensively for its role in affecting work adjustment. These objectives can be detailed into five main aims:

1. Quantification of the work patterns, occupational mobility and wastage amongst new social work graduates.
2. Examination of the work experiences of beginning social workers in their first year of practice.
3. Identification of factors that produce work satisfaction and dissatisfaction for novice social workers.
4. Testing of the hypothesis that a relationship exists between participation in group consultation sessions and the retention in practice of social workers in the year following qualification.
5. Assessment of whether participation in group consultation is a gainful experience for novice social workers.

## 1.4 METHODOLOGY

All social workers who qualified in South Africa at the end of 1975/beginning 1976 constitute the research population.*

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* Excluding graduates of the University of South Africa (see p.60)

During their final year at university, the researcher ascertained which members of the population would be willing to comprise the research sample, and to this group two questionnaires were mailed during 1976. One was sent in July, i.e. approximately six months after qualification, and the other in December to ascertain information after approximately a year out of university.

In addition to the at[illegible] a group of fifteen new graduates from (ultimately) a single university, v[illegible]nteered to participate in twenty, one-hourly consultation group sessions, held fortnightly during 1976.

Results from the questionnaires were coded and processed by computer; and tape recordings transcribed verbatim served to record the process of the consultation groups. In addition, questionnaires were administered to members after each group session. A content analysis was made of the verbatim records in order to quantify the group experience and assess the researcher's perceptions of it against those of the group members as reflected in their questionnaires.

## 1.5 POTENTIAL USEFULNESS OF THE STUDY

1. In 1972 Pieterse wrote "there is no record of the number of social work graduates who, on leaving the training institution, yearly enter employment outside the social work profession" (230, p.21). This study sets out to trace them and document the figure.
2. In the midst of the [illegible] of studies pertaining to the new graduate as well as to positive comments about the work environment of social workers, it is hoped that this study will contribute new insights, no matter how minimal, which management in employing organizations can exploit to create and strengthen work situations conducive to worker productivity and client service.
3. All things being equal, practitioner functioning is partly a reflection of the training received, and universities can derive certain feedback from respondents' assessments of their practice vis a vis their education.
4. The study endeavours to describe a consultation group experience in process and content, and to evaluate its potential as a growth producing medium for new graduates. It does this via the combination of two social work methods viz. social group work and social work consultation,

and it simultaneously propounds a quantitative evaluation of this group consultation technique v.a the content analysis approach.

## 1.6 LIMITATIONS

While every attempt was made to include all eligible persons in the study, those who declined inclusion may in themselves be a highly significant group. Similarly, experimental mortality applied to the new cost or the sample, and these members may be the holders of information that could have important bearings on the findings.

Items in the questionnaire [illegible] events a [illegible] analys[illegible] the rest of the [illegible]

The present [illegible]

[illegible]

[illegible]

[

2. Universities differ in the times they hold their graduation ceremonies - that is from immediately after the examination results are known, to some time during the following year. This study is concerned with social workers who qualified at the end of 1975 and graduated possibly during 1976. Adherence will however be kept to the terms qualified and/or graduated at the end of/in 1975.

3. Graduates are drawn from fifteen universities and one college, but the term university will be applied to the training centres of all the graduates.

4. Participants refers to members of the population who returned a postcard (see page 61) supplying a contact address for 1976.

5. Respondents refers to the group of participants who later formed a sample of the study by completing one or more questionnaires.

   The term respondents will be used interchangeably with new graduates, social workers, social workers qualifying and/or graduating at the end of/in 1975, practitioners.

6. July sample, also designated the obtained sample, refers to respondents who replied to the first questionnaire (abbreviated as QI) which was posted during July 1976 (see page 64). It is sub-divided into two groups:

   a) respondents who had never worked in a remunerated social work job by July or August 1976 (see page 65).
   b) respondents who had, after qualifying, obtained social work employment, irrespective of how long they were in this employment and whether or not they were still in the field of social work at a later date in 1976.

7. December sample refers to respondents who replied to another questionnaire relating to the study.

   In December 1976 a questionnaire which was a repeat of the first questionnaire (abbreviated QIr) was mailed to the sample designated above as "a)" and a different questionnaire, i.e. referred to as the second questionnaire (abbreviated as QII) was mailed to the sample designated as "b)" above (see page 65).

Sample "a)" at July and December 1976 is referred to as the never having worked/practised sample.

Sample "b)" is referred to as the July or December (as the case may be), having worked/working; having practised/practising sample.

8. The consultation group is a derivative of the July and December samples, and in comparing the consultation group with them, the July and December samples are referred to as the composite sample; total sample; normative group.

9. The study deals with sub-samples based on population group, language group and sex (see page 70).

Population groups are distinguished i.e. White, Black (all African respondents), and Brown (Coloured and Asiatic respondents).

Two language groups are distinguished but for Whites only i.e. English and Afrikaans. When the term population group is used it incorporates the White (English) and White (Afrikaans) divisions, and this language division will not always be deliberately identified. Hence four population groups comprise the study sample.

The total sample is sub-divided into male and female sub-totals. A sex breakdown is not given for each of the four population groups.

Where differences between the population groups and the sexes exceed the arbitrary figure of fifteen per cent, they will be commented upon (see page 72).

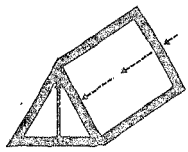
10. The male gender will be used when referring generally to the respondents, but for specific illustrations the appropriate gender will apply. The researcher/writer is referred to in the female gender.

11. Supports/supportive facilities are anything that the respondent perceives as strengthening him in a particular situation such as work, so that he is encouraged and reinforced to cope with the situation.

12. Figures given in parentheses throughout the text are keyed to the bibliography and whilst every effort has been taken to ensure comprehensive acknowledgements, ".....it is impossible to ascertain in a man's thought what is truly his and what he has assimilated from events and persons around him' (90, p.63).

CHAPTER TWO

TRANSITION : FROM POTENTIAL
STUDENT TO POTENTIAL EMPLOYEE



## 2.1 TRANSITION DYNAMICS

A transition is defined as "a discontinuity in a person's life space" (130, p.5), and every transition contains "opportunity value" for the individual to grow and develop, having been subjected to some degree of stress and strain which are conditions of a transitional experience. Stress is the external stimulus and strain, the response. Stress cannot be avoided but the degree of strain can be controlled and managed.

For an experience to be classed as transitional, Hopson and Adams point out that two conditions must exist:

i ) personal awareness of a discontinuity in one's life space;
ii ) new behavioural responses as the situation is new, or the required behaviours are new, or both.

When a person undergoes a transitional experience without being aware of the extent of the discontinuity or new behaviours required, adaptation problems are likely to result. Coping on the other hand is effected by:

i ) managing feelings, i.e. by utilizing them and not being overwhelmed by them;
ii ) producing the behaviours required by the new situation;
iii) utilizing the opportunity value inherent in the new situation for personal growth.

Hopson and Adams say that coping is usually seen in relation to the first two points above, but it should always include growing as a result of the transition.

Irrespective of the cause of the change in one's life, a seven phase cycle of predictable reactions and feelings will be triggered off in the individual, causing the level of self-esteem to vary with each. These phases are:

1. Immobilization and a sense of being overwhelmed, the intensity of which is a function of the unfamiliarity and negative expectations held.
2. Minimization where the change or disruption is trivialized or even denied.
3. Depression as the individual faces that there has been a change and he is often frustrated in knowing how best to cope.
4. Accepting reality where there is a process of unhooking from the past. Feelings rise and optimism is possible. A clear "letting go" is necessary.
5. Testing of oneself in the new situation. Much personal energy is available, and anger and irritability are easily aroused.
6. Seeking meaning which is a cognitive process of understanding how things are different and why.
7. Internalizing these meanings and incorporating them into one's behaviour (130, pp.3-15).

Adams and Hayes say that when the transition is seen primarily in terms of a loss e.g. death or retrenchment, the individual's major concern is disengagement from the past, and the early stages of the transition cycle receive primary attention. When gain characterizes the transition as in starting work, or promotion, the latter phases of finding and adjusting to a new identity are the focus of attention. (4, pp.219-220).

## 2.2 CAREER CHOICE IN GENERAL

The moves from school to university, through university and from university can be regarded as various transitional phases each having opportunity value for growth. Such development may also result in changing needs and wants or wishes.*

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* Hopson uses "wants" and "wishes" in preference to "need" which he says implies that without it survival would not be possible (129, p.173). The more colloquial meaning of need is retained in this study and it is used interchangeably with wants and wishes

Hughes writes about the mobilization of the individual from his home to an occupation, or from one job to another ending in personality change (131, pp.760-761); and Thompson and Riley discuss this point in relation to the student who they say grows intellectually and emotionally during training, and his aspirations and vocational needs quite likely will emerge in an unanticipated new focus (305, pp.22-23).

Recruitment programmes are aimed at certain personality types who can perform the requirements of a vocation, and selection is aimed at applicants exhibiting such traits, actually or potentially. However, young post-matriculants admitted into training courses may develop and change over their years of study, and they may at the end no longer approximate the ideal "type" for the job.

It would therefore be necessary for recruitment, selection and in-service training programmes to be dynamically constructed to anticipate change and the anxiety it brings in its wake, and provide supports to retain incumbents and enable them to make satisfactory adjustments and reconcile different parts of the changing personality to the requirements of the desired goals. Such supports are essential for another reason. The entrant to university is usually highly motivated to succeed and this must be sustained (121, p.259), and an excess of motivation can produce undue stress (194, p.65) possibly explaining why expectations and performance usually decline rapidly during the first months(Budig and Rives in 121, p.123).

Taietz et al. say that the process of selecting an occupation is ongoing and evaluation occurs as the individual gathers new social experience, and as his values and definitions of needs and goals are modified. With increase in experience the occupational horizon expands but a paradox develops where, because of the time, money and effort invested in acquiring these experiences, he is committed to an occupation and future choice is restricted. Steps must therefore be taken to reinforce an occupational direction once it has been established (299, pp.45-48).

Selecting an occupation and selecting a mate are possibly the two most crucial decisions in early adulthood, and in both we lack a comprehensive, empirical validated theory of selection (138, p.17). Kadushin cites theories of occupational choice such as Ginzberg and Super (296), and discusses the writings of McCornack and Kidneigh (183) and other proponents

of the subject. He lists some of the areas of general agreement concerning occupational choice and these may apply to initial entry to a career or subsequent choices within that career:

1. Occupational choice is a developmental process based on a series of inter-related decisions each affecting and conditioning subsequent decisions.
2. These decisions are compromises between competing needs, interests, values and aptitudes within the individual, and are then further compromised as the individual assesses the reality of different occupations.
3. Stages occur in the occupational choice developmental process, with the movement being from fantasy to reality.
4. Occupational choice is part of the total development of the individual, and adjustment to a vocation is one aspect of total personality adjustment.
5. Conscious and unconscious factors affect the process of occupational choice, but choice is ultimately a function of the ego. The healthier the ego, the more likely the choice is to be less compulsive, less limited in possibilities, less neurotic in purpose and more realistic.
6. Given adequate information about the variety of occupational choices and the opportunity to select his occupation, the individual will tend to move towards the occupation that best suits his personality and needs.
7. Occupational choice is not only influenced by individual characteristics but also by the attitudes and values of the person's reference group.
8. A distinction is made between occupational preference and choice. Choice is regarded as implemented preference. However, some preferences may never be implemented and some "choices" may be imposed (138, pp.17-18).

Pins who also cites various theorists on occupational choice, including Kadushin, delineates four characteristics of individuals and of occupations that affect career choice. In individuals these are information on the occupation; technical qualifications; social role characteristics; and the reward value hierarchy. Regarding the occupation itself, the individual is

influenced by formal opportunities or demands; functional or technical requirements; non-functional or social requirements; and the amount and type of rewards (232, p.27).

## 2.3 SOCIAL WORK AS A CAREER CHOICE

Other people and chance factors are also seen as being influential in the choice of a career (44, p.69; 232, p.78; 138, p.21; 96, p.53) but unfortunately for social work, people have traditional information on the profession which comes through the mass media or conversation and this can be damaging (243, p.107). Kadushin says social work is at a disadvantage because of its low visibility, and few people have had opportunity for personal contact with social workers as occurs with teachers, doctors and ministers (138, p.19).

Francel classifies entrants into social work into those for whom social work is their primary choice of career and who would have been welcomed into many occupations; and those for whom social work was a residual choice due to limited choice after other failures and rejections. He adds that individuals in this latter group may later adapt well, whereas many in the first group may never adjust (81, p.82).

People are drawn to those occupations where they can implement their values, express their interests and fulfill their needs. It is the desire for instinctual gratification that determines occupational choice (138, p.19), and Gockel, for example, believes that social work is being used to translate the impulse to participate in activities such as civil rights into a career choice (88, p.39). Polansky says social work provides for a chance for sublimation; or it may, on the other hand, be ego-supportive by assisting to bind anxiety. Both, nevertheless, result in work in which the individual dedicates himself to helping others through a relationship. He continues, that the chance for sublimation is prevalent in most persons in the helping professions and is called "oral-dependency striving." This is the need to be loved and given to, and it also energizes concern for others and Babcock says social workers have the wish to give (14, p.418), while Polansky speaks of the vacarious pleasure derived by others' needs being met.

He says the best recruits to social work are psychologically healthy and well

adjusted individuals, but many of them flee from direct practice into administration, research and teaching, as often practice is too painful because their defences against their own problems, which echo the clients', are too weak. Some remain and cope with rigid defences which curbs their empathy. Practice may be boring to those who can not recall what they have never experienced. This taken together means that practice can be less enjoyable if it pains too much, or if it does not pain at all.

Top practitioners are likely to be reasonably well adapted people but complex personalities who have learned to master their anxieties. Many remain in the profession because of the experience of solving and resolving their own problems through the lives of their clients (236, pp.301-304).

Hence many recruits enter in the hope of relieving their own unresolved or interpersonal difficulties (243, p.111; 14, p.418) but the marginal nature of the profession for many, serves to increase their insecurities (81, p.86; 342, p.161).

Individuals do not merely choose their profession or employment, but they are chosen by it and recruitment programmes and selection procedures operate initially, while continuation in the discipline is beset with routine evaluations.

In 1975, 1 237 students were registered for first year social work courses at South Africa's sixteen residential training centres. Of this group 75 per cent were White, seventeen per cent Black, and eight per cent Brown. In a select sample at one university, over ninety per cent had entered university immediately after completing their matriculation (188, p.131).

## 2.4 EDUCATION FOR SOCIAL WORK PRACTICE

Education for social work in South Africa does not only need to address itself to the changing needs of the society as in other countries, but to different rates of change, different levels of development and different cultures of practitioners and clients all within the same society. Although officialdom calls for uniform training for purposes of registration of social workers (351, p.237) and for implied control (286) this is undesireable and curricula based on recognised principles of education need to be structured to meet the needs of the specific people served and of the practitioners offering service.

Griffiths, based on his work with minority groups, alerts readers that educational aims should be to standardize competency for beginning workers and this may mean that the kind and level of supports and not only the material taught may need to be differentially provided (102, p.42). Submitting to this would force accrediting systems to refocus as they tend to largely assess teaching programmes on input rather than output (10, p.22).

### 2.4.1 Aims

Social workers can only be effectively trained through courses based on the integration of theory and practice and the aims are threefold:

- to impart the necessary knowledge
- to develop skill in the practice of social work
- to help students, to incorporate the philosophy, attitudes and self-understanding essential to their function as professional social workers (314, p.9).

The process of achieving the above are imbedded in the aims of professional education expounded by Charlotte Towle, and adopted by many training institutions and educators in developing their teaching philosophies. These aims are:

1. to develop in students the capacity to think critically and analytically and to synthesize and generalize.
2. to develop feelings and attitudes that will make it possible for the student to think and act appropriately.
3. to develop a capacity for establishing and sustaining purposeful working relationships.
4. to help prospective practitioners develop social consciousness and social conscience.
5. to orientate students to the place of their profession in the society in which it operates. (312, pp.6-16)

### 2.4.2 Objectives

Teaching aims must be related to course objectives. Social work's special area of competence must be defined and competency-based (direct practice) curricula constructed (59, p.28). Hoffmann has designed such a field

instruction curriculum in which objectives and requisite or operational learning experiences have been delineated. Such a framework also serves as a model against which performance can be assessed (127), and hence provide measurement of the level of competence of a qualifying student-cum-beginning practitioner.

Curriculum design should be undertaken by universities and social welfare agencies together, giving fruition to the partnership and the interdependency they claim. Furthermore, the nature of the course should be related to the functions students will have to perform and the level of responsibility which they will assume in their first jobs, as well as the amount of support they will have in continuing their education (314, p.306). The successful after-career of the new graduate is believed to depend largely on the degree of support and the opportunities for further learning in their first jobs and Griffiths theorizes that follow-up supports may be even more important than the preparation and placement (102, p.42). The skill which began to develop at the student level can dissipate all too quickly unless new workers are placed with experienced and sensitive seniors who will help them consolidate this skill and learn good agency practices. Loneliness, lack of understanding and overwhelmingly difficult tasks in the face of no support are common causes of failure on the first job (314, p.72). If first jobs are considered as part of the educational process, so that planned help and teaching will accompany the first year, this will have repercussions on the range of objectives aimed at in the universities' programmes (314, p.306).

Yet in spite of the recognition accorded to such aspirations, it is from within this purview that tensions arise amongst educational centres, practitioners, social welfare organizations and the community. Schools of social work accuse social welfare agencies of being inflexible and out of touch with current changes and developments in the profession, and agencies criticize them for being inflexible and out of touch with social work practice and for being elusive about specifying what kind of product they turn out. Schools of social work counter-attack that agencies similarly do not specify the kind of product they feel is marketable (55, p.382).

Universities claim to be training students for "responsible entry" into

practice, who are equipped with beginning competence* as a basis for a creative career. This means their objectives are related not only to preparing students for practice as it is, but as it might become. The implications are twofold. Firstly, practice may have to alter to accommodate a different type of society; and secondly, practice standards may currently be falling short of the ideal.

Wright says that training must not follow the average practice of the field, but should rather reflect the best even if it causes discontent; because it is in this discontent that the seeds of progress lie (356, p.3); and Meyer states that it is not the function of the university to train students to adapt to traditional practice, unless it is relevant to the current society. She sees the universities' role as opening minds and producing the analytic tools with which students will probe their practice (197, p.486); and Eriksen emphasizes the quality of original learning so that it will be retained, selectively retrieved and appropriately transferred to an ever changing pattern of concrete situations (65). Pins says that professional education should not be evaluated by how much the student knows at graduation but by how well equipped he is to grow in professional stature after graduation (234, p.121).

Social welfare organizations on the other hand complain that social work education does not prepare students for practice, and Pins says agencies need to communicate with social work educators and be specific and consistent about the nature and degree of knowledge and skill they require of staff (235, p.14). Kindlesperger talks about the remarkable amount of information that is discarded with entry into practice; and that new learning takes place in the employment situation but screened by the practical issues related to the vocational adjustment (150, p.45). Although in-service training should be to consolidate learning, Richan and Mendelsohn say the practitioner has to undo what has been learned at university. Commenting on the strain between social work education and

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* Kindlesperger prefers the notion of "responsible entry" to that of "beginning competence" which are often used inter-changeably. He believes it to be more flexible due to the many ways the neophyte can enter practice "whereas beginning competence implies only that one should be able to begin work in an agency"(150, p.49)

practice, they add that while universities believe they are establishing practice criteria, agencies have different ideas of their own, and they patiently wait while the student undergoes the formal ministrations of education and then seize upon the fledgling graduate to educate him in terms of practice realities and sardonically they say, perhaps even "re-educate" him (260, p.75).

Mosel identifies the formal and informal aspects of the organization structure and the rewards and punishments that emanate therefrom as determining whether training programmes will be carried over into practice. He suggests that part of the training should be to prepare students for the negative reactions they might encounter; and also to involve members of the formal structures in the training so that they are attuned to what is being taught and why (207).

Agency personnel, apart from resisting new graduates owing to their own feelings of insecurity, have expressed reservations concerning the competence of the new worker (Baker in 197, p.486). Richan and Mendelsohn say that this coupled with stringent controls such as supervision, report writing and meetings makes him feel his training has ill prepared him for the realities of work and that the agency mistrusts his competence (260, pp.101-102).

With respect to the beginning competence of the graduating student: He usually looks forward to employment (with some ambivalence), has confidence in his ability, and is initially identified with the profession. He is able to

> "establish warm, meaningful relationships with a variety of troubled people and can use these relationships plan-fully and with empathy to promote personal growth and positive environmental change.
>
> There is less agreement on the levels of his knowledge and the intricacy of his skill. It is commonly thought that he should be able to obtain relevant social data; see and handle obvious need for referral; and use a combination of biological, social, and psychological understanding in arriving at his assessment of the person and his situation. He should be able to give environmental-supportive treatment under supervision. He may also be expected to learn from supervision, consultation, and his own study, even though it is understood that there may be a period of temporary regression in a new agency."
>
> (157, p.70)

### 2.4.3 The Teaching-Learning Situation

The teaching arena may be formally structured or more experiential, and Goldstein cites the latter to be the more important aspect (90, p.63). Social work education makes multiple intellectual and emotional demands on the learner, and Nathanson believes that self-comprehension/awareness is inherent in the acquisition of all knowledge. Intelligence and emotion interact in both the class and the field, and the tutorial nature of field instruction in client relationships creates the setting for the student to arrive at major changes in personal attitudes (213, pp.31-36).

Whilst the classroom situation and the field instruction experience combine to affect the acquisition of knowledge and the development of skill in its application, the internalization of values and norms and of the professional culture is equally significant in the student's development. It is via the supervision and consultation systems* that personal and professional development occurs and becomes consolidated. Eaton writes of the relationship in supervision recreating the first learning experiences in childhood and associated conflicts; and for this reason it is a core experience and major determinant in the student's development; and the faculty tutors can help in the adjustment of the student to the emotional impact of social work training (61, pp.15-16).

## 2.5 TRANSITIONAL PHASES AT UNIVERSITY

The student peer culture is also believed to be a potent force in a student's development. Whilst Freedman discusses it in relation to the "college" as a whole, it can also be applied within sub-cultures, such as a department of social work.

Freedman believes the distinguishable student culture is a prime educational force at work and responsible for the assimilation of the student into the university society. This acceptance into the student society is a foremost concern of incoming students, and failure in this area could severely hamper academic progress. In the passage through university over

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* To avoid apprenticeship and control connotations, the supervisor could be better termed "practice teacher" or "field instructor"; and the faculty consultant who does have authority over the student, be known as the "tutor"

four years, students shift their energies, and in their second year more emphasis is placed on academic work and time is absorbed with friendships and associations with fellow students. The third year is characterized by strong bonds and shared experiences and common values with a high degree of order and solidarity, and educationally it is the most satisfying year. Final year students are less involved in the university life. Imminent qualification and the life afterwards creates anxiety, this coming with the loss of their chief emotional support - that of fellow students. They are preoccupied with their future role and identity, and for many they have not fully established a new identity having discarded their traditional one at a time when they need to integrate new experiences and make important decisions. They may react by being rebellious rather than autonomous as expected; dominating rather than self-assured; cynical rather than realistic; and hungry for sensations rather than being able to enjoy them in a relaxed way (82, pp.13-25).

It would seem that the first and the final student years constitute the most difficult transitional junctures. McKendrick writes of the first year being the link between the student's previous life experiences and his years of more advanced study, and that the first year of training "can make or break the professional student" (188, pp.132-133), and it is essential to design his educational experience to reinforce and support him in his chosen profession.

Similarly the fourth year is the link between the student's previous student experiences and his future life where he will have to face independence and responsibilities of employment, accommodation, finances, and marriage and relinquish dependency on parents and the protective university environment. Karr and Mahrer say that this altering of one's personal environment is a significant life change and may cause excessive worry and stress as graduation approaches, and this may cause difficulties with final examinations and dissertation requirements.

They interpret that students with diffuse plans may be delaying recognition of the transition and avoiding internal conflict. They advise that the focus during individual tutorials should be on the fear of abandoning the adolescent university period and having to plunge into the well-defined adult world of mature responsibilities, rather than concentrating on specific problems.

and conflicts. Students must also be made to realize that these transitional concerns are part of their graduating experience (144, p.288); and in the emotional and social adjustment to status passages especially those demanding "letting go" behaviours, ritual, such as the graduation ceremony has a valuable role (115, p.114).

## 2.6 RECRUITMENT - THE OTHER HALF

Entrance into the labour market, or at least exiting from university carries feelings of ambivalence, fear and excitement for the new graduate. Positive anticipation of work can dissipate and turn negative - to a pitch of disbanding the mission - if experiences of seeking a job are too painful.

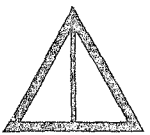
Whilst the literature abounds with writings on recruitment and admission to social work training, there is a dearth of writing concerning recruitment and hiring for employment. It seems that even in commerce and industry very little is being done to improve recruiter skills in hiring, as the recruiter's job is not complete "until the best qualified candidates have not only been selected, but are actually on the job" (21, p.481). Each candidate comes to an employment interview with an image of the ideal position against which he evaluates the job offered to him, and his perception of the interview and the physical locale and the actions of people he encounters will largely determine his acceptance or rejection of the job (21, p.482).

## 2.7 SUMMARY

The diagram on page 24 serves to summarize the transitional phases in sequence, in the passage to and through university. It takes the transition as far as entering employment although this chapter only goes so far as to discussing the hiring of a social work graduate and not specifically his acceptance of the job.

CHAPTER THREE

# THE WORK ETHIC



## 3.1 THE TRANSITION INTO WORK

The transitional experience from student to employed practitioner continues through the point of job acceptance as the new practitioner begins to incur the reality shock of work. Furthermore, work is both a continuous and a discontinuous state. The individual moves in and out of it daily which compounds the transition, and daily eventualities are contingent upon his personal needs and emotional equilibrium.

Employment is a major life task and whilst for the student, qualification in a course of study may be the imminent goal, it is really the means to the goal of practising one's profession for remuneration. It therefore holds that the entire purpose of all the previous transitions lies in the successful transition to the work situation.

Once in the work environment a whole set of factors come into play that can affect job satisfaction and work performance. These forces arise out of the dynamic interaction of the person in the work situation.

## 3.2 WORK AND INDIVIDUAL NEEDS

Normally the adult wants to work, he has a need to work, and he is deeply frustrated in his growth impulses when denied the opportunity (311, p.86).

For some individuals their work is the main source of need gratification and Polansky believes it may serve not only to reflect that one is held together, but to hold one together (236, p.298). Other individuals may not require their major needs to be met within the job context. This Kuhlen found to be the case of young single teachers, where occupation was a secondary source of need gratification (158, p.15).

The theory about man's needs that seems to be most often quoted in the literature is Maslow's classification system of the need-hierarchy concept. Needs range from the more potent but lower order physiological ones to more complex psychological, or higher order ones (180, pp.146-147). Once the need for food has been met, other needs come into play. These are:

i) the need for safety

ii) the belongingness and love needs

iii) the esteem needs which can be subdivided into:

a) desire for strength, achievement, adequacy, mastery and competence, confidence, independence and freedom; and

b) desire for reputation or prestige from others based on deserved respect

iv) the need for self-actualization

v) aesthetic needs (180, pp.80-98).

Walton and Walz adopt the theory of work adjustment where "each individual seeks to achieve and maintain correspondence with his environment" (329, p.54). The individual's correspondence with his work environment is determined by his satisfactoriness on the job and by his satisfaction with it. Satisfactoriness refers to the extent to which he fulfills the requirements of the work environment, and satisfaction refers to his appraisal of the extent to which the work environment fulfills his requirements (329, pp.54-55). Work satisfaction is, in essence "an emotional constellation to which numerous elements contribute" (329, p.54).

In the work context, the meeting of the different needs has many sources. Lawler for example advocates that two types of rewards operate to meet needs: Those that are extrinsic to the individual and given by others and satisfy lower order needs; and those intrinsic to the individual where he rewards himself, this stemming directly from the work performance. Here higher order needs are met such as self-esteem and self-actualization (161, p.92). Herzberg links job satisfaction with specific motivating factors also using an intrinsic-extrinsic paradigm (125). Porter and Lawler recognize organizational structure in need satisfaction. The tall organization they say produces security and social needs satisfactions, whereas the flat structure influences self-actualization satisfactions (244, p.158).

The theories underlying conclusions such as these also provide insights into job structure and personnel functioning.

## 3.3 THEORIES AND APPROACHES TO PERSONNEL MANAGEMENT

### 3.3.1 Overview of Management Approaches.

Joyce Warham gives an historical overview of approaches to management. The earliest which prevailed in the eighteenth and nineteenth centuries was known as scientific management. The whole approach was founded on essentially negative assumptions about the behaviour of employees and democracy was unacknowledged and authoritarianism stressed.

The human relations approach followed and dominated the management scene for the first half of the twentieth century. The inter-relatedness of the formal and informal structures was recognized, attention was paid to psychological factors that operate in any organization and to relationships between individuals and between and within groups. Promoting co-operation to get work done was the philosophy, and the success of the organization was the goal in both the above approaches.

In the 1960's the task of the organization - that is the work it has to do to remain in existance - became the supreme focus. This organizational approach recognizes the organization as existing to perform work and calls for a clear definition of objectives and means. Instruments and people are considered, but in relation to the work that has to be done (332, pp.12-19).

### 3.3.2 Theory X and Theory Y.

McGregor's classic Theory X and Theory Y models provide the theoretical understanding behind these different approaches to organizational behaviour. Theory X assumes, erroneously, according to McGregor, that man has an inherent dislike for work and seeks to avoid it and he both needs and wants to be controlled and directed to perform.

Theory Y on the other hand is based on a dynamic rather than static belief system that stresses human growth and development. The average person it is postulated, does not inherently dislike work. He will exercise self-direction and self-control in effecting organizational objectives and securing rewards, the most significant being satisfaction of the ego and self-actualization.

Integration is a central principle derived from Theory Y. It is the creation of conditions by management in which workers can achieve their own goals best by directing their efforts towards the success of the organization. The organization too will achieve its objectives if the needs and goals of its members are recognized. A sincere and joint effort should be made to reconcile the needs of both as far as is realistic. Unfortunately, in too many organizations the requirements of the organization are given priority automatically (185), as for example in work allocation when an excellent field worker is promoted to supervisor in spite of possibly not wanting such a post. The Peter Principle also applies where in the face of the needs of the organization, individuals rise to a level where they can no longer perform competently, creating dissatisfaction for themselves, their colleagues and subordinates.

### 3.3.3 Traditional Model

With the assumption that the satisfied worker produces more, countless studies on job satisfaction have been undertaken and yet it is an area that is still unconquered and holds enormous controversy.

The traditional model of job satisfaction is concerned with the total feelings an individual has about his job. When in total they are positive he is job satisfied, and job dissatisfied when they are negative. Change in any aspect of his job can change the direction of job satisfaction-dissatisfaction. However, not only the nature of the job should be considered, but also the individual's expectations about the job. This latter point gives rise to the exposition of expectancy theory (103, p.x).

### 3.3.4 Expectancy Theory

Based on the theory of motivation, Lawler claims that an individual's motivation to perform effectively is determined by two variables. The first is in the concept of effort, and reward probability. He expects that if he directs a certain amount of energy towards performing effectively he will obtain a given reward. The second variable is the concept of the reward value or valence as assessed by the individual in relation to the satisfaction of one or more needs.

The rewards may be of two kinds, extrinsic or intrinsic to the individual, the latter being the more satisfying because the connection between

performance and their reception are more direct than with the externally mediated rewards. Intrinsic rewards also serve as excellent motivators because of their high reward probability.

This has implications for job design. In order to motivate the individual to perform and to arouse higher order needs satisfied by instrinsic rewards, jobs should possess three characteristics:

i) the individual must receive meaningful feedback about his performance

ii) the individual must feel the job challenges him to use the abilities he values

iii) the individual must feel he has a high degree of self-control over setting his goals and defining the means (161).

The foregoing would suggest that self-awareness would be a prerequisite to work satisfaction. The individual should be able to specify what needs he wants to meet e.g. feelings of accomplishment, self-fulfilment; he should be able to evaluate his performance; and he should be in touch with his expectations and their realism.

It therefore follows than an individual should be involved in designing his job to satisfy the mutual needs of the organization and himself. Lawler supports participation in such decision-making as it leads to increased motivation (161, p.96). Olmsted too advocates the participation of persons who are to be affected by any agency personnel policies (219, p.26) and Townsend writes that decisions should be made as low as possible in the organization (313, p.42).

### 3.3.5 Two-factor Theory

Since Herzberg developed the two-factor theory in 1959, many researchers have used it as a basis in examining job satisfaction and dissatisfaction. Herzberg does not regard job satisfaction as being the opposite of job dissatisfaction. The opposite of job satisfaction is no job satisfaction, and of dissatisfaction is no job dissatisfaction. He uses the pleasure-pain analogy where the opposite of pleasure is not pain, but no pleasure.

The primary determinants of job satisfaction are the intrinsic aspects of the job which Herzberg calls motivators and these include achievement and subsequent recognition, the work itself, responsibility and growth. The

primary causes of dissatisfaction and unhappiness are extrinsic factors which he has termed hygiene factors. These refer to organizational policy and administration, supervision, salary, working conditions, security (125).

King, in examining several studies based on Herzberg's two-factor theory, indicates that the motivator and hygiene elements exist but that their interaction is clouded (151).

### 3.3.6 Satisfaction and Performance

In earlier years it was assumed that satisfaction caused performance, but another argument is that it is caused by performance on the basis that rewards cause satisfaction, and performance produces the rewards (162, p.210).

### 3.3.7 Satisfaction, Absenteeism and Turnover

Not only does a relationship exist between job satisfaction and performance, but also between job satisfaction, and absenteeism and turnover. This relationship further gives indications about the type of employing organization.

Where extrinsic rewards are distributed based on performance, and jobs designed to provide intrinsic satisfactions, the poorer performers rather than the better ones will display a high incidence of absenteeism and turnover. In an organization where no relationship exists between satisfaction and performance and rewards are presumably not related to the latter, absenteeism and turnover are likely to occur equally among good and bad performers. Finally, where a negative relationship exists between satisfaction and performance, absenteeism and turnover will be greatest among the best performers; and furthermore the poor performers will be getting more rewards than the good performers (162, p.215).

## 3.4 JOB DESIGN

One theme common to all the theories, is that the potential for work satisfaction is held in the nature of the job to be done by a particular individual with particular needs he wishes to have satisfied.

Herzberg advocates creating on the job conditions for psychological growth.

His approach is to enrich the job and give opportunities for decision-making and the application of real skill (103, p.xii). He also advises against job enlargement (the term abundantly used in the literature) which only means the job is structurally bigger. He discusses how horizontal job loading merely serves to enlarge the meaningless of the job whereas vertical loading provides motivator factors (124, p.100).

The results of such job modifications are more likely to result in higher quality work than in higher productivity, claims Lawler. But this high quality work is indispensable for an individual in order to feel he has performed well and to experience feelings of accomplishment. Great quantities of output produce lesser satisfactions (161, pp.94-95).

In considering job design Wild and Dawson advise that aspects of jobs should be considered, rather than jobs as a whole. This includes the actual work, supervision, salary and that these aspects should be matched with the worker's characteristics to ensure favourable specific job attitudes and overall job satisfaction (346, p.197).

If personal growth and development of the individual is strived for via his job, it would then be necessary for him and management together to continuously re-evaluate and redesign the job. As the worker develops so must the job.

## 3.5 WORK SATISFACTION AND ADJUSTMENT: SOME ADDITIONAL DETERMINANTS

Salaries, fringe-benefits, supervisor-worker relationships and other factors represent important components of job satisfaction (224, p.21). These will be contingent on the type of work situation, and England and Stein write of the need to identify important areas of the work setting for specific occupations and to control this occupational variable before other variables can be examined (63, p.145). Caution should be exercised in generalizing from broad theories to the social work profession.

Saleh and Otis found the level of job satisfaction increases with age until the pre-retirement period when it declines (270, pp.169-170); and Nixon says that in the labour market youth has a high turnover rate (217, p.710). Lipset and Bendix too state that job mobility clearly decreases as age increases (170, p.367), and in a study of social workers, Tollen found that

the resignation rate was highest in the lower age groups (307, p.14) and McKendrick too showed this (186).

Job mobility between occupations is less for professionals than for other occupational groups and this is believed to be because of their lengthy training. However, shifts from job to job at the same occupational level occurred most frequently in occupations with high status (170, pp.370-371).

In spite of many studies concluding that work adjustment and satisfactions are sex related (132; 158), Hulin and Smith do not see sex as a crucial factor. They rather recognise the entire constellation of variables which co-vary with sex such as salary, promotion opportunities, and societal norms as causing the differences in job satisfaction (133, p.180).

Salary satisfaction results when existing salary corresponds to desired salary, and it should be regarded as a continuous variable ranging from positive (satisfied) feelings to negative (dissatisfied) feelings (274, p.116). Desired salary scales may be unrealistic, as was found in a study of college students. The incomes they thought they would be receiving in their chosen careers were ridiculously high and out of line with national norms (152, p.185), and Dunnette et al. found that college graduates in their first jobs also expected higher salaries than they received (60, p.32).

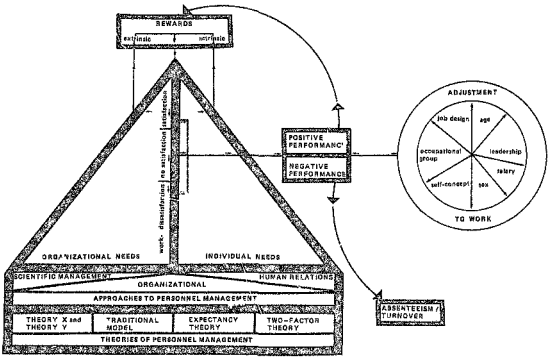
The development of a self-concept is considered to influence job satisfaction, as the status afforded one and the way of life that goes with it enables the individual to play the kind of role he wants to play. Vocational adjustment claims Super, is the process of implementing a self concept and the degree of satisfaction attained is proportionate to the degree of implementation (296, p.189).

Work becomes a way of life and work and life satisfactions and personal adjustment are intertwined. Wilensky writes how people with strong career commitments are more likely to integrate leisure and work. Individuals whose status claims and aspirations are blocked at work will withdraw from the work area and satisfy their status strivings by climbing a compensatory leisure ladder such as seeking office in voluntary associations. Here they retain their identity and solidarity (347, pp.558-559). Miller sees this response as the alternative to terminating employment. But with the decline in job satisfaction a corresponding decline in job performance is likely (201, p.64).

Creative leadership in the organization will greatly influence staff satisfactions. Townsend discusses how too often staff are treated as personnel and not people and they are administered and not led (313, p.90). Management should concern itself with the development of people. Delegation of important matters, and a belief in one's staff creates a climate in which people can grow.

## 3.6 SUMMARY

The inter-relatedness of the issues discussed in this chapter are presented diagramatically below.



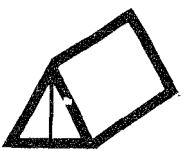

LEGEND :

arrows indicate direction of movement

FIGURE 3 : SUMMARY OF THE THEORIES AND APPROACHES TO THE INTER-PLAY OF FACTORS AFFECTING WORK ADJUSTMENT AND SATISFACTION

CHAPTER FOUR

# PROFESSIONAL ATTRIBUTES, SOCIAL WORK AND INDIVIDUAL NEEDS - THEIR CONGRUENCY



## 4.1 TRANSITION x WORK + SOCIAL WORK

A common denominator to "transition" and to "work" is stress and strain. The multiplication of transition with work increases the stress and strain. Add to this "social work" with its specific host of variables - many stress producing, and the result is a very vulnerable neophyte social worker who has to adjust to a social work job.

## 4.2 SOCIAL WORK: A PROFESSION IN PERSPECTIVE

The status of social work in the community and its ranking in the hierarchy of professions is a subject that has received repeated attention in the literature. This structural and somewhat egocentric concern is seemingly a peripheral and superficial one when compared to more functional issues such as techniques of practice, effectiveness of service, individual and community problems and solutions thereto. But without the structure the functioning would not occur and sound functioning is dependant on a solid structure.

Attributes and characteristics common to all professions have been delineated (101; 93; 249; 309; 255) and each discipline can use these models for self analysis. Such an exercise relates to manpower recruitment and retention. A factual description of a profession would enable individuals to summate for themselves the positive and negative features of a profession in terms of their own needs, and to ascertain the net rewards that may accrue to them for need satisfaction and associated performance. These are the elements that evolve the performance-recognition-status cycle and ultimate balance of manpower.

A profession as a system is more than the sum of its individual parts, but

it is these parts that constitute the system. In the coverage of professional attributes generally and more specifically of the social work profession, this chapter will concentrate on how these features relate to individual needs. Maslow's need classification system as adapted by Porter and Lawler will constitute the framework for discussion. These are security, social, esteem, autonomy, and self-actualization needs (244, p.149).

## 4.3 SECURITY NEEDS

The basic impulse of any organism is to survive, and learning and knowledge underlie self-sufficiency and security and neutralize apparent danger (311, pp.61-63; 180, p.85).

A profession is founded on a systematic body of knowledge (101, p.46; 46, p.488), the strength of which influences its security and survival, and that of its members.

Social work has not yet produced such a systematic body of knowledge. The reasons include its concern with a wide array of human problems and its reliance on knowledge from other disciplines; there has been lack of clarity with regard to its characteristics and purpose; its helping nature has resulted in feeling and doing rather than analyzing (42, pp.iii-iv); and the gaps between theory and practice are another limitation (248, p.451). The roles between social work and other disciplines are blurred and often social workers are unaware of what exactly their unique contribution is, which creates uncertainty and insecurity.

Kadushin believes social workers "know more than they know they know" and that they have created something better than they realize (140, p.50), but there still remains a need to articulate more clearly and broadly the aims and purposes of the social work profession; and the need for research is paramount. Bartlett comments that social workers will perform with greater security and competence when they understand better the position of their profession in society, its substance and its contribution (16, p.15). But as long as society continues to relegate welfare to the residual side of the residual-institutional continuum, the position of social work will remain tenuous.

Safety or security needs can be expressed in, for example, preferring a job with tenure and protection (180, p.87). In a discussion on the importance of a profession, Kadushin concludes that in a depression the functional importance and prestige of social work is likely to increase, but in times of prosperity its utility may be questioned or rejected (139, p.43). This has implications for practitioners who may fear unemployment, but other factors also operate such as the level of development of the peoples of a country. In South Africa, in a twelve year period (1963-1976) social work posts increased by 100 per cent to total approximately 2 000 (352, p.18), of which 1 163 were government subsidized. Furthermore there is a 3,5 per cent per annum increase in the subsidization of new social work posts and vacancies ranged from 6,21 - 13,05 per cent (256, p.94) which indicates prosperity for the profession and security for practitioners in spite of the residual conception of social welfare that characterizes South African society.

## 4.4 SOCIAL NEEDS

Every profession operates through a network of formal and informal groups. The formal are usually the institutionalized practice settings, educational and research centres and professional associations. The informal include clusters of colleagues and select societies. The interactions of social roles required by the formal and informal groups generate a professional sub-culture with values, norms and symbols unique to it (101, pp.49-52). Goode regards a profession as a community which like other communities is dependant on a larger society. Members have a sense of identity; continuing status as few leave once in it; common values; defined roles; a common language partially understood by outsiders; power over fellow members; social limits; and control over selection of trainees and socialization of recruits through the training process (93, p.194).

Goode says that the values of the professional community do not differ drastically from those of the larger society (93, p.197) and Hughes reminds us that the members are products of a lay society (141, p.764).

Social work values are founded on democratic principles. The widely adopted Working Definition of Social Work Practice developed by the National Association of Social Workers (in the United States of America) lists six:

" 1. The individual is the primary concern of this society.
2. There is interdependence between individuals in this society.
3. They have social responsibility for one another.
4. There are human needs common to each person, yet each person is essentially unique and different from others.
5. 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.
6. Society has a responsibility to provide ways in which obstacles to this self-realization (i.e., disequilibrium between the individual and his environment) can be overcome or prevented." (231, pp.38-39).

In a study on social workers' values, Varley verified that key values held were:

1. A belief that clients have equal rights to service regardless of race, colour, religion, beliefs.
2. Social work is a helping profession and in his commitment to service, the social worker may have to make personal sacrifices.
3. Social workers need to recognise people have common as well as individual needs, and that in helping clients to solve their problems treatment is usually psycho-dynamic in nature.
4. Universalism operates where the worker maintains emotional neutrality and a professional relationship (323, pp.103-104).

Polansky et al. mention power to help as a value, and it operates as an important source of satisfaction to practitioners (242, p.78). The values held by social workers do tend to differ from those of the wider society, and they are identified with the interests of the least priviledged groups, representing the unpopular point of view. As this group is not the group from which social workers are drawn and in which they have intimate associations, they experience conflict (242, p.80; 139, p.41).

The community views occupations in sex linked terms and social work is essentially a womens' profession in terms of both numbers, and the femineity characteristics of the profession. In South Africa at March 1976, 88 per cent of registered social workers were women (256, p.25).

Male social workers experience conflicts between their gender identity and occupational status and these difficulties affect relationships with colleagues, clients and the general community (142, p.441).

Traditionally, people entering a profession that is inappropriately sex typed have made efforts to reduce this by specializing in a more appropriately sex-linked area e.g. males hold administrative positions (142, pp.444]. Brager and Michael further explain that women tend to choose social casework and men community organization and group work as in our society helpfulness, gentleness and passivity are more valued as female than male characteristics and these qualities are congruent with social casework and its helping nature, than the more scrutinizing response needed from the other methods and which males can offer comfortably (31, pp.595-598).

Social-professional platforms in South Africa constitute a controversial issue fraught with a history (113, pp.92-93) of the formation, dissolution and splitting of professional associations on racial and cultural grounds. In 1977 McKendrick writes of at least six such associations existing in the Republic (189, p.169) and officially professional associations are encouraged and viewed as indispensable (256, p.138).

## 4.5 ESTEEM NEEDS

Authority is regarded as one of the attributes of a profession. The professional has authority over his clients and a monopoly of judgement, and clients gain a sense of security from the professional's assumption of authority (101, pp.47-48). This authority in turn feeds the prestige needs of the professional as a high correlation exists between power to influence and prestige. Influence potential is therefore a function of prestige and this conditions the effectiveness of the service rendered (139, pp.37-38).

Pollack describes professional prestige as being in accordance with the status of clients served, and the low opinion of the community of social work's clientele is transferred to the profession (243, p.109). This affects the individual as the prestige of an occupation reflects on the person identified with it. Hence one's self-concept, relationships with other professions and feelings about one's job are linked to the prestige of one's profession (139, p.37).

White says the amount of income may or may not be related to the prestige of the occupation (343, p.21) but Goodall sees salary as an important index of status (92, p.113). Greenwood claims that a professional performs his

services primarily for psychic satisfactions and secondarily for monetary compensations (101, p.53). Nevertheless, according to Goode, professional communities obtain incomes higher than those of other occupations (93, p.195).

Social work has been described as a marginal profession, and this marginality, amongst other reasons, comes from the low salaries of social workers (242, p.80; 139, p.41).

Low salaries are rooted in social work being a women's profession and in the belief that women have only themselves to support or are supplementary wage earners and should not compete with men (139, p.40). Beck further argues that a residual attitude exists to welfare in a capitalistic country and there is less value attached to the humanities than the sciences and money allocation follows this thinking. Furthermore, social work was originally a volunteer endeavour and because social workers have difficulty interpreting their esoteric profession to the public, the latter can not comprehend why social workers should be paid for what many people do voluntarily (19, pp.108-109).

Social workers' salaries are regarded as being in keeping with those paid in other womens' professions, and the men in the profession are affected economically and as far as status is concerned and feelings of personal worth. Current American literature is intent on exposing many areas of discrimination between [illegible] salaries included. It is claimed that male social workers [illegible] ir salaries than their female counterparts even when other variab[illegible] as job tenure and mobility are controlled (24, p.467).

In South Africa likewise, no differential salary scales exist between the sexes, but earning capacities of males are possibly greater owing to promotion opportunities. This issue will be elaborated on under the section on "Self-Actualization". There are however, discrepancies in salary based on racial identity for social workers, doctors, nurses and teachers. In August 1974, the government scales per annum, for social workers, were as follows:

| | | |
|---|---|---|
| White | R 3 840 - R 5 460 | (4 year degree) |
| | R 3 480 - R 5 100 | (3 year degree) |
| Coloured and Indian | R 2 700 - R 3 600 | |
| Black | R 2 400 - R 3 600 | |

(113, p.92)

The values of our culture have bearing on the profession. Women are socialized not to compete with men intellectually, and that their primary attachment is to their families rather than to a career. For this reason they are less committed to their work and less likely to maintain a high level of specialized knowledge. This limits the competition between the sexes (267, pp.421-429) and these factors as well as for example women viewing their careers continuing intermittantly with child rearing have implications for promotion opportunities.

Occupational status or prestige has enormous influence on recruitment and retention but a cause-effect spiral operates. Areas of the Profession's vulnerability are not concentrated at a single level of the need hierarchy but are interspersed and inter-related throughout with the esteem needs seeming to mediate the flow.* Factors such as social workers' indecision concerning exactly what their unique contribution is (mentioned under security needs), reappears to affect prestige, as does social work being a women's profession (discussed under social needs). Similarly, issues to be covered in terms of autonomy and self-actualization needs also have bearing on prestige.

## 4.6 AUTONOMY NEEDS

Community sanction is considered an attribute of a profession (101, p.48) and Goode writes about the complex inter-relationships that exist. The profession is granted a monopoly over its skills and therefore must be consulted by the containing community. Little legislation is passed without being largely shaped by that profession, but professional and community values correlate, and in order to maintain respect from the community the profession will justify to the community every provision of its code of ethics, invoking ethical notions that are also accepted by the larger society (93, pp.194-197).

The social work profession and the larger society do not always mirror each other and strain arises, the degree depending on the issue at hand.

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* Figure 4 (p.54) shows that all the factors have bearing on esteem and autonomy, but often in the literature the two are used interchangeably although autonomy gives rise to prestige and consequent esteem

When social work deals with some of the problems frightening to the larger society it is sanctioned and rewarded, but this legitimization is not forthcoming when the profession exposes the ills that society prefers to keep hidden (252, p.25).

Social workers are traditionally employees of organizations sponsored by and accountable to the larger community. Hence the right of independent activity as a professional is curtailed by the values and purse strings of an elitist group. Opposing bureaucratic and professional values and demands which Green classifies into four main areas (100, pp.71-74) create conflict for the professional.

4.6.1 The Professional and the Bureaucracy - Conflict Areas

1. Bureaucracy and service: The professional often views the bureaucracy as an impediment to service owing to its rigid emphasis on procedure and eligibility requirements. This conflicts with the worker's value of providing unlimited servi[illegible]sed on the client's need. Furthermore, the formal structure of re[illegible]g service limits the worker's autonomy in making appropriate decisions about professional matters.
2. Bureaucratic authority and the social worker: A large bureaucracy is usually characterized by regulations, procedures and a system of hierarchical controls and supervision, which limit the worker in being able to use initiative and self-direction in exercising his skills. Further it is possible for a social worker to be hired, evaluated, promoted or fired by a supervisor or executive who is not qualified in social work and who may demand the meeting of organizational rather than professional standards.
3. Bureaucracy and colleague relations: Bureaucracies do not only formalize relationships between staff and clients, but also between colleagues. Colleague relations are also affected in situations where senior employees, regarded as professional only by virtue of their experience, are threatened by younger but trained staff. The professional social worker may seek membership of groups with shared values and this allegiance may be with groups completely outside of the organization.
4. Bureaucratic authority and the client: The more socially threatening the clients, the more authority the organization serving them may hold and the more complex is the sanctioning system. This means that despite his professional training, there are definite controls imposed on the social worker's service to the client.

### 4.6.2 The Professional and the Bureaucracy - Accommodating Opposing Demands

In order to function effectively within the professional and bureaucratic systems with their contradictory demands, the social worker must attempt to integrate the two roles demanded of him and so minimize the conflict. For the social worker his autonomy means maintaining professional standards, being creative and resourceful and having opportunities for professional development. The organization on the other hand, strives to maintain administrative standards and the rational co-ordination of activities, and to develop responsibility and loyalty in its employees. (100, pp.82-83).

Green says certain types of professional social workers can be identified based on their patterns of reacting to and coping with the above generated conflicts.

1. The social worker as "victim" over-identifies with the client of the formal organization, who is often a consistently disadvantaged individual and victim of society; and the worker regards himself as a victim too of the bureaucratic authority and procedure.
2. The "immature" professional is characterized by lack of integration of professional principles. He lacks certainty in his skills and knowledge and cannot accommodate organizational demands without giving up professional standards. He may react by rigidly adhering to organizational procedure; or by rebelling against the organization.
3. The social work "reformer" tries to sustain humanitarian sentiments against both the organization and the profession. As conforming is a means to adapting to bureaucratic settings, this group of reformers may find themselves at odds with other professional social workers and obtain limited support (100).

Compton and Galaway also make reference to personality types and cite five different bureaucrats (46, pp.479-480).

1. Functional bureaucrat: is a professional who happens to be working in a social agency. He is a competent person whose very practice forces the organization to overlook certain violations of agency norms.
2. Service bureaucrat: is orientated to helping his client, but sees himself as part of a bureaucracy, which he regards as an essential medium for practice. He is nevertheless ambivalent about his identification

with the organization and retains his professional peer ties.

3. Specialist bureaucrat: is concerned with reconciling "the bureaucracy to men and men to the bureaucracy". He sees rules and regulations as necessary to guide his professional judgement, but he will never be fully encompassed by them and he will usually rely on his professional courage to sacrifice bureaucratic norms when they interfere with his professional function.

   Compton and Galaway believe that most social workers are specialist bureaucrats, but Billingsley considers that the majority of social workers fall into the functional and job bureaucrat categories (26, pp.405-406).

4. Executive bureaucrat: is intent on managing [illegible]on, money and materials". Where the functional bureaucrat is oriented to his profession, the service bureaucrat to those he serves, and the specialist bureaucrat to the profession and the bureaucracy, the executive bureaucrat seems oriented primarily towards the exercise of power. He is an innovator but does not appreciate innovation from subordinates. Whilst he is not rigidly bound by agency rules, he ensures their enforcement on others and he runs a disciplined agency.

5. Job bureaucrat: is the professional who sees his career investment in the bureaucracy. His concern is with the security of his career which he will safeguard with the meticulous application of regulations and adherence to norms. His success is in supervisory and administrative posts.

The above taxonomy reflects the worker having developed a consistent adjustment to the organization, whereas Green's personality types seem to reflect the process of accommodation with no assurance of functional adjustment occuring.

4.6.3 The Professional and the Bureaucracy - Conflict Reduction

Professional-bureaucracy conflict can be reduced with appropriate intervention at the level of the organizational structure.

4.6.3.1 Governing Body and Volunteers

Conflict can exist between the professional social worker and the board

member, and other volunteers serving the organization. Auerbach says the social worker sees them as persons seeking power and status and often needing to escape personal pressures. Social workers regard board members as not having the knowledge basis for policy decisions, especially in organizations rendering a more highly specialized service (11). Erika Theron says we cannot operate without the volunteer, and they and professionals each have specific functions. The volunteer also, is often more experienced than the young trained worker (300), which creates conflict for both regarding professional autonomy and demonstrated competence.

Rein calls for training efforts directed towards the elite decision makers (and sees schools of social work as having this responsibility). This group no longer only comprises the traditional board member, but also legislators and policitians in the public sector (252, pp.22-23).

4.6.3.2 Executive Personnel

In social work too often administrative positions are held by non-professional personnel, who tend to identify with the governing committee and support bureaucratic norms, rather than with the professional staff (155). In many instances this chief executive is more powerful than the board and can maximize his power at their expense too (279). Green suggests the development of administrators who are at the same time professional colleagues (100, pp.80-81).

4.6.3.3 Non-professional Personnel

Rein says organizations tend to change after new technologies and leaders have been introduced, as often new procedures are necessary to utilize the new technologies (252, p.22). A new technology which has been widely introduced in recent years is that of non-professional personnel as social work aides. The implications are that organizations will have to change their outlook and programmes in order to use them effectively, and also the role of the social workers will have to be clearly defined. Such differential use of manpower could well be instrumental in reducing conflict and enhancing social workers' job satisfaction.

Richan urges that instead of trying to recruit more people into the profession, better use should rather be made of non-professionals (259, p.395).

Wilensky and Lebeaux identify such personnel as for example women beyond their child bearing years, and indigenous persons to be trained to work with the poor where social workers are both scarce and reluctant to practice (348, pp.xli-xliii).

Richan proposes a system of functional differentiation between personnel. It is based on client vulnerability and worker autonomy. Briefly the thesis advanced is that as client vulnerability increases, the need for worker autonomy increases. The concept of worker autonomy implies practice grounded on professional knowledge, skill and inner discipline, as opposed to practice shaped by organizational controls and procedures.

He distinguishes different categories of non-professional personnel:

The specialist he sees as working with vulnerable clients who require a routine service that is externally controlled and not reliant on worker autonomy. He feels a person with technical skills and knowledge could function adequately in this role.

The sub-professional - an undergraduate oriented to a professional education could perform the same tasks as the professional, but with less vulnerable clients.

The aide would have limited responsibilities and work with the least vulnerable clientele. This role could be filled by volunteers (259).

Kidneigh suggests another approach to effective manpower utilization by giving attention to duty functions and more so specific duties rather than the full cluster comprising a job. He identifies characteristics required of individuals as related to the job demands, and provides guidelines for assessment. Such characteristics are:

the degree of originality and initiative required; judgements necessary; extent of independence needed to execute the job; whether the need is present for an intensive relationship or a more superficial contact (148).

4.6.3.4 The Supervision System

Organizational culture is affected by its supervisory system, and it in turn reflects the culture of the organization. It is also the vehicle for changing the culture (283, p.53).

The system of prolonged, if not indefinite supervision is axiomatic to social work. Often it is maintained more for bureaucratic than professional reasons and is not used for professional development. Rapoport in fact sees it as producing stress, as the dependency it evokes is a detriment to self-dependence and full professional maturation (248, p.454).

Compton and Galaway say that the supervisor has two contradictory functions. The one is helping the supervisee to perform effectively for the benefit of the client and himself; the other is to administratively hold the supervisee responsible for the job, maintain standards, and to evaluate his work against them. Sometimes supervisors are more interested in their own job security than the client's need for service or the worker's need for support and learning opportunities. Owing to the stresses and problems of the supervisor's job, certain agencies want to do away with supervision. These same writers add that whilst the supervisory process can be altered, the supervisory function cannot be abolished. Doing away with authority relationships does not necessarily change either people or structural constraints, or result in more effective work. Leadership will always be necessary to interweave into the job the personal needs, attitudes, commitment and skill of job incumbents (46, pp.482-483).

Hanlan also sees the supervisory function as necessary for the purpose of co-ordinating activities via a hierarchical structure, but he believes a different structure could de-bureaucratize the organization. He puts forth the alternative of a collegial structure where staff interact as peers rather than as super- and subordinates in an agency line of command, and the supervisor would take on the role of consultant rather than enforcer of rules which would contribute to staff development (107, pp.496-497).

Siegel and Colarelli advance a system of consulting supervision. The employee determines the goals he wants to attain and uses any procedure to meet them. He is not accountable to the supervisor for procedure but for results in conformity with his set goals. The supervisor as a consultant can accept or reject his ideas, and her orientation is to help the employee become aware of patterns in his personal style and how they assist or hamper him in his goal realization. Such a scheme it is believed increases self-esteem, independence and creativity as well as strengthened commitment to the task.

Three major controls operate:

1. The employee is responsible for achievement of his goals and for the consequences of his action.
2. The supervisor is obliged to discuss any reservations and the employee is obliged to consider them.
3. As he selects his own methods, the employee's learning and development is maximized. He is utilizing his personal style and this is considered the main tool with which change is accomplished.

Consulting supervision is only likely to be successful if the organization values growth in its employees: is sufficiently flexible to tolerate personal styles; has a system independent of the supervision consulting situation to assess productivity; and if the employees have goal setting skills and technical competence in their work (283, pp.52-56).

The control of society is channelled via organizations, and the degree to which professions are bureaucratically based will determine the nature of the controls conducted. Hence both externally and internally generated controls are applicable to social workers who are largely employed in bureaucracies and subject to such professional and organizational control. *Although social workers view themselves as unbureaucratic* (259, p.397), Billingsley found them to be more bureaucratic than professional, and more so than was the case in other bureaucratically based professions (26, pp.403-404).

Toren says that whilst external controls are enforced by supervisors, they are not non-professionals (309, p.153). This is an anomaly in social work however and Wilensky and Lebeaux state that all professions are anti-amateurs but in social work the trained and the untrained work alongside and sometimes the untrained, who are usually older and more experienced, supervise the trained (348, p.304).

It is hypothesized that the more prestige a profession achieves, and the stronger its inner fraternity, the less it will be concerned about negative public images and opinions of other professionals (348, p.314). But social work, being a women's profession, has a high staff turnover which reduces colleague solidarity which could protect professional autonomy. Simpson says that if people do not stay the staff is fragmented. Informal group norms do not develop and without these, excessive formalization of

procedures may result (284, p.24 ,. With regard to his image the professional bureaucrat is less directly dependent on the professional community for career advancement, but on the opinions of peers and superiors (93, p.197) who for social workers are not necessarily part of the professional community.

This section on autonomy needs commenced with a paragraph concerning the formal discipline and accountability existing between professions and the containing community via, for example, codes of ethics and licensing bodies. Professions that are organizationally based may be less subjected to these exacting devices than are professions characterized by private practice. The latter usually have stringent codes of ethics and tests of competence and are usually supported by legal procedure (259, p.400).

The Social Work Profession in South Africa is interesting in terms of formal sanction. With the promulgation of the National Welfare Act, No.79, 1965 (215) provision was made for the establishment of a social work commission to deal with matters pertinent to social work; as well as for the statutory registration of social workers. However, practitioners filling subsidized posts only, were required to be registered, hence the community served by non-registered social workers and even imposters was unprotected and these practitioners remained secure as they were not subject to any control provided they did not hold themselves out to be "registered social workers".

In July 1977, three draft bills were promulgated:*

i. Social Workers and Associated Professions Act, 1978.

ii. Fund Raising Act, 1978.

iii. National Welfare Act, 1978.

Taken collectively and individually, these caused tremendous controversy in the community, particularly the sub-community of social workers. Main reasons included the themes of coersion and control that resonated throughout the legislation providing the social work profession with enormous power and at the same time rendering the larger community impotent and

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* Subsequently enacted (30 June 1978) but not yet enforced (84; 216; 285)

subject to stringent control. The Bills further created insecurity with definitions regarding social work per se being both broad and very vague; and no definition was provided for "associated workers" and "associated professions" which were used interchangeably; and only the white population group was referred to (286).

In efforts to shape separate legislation for the social work profession, a committee of enquiry presided over by social workers had previously published its report (256), the bulk of which was ignored in the draft legislation.

In South Africa the social work profession and its autonomy is currently in a precarious position. It has no code of ethics, registration is not all-embracing, and control is mainly exercised from without in terms of legislation, or government policies influencing methods practiced and determining clientele served. In spite of being supported by a community that is both uninformed about matters of welfare and social work and which adopts a laissez-faire attitude in this connection, social workers paradoxically have little autonomy in practice. The subsidization scheme and a highly bureaucratized macro-welfare structure ensures control. The Auret Committee contends that social work will "come of age" as a profession in South Africa with social workers being able to regulate their own affairs through a multi-racial social work council (189, p.170).

## 4.7 SELF-ACTUALIZATION NEEDS

The concept of a career is applicable to a profession and it implies a calling characterized by a life devoted to "good works". A total personal involvement is implied where the work life invades the after work life and the professional's work becomes his life, and he performs his work for psychic satisfaction (101, p.53).

A career is a succession of related jobs arranged in a hierarchy of prestige through which persons move in a predictable sequence. Associated predictable rewards foster a willingness to train and achieve and to defer immediate gratifications for later pay-offs (347, pp.554-555).

Self-actualization concerns individual growth and the unfolding of one's fullest potential. It is manifested in the desire for worthwhile accomplishment, in feelings of self-fulfilment and in opportunities for personal

growth and development.

Accomplishment is linked with status and position, and in social work men hold the prestigious administrative and teaching posts (156, pp.423-424). Auret explicitly states that in considering promotions preference is given to men (256, p.125); and Winckler speaks of designated senior posts that "should be occupied by men....Some of these positions are, nevertheless, very suitably filled by women" (350, p.5).

Whilst the literature puts this down to unfair discrimination, and writers such as Kadushin (142, p.442) and Zeitz and Erlich (362, p.434) cast doubt on the quality of the male social workers, Degler is cited as saying that women are interested in jobs and not careers (223, p.459). Studies have shown that the demands of child care are a major factor limiting women's participation in the profession (156, p.423; 186), but even for childless women their career prospects are limited (223, p.458), and part-time posts are not abundant in social work.

In South Africa as in other countries, promotion usually means to a supervisor's post. Social workers are not promoted within their functional role without their duties and station having to change (256, p.128). Austin discusses the implications of this. She says it is assumed that the practitioner in any profession is the most important person because he administers the service to the client, but in social work the most promising workers are drawn off into indirect work and practice is in the hands of the beginning workers with average ability so that practice can only reach a certain level of competence, so retarding attainment of professionalism for social work (12, p.404).

Self-fulfilment occurs with the taming of the many inherent stresses in the social work profession. Babcock writes that work serves as an executant function of the ego in which a high degree of integration is achieved leading to ego satisfactions such as the mastery of a task; gains in prestige; and satisfying relationships with colleagues (14, p.416). The social worker must have a high degree of maturity coupled with personal and social responsibility, in order to master the controlled, conscious, and imaginative use of self. Successful practice also depends on his ability to integrate professional values, attitudes and knowledge with his private value system and functioning. Understanding the stresses is necessary for this end (248, p.450), and some - such as the structural stresses in social work -

have already been examined in the foregoing sections. However, difficulties also arise from the actual nature of the work, leading to work inhibition. Babcock relates this to worker motivation and elements of the job (14, p.418).

Personal growth and development is inextricably bound with one's adaptation to the work experience and the facilities available to effect this adaptation. Supervision is a valuable and effective facility and is aimed at increasing self-awareness and ways of working; providing learning opportunities and teaching about people and society and the helping process; and rendering support. However, according to Schour it should not continue for more than five years in order to prevent dependency (273, p.427).

Babcock demonstrates how this operates in relation to a new graduate who needs to be guided towards achieving autonomous practice. She says the worker learns with a secure teacher-supervisor who is unafraid of the worker's overdependency and defensive withdrawal from the supervisor. She expounds on dynamics operating in her discussion of worker motivation and job elements:

- In reconciling self-need to client need, workers feel closer to clients than to colleagues. They fear supervisors and feel more inadequate than they do with their clients. Owing to his basic narcissistic need to be needed and therefore wanted, the social worker may over-identify with the client. A supervisor with deeper insight and a willingness to help can serve to point out worker motivation and subsequent behaviour.
- Confusions in knowledge Babcock sees as another stress factor in work inhibition. Intellectual recognition is frequently confused with wisdom and real understanding, and the lag between intellectual comprehension and emotional understanding is often greater than is realized.
- Recording is another source of anxiety expressed in work inhibition, and failure to record may be due to feelings of inadequacy and hence fears of revealing oneself.
- Goals of the worker are also important and an area responsible for workers leaving the field as they create in the worker concern about where he is going and what personal goals can be achieved (14).

Person-focused supervision as opposed to administrative-focused supervision can be an important source of work satisfaction as it provides opportunity for self-actualization. It is particularly important for the new graduate in helping him towards competent and autonomous practice, but when continued over a long period it may stifle initiative and create dependency and affect job satisfaction.

Holman writes that it may shock management, but the especially endowed graduate needs more supervisory attention than the average, and not less than is commonly assumed and acted upon. This graduate develops ideas and alternatives about an issue, and he needs the opportunity to discuss them and their feasibility with a supervisor selected to meet his needs, and who is interested in his career development, and who will periodically assess his progress with him (128, pp.31-35).

Other individual and group means to professional development are:

- Consultation, which is similar to the above described type of supervision but the consultant has no administrative responsibility for the supervisee and his work;
- In-service training, or in-service education as Miles prefers to call it (229, p.7) which is more than an orientation to the organization. Pins sees it as preparing staff for a variety of tasks related to a specific setting (235, p.6). It should have the same purpose as basic training - i.e. to broaden knowledge, deepen skill and focus on attitudes. It also aims at developing morale and identification with programme objectives and responsibility towards them (314, p.147).
- Staff manuals about the agency's purpose and personnel principles can serve as invaluable in promoting confidence (75, p.542), especially if constructed on sound educational principles (314, p.148).
- Staff-development which is described by Mitchell as being a continuation of the process already begun on a formal course (229, p.10). Conferences, lectures, seminars and workshops contribute not only to individual development, but to total staff development, and staff should be granted absence from the agency and helped to feel study is important.

## 4.8 WORK SATISFACTION AND TRANSITION

In the transition to a contented and productive employee, special features of the work situation are influential. *Issues such as supervision, worker* autonomy and prestige, colleague relationships, and the knowledge of practitioners are some of the parts that combine and interact to produce job satisfaction, which is idiosyncratically defined according to individual needs.

The needs of the new graduate should be identified and it is essential that attempts are made to meet them in order to assist him towards a successful transition.

Studies (269; 341; 104) have shown a relationship between job satisfaction and staff-turnover, and social work as a profession looks towards manpower retention and recruitment for its image.

## 4.9 SUMMARY

The diagram on page 54 serves to provide an holistic picture of the content of this chapter. It is a summary of the main issues discussed and does not purport to demonstrate all the permutations of the professional characteristics and needs variables in interaction.

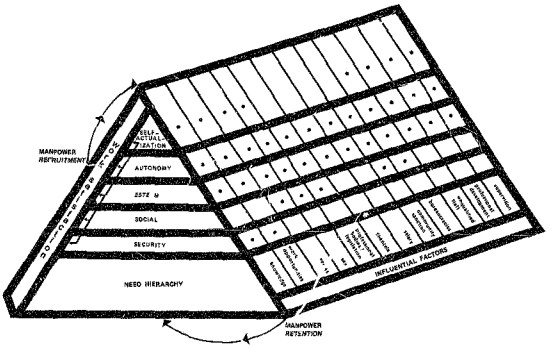
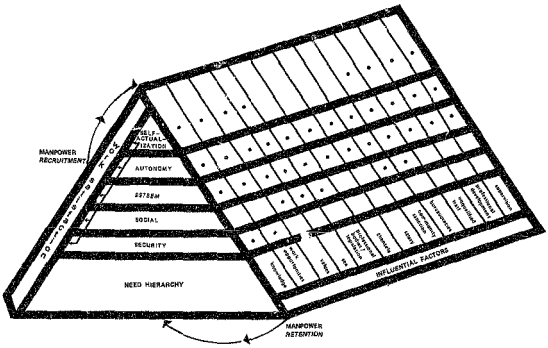



FIGURE 4 : SUMMARY OF THE FACTORS INFLUENTIAL TO THE SOCIAL WORK PROFESSION AND INDIVIDUAL NEEDS

## 4.10 CONCLUSION

*In his movement* to social work employment from university, the new graduate is beset by the stresses inherent in the transition and the resultant strain which he encounters. *This can be further aggravated* or alleviated by various features in the job situation which can ultimately determine whether the transition has been a positive or negative growth experience for him.

*In order for* the neophyte to attain job satisfaction and be productive in spite of the impinging stresses, support systems should exist in the job context to envelop *him and so ween him from his familiar* past and nourish him in his present uncertainty.

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*By strengthening the fledgling in the transition he will be better able* to cope with the reality shock of work. This would serve to increase the probability of the subsequent retention of a productive practitioner within the social work profession.



# CHAPTER FIVE

# RESEARCH DESIGN AND METHODOLOGY

## 5.1 STUDY PREMISE

Western Society displays greater interest and concern over what a person does than what he is; and what he is is largely a function of what he does do. His very being is conditioned by the nature of his work, and his experiences at work, and the rewards he takes away with him. The work arena is one of the most important and pervasive aspects of a persons life.

A man and his job seldom co-exist in a cocoon of harmony and many elements impinge. The social work practitioner for example is subjected to the demands and inherent stresses of the profession itself and the organization of the work force within the profession.

In terms of transition dynamics any person commencing any work, and social work at that, is vulnerable to some degree of stress and strain. But the opportunity value presumed to accompany a transition can be capitalized upon, and an individual can be assisted by support systems to grow and develop and nurture his self-actualization needs and to be that better being.

## 5.2 RESEARCH AIMS

The research investigation contained in this dissertation was designed to study the transition to work from university. From a total population of beginning social workers, a sample to comprise a demonstration project* was isolated and afforded the facility of a consultation group experience.

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* See p.59

Paradoxically this was to ensure continuity in the transition. Within a student's undergraduate programme, supervision and consultation are established features which contribute greatly to his professional growth. It therefore followed that their continued availability even if in an amended form could sustain the beginning worker to negotiate the reality shock of work.

The new graduate's continued service in the social work profession is the key issue of this study, and its central aim is to identify the factors that contribute to or mitigate against this during the year immediately following qualification.

In addition, the research study set out to test the hypothesis that a relationship exists between participation in group consultation sessions, and the duration of practice as a social worker within the year following upon qualifying.

Literature emanating from social work per se, industrial psychology, business and personnel management, and organizational theory was incorporated into the study to provide a theoretical backdrop for and impetus to the results.

## 5.3 RESEARCH RATIONALE

Conducted over a period of a year, this research study is longitudinal in design, or what Kahn calls a panel or cohort study (143, p.60). For the sample of new graduates, the year was punctuated by a measurement at six months, and then at a year after leaving university.

In this longitudinal type of research investigation "it is possible to separate the data for any specific subgroup and to study it intensively -" (143, p.61). The results of the demonstration group, that is those new graduates who underwent group consultation, were analyzed within the entire sample, and then extracted for separate study to establish where they measured up to the norm of which they were a constituent.

The consultation group itself also falls under the "change oriented design" (143, p.61) of longitudinal research where it spanned twenty fortnightly sessions of an hour in duration.

In their plea for more research into the emerging discipline of transition dynamics, Adams and Hayes write that:

> "The social research that has been done on the processes of transitions and, more generally, on individuals' coping and adaptation responses, is far from adequate. Most of these efforts involve the subjects' self-reporting of their experiences....(which) are highly subjective and personalized....the transition experience itself distorts the individual's perceptions.... An independent observer might well describe these phenomena (differently)....Thus, longitudinal studies are needed which are based on independent sources of data."
>
> (4, p.221).

The above named writers advocate the need for research to determine whether or not strain reduction techniques do actually reduce the incidence of stress encountered in a transition (4, p.221).

Whilst the results from the study sample were derived from the self-reporting of experiences in two questionnaires, data for the consultation group was obtained from two additional sources:

1 ) A further self-assessment about the group in a questionnaire administered after each group session;

2 ) the researchers' assessment of the group - hence an independent source of perception of the same phenomenon.

The stress reduction techniques to which Adams and Hayes refer are:

i ) the work setting and negotiating it

ii ) support systems for development and use

iii) increasing self-awareness

iv ) exercise

v ) nutrition

vi ) letting go of the pre-transitional state of affairs

(3, pp.158-167)

Four of these six techniques (i, ii, iii, vi) were actively employed in the consultation group, but ironically the group began by relaxing over coffee and cake!

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## 5.4 TYPE OF RESEARCH

As with most social work research, the present study would be denoted as applied or operational research where the intent is to acquire knowledge for use in social work, rather than for the sake of understanding alone (173, p.4).

With a charter to "convey, accurately, the characteristics of a situation or of phenomena..." (143, p.57) the study could be classed as a survey or field study (302, p.276) which is diagnostic or descriptive in nature. This classification is applicable to administrative or professional issues and the aim is not theory development. The objective is a qualitative and quantitative description of a situation, and it has value for planning, policy selection, and programme implementation. The study may allow for the examination of one unit or one population studied at one point in time (143, pp.52-53).

In isolating one such unit viz. the consultation group, the above classification continues to apply in determining the type of research it represents. In addition the consultation group carries another label consonant with its specific design, purpose and setting, and that is as a "demonstration project".

Whilst Wolins uses this term synonymously with "the field experiment" (355, p.251), Thomas regards the demonstration as a form of field experimentation. Both are research methods with great usefulness for applied disciplines as they combine elements of planned change with techniques of determining the outcome of the changes (302, p.295).

Taken individually, the field experiment aims at testing an hypothesis of practical or theoretical significance through the experimenter's manipulation of an independent variable in the customary setting of the individuals (302, p.276). The demonstration project on the other hand is a mixture of practical innovation and research. It involves the actual manipulation of some aspect of the social setting by a person who has authority and responsibility for the activities conducted in the setting. It also has the purpose of testing an hypothesis of practical concern about the outcome of the study, often with implications for social action such as the introduction of a new service within the setting or outside of it. Moreover, the demonstration generally involves the manipulation

of relatively complex components of natural social settings without the use of a control group design. When a control group is not used, it is impossible to draw valid inferences, but what the demonstration lacks as a method of proof, it gains as a means of producing insight and discovery (302, pp.290-292).

## 5.5 POPULATION, PARTICIPANTS AND STUDY SAMPLES

### 5.5.1 Population

During 1975 the researcher ascertained* from the sixteen universities** in South Africa, the names and addresses of all the students in their final year social work classes. In October 1975 the researcher wrote to each student setting out the aims of the proposed study and its design; asking for their participation in the study; and requesting them to furnish a contact address for 1976.*** To facilitate answering, a reply paid postcard was included with the letter.**** Non-respondents received follow-up / reminder letters.***** All correspondence with students/new graduates was conducted in English and Afrikaans.

In early 1976, after supplementary examination results were known, the researcher again initiated contact with the sixteen universities to ascertain the names of the students who had qualified at the end of 1975 / beginning of 1976 (hereafter referred to as end of 1975).****** This figure totalled 417 new graduates out of 466 students who sat for the qualifying examinations; and universities were thanked for their co-operation.*******

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* See Appendix A(i); A(ii); A(iii) - salmon paper

** Seventeen universities in South Africa offer a first degree/diploma in social work. However, as the University of South Africa is a non-residential university, and its graduates are atypical of the other sixteen universities, it was excluded from this study

*** See Appendix B - orange paper

**** See Appendix C - orange paper

***** See Appendix D - orange paper

****** See Appendix E(i); E(ii) - grey paper

******* See Appendix F - beige paper

of relatively complex components of natural social settings without the use of a control group design. When a control group is not used, it is impossible to draw valid inferences, but what the demonstration lacks as a method of proof, it gains as a means of producing insight and discovery (302, pp.290-292).

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* See Appendix A(i); A(ii); A(iii) - salmon paper

** Seventeen universities in South Africa offer a first degree/diploma in social work. However, as the University of South Africa is a non-residential university, and its graduates are atypical of the other sixteen universities, it was excluded from this study

*** See Appendix B - orange paper

**** See Appendix C - orange paper

***** See Appendix D - orange paper

****** See Appendix E(i); E(ii) - grey paper

******* See Appendix F - beige paper

5.5.2 Participants

Of the 417 new graduates eligible to participate in this study, 302 (72 per cent) returned the reply paid postcard. Positive responses were received from 279 (67 per cent) new graduates; three refused; and twenty refused but furnished a contact address. This latter group were taken by the researcher to be participants in the hope they would reconsider their decision and respond to the questionnaire that was to be mailed at a later stage.

Hence the first questionnaire (QI) was mailed to 299 new graduates which is 72 per cent of the population.

5.5.3 Study Samples

Of the 299 new graduates to whom the first questionnaire was mailed, 214 responded, which is also 72 per cent, but of the "drawn" sample.

Being a longitudinal study with successive measurements applied, additional samples were derived from the original "obtained" sample of 214. These will be identified in the discussion on research tools later in this chapter.

The consultation group is a further sub-sample, the details about which follow.

5.5.3.1 Consultation Group

The researcher's letter to the final year social work students in October 1975, inter alia explained her intention to establish a group of twenty new graduates with the purpose of offering group consultation. Persons interested in joining the group were asked to respond on the reply paid postcard referred to on page 60.

Forty-seven students replied that they would be interested in joining the group in 1976. Three months later,* however, this figure dropped to 21.**

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* See Appendix G - blue paper

** At the time of the first group session, only twenty had requested group membership. Three dropped out of the group after the first session, and one requested membership and joined the group after the first session

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** At the time of the first group session, only twenty had requested group membership. Three dropped out of the group after the first session, and one requested membership and joined the group after the first session

Reasons included graduates not working in Johannesburg as previously planned; students having failed their examinations and therefore being ineligible; and change of mind.

The 21* group members came from five training centres:

University A - 1 graduate

University B - 1 graduate

University C - 1 graduate

University D - 1 graduate

University E - 17 graduates

The graduate from University A missed the first group session, attended the next three and then withdrew from the group.

The graduate from University B missed the first session and then withdrew.

The University C graduate missed the second group session, and also withdrew from the group after the fourth session.

The participant from University D was requested by the researcher to leave the group after the fourth session as it only then came to her attention that he had failed his examinations and was not qualified.

After the first session two graduates from University E withdrew, and another approached the researcher to join the group.

At the stage of the fifth group session, the group membership was comprised of University E graduates only. It was stabilized at fifteen graduates until the tenth session, when one member withdrew. A further member did not attend the last four sessions but let it be known that she still regarded herself as a member of the group. The group membership was thus taken as fourteen at the time of terminating.

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* See ** on page 61

## 5.6 RESEARCH TOOLS AND SAMPLE DERIVATIONS

### 5.6.1 THE QUESTIONNAIRES

#### 5.6.1.1 Questionnaires to Members of the Study Samples

##### 5.6.1.1.1 Construction

Questionnaire I (QI)* was designed to gather information concerning graduates who had never entered social work practice, as well as those who had. In the case of *graduates who had never practised*, the researcher sought, via the questionnaire, to establish their reasons. In the case of graduates who had entered practice, the researcher sought, via the questionnaire, to determine the work experiences of the new graduate within the first six months after qualifying, where inter alia she sought to identify areas of satisfaction and dissatisfaction. She further attempted to examine the transition from student to practitioner by *focusing on the university experience* in terms of how equipped graduates considered themselves for practice. The comparison between supportive facilities received as final year students and as new graduates was included in the questionnaire design, as well as requesting respondents' preferences on this matter.

Questionnaire II (QII)** was constructed to examine the graduates' work experiences after they had been in the field or out of university for approximately a year. As the first questionnaire had included the individual's current situation and also his immediate past, this second questionnaire likewise examined the current situation but also enquired into the graduate's foreseeable future plans.

Both questionnaires were based on the researcher's perception of the situation from her own experience as a practising social worker; from the consultation group; from literature; from a pilot study on the topic conducted in 1975 (298); and from her experience on the staff of the School of Social Work at the University of the Witwatersrand.

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* See Appendix H(i); H(ii) - yellow paper
** See Appendix I(i); I(ii) - pink paper

Pins's classic study, Who Chooses Social Work, When and Why (232), which is largely modelled on Merton et al's., The Student-Physician, constituted an important source in contributing to the questionnaire design of the present study, as well as McKendrick's dissertation on female social workers' employment patterns and work satisfactions (186).

5.6.1.1.2 Pre-test

The first questionnaire was pre-tested on a group of eleven practising social workers who were asked to treat the situation as if they had qualified the previous year. The group was representative of all four population groups and of the English and Afrikaans languages.

Three suggestions were made with regard to Afrikaans terminology and changes were implemented.

As the second questionnaire largely mirrored the first, four practitioners participated in the pre-test. No alterations were recommended.

5.6.1.1.3 Administration

In July 1976, QI was mailed to 299* new graduates throughout South Africa. Reminder letters** and an additional copy of the questionnaire were sent to non-responders. Stamped self-addressed envelopes were included with the correspondence.

Replies were received from 214 persons, and it is these respondents who constitute the main sample of this study. This is 72 per cent of the list of 299 participants, and 51 per cent of the population of 417 new graduates.

Selltiz et al. warn the researcher to expect low returns of between ten to fifty per cent from a questionnaire mailed to a random sample of the population. Bearing in mind that the present study was not aimed at a random sample, both the above return rates were nevertheless in excess of this expectation (278, p.241). Jenkins further predicts that in a "survey of alumni of an undergraduate social welfare programme, for example, it would be anticipated that those graduates who remained in the field, who

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* See p.61 for the derivation of this figure
** See Appendix J - yellow paper

went on to graduate school, or who got good jobs would be more likely to answer than those who were either not employed or had moved to other fields" (136, p.133).

In December 1976, Questionnaire I repeat (QIr) was administered* to 66 respondents who had indicated at July 1976 they had never practised as social workers. This questionnaire differed from the original QI only in that it did not re-request biographical particulars that were already on record and would not have altered, such as population group, or university where qualified.

To this repeat Questionnaire I, 55 (83 per cent) respondents replied, and of this group only two (4 per cent) had since commenced practice.

To these two respondents and to the remaining 148 respondents who had been in social work employment at July, QII was mailed during December 1976. Reminder letters** and additional copies of the questionnaire were sent to non-responders. Stamped self-addressed envelopes were included with the correspondence.

Of the 150 new graduates who were sent QII, replies were received from 139 (93 per cent) indicating a panel loss of seven per cent.

As can be seen from Figure 5 on page 69 which is a summarized picture of the population and sample derivitives, 214 new graduates constituted the original sample of the study in July 1976, and by December 1976, 192*** new graduates had answered a second questionnaire. Hence it was not possible to establish a longitudinal profile for 22 members (10 per cent) of the original sample.

With regard to the sample being representative of the population, of the 51 per cent who completed the first questionnaire, 46 per cent also completed a second questionnaire.

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* See Appendix K - brown paper
** See Appendix L - pink paper
*** The two graduates who commenced practice after July, in fact answered three questionnaires. The figure of 192 is calculated from 139 (QII) + 55 (QIr) - 2 (QIr)

5.6.1.1.4 Processing and Analysis of Data

The questionnaires were designed so that responses could be coded and electronically processed.

A complete set of the results of questionnaires QI, QIr and QII were printed for each of the following sub-groups* of respondents:

Males
Females
White (English)
White (Afrikaans)
Black
Brown

In addition, a computer printout of QI and QII was obtained for the consultation group members only.**

The computer programme utilized was the Statistical Package for the Social Sciences; and results were printed in the form of descriptive statistics.

Tests of significance have not been utilized in the present study as they are deemed pretentious in their automatic application in social research. Merton et al. explain that their usage and value lies in studying the probable correctness or incorrectness of single isolated statements and not for loosely inter-related hypotheses which must be looked at in combination. Researchers should strive instead to effect internal consistency in their results, and to produce results that can be consistently replicated (195, pp.301-305).

5.6.1.2 Questionnaire to Members of the Consultation Group

5.6.1.2.1 Construction

The researcher based her consultation groups on the approach of Emmanuel Tropp (317; 318; 319). Tropp identifies four gains that can be derived from a group experience, viz. reality-orientation, release, support and self-reappraisal (318). It was hence appropriate that these gains should be

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* See p.70

** QI and QII of the member who left the group after the tenth session were included in the computation

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reflected in the questionnaire to ensure validity.

Section A of the questionnaire* measured members' expectations for each session, i.e. - what they expected to gain from the session; and Section B their assessment of the session, i.e. what they did in fact gain or not gain. The four categories of gains apply to the questionnaire as follows:

| | |
|---|---|
| Reality-orientation: | A 1, 4, 8 |
| | B 1, 2, 7, 8, 9, 10, 17, 18 |
| Release: | A 2, 3 |
| | B 3, 4, 5, 6 |
| Support | A 6, 7 |
| | B 13, 14, 15, 16 |
| Self-reappraisal: | A 5, 9 |
| | B 11, 12, 19, 20, 21 |

5.6.1.2.2 Pre-test

The questionnaire was pretested on a group of nine professional social workers after a staff group which had the function of in-service training with a focus on work with clients. The rendering and receiving of support and the development of self-awareness were also seen as proximate functions of this group.

The response to the researcher's questionnaire was positive, and no alterations were deemed necessary.

5.6.1.2.3 Administration

The questionnaire was administered after every one of the twenty group sessions and was completed by members before leaving the group.

5.6.1.2.4 Processing and Analysis of Data

The researcher coded the questionnaires manually and obtained results in the form of descriptive statistics.

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* See Appendix M - blue paper

### 5.6.2 MECHANICAL AIDS

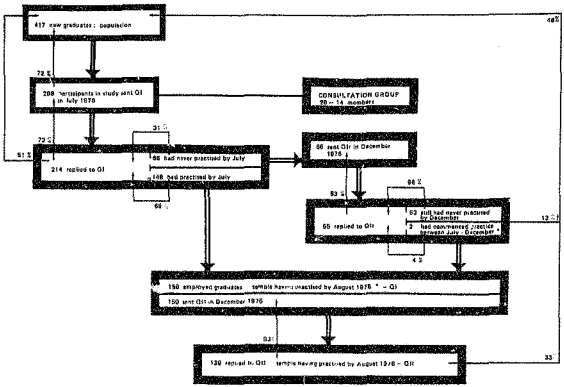
Each of the twenty group sessions was tape recorded, and verbatim records transcribed by the researcher.

Content analyses were made of all twenty records; as well as a summary of each session.

Thomas, with reference to single case experimental work, comments on and sanctions a heavy reliance on visual inspection of results. The main criteria of change is whether or not a practical and useful difference has resulted from the intervention, based on inspection of the data, without statistical tests (303, p.279). In an attempt to heighten the accuracy and width of perception of the results pertaining to the group, both quantitative and qualitative results were obtained. These were based on the questionnaires, the content analyses of the records, and the summaries.

## 5.7 SUMMARY

The figure on page 69 aims to provide an holistic overview of the main study samples.




LEGEND :

arrows indicate direction

⟹ protects over time and sequence of questionnaire - administration

——— per cent linkage of two groups

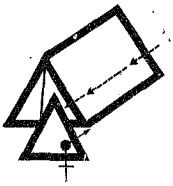
* By July 1976, 148 graduates had commenced practice and by August 150 had. For purposes of analysis the sample who had practised by mid-year 1976 i.e. July/August is 150

FIGURE 6 : SUMMARY OF THE POPULATION OF SOCIAL WORKERS QUALIFYING AT THE END OF 1975 AND DERIVATION OF THE MAIN STUDY SAMPLES

CHAPTER SIX

MEMBERS OF THE STUDY SAMPLES :

PRESENTATION AND DISCUSSION
*OF QUESTIONNAIRE FINDINGS*



## 6.1 INTRODUCTION

*Pluralism characterizes* the population structure of South Africa. Population groupings, language distinctions, and many associated religious and cultural differentiations intersect the society into a web of complexity.

The research results which follow, will, where appropriate, be analysed *against the framework of:*

a) Population groupings, as this particular feature of the society is a major determinant of life patterns such as education and work opportunities and experiences. The groups that will be distinguished are White, Black (consisting of all the African graduates), and Brown (comprised of the Coloured and Asiatic groups);

b) English and Afrikaans languages, as pertaining to the White respondents, since these two groups also have different values, cultures and traditions.

To facilitate writing, the population groups will be regarded as four in number viz:

i ) White (English)
ii ) White (Afrikaans)
iii) Black
iv ) Brown

c) Sex differences will be tabulated. As can be seen from *Tables I, II and* III, the males form a small sub-class of the study samples - the ratio *to females being approximately* 1:8 on average over the July and December samples. In an attempt not to complicate data even further (already having a population group and language breakdown), sex differences

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MEMBERS OF THE STUDY SAMPLES :

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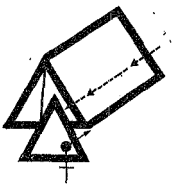

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will only be presented as such, and not cross-tabulated with population groups.*

As all** tables are structured in terms of population group and sex, this fact will not be commented upon in table headings to further simplify reading. Figures that depict a sample refer only to the total sample and do not differentiate population group and sex.

Since the study deals with crude data, in the computing of percentages, all figures are worked to the nearest whole number. Where discrepancies arise between arithmetical summations and electronic calculations, the latter takes precedence. This means, for example, when sub-totals are converted to percentages, the percentage equivalent may be one unit greater or lesser than the sum of the measurements constituting the sub-total.

Results obtained from two questionnaires administered approximately six months and then a year after the new graduate had qualified, will be presented in the following sequence with discussion interspersed:

SECTION A

Demographic data on respondents as they constitute the total sample of new social work graduates.

SECTION B

Data pertaining to respondents who had never practised in remunerated social work during 1976.

SECTION C

Data pertaining to respondents who had practised in remunerated social work employment by July/August 1976*** - i.e. approximately six months

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* Tables I (p.73), II and III (p.74) are the only cross-tabulation of sex, and population groups

** Tables XVI (p.126) and XVII (p.129) refer to the total sample only

*** See pp.64-65 and p.69

after qualifying. The first social work job presumed to have commenced six months earlier, was taken as a reference point for much data collection and interpretation.

Data was also obtained a year after qualification i.e. approximately December 1976, where the present social work job was examined after respondents were presumed to have been in the field for a year. For 86 per cent of this December sample, the present job was also the first job.

SECTION D

Selected data pertaining to members who participated in the consultation group, in order to test the hypothesis that a relationship exists between participation in group consultation sessions and the duration of practice as a social worker within a year following upon qualifying.

In the main, discussion will focus on the total group, but where differences in the population groups or between the sexes are fifteen per cent or more, these will be commented on. However, owing to the small size of the Brown group (see Tables II and III, page 74), comparison is inhibited and this group will therefore receive minimal attention.

The number of respondents who had entered social work employment, for example, corresponds to this fifteen per cent as follows:

| | | |
|---|---|---|
| White (English) | = | 6 respondents at July and December |
| White (Afrikaans) | = | 14 respondents at July and 12 at December |
| Black | = | 2 respondents at July and December |
| Brown | = | 1 respondent at July and December |
| Male | = | 2 respondents at July and December |
| Female | = | 20 respondents at July and 19 at December |

In Sections A, B and C, discussion will first be on the group as a whole, and then move to a comment on population group differences and finally sex differences.

## 6A SECTION A

## DEMOGRAPHIC DATA ON THE SAMPLE OF NEW SOCIAL WORK GRADUATES

### 6A.1 POPULATION AND STUDY SAMPLES

The study samples at July and December 1976, as representative of the population of new social work graduates, appears in Table I below followed by an explication of those who had and who had never practised (Tables II and III).

**TABLE I : SAMPLES OF THE STUDY AS REPRESENTATIVE OF THE POPULATION**

| POPULATION GROUP | Population of social workers who qualified at the end of 1975 | | | | | | Study sample at July 1976 as representative of the population | | | | | | Study sample at December 1976 as representative of the population | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | males | | females | | total | | males | | females | | total | | males | | females | | total | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| WHITE (ENGLISH) | 08 | 02 | 76 | 18 | 84 | 20 | 02 | 25 | 49 | 64 | 51 | 61 | 02 | 25 | 47 | 62 | 49 | 66 |
| WHITE (AFRIKAANS) | 26 | 06 | 215 | 52 | 241 | 58 | 13 | 50 | 119 | 55 | 132 | 55 | 13 | 50 | 101 | 47 | 114 | 47 |
| BLACK | 20 | 05 | 52 | 12 | 72 | 17 | 08 | 40 | 13 | 25 | 21 | 29 | 08 | 40 | 13 | 25 | 21 | 29 |
| BROWN | 04 | 01 | 16 | 04 | 20 | 05 | 01 | 25 | 09 | 66 | 10 | 50 | 01 | 25 | 07 | 44 | 08 | 40 |
| TOTAL | 58 | 14 | 359 | 86 | 417 | 100 | 24 | 41 | 190 | 53 | 214 | 51 | 24 | 41 | 168 | 47 | 192 | 46 |

Details of work experiences approximately six months and then a year after qualification were known for 214 and 192 new social workers which is 51 per cent and 46 per cent of the population respectively.

From the figures reflected in Table I it can be calculated that of the total sample the White group constitutes 86 per cent at July and 85 per cent at December, and that the White (Afrikaans) group alone is more than fifty per cent of the total sample. The Black group at July and December respectively comprised ten per cent and eleven per cent; and at these same dates the Brown group was five per cent and four per cent respectively. The July percentage of males:females was eleven per cent:89 per cent; and at December it was thirteen per cent:88 per cent.

TABLE II : SAMPLES OF THE STUDY AT JULY 1976

| POPULATION GROUP | Sample who had practised by July 1976 | | | | | | Sample who had never practised by July 1976 | | | | | | Total sample at July 1976 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | males | | females | | total | | males | | females | | total | | males | | females | | total | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| WHITE (ENGLISH) | 02 | 01 | 37 | 26 | 39 | 26 | – | – | 12 | 18 | 12 | 18 | 02 | 01 | 49 | 23 | 51 | 24 |
| WHITE (AFRIKAANS) | 07* | 05 | 82 | 55 | 89* | 60 | 06 | 09 | 37 | 55 | 43 | 65 | 13 | 09 | 119 | 56 | 132 | 62 |
| BLACK | 06 | 03 | 10* | 07 | 16* | 10 | 03 | 05 | 03 | 05 | 06 | 09 | 06 | 04 | 13 | 06 | 21 | 10 |
| BROWN | – | – | 05 | 03 | 05 | 03 | 01 | 02 | 04 | 06 | 05 | 08 | 01 | 00 | 09 | 04 | 10 | 05 |
| TOTAL | 14* | 09 | 134* | 91 | 148* | 100 | 10 | 15 | 56 | 85 | 66 | 100 | 24 | 11 | 190 | 99 | 214 | 100 |

* Two graduates, a White (Afrikaans) male and a Black female commenced social work employment after July 1976, and their particulars concerning work have hereafter been coded with the July/August working sample. The sample distribution therefore alters as follows :

from 07 to 05 White (Afrikaans) males : Total 90

from 10 to 11 Black females : Total 16

from 14 to 15 males : Total 15

from 134 to 135 females : Total 136

Respondents total 150

TABLE III : SAMPLES OF THE STUDY AT DECEMBER 1976

| POPULATION GROUP | Sample at December 1976 -- respondents who had practised | | | | | | Sample at December 1976 -- respondents who had never practised | | | | | | Total sample at December 1976 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | males | | females | | total | | males | | females | | total | | males | | females | | total | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| WHITE (ENGLISH) | 02 | 01 | 37 | 27 | 39 | 26 | – | – | 10 | 19 | 10 | 19 | 02 | 01 | 47 | 24 | 49 | 26 |
| WHITE (AFRIKAANS) | 08 | 06 | 72 | 52 | 80 | 69 | 05 | 09 | 29 | 55 | 34 | 64 | 13 | 07 | 101 | 53 | 114 | 59 |
| BLACK | 05 | 04 | 11 | 08 | 16 | 12 | 03 | 06 | 02 | 04 | 05 | 09 | 08 | 04 | 13 | 07 | 21 | 11 |
| BROWN | – | – | 04 | 03 | 04 | 03 | 01 | 02 | 03 | 06 | 04 | 08 | 01 | 01 | 07 | 04 | 08 | 04 |
| TOTAL | 15 | 11 | 124 | 90 | 139 | 100 | 09 | 17 | 44 | 83 | 53 | 100 | 24 | 13 | 168 | 88 | 192 | 100 |

Questionnaires at July and December could not be matched for ten per cent of the sample. Of these 22 persons who were lost to the study after July, all were female: two - White (English), eighteen - White (Afrikaans) and two - Brown.

Of this group, thirteen had never practised by July and nine had done so.

## 6A.2 BIOGRAPHICAL PARTICULARS

### 6A.2.1 Qualifications and Length of Study

For 82 per cent of the sample, the minimum length of study for their social work qualification was three years. Furthermore, this applied to ninety per cent of the White (Afrikaans) graduates, all the Black respondents and all the males.

The majority of respondents (61 per cent) held a Bachelor of Arts (Social Work) degree, and 83 per cent held a degree as opposed to a diploma. Two Black respondents (13 per cent) held a diploma.

### 6A.2.2 Age and Sex

**TABLE IV : AGE AND SEX OF RESPONDENTS**

| POPULATION GROUP | AGE IN YEARS | | | | | | | | | | | | | | | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 – 20,9 | | 21 – 21,9 | | 22 – 22,9 | | 23 – 23,9 | | 24 – 24,9 | | 25 – 25,9 | | 26 – 26,9 | | 27 plus | | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| WHITE (ENGLISH) | 11 | 05 | 17 | 08 | 15 | 07 | 05 | 02 | -- | -- | -- | -- | -- | -- | 03 | 01 | 51 | 24 |
| WHITE (AFRIKAANS) | 27 | 13 | 73 | 34 | 20 | 09 | 04 | 02 | 01 | 00 | 01 | 00 | 02 | 01 | 04 | 02 | 132 | 62 |
| BLACK | -- | -- | 02 | 01 | 04 | 02 | 04 | 02 | 02 | 01 | 04 | 02 | 02 | 01 | 03 | 01 | 21 | 10 |
| BROWN | 01 | 00 | 03 | 01 | 02 | 01 | 02 | 01 | -- | -- | -- | -- | -- | -- | 02 | 01 | 10 | 05 |
| SUB-TOTAL MALES | 02 | 01 | 06 | 03 | 01 | 00 | 02 | 01 | 01 | 00 | 04 | 02 | 03 | 01 | 05 | 02 | 24 | 11 |
| SUB-TOTAL FEMALES | 37 | 17 | 89 | 42 | 40 | 19 | 13 | 06 | 02 | 01 | 01 | 00 | 01 | 00 | 07 | 03 | 190 | 89 |
| TOTAL | 39 | 18 | 95 | 44 | 41 | 19 | 15 | 07 | 03 | 01 | 05 | 02 | 04 | 02 | 12 | 06 | 214 | 100 |

From Table IV it can be calculated that the bulk of respondents (134 or 63 per cent) were aged below 22 years. This is due to the preponderence of Whites in the sample, since Whites tend to complete their tertiary education at a younger age than other groups. The median age of the White respondents was 21-21,9 years, while the median ages for Black and

Brown respondents were 24-24,9 years and 22-22,9 years respectively. Females were considerably younger than males, the median age of the females being 21-21,9 years compared with the males at 24-25,9 years. This latter finding may be due to proportionately more males attempting other careers before choosing to study social work.

Overall, the comparative youth and consequent general life inexperience of respondents means that employing agencies can not assume that these young people have had time to work out the normal problems of young adulthood. They may be uncertain of their career choice and questioning of their own values and those of the profession, at the same time as attempting to adjust to employment (157, p.71). In-service training and supervision are essential to helping the neophyte to develop and integrate the intellectual and emotional sides of the self.

The predominance of females in the sample also has implications for respondents' work patterns, as the working careers of females tend to be intermittent, with family and child-rearing demands taking precedence.

6A.2.3 Marital Status

At the start of their working careers, 181 new graduates (85 per cent) were single and 32 (15 per cent) married. By June a further nine (4 per cent) had married. At December the percentage of single to married respondents was 78:22, and one respondent had divorced.

Change in marital status was largely within the White group. Whilst no differences in marital status existed between the population groups at January nor June, by December 76 per cent of the Whites were still single compared with 95 per cent of the Blacks. No differences in marital status occurred between the male and female groups.

6A.2.4 Respondents as Parents

Of the 214 respondents, seven (3 per cent) were parents at January 1976 and six (3 per cent) at June 1976. Eight (4 per cent) of the group of 192 respondents had at least one child at December 1976.

## 6B SECTION B

## DATA PERTAINING TO RESPONDENTS WHO HAD NEVER PRACTISED IN REMUNERATED SOCIAL WORK EMPLOYMENT DURING 1976

### 6B.1 SAMPLE

Table II (page 74) shows that six months after qualifying as social workers 66 graduates had never practised their profession, which is 31 per cent of the total sample. After a year (Table III, page 74) this figure was 53 (28 per cent), with the circumstances of eleven persons (all female) unknown.

At July and December, 83 per cent of these graduates who had never practised were White; and at both these dates the Black and Brown groups comprised nine per cent and eight per cent respectively. These figures differ only very slightly from those of the obtained sample as do the percentages for the sexes. At July the male:female percentages were fifteen:85; and at December they were seventeen per cent:83 per cent.

Regarding graduates who had never entered social work practice, there was less than fifteen per cent difference between the sexes. In July, the group of respondents who had never practised comprised ten males which is 42 per cent of all males, and 56 females (29 per cent), and both sexes contributed one member to the social work work force after July.

### 6B.2 BIOGRAPHICAL PARTICULARS

#### 6B.2.1 Qualifications and Length of Study

As in the total sample, the majority (95 per cent) of the respondents in this sub-sample held a social work degree, obtainable within the minimum period of three years for 94 per cent of the respondents. Only five per cent of this sub-sample held a diploma, compared with seventeen per cent of the obtained sample.

6B.2.2 Age and Sex

The age of this sub-sample follows a similar pattern to that of the obtained sample with 64 per cent aged below 22 years. Whites were younger than Blacks and females younger than males.

6B.2.3 Marital Status

At January, 32 per cent of respondents were single and at December 77 per cent. These figures are similar to those of the obtained sample. Unlike in the obtained sample where no difference existed between population groups at January, in this sample 84 per cent of the Whites at January and eighty per cent at December were single compared with one hundred per cent of the Blacks at both dates.

Herberg explains that when marriage precedes education domestic function- are arranged to permit absences from the home and usually husbands are permissive and encouraging about their wives working, whereas the effect on career aspirations can not be predicted for women who marry after leaving university (123, p.19).

The date when marriage coincided with training for the present sample is not known and could have preceded qualification by a "tolerable" few months, or taken place immediately afterwards. Even in noting Herberg's explanation with reservations, the facts are that at most, a difference of four per cent existed between the married graduates who had never practised and the obtained sample, and the sample who had commenced practice.*

6B.2.4 Respondents as Parents

Of the seven respondents in the obtained sample who were parents at January, four (57 per cent) were from this sub-sample of graduates who had never practised. This sub-sample also comprised three of the eight parents at December which is 38 per cent. Hence, no marked differences exist between this and the obtained group or the group that had practised.**

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* See p.82
** See p.82

## 6B.3 REASONS FOR HAVING NEVER PRACTISED

Graduates offered the same reasons at July and December for having never practised, and Table V is compiled from the larger (July) sample.

**TABLE V : RESPONDENTS WHO HAD NEVER PRACTISED IN SOCIAL WORK EMPLOYMENT : THEIR REASONS**

| REASONS FOR HAVING NEVER PRACTISED | POPULATION GROUP | | | | | | | | Sub-total males | | Sub-total females | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | White (English) | | White (Afrikaans) | | Black | | Brown | | | | | | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Baby / child / children to care for | 01 | 08 | 01 | 02 | 01 | 17 | 01 | 20 | – | – | 04 | 07 | 04 | 08 |
| Full-time housewife | 02 | 17 | 01 | 02 | – | – | 01 | 20 | – | – | 04 | 07 | 04 | 08 |
| Pregnant | 01 | 08 | 03 | 07 | 01 | 17 | – | – | – | – | 05 | 09 | 05 | 08 |
| Undergoing military training | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| Could not obtain a satisfactory post | 03 | 25 | 08 | 19 | 04 | 67 | 01 | 20 | 3 | 30 | 13 | 23 | 16 | 24 |
| Entered employment out of social work | 05 | 42 | 13 | 30 | 01 | 17 | 01 | 20 | 03 | 30 | 17 | 30 | 20 | 30 |
| Continued studying | 09 | 75 | 29 | 67 | 03 | 50 | 05 | 100 | 09 | 90 | 37 | 66 | 46 | 70 |
| Travelling / on vacation | 02 | 17 | – | – | – | – | – | – | – | – | 02 | 04 | 02 | 03 |
| TOTAL RESPONSES | 23 | 192 | 55 | 128 | 10 | 167 | 09 | 180 | 15 | 180 | 82 | 146 | 97 | 147 |
| N OF RESPONDENTS * | 12 | | 43 | | 06 | | 05 | | 10 | | 56 | | 66 | |

* relative frequencies calculated

The most oft-given reason (given by 70 per cent of respondents) for having never practised was that respondents had continued studying. This holds for the White (English), White (Afrikaans) and Brown groups, and rates second for the Blacks next to being unable to obtain a satisfactory post. Salaries are commensurate with the number of years of social work study, and salaries can therefore be improved with additional study.

Although 42 per cent of the 24 males in the study were not in practice, ninety per cent of these males had continued their studies and could well commence social work practice at a later stage.

Of the whole group, 24 per cent gave as a reason for having not entered social work employment, their being unable to obtain a post to their liking; and thirty per cent were more cemented in their withdrawal from the profession by their having obtained employment outside of social work.

Whilst 67 per cent of the Black group could not obtain a satisfactory post, only 17 per cent entered employment out of social work compared with 33 per cent of the combined group of Whites, and thirty per cent of the males and

females. With the Black group being restricted in geographical mobility, it is possible that this affected their obtaining both a satisfactory social work job and satisfactory employment outside of the profession.

## 6C SECTION C

## DATA PERTAINING TO RESPONDENTS WHO HAD PRACTISED IN REMUNERATED SOCIAL WORK EMPLOYMENT DURING 1976

### 6C.1 SAMPLE

Biographical details are compiled from a group of 148 respondents, and information that is work related is based on the responses of 150 new graduates who had all commenced social work employment by August 1976;* and also on the responses of 139 of these same graduates who replied to the December questionnaire.

The composition of this sub-sample is reflected in Tables II and III (page 74) where it can be noted that the White population group comprised 86 per cent of both the July and December samples and the ratio of White (English) to White (Afrikaans) is approximately 1:2. The Blacks constitute ten per cent at July and twelve per cent at December, and at both dates, the Brown group forms three per cent of the sample.

At July and December, the percentage of males is nine per cent and eleven per cent respectively; and for the females it is 91 per cent and 89 per cent respectively.

Overall, this sub-sample mirrors both the total sample and the group that had never entered social work employment.

### 6C.2 BIOGRAPHICAL PARTICULARS

#### 6C.2.1 Qualifications and Length of Study

In this sub-sample, 76 per cent held a three year qualification compared to 94 per cent of the group that had never practised. A difference also occurs in the type of qualification held as 23 per cent of this group held a diploma as did five per cent in the group that had never practised.

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* See p.74

These findings suggest that holders of four-year degrees (i.e. degrees of *honours status) are more likely to enter* practice than to engage in further study. Social work diplomates (whose avenues to further study are largely blocked by the lack of an academically acceptable matriculation) also appear more likely to enter practice immediately on obtaining their diplomas.

6C.2.2 Age and Sex

The median age range into which 63 per cent of the group fell was 21-21,9 years. This was also the median age range for Whites and females. For Blacks and Browns, the median was 23-23,9 years and 22-22,9 years respectively, while for males it was 25-25,9 years. This pattern of age is similar to that of the total sample.

6C.2.3 Marital Status

The marital status of this group of graduates who had practised mirrors that of the total sample with virtually identical figures.

6C.2.4 Respondents as Parents

The total sample of respondents who were parents was small (4 per cent) and they were evenly distributed amongst the three sub-samples.

6C.3 SOCIAL WORK EMPLOYMENT DESCRIBED IN NATURE

6C.3.1 Employment Commenced and Terminated

From the figures reflected in Table VI (page 83), it can be calculated that by March, 140 respondents (93 per cent) had attained employment in social work. In the Black sub-group this applied to 75 per cent, whereas in all the other groups over ninety per cent of respondents were in employment. Over the span of the year the largest turnover of jobs occurred before August and 150 social workers held 168 social work jobs *in the period between qualifying* at the end of 1975 and August 1976. Extending the calendar to October 1976,* 171 social work posts were held

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* The questionnaires showed that no jobs were commenced or terminated after October

Whilst the turnover rate was similar for all population groups in the present study, it differed for the sexes. Thirty-three per cent of the males compared with eighteen per cent of the females terminated their first social work jobs. However eighty per cent of the males were re-employed in a second social work job compared with 63 per cent of the female resignees.

Of the 29 social workers (19 per cent) who terminated their first social work jobs, nineteen or 66 per cent sought a second. Three terminated their next jobs and two began in a social work post for the third time. Eleven persons (of whom only one was a male) were thus known to have been lost to the social work profession which is seven per cent of the sample.

Whilst the subsequent occupations of all eleven graduates is not known, five secretarial posts were recorded, two clerical and one as a research assistant (not in social work). It is possible that the remaining three were not working at all.

Tollen who conducted a study on the turnover of 1 700 North American social workers between 1957 and 1958, found that 46 per cent of those resigning turned over within the profession, ten per cent obtained employment outside and the other 44 per cent (of whom the majority were women) were not re-employed. He also found that the majority of resignees later desired to return to the field (307, p.14).

This figure of eleven new graduates (5 per cent of the total study sample) who did not resume another social work job after termination, in conjunction with the 53 graduates who had never practised (25 per cent of July total sample and 28 per cent of December total sample), constitutes a minimum or known manpower wastage of 30 per cent.

Considering Table VIII (page 87) at least two graduates (1 per cent) were practising out of South Africa, which further escalates the loss to 31 per cent. This is a known sixteen per cent of the population who qualified at the end of 1975. These figures should be regarded as conservative for generalizations after 1976, as since the June 1976 riots the exodus from South Africa, for Whites in particular, has been pronounced.

In comparing these results with a study undertaken by Radin in the United

States of America, the wastage is extremely high. Radin's sample consisted of 730 graduates who were out of university for between one to four years and 91 per cent were working full- or part-time in social work; 2,4 per cent were employed out of social work; and 6,6 per cent were unemployed (245, p.104).

6C.3.2 Contract of Employment

The mode of employment contract is *permanent as opposed to* locum tenens posts. Whilst nine persons did not respond to this item, nineteen graduates (13 per cent) were shown to hold locum tenens positions in their *first social work jobs*. Eighty-nine per cent of these posts were held by seventeen White respondents, and eleven per cent by two Black respondents. All but one of the respondents were female.

Three or sixteen per cent of the respondents who had second social work posts had locum tenens posts. Both the graduates who commenced their third jobs were employed on a permanent basis.

In toto then, thirteen per cent of all the jobs held were on a locum tenens contract.

6C.3.3 Terms of Employment and Salaries

6C.3.3.1 Full-time Employment

Calculated from Table VII on page 86, the median monthly salary scale for *the whole group in their first social work jobs was* R250-299; and R300-349 for second jobs.

Whilst the median salary earned by Whites was R300-349, Brown graduates received R250-299 and Blacks R150-199. These large discrepancies in salary are characteristic of the political structure of the country which influences salary structures. There was no difference in the salaries of the males and females at this early stage of their professional careers.

TABLE VII : SALARIES FOR FULL-TIME SOCIAL WORK EMPLOYMENT

| POPULATION GROUP | Job Number | GROSS SALARY IN RANDS PER MONTH | | | | | | | | | | | | | | | | | | | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 80 – 99 | | 100 – 149 | | 150 – 199 | | 200 – 249 | | 250 – 299 | | 300 – 349 | | 350 – 399 | | 400 – 449 | | 450 – 499 | | 500 plus | | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| WHITE (ENGLISH) | first | – | – | – | – | 01 | 03 | 01 | 03 | 11 | 30 | 16 | 41 | 08 | 22 | 01 | 03 | – | – | – | – | 37 | 100 |
| | second | – | – | – | – | – | – | – | – | – | – | 02 | 50 | 02 | 50 | – | – | – | – | – | – | 04 | 100 |
| | third | – | – | – | – | – | – | – | – | 01 | 100 | – | – | – | – | – | – | – | – | – | – | 01 | 100 |
| WHITE (AFRIKAANS) | first | – | – | – | – | 02 | 02 | 03 | 03 | 40 | 45 | 33 | 37 | 09 | 10 | – | – | 01 | 01 | 01 | 01 | 89 | 100 |
| | second | – | – | – | – | – | – | – | – | 04 | 40 | 06 | 60 | – | – | – | – | – | – | – | – | 10 | 100 |
| BLACK | first | 01 | 07 | 01 | 07 | 12 | 80 | 01 | 07 | – | – | – | – | – | – | – | – | – | – | – | – | 15 | 100 |
| | second | – | – | – | – | 0 | 100 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 03 | 100 |
| BROWN | first | – | – | – | – | – | – | 02 | 10 | 01 | 20 | – | – | 01 | 20 | – | – | – | – | 01 | 20 | 05 | 100 |
| | second | – | – | – | – | – | – | – | – | 01 | 100 | – | – | – | – | – | – | – | – | – | – | 01 | 100 |
| | third | – | – | – | – | – | – | – | – | 01 | 100 | – | – | – | – | – | – | – | – | – | – | 01 | 100 |
| SUB-TOTAL MALES | first | 01 | 07 | 01 | 07 | 03 | 21 | – | – | 03 | 21 | – | – | 05 | 36 | – | – | 01 | 07 | – | – | 14 | 100 |
| | second | – | – | – | – | 02 | 50 | – | – | 01 | 25 | 01 | 25 | – | – | – | – | – | – | – | – | 04 | 100 |
| SUB-TOTAL FEMALES | first | – | – | – | – | 12 | 09 | 07 | 05 | 49 | 37 | 48 | 36 | 13 | 10 | 01 | 01 | – | – | 02 | 02 | 132 | 100 |
| | second | – | – | – | – | 01 | 07 | – | – | 04 | 28 | 07 | 50 | 02 | 14 | – | – | – | – | – | – | 14 | 100 |
| | third | – | – | – | – | – | – | – | – | 02 | 100 | – | – | – | – | – | – | – | – | – | – | 02 | 100 |
| TOTAL | first | 01 | 01 | 01 | 01 | 15 | 10 | 07 | 05 | 52 | 36 | 48 | 33 | 18 | 12 | 01 | 01 | 01 | 01 | 02 | 01 | 148 | 100 |
| | second | – | – | – | – | 03 | 17 | – | – | 05 | 28 | 08 | 44 | 02 | 11 | – | – | – | – | – | – | 18 | 100 |
| | third | – | – | – | – | – | – | – | – | 02 | 100 | – | – | – | – | – | – | – | – | – | – | 02 | 100 |

6C.3.3.2 Part-time Employment

In their first social work jobs, four respondents (3 per cent) were employed part-time. Their population groups, sex and monthly salary were as follows:

One - White (English) female - R 100-149

One - White (English) male - R 200-249

One - White (Afrikaans) female - R 200-249

One - Black female - R 50-99

Of all second social work jobs, one (5 per cent) was a part-time post, occupied by a White (Afrikaans) female who earned R 100-149 per month.

Three per cent of all posts held were hence part-time.

## 6C.3.4 Geographical Base of Employment

**TABLE VIII : GEOGRAPHICAL LOCATION OF SOCIAL WORK JOBS**

| POPULATION GROUP | Job Number | GEOGRAPHICAL AREA WHERE BASED | | | | | | | | | | | | | | | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Cape | | Natal | | Orange Free State | | Transvaal | | South West Africa | | Other | | No response | | | | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | | N | % |
| WHITE (ENGLISH) | first | 07 | 18 | 07 | 18 | -- | -- | 22 | 68 | -- | -- | 02 | 06 | 01 | 03 | | | 39 | 100 |
| | second | -- | -- | -- | -- | -- | -- | 04 | 100 | -- | -- | -- | -- | -- | -- | | | 04 | 100 |
| | third | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 01 | 100 | | | 01 | 100 |
| WHITE (AFRIKAANS) | first | 34 | 38 | 04 | 04 | 07 | 08 | 41 | 46 | 03 | 03 | -- | -- | 01 | 01 | | | 90 | 100 |
| | second | 05 | 56 | 01 | 09 | -- | -- | 02 | 18 | -- | -- | -- | -- | 02 | 18 | | | 11 | 100 |
| BLACK | first | 04 | 25 | 03 | 19 | 02 | 13 | 05 | 31 | -- | -- | -- | -- | 02 | 13 | | | 16 | 100 |
| | second | 01 | 33 | 01 | 33 | -- | -- | 01 | 33 | -- | -- | -- | -- | -- | -- | | | 03 | 100 |
| BROWN | first | 01 | 20 | 03 | 60 | -- | -- | -- | -- | -- | -- | -- | -- | 01 | 20 | | | 05 | 100 |
| | second | -- | -- | -- | -- | -- | -- | 01 | 100 | -- | -- | -- | -- | -- | -- | | | 01 | 100 |
| | third | -- | -- | -- | -- | -- | -- | 01 | 100 | -- | -- | -- | -- | -- | -- | | | 01 | 100 |
| SUB-TOTAL MALES | first | 04 | 27 | 05 | 33 | 01 | 07 | 04 | 27 | -- | -- | -- | -- | 01 | 07 | | | 15 | 100 |
| | second | 01 | 25 | 01 | 25 | -- | -- | 01 | 25 | -- | -- | -- | -- | 01 | 25 | | | 04 | 100 |
| SUB-TOTAL FEMALES | first | 42 | 31 | 12 | 09 | 08 | 06 | 64 | 47 | 03 | 02 | 02 | 01 | 04 | 03 | | | 135 | 100 |
| | second | 06 | 40 | 01 | 07 | -- | -- | 07 | 47 | -- | -- | -- | -- | 01 | 07 | | | 15 | 100 |
| | third | -- | -- | -- | -- | -- | -- | 01 | 50 | -- | -- | -- | -- | 01 | 50 | | | 02 | 100 |
| TOTAL | first | 46 | 31 | 17 | 11 | 09 | 06 | 68 | 45 | 03 | 02 | 02 | 01 | 05 | 03 | | | 150 | 100 |
| | second | 07 | 37 | 02 | 11 | -- | -- | 08 | 42 | -- | -- | -- | -- | 02 | 11 | | | 19 | 100 |
| | third | -- | -- | -- | -- | -- | -- | 01 | 50 | -- | -- | -- | -- | 01 | 50 | | | 02 | 100 |

With 68 new graduates (45 per cent) taking their first jobs in the Transvaal, this province hosts almost as many graduates as the other three provinces collectively i.e. 48 per cent. Furthermore, only one of the four English universities is in the Transvaal, yet the majority (56 per cent) of English speaking graduates commenced social work employment in this area.

For the other population groups the geographical area of employment largely coincides with the geographical distribution of the universities serving the groups.

One-third of the male graduates had obtained employment in Natal, and almost

half the females were working in the Transvaal.

Details are not known regarding the nature and size of geographical bases, but Kristenson in North America says that as most graduates had their field practice as students in urban centres, they are prone to gravitate to metropolitan areas for employment. This affects practice as there is a tendency to change jobs, with status-consciousness being rife and there are limited workers available for less metropolitan areas (157, p.70).

6C.3.5 Fields of Practice

TABLE IX : FIELDS OF SOCIAL WORK EMPLOYMENT

| POPULATION GROUP | Job Number | FIELD OF SOCIAL WORK EMPLOYMENT | | | | | | | | | | | | | | | | | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Child and Family Welfare | | Psychiatric | | Medical | | Physically Handicapped | | Mentally Handicapped | | Statutory | | Prisons | | No Response | | | | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | | N | % |
| WHITE (ENGLISH) | first | 20 | 61 | 03 | 09 | 03 | 09 | 02 | 06 | 01 | 03 | 09 | 21 | – | – | 01 | 03 | | | 32 | 100 |
| | second | 02 | 50 | – | – | 01 | 25 | – | – | – | – | 01 | 25 | – | – | – | – | | | 04 | 100 |
| | third | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 01 | 100 | | | 01 | 100 |
| WHITE (AFRIKAANS) | first | 86 | 72 | 03 | 03 | 04 | 04 | 02 | 02 | – | – | 06 | 07 | 04 | 04 | 06 | 07 | | | 90 | 100 |
| | second | 08 | 73 | – | – | 01 | 09 | – | – | – | – | 01 | 09 | – | – | 01 | 09 | | | 11 | 100 |
| BLACK | first | 09 | 60 | – | – | 01 | 08 | 01 | 06 | 01 | 06 | 03 | 19 | – | – | 02 | 13 | | | 16 | 100 |
| | second | 02 | 67 | – | – | – | – | 01 | 33 | – | – | – | – | – | – | – | – | | | 03 | 100 |
| BROWN | first | 04 | 80 | – | – | – | – | – | – | – | – | – | – | – | – | 01 | 20 | | | 05 | 100 |
| | second | 01 | 100 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | | | 01 | 100 |
| | third | – | – | – | – | – | – | 01 | 100 | – | – | – | – | – | – | – | – | | | 01 | 100 |
| SUB-TOTAL MALES | first | 6 | 33 | – | – | – | – | – | – | 01 | 07 | 06 | 33 | 02 | 13 | 02 | 13 | | | 18 | 100 |
| | second | 04 | 100 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | | | 04 | 100 |
| SUB-TOTAL FEMALES | first | 92 | 68 | 06 | 04 | 08 | 06 | 06 | 04 | 01 | 01 | 12 | 09 | 02 | 01 | 08 | 06 | | | 135 | 100 |
| | second | 09 | 60 | – | – | 02 | 13 | 01 | 07 | – | – | 02 | 13 | – | – | 01 | 07 | | | 15 | 100 |
| | third | – | – | – | – | – | – | 01 | 50 | – | – | – | – | – | – | 01 | 50 | | | 02 | 100 |
| TOTAL | first | 97 | 65 | 08 | 04 | 08 | 05 | 08 | 04 | 02 | 01 | 17 | 11 | 04 | 03 | 10 | 07 | | | 150 | 100 |
| | second | 13 | 68 | – | – | 02 | 11 | 01 | 05 | – | – | 02 | 11 | – | – | 01 | 05 | | | 19 | 100 |
| | third | – | – | – | – | – | – | 01 | 50 | – | – | – | – | – | – | 01 | 50 | | | 02 | 100 |

Table IX shows that most (65 per cent) social workers are absorbed into the field of child and family welfare in their first social work jobs, and in their second jobs (68 per cent); and the statutory field is the second largest attraction. McKendrick also found that inexperienced social workers tended to work in the child and family welfare, and statutory fields (186, pp.218-220). The above pattern applies consistently for the different population groups and both sexes.

Kristenson links the attraction for the child and family welfare field with the relative youth of the new graduate. Workers' interest in children stems from a number of reasons such as ease in communication, potential for serving as an ego-ideal to a child, patience and physical endurance. At the same time child welfare work reactivates unconscious childhood conflicts (335, p.97) as well as those relevant to their present circumstances such as emancipation from parents and identity establishment (157, p.70), which need to be worked through in supervision.

Schmidt nominates the use of authority and its integration into the professional self as a great source of anxiety and stress for the new graduate in a child welfare setting. She believes that he will only be able to meet the pressures and responsibilities of his job in an atmosphere where supervisors are concerned with his development, and in particular the development of two qualities: competence and conviction (272, p.130).

However, this attitude and the type of professional growth-producing supervision advocated by writers such as Babcock* and Schour** does not seem to meet with support from all agencies. In a trenchant article Baxter writes that the child welfare agency's responsibility is to ensure "adequate orientation, to teach its own policies and practices, and to provide for the continuing development of all staff" (17, p.79). She feels it is unrealistic to expect agencies to build the "bridge between education and practice as now seems to be necessary" (17, p.79). The expectations which agencies hold are that a graduate commences work having left behind adolescent needs and behaviour; that he is clear that he is not a perpetual student but an employed worker and helping person whose responsibility towards the agency lies ahead of the agency's responsibility to him (17, p.77).

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* See pp.50-51
** See p.96

## 6C.4 CHOOSING SOCIAL WORK EMPLOYMENT

### 6C.4.1 Job of Choice

TABLE X : RESPONDENTS' JOBS BEING OF THEIR CHOICE OR NOT

| POPULATION GROUP | Job Stage | Job of Choice | | Not Job of Choice | | No Response | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % |
| WHITE (ENGLISH) | first | 30 | 77 | 09 | 23 | – | – | 39 | 100 |
| | present | 27 | 69 | 07 | 18 | 05 | 13 | 39 | 100 |
| WHITE (AFRIKAANS) | first | 85 | 94 | 05 | 06 | – | – | 90 | 100 |
| | present | 66 | 83 | 06 | 08 | 08 | 10 | 80 | 100 |
| BLACK | first | 08 | 50 | 07 | 44 | 01 | 06 | 16 | 100 |
| | present | 09 | 56 | 07 | 44 | – | – | 16 | 100 |
| BROWN | first | 04 | 80 | 01 | 20 | – | – | 05 | 100 |
| | present | 04 | 100 | – | – | – | – | 04 | 100 |
| SUB-TOTAL MALES | first | 11 | 73 | 03 | 20 | 01 | 07 | 16 | 100 |
| | present | 10 | 67 | 02 | 13 | 03 | 20 | 15 | 100 |
| SUB-TOTAL FEMALES | first | 116 | 98 | 19 | 14 | – | – | 135 | 100 |
| | present | 98 | 77 | 18 | 15 | 10 | 08 | 124 | 100 |
| TOTAL | first | 127 | 85 | 22 | 15 | 01 | 01 | 150 | 100 |
| | present | 108 | 76 | 20 | 14 | 13 | 09 | 139 | 100 |

The majority of respondents were in work positions of their choice in their first and present jobs (85 per cent and 76 per cent respectively). In respect of their first jobs, White (Afrikaans) respondents were most likely to have jobs of their choice (94 per cent) while Black respondents were least likely (50 per cent) perhaps because Black persons in South Africa are restricted in geographical mobility which curtails their job choice.

### 6C.4.2 Field of Choice

Of the 22 graduates who in their first jobs were not in the field of their choice, and of the twenty graduates to whom this applied in their present jobs, seven (32 per cent) of the former and seven (35 per cent) of the latter would rather have worked in the field of child and family welfare.

Previously* it was determined that the child and family welfare field is the largest employment area for new graduates. It also appears it is the most popular field.

Interestingly, the statutory field which is the second largest absorber of new graduates was not nominated as a preference.

6C.4.3 Factors Influencing Job Acceptance

Parsons and Wigtil recognise that in our society a person may hold a succession of jobs during a working lifetime, and they postulate occupational mobility as having sociological as well as psychological dimensions. The former reflects the changing economic structure and the latter the occupational development of an individual. They further believe that the initial job choice will be determined more by sociological variables such as location, salary, service and working conditions, than by psychological variables. Any changes that occur after the initial selection will be more a product of psychological factors such as the nature of the work and concomitant rewards (225, pp.321-330).

Table XI on page 92 reflects that a total of 1 253 responses were recorded from 150 graduates with reference to their first jobs, and nineteen graduates offered 179 reasons for accepting their present jobs.

Opportunity to gain broad general experience in their first social work jobs was responded to by 72 per cent of the respondents. If one considers the child and family welfare and the statutory fields as offering broad general experience, the above figure coincides with the jobs held by 114 respondents (76 per cent) in these fields.** This particular reason for job acceptance rated high across all the sub-groups in the table.

Although fifteen respondents were in generalized practice in their second jobs, only seven (47 per cent) chose this field for the reason under discussion. Eight respondents chose their present jobs for the specialized element of the work, yet Table IX (page 88) shows that less than this number were practising in a recognized specialized setting.

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* See Table IX, p.88
** See p.88

Previously* it was determined that the child and family welfare field is the largest employment area for new graduates. It also appears it is the most popular field.

*Interestingly, the statutory field which* is the second largest absorber of new graduates was not nominated as a preference.

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* See Table IX, p.88
** See p.88

personal satisfaction; and opportunity for personal development - this being particularly high for jobs after the first. Weaver on the other hand implies that in any job, professionals seek interesting and meaningful work providing a sense of accomplishment (337) and McKendrick consistently found that social workers, as a top priority sought interest in a particular field that would afford personal satisfaction (186, p.308).

According to Meyer, having independent, innovative and highly qualified staff in the agency is often seen as a mixed blessing by the new graduate expecting to encounter resistance and realizing induction by superiors to be part of the system (197, p.485). High regard for the quality of work by agency personnel was the second highest reason respondents gave in accepting their present jobs and this was given by 47 per cent as opposed to nineteen per cent in their first jobs. It seems as if with time and experience this feature of the job became better appreciated.

In their first jobs White (English) graduates seem more sceptical of learning opportunities in the agency than do their Afrikaans counterparts. Seventy-five per cent of the Afrikaans compared with three per cent of the English graduates were influenced in job acceptance by their high regard for the quality of work by agency personnel. Two riders apply to this argument:

i On-going in-service training provided (Afrikaans: 40 per cent - English: 10 per cent) and

ii Supervision known to be of high quality (Afrikaans: 38 per cent - English: 18 per cent)

More White (English) than White (Afrikaans) respondents accepted their first jobs for being the only post available (26 per cent and 8 per cent respectively) and Table X (page 90) showed that 77 per cent of the English compared with 94 per cent of the Afrikaans graduates were in jobs of their choice. This same situation applied on both variables to 44 per cent of the Blacks.

In almost half the items (48 per cent) listed in Table XI (page 92) a notable difference arose between the responses of Black and White graduates for their first job choices, and a definite trend emerged where in all but three instances differences between the population groups were caused by more Whites than Blacks responding to an item. For example, interesting work that gave promise of personal satisfaction attracted 63 per cent of the

Whites and nineteen per cent of the Blacks; a satisfactory salary lured 43 per cent of the Whites and no Blacks; and the provision of on-going in-service training influenced 43 per cent of the White and thirteen per cent of the Black graduates to accept their jobs.

On the other hand, the three items where responses were weighted towards the Blacks were "negative" reasons for accepting a position:

- First post offered (Whites: 5 per cent - Blacks: 38 per cent)
- Only post available (Whites: 16 per cent - Blacks: 44 per cent)
- Committed to repay study bursary (Whites: 16 per cent - Blacks: 44 per cent)

These results indicate that Blacks, for reasons such as restricted geographical mobility, were less self-determining in their job choice and accepted a job because it was work, and not because of any attractive features that could well serve to promote their job satisfaction and productivity.

For Brown graduates, the practicality of the agency's location being convenient for travel was the most influential factor in their job choice.

Between the sexes some interesting differences emerged regarding first job choice. For 67 per cent of the males, opportunity for personal development was influential compared with 49 per cent of the females. Sixty per cent of the male respondents and fifteen per cent of the females were committed to repay bursaries and this could account for fewer males being in a job of their choice as was shown to be the case in Table X (page 90). Scope for promotion concerned forty per cent of the males and only seven per cent of the females, but more females (46 per cent to 27 per cent males) were interested in a specific field of social work.

Overall, the most influential factor in first job acceptance for the group as a whole, the population groups, and both sexes was opportunity to gain broad general experience. Other factors that met higher order needs such as interesting work that gave promise of personal satisfaction, opportunity for personal development and high regard for the quality of work by agency personnel (for present but not first job choice) emerged as strong determinants in job acceptance for the group as a whole. However, regarding the smaller sub-groups, Black and Brown respondents were also influenced by practical considerations. Black graduates had bursary contracts to fulfil

and were restricted in choice by the number of posts available; and Brown graduates were concerned about the agency location for travel purposes.

Commitment to repay study bursaries on the part of the males was the factor that caused the greatest difference between the sexes in accepting their first jobs.

As attitudes and responses to situations, as well as expectations are coloured by previous experiences, the influence of the university education as it affects the work situation will be incorporated under the subsection of "The Work Experience" which follows.

## 6C.5 THE WORK EXPERIENCE

Continuing on the theme of previous experience of an agency, and expectations about work, Wasserman in the United States of America found that new social work graduates who had had no public welfare experience as undergraduates were disappointed in their work situations, disheartened and overburdened largely owing to thwarted expectations. The new graduates who had worked in a public welfare organization previously also did not harbour realistic expectations initially and were consequently disappointed in the work situation but they were not overwhelmed and were able to adapt, and their capacity to cope in the past was useful in their first jobs as professionals. The 56 per cent of respondents in his study who he found to be "utterly realistic" about conditions and circumstances of work, also happened to be the most cynical (335, p.94).

In a study of new graduates in the commercial world, Dunnette et al. in North America found discrepancies between graduates' expectations of what their jobs would be like, and what they actually experienced. For graduates who remained in their jobs and for those who terminated, the first job was found to bring disenchantment and severely frustrated their high hopes and expectations of opportunities to use their abilities. The authors suggest that supervisory practices were influential here as often jobs are assigned that are so trivial that they clearly undermine capabilities, or else such specialized knowledge and skill are required that failure is inevitable. Both strategies threaten self-esteem and disenchantment arose with the failure to satisfy higher order need areas

in which feelings of accomplishment are rooted, as well as perceiving the work as interesting and that one has opportunity to use abilities and to get ahead. Only salary levels came close to meeting expectations.

Members of their sample who remained in their jobs reported that later assignments of work more closely matched pre-employment expectations. The authors suggest that people will stick with a job if they see it having the potential to provide them with what they want (60).

6C.5.1 Supportive Facilities

Whilst social workers may derive support from a plethora of facilities, formal supervision is the pivot around which professional training and subsequent nurturing revolves.

Schour strongly believes that professional education does not prepare a worker sufficiently for adequate functioning on the job, and proposes that the first year of employment serves as a period of orientation and integration. She sees it as an extension of professional training and considers it an internship characterized by real work responsibilities but providing opportunity to bridge the gap between student role and role of worker via high quality supervision. She acknowledges that the first year's productivity may be lessened but feels the cost will be compensated with the realization of the long-term goal of the development of professionally competent workers (273, pp.424-425).

It is reasoned that agencies avoid investing in in-service training as workers tend to leave the organization after a short period and the training which is highly specific to the employing organization and therefore not easily transferable, is wasted (256, p.50).

The table which follows and discussion thereon examines the supports received in the transition from student to worker, and Table XIII on page 101 reflects expectations and desires in this regard.

The number of respondents in the White (English), Black and male groups was the same for both first and present jobs, and yet more responses were given in favour of the latter. This held for the Brown group too where the number of respondents had decreased.

This consistent, if not augmented quantity of supports accumulated in the present work situation may indicate:

- an increase in supports given as the year proceeds; and/or
- a wider network of support systems being established by the new graduate with time; and/or
- better recognition and use of supportive facilities available to him

As final year students, respondents were recipients of much formal support by way of supervision/consultation. A total was computed of all instances of individual and group supervision and consultation that were received from university and agency sources and the relative percentages calculated. Supervision/consultation from university personnel received a total of 237 relative per cent and from agency personnel 124 relative per cent.

More university than agency based supervision/consultation applied to all the sub-groups. Whereas a 35 per cent discrepancy existed between White (English) respondents receiving more university over agency supervision/consultation, the difference for the Blacks was 69 per cent and the White (Afrikaans) 152 per cent. This suggests that White (Afrikaans) and Black students (but to a lesser extent) are being trained for practice, not essentially by practitioners in the field but by university staff who are often removed from practice realities.

Supervision/consultation from the agency elicited from graduates in their first jobs a response of 200 relative per cent and 206 relative per cent in their present jobs which is less in both instances than what the university experience provided to respondents as students. Hence with the transition to work, support decreased and this was the case for all the sub-groups with the males experiencing the greatest drop in this type of support. Perhaps this was a bid on their part and on the agencies' to evoke autonomy in males who tend to reject dependency.

Whilst agency based supervision/consultation increased between the first

and present jobs for the group as a whole, and for White (English) and Black respondents, it decreased for White (Afrikaans) respondents who possibly sought autonomy earlier. Males and females received more supervision/consultation in their present jobs, with the males having 59 per cent more than the females at this later stage.

Towards the end of the first year of practice consultation appeared to surface more but no specific pattern could be established for the subgroups. Notwithstanding this, individual supervision still took precedence over the other forms of supervision/consultation in all the subgroups over the three stages of respondents' careers, viz. as final year students, in their first and in their present jobs.

The White (English) respondents who received group consultation independently negotiated at the time of their first jobs were all* members of the researcher's consultation group. Of the fifteen respondents who indicated receipt of such consultation at the time of their present jobs, fourteen were members of the research group.

The overall results thus far indicate that quantitatively more supports were received after graduating, and during the first year of practice these remained constant or increased. Supervision and consultation - the heralded teaching-learning-supportive vehicles - were more forthcoming during student training and decreased in the transition from student to practitioner. Agency based supervision/consultation then increased between the first and present jobs. Apart from considering supportive facilities quantitatively and qualitatively, combinations of specific facilities may be operative in precarious balance ready to sway the work experience positively or otherwise.

Another major source of support for graduates proved to be from other social workers both formally and informally, and in and out of the agency environment. Supportive communication and co-operation with colleagues was experienced by 76 per cent in their first jobs and 77 per cent in their present jobs. Wasserman also found that new graduates relied on colleagues for emotional support as well as consultation, especially when supervisors

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* The consultation group comprised fifteen members but one male did not respond to the questionnaire

were regarded as lacking in expertise (335, p.97). Spencer too writes of the work group which serves not only as a source of support, but also to influence behaviour, with valuable potential to promote standards in social work (291, p.6).

The literature (335, p.95; 256, p.131; 298, p.21; 280, p.74), paints a dismal, non-professional picture of the working conditions social workers are expected to endure, yet in the present study, in their first jobs 79 per cent of respondents and 76 per cent in their present jobs experienced appropriate favourable working conditions when these conditions are measured quantitatively. For the Black group though, this applied to only 38 per cent in their first jobs and fifty per cent in their present jobs.

In spite of fewer Blacks than Whites, and fewer males than females deriving personal satisfaction from their jobs, a total of 113 graduates (75 per cent) in their first jobs and 99 (71 per cent) in their present jobs were experiencing personal satisfaction. This four per cent discrepancy can possibly be accounted for in a pattern of job satisfaction as explicated by Walton and Walz based on a study of new graduates who held an American undergraduate social welfare degree. They found the period of greatest job satisfaction was in the first six months after employment. Thereafter it dropped reaching the lowest point between the first and second year. In the instances of individuals remaining on the same job for more than two years, satisfaction tended to rise again (329, p.56). In Radin's study of graduates who had been in employment between one and four years, sixty per cent were satisfied with their jobs, which she describes as an "overwhelming majority" (245, p.104).

Table XII on page 97, and Table XIII on page 101, are not comprised of mutually exclusive responses, and an interesting pattern occurs whereby several items that received high (total) responses in the former table, show a decrease in the latter. For example, the various forms of supervision and consultation were responded to as:*

| SUPPORTIVE FACILITIES | First Job | | Present Job | |
|---|---|---|---|---|
| | N | % * | N | % * |
| Received | 415 | 276 | 398 | 285 |
| Would like to have received | 308 | 206 | 366 | 261 |

* relative frequency calculated on N of responses

The histogram which follows illustrates further this inverse relationship with reference to what respondents received and desired. It refers only to the first job as the concomitant responses for the present job, in the main, vary proportionately. It is constructed by taking as a reference point the highest percentage (79 per cent) in the total column for the first job in Table XII, and all other percentages in the seventies, and the corresponding percentage of supports desired in Table XIII. Raw scores are given above each bar.

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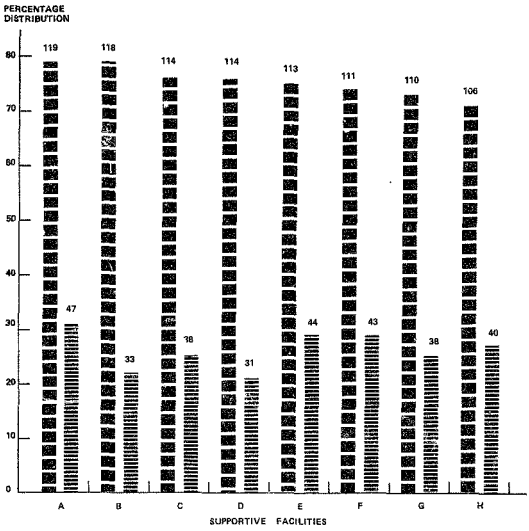
* Calculated from Table XII (p.97) and Table XIII (p.101)




LEGEND :

N : 150 respondents

supports received

supports would like to have received

A Appropriate favourable working conditions
B Formal contact with other social workers in agency
C Supportive communication and co-operation with colleagues
D Formal contact with other social workers outside of agency
E The work done leading to feelings of personal satisfaction
F *Individual supervision provided by agency based personnel*
G Informal contact with other social workers in agency
H Informal contact with other social workers outside of agency

FIGURE 6 : RELATIONSHIP BETWEEN SUPPORTS RECEIVED AND WHAT RESPONDENTS WOULD LIKE TO HAVE RECEIVED IN FIRST SOCIAL WORK JOBS

The difference between supports respondents received and those they desired ranged from 44-57 per cent which indicates that respondents were satisfied with the supports they received in their first jobs, many of which were in excess of what they wanted.

With the exception of two items in a selected range,* the converse does not hold where if responses were high in Table XIII (page 101) they would be notably lower in Table XII (page 97) - i.e. it did not follow that respondents desired supports because they had not received them.

To begin with the first exception, which also happens to be the item in Table XIII that collected the highest response: 57 per cent of all respondents would like to have received adequate library facilities in the agency as only eighteen per cent (Table XII) were in receipt of such.

A manageable workload was desired by 39 per cent of respondents but 59 per cent indicated they already had this. Similarly 39 per cent wanted recognition of achievement by persons in authority, yet for 53 per cent this was forthcoming.

The item receiving the fourth highest response (37 per cent), and this was the longing for work done leading to desired changes in the agency, was the other anomaly where only 22 per cent perceived this occurring.

A less than fifteen per cent difference arose between the 37 per cent of graduates who wanted work assigned in accordance with worker preference, and the 25 per cent who experienced this.

The percentage of respondents who desired the remaining** supports and those who received them are respectively as follows:

| | |
|---|---|
| Practical assistance with work | - 35:57 per cent |
| On-going in-service training | - 35:53 per cent |
| Individual consultation provided by agency based personnel | - 33:41 per cent |

---

* As Figure 6 is constructed from eight items, here too the eight highest rated items are considered and these range from 57-33 per cent

** An eight item reference point was selected, see above *

It can thus be concluded that as respondents' requests for supportive facilities are generally less than their indications of what they already have, they are satisfied with what they have, and in some cases have more than they desire.*

The item that received the highest response for the first job in Table XIII on page 101 (adequate library facilities) also received the highest response for the present job, and this was the pattern in all the sub-groups except the males, who in their present jobs wanted most to have adequate library facilities in the agency, but this did not feature as strongly for the first job. This particular item was also a priority for the White (*Afrikaans*), *Black, and female groups.*

The following brief discussion is selectively based on the supportive facilities most desired by respondents. By way of a summary they are ordered as follows:

A Adequate library facilities available in agency

B Recognition of achievement by persons in authority

C Manageable workload

D Work done leading to desired changes in agency

E Work assigned in accordance with worker preference

F Practical assistance with work

G On-going in-service training

H Individual consultation provided by agency based personnel

These facilities can be distributed into three intersecting categories that contribute to the development of the person in the work situation. Appropriately these categories correspond with the educational, helping and administrative responsibilities of a supervisor (358) and are hence amenable to intervention. These categories and their symbolic representation of the above facilities are diagramatically presented as follows:

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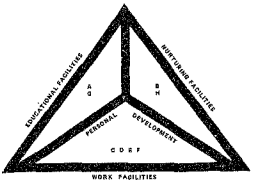
* Respondents were not instructed to give mutually exclusive responses




The facilities identified as desired are afforded recognition in the literature as areas to which attention should be devoted en route to the enhancement of services to clients.

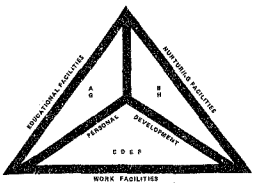
Educational Facilities

The research questionnaire did not differentiate between in-service training and staff development programmes, and several writers claim there is a distinction and each should be differentially used (229, p.10; 331, p.69). Objectives, content and teaching techniques need to be related to the needs of staff at various levels of career development. In-service training/education is advocated for the new graduate to orientate him to the agency. This should be reinforced with other staff development programmes tailored to his needs and should include planned continuing education and the availability of library facilities, provision for participation in policy decisions, and regular and planned staff meetings.

Nurturing Facilities

From the respondents' requests for both individual consultation and recognition from authority, it may be that they are in receipt of administratively slanted supervision deficient in opportunities for personal development and periodic evaluations.

Spencer found staff regarded consultation as far more important than supervision (which is often used as a synonym for consultation). Seniors were consulted for three main reasons: reassurance, advice and backing (291, p.7).

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The type of supervision and consultation that should be provided to meet the needs of staff at different levels of professional development has been discussed earlier; as well as employees' need for self-esteem.

Work Facilities

Intellectual and emotional/personal development germinate in the nature of the work, and as the nature of the work also disseminates intrinsic and extrinsic rewards, it is an area highly deserving of attention from agency administrators.

Unmanageable workloads overwhelm new graduates (335, p.94), and excessive demands heighten anxiety (273, p.424) and threaten coping abilities. New graduates are often trapped in a double-bind of having to submit to rigid, competence-undermining, authoritarian supervision and at the same time in the light of manpower pressures be expected to perform tasks that would overtax a highly skilled and experienced practitioner. Work that is assigned with little consideration for the interacting needs of worker and client militates against satisfaction. Frustration develops not to mention fatigue from having to channel energy and time into tasks that could be effectively performed by non-professional personnel. These are important issues and ones that can adversely affect the retention of new graduates in the social work profession.

In essence, this section which covers supportive facilities respondents would like to have received, showed that the facilities respondents wanted in their first jobs were the same as those they desired in their present jobs. Furthermore, no real differences arose between the sub-groups, and the facility most desired was adequate library facilities available in the agency.

On the whole, graduates were satisfied with what they were receiving, and in areas where satisfaction was high, desire was low. However, when desire for a facility was high, receipt of the facility was also high. These results therefore tend to indicate that not only were respondents satisfied with what they were receiving, they were possibly also receiving more than they in fact wanted.

6C.5.2 Social Work Practice

With the rationale that schools of social work have relatively little external data about whether their goal of training competent social work practitioners is being met, Radin undertook a study whereby practitioners and supervisors were asked to rate separately the graduate's effectiveness (245, p.103). Whilst this sub-section of the present study and that in which graduates evaluate their university education in retrospect do not measure competence per se, they do provide an indication of whether schools of social work are educating for current practice.

The results which follow indicate the extent to which new graduates in their first and pr sent jobs considered they had opportunity* to apply various facets of social work in practice.

6C.5.2.1 Social Work Knowledge

| MEASURE OF CENTRAL TENDENCY | JOB STAGE | OPPORTUNITY SCALE: No Opportunity 1 2 3 4 5 6 7 Great Opportunity |
|---|---|---|
| MEAN | first | 6 |
| | present | 5 |
| MODE | first | 7 |
| | present | 7 |
| MEDIAN | first | 6 |
| | present | 6 |
| QUARTILES | first | 5, 7 |
| | present | 5, 7 |

First Job N : 148
Present Job N : 138

FIGURE 7 : RESPONDENTS' OPPORTUNITY TO APPLY SOCIAL WORK KNOWLEDGE IN PRACTICE

Whilst opportunity for the application of social work knowledge was rated with the greatest frequency at demarcation 7 by the group as a whole for both first and present jobs, this was due to the larger White (Afrikaans)

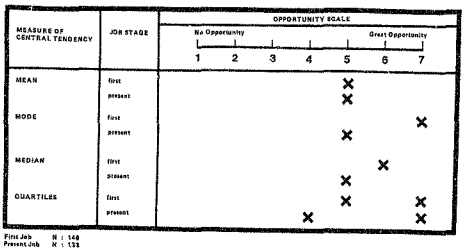
* Opportunity is rated on a 7 point scale where point 1 refers to No Opportunity and point 7 to Great Opportunity. Calculations disregarded "no responses" and totals were adjusted accordingly

group who registered modal scores at point 7.

The various mid-point measurements occur with the greatest frequency at point 6 on the scale if both job stages are combined.

On the whole, White (Afrikaans) graduates had greater opportunity to apply their social work knowledge than White (English) graduates, who in turn, had more opportunity than Black graduates in their first, but the same opportunity in present jobs. No differences existed between the sexes.

6C.5.2.2 Social Work Values




First Job N : 148
Present Job N : 138

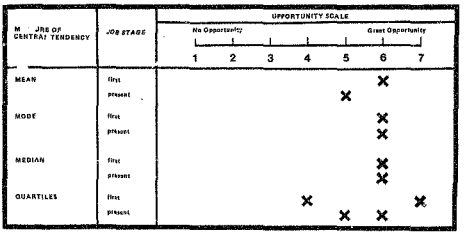
FIGURE 8 : RESPONDENTS' OPPORTUNITY TO APPLY SOCIAL WORK VALUES IN PRACTICE

The largest total score is located at point 7 for respondents first jobs and point 5 for their present jobs and in both instances 27 per cent of the sample are here placed. Scores are again influenced by the bigger White (Afrikaans) sub-group whose modal scores are the same as for the entire group.

Point 5 carries the greatest frequency regarding the coinciding of the central tendency measures for first plus present jobs.

Black graduates had less opportunity than Whites to apply social work values, and no difference arose between the males and females.

6C.5.2.3 Social Work Skills




First Job N : 147
Present Job N : 136

FIGURE 8 : RESPONDENTS' OPPORTUNITY TO APPLY SOCIAL WORK SKILLS IN PRACTICE

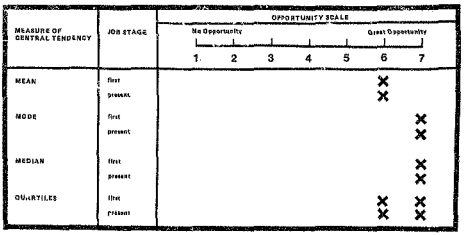
Whilst the mean, median and mode generally correspond at point 6 on the opportunity scale, greater dispersion appears with a more detailed analysis of the sub-groups in the study.

The Black group experienced less opportunity than the rest to apply their social work skills. In their first and present jobs such opportunity was at gradations 4 and 5 respectively with mid-point measures coinciding for each job stage. No other differences occurred between the sub-groups.

Thus far, on the variables of knowledge, value and skill the Blacks have had least opportunity to apply these in practice. However, it will be recalled that Black respondents were the group that were least likely to obtain a job of their choice.

Although fewer males than females were in jobs of their choice, no differences occurred between males and females in their social work skill practice opportunities.

6C.5.2. Social Casework



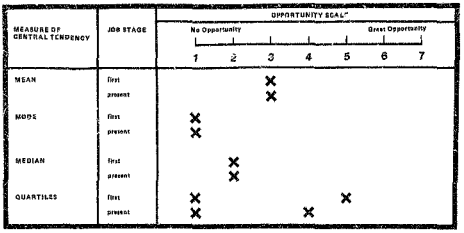

First Job N : 149
Present Job N : 134

FIGURE 10 : RESPONDENTS' OPPORTUNITY TO PRACTISE SOCIAL CASEWORK

Opportunity to practice social casework was both great and stable with no variation between first and present jobs. Whilst the mean calculated to point 6 on the scale, point 7 in fact carries the greatest frequency of central tendency measures. Not only do the mode and median fall here, but also the third quartile.

Sixty-five per cent of the sample were located at point 7, and 83 per cent at gradations 6 plus 7 in their first jobs. Regarding their present jobs, point 7 applied to sixty per cent and points 6 plus 7 to 78 per cent of this sample. Noteworthy differences between the sub-groups did not arise, and social casework is one facet of social work practice where opportunities are the same, and plentiful for all new practitioners.

6C.5.2.5 Social Group Work




First Job N : 149
Present Job N : 136

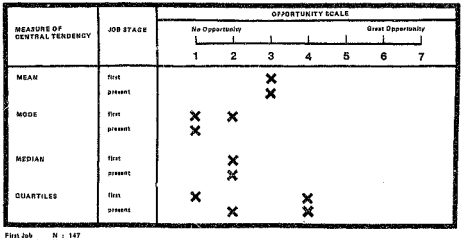
FIGURE 11 : RESPONDENTS' OPPORTUNITY TO PRACTISE SOCIAL GROUP WORK

*For 36 per cent of the sample in their first jobs, and 28 per cent in* their present jobs, no opportunity existed to practice social group work. Gradation 1 carried the mode for all sub-groups in their first jobs, but the spread for present jobs was bi-modal, at points 1 and 2.

At both job stages the first quartile was at demarcation 1. It would thus appear that none, or very little group work was practised in spite of the mean being at point 3. Taking the foregoing, social group work could be rated at points 1 and 2 on the opportunity scale.

No differences were obvious between the various sub-groups, whose scores mirrored the group as a whole.

6C.5.?.6 Community Work



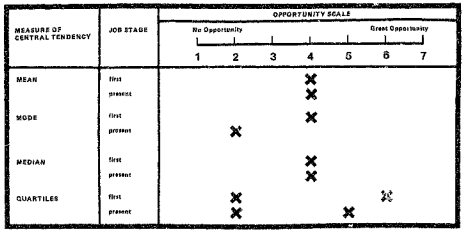

First Job N : 147
Present Job N : 134

FIGURE 12 : RESPONDENTS' OPPORTUNITY TO PRACTISE COMMUNITY WORK

The practice of community work, like group work was also minimal. For the first jobs the scale reflected high responses at points 1 and 2, accounting for over fifty per cent of respondents in each of the sub-groups.

In their present jobs respondents' opportunity for community work was slightly greater as seen by the first quartile. However community work opportunity could still only be rated at demarcations 1 and 2 by the end of the first year of practice. None of the sub-groups deviated from this pattern.

6C.5.2.7 Preventive Social Work




First Job N : 147
Present Job N : 134

FIGURE 13 : RESPONDENTS' OPPORTUNITY TO PRACTISE PREVENTIVE SOCIAL WORK

Opportunity for the group as a whole to practise preventive social work was evenly distributed across the 7 point scale with reference to first jobs. The rating is clearly at gradation 4, and the quartiles are balanced symmetrically.

The opportunity rating for present jobs was less clear cut, with the mode at point 2 and the median and mean at 4.

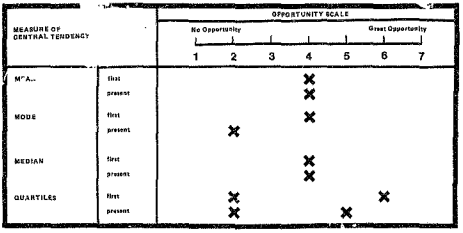
Globally however, the demarcation 4 can be taken as the point of reference for preventive social work practice and opportunity can be considered as fair.

With regard to the population groups, the central tendency measures were scattered across the scale. Using the frequency of these measures and combining the two job stages, White (English) graduates rate their opportunity at point 3 as do the Blacks, but the White (Afrikaans) group is at point 5.

At both job stages females are at point 4 and males move from this measurement to 5 in their present jobs.

Preventive social work is often achieved via the social group work and community work methods, and yet opportunity to practice these was less than for preventive work.

6C.5.2.7 Preventive Social Work




First Job N : 147
Present Job N : 134

FIGURE 13 : RESPONDENTS' OPPORTUNITY TO PRACTISE PREVENTIVE SOCIAL WORK

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At both job stages females are at point 4 and males move from this measurement to 5 in their present jobs.

Preventive social work is often achieved via the social group work and community work methods, and yet opportunity to practice these was less than for preventive work.

6C.5.2.8 Practice Opportunities - A Conclusion

Standards of performance need to be adapted to specific agency circumstances. Hendricks maintains that unless this is done we are in danger of becoming unrealistic as to what to expect from a social worker as he operates in a particular job in a particular agency with a particular social purpose (122, p.392). Extending this, unless agencies adapt their "social purpose" to meet community conditions, the hiatus between university teaching objectives, agency objectives and community needs will expand to ensnare dissatisfied practitioners.

In spite of the current economic climate where manpower is at a premium, the aforegiven results show that the expensive casework method is still dominant and group work and community work lie relatively fallow in the practice of all the population groups. These latter methods would be the most conducive to meeting the urgent mandate of developing services and people amongst the Black (and Brown) communities in particular. As the Black group indicated they had less opportunity to use their knowledge, values and skills, the writer risks postulating that the casework which is so automatically employed may be more patchwork than professional treatment.

The various measures of central tendency used in presenting the results showed up differences in opportunity in each practice component, as well as between these measurements for first and present jobs, but no sweeping generalizations can be made. Despite this the writer ventures the statement that no or minimal differences occurred between practice opportunities for first and present jobs when point measurement was considered individually.

6C.6 TERMINATING SOCIAL WORK EMPLOYMENT

As 75 per cent of the respondents previously indicated that globally in their first jobs they were receiving personal satisfaction from their work, it follows that the number of voluntary terminations on account of job dissatisfaction should not exceed 25 per cent. The figure for all terminations of first jobs was in fact nineteen per cent.

## 6C.6.1 Reasons for Termination

Not surprisingly terminations were highest among the Black (25 per cent) and male (33 per cent) sub-groups as less determination in choice of job was also highest for these two groups, and they registered the lowest figures in Table XII (page 97) with regard to deriving feelings of personal satisfaction from their work (Blacks - 31 per cent; males - 60 per cent).

TABLE XIV : RESPONDENTS' REASONS FOR HAVING TERMINATED THEIR FIRST SOCIAL WORK JOBS

| REASONS FOR TERMINATING | POPULATION GROUP | | | | | | | | Sub-total Males | | Sub-total Females | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | White (English) | | White (Afrikaans) | | Black | | Brown | | | | | | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Locum tenens post completed | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| Contract terminated by employer | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| Another more attractive job offered in social work practice | 05 | 71 | 02 | 12 | – | – | 01 | 100 | – | – | 06 | 33 | 06 | 29 |
| Another more attractive job offered out of social work practice | – | – | 02 | 12 | – | – | – | – | 01 | 20 | 01 | 04 | 02 | 07 |
| Extended holiday / travel | 01 | 14 | – | – | – | – | – | – | – | – | 01 | 04 | 01 | 03 |
| Illness | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| Pregnancy | 01 | 14 | 03 | 18 | – | – | – | – | – | – | 04 | 17 | 04 | 14 |
| Baby / child / children to care for | 01 | 14 | 01 | 06 | – | – | – | – | – | – | 02 | 08 | 02 | 07 |
| Marriage | – | – | 05 | 29 | – | – | – | – | – | – | 05 | 21 | 05 | 17 |
| Transfer of husband / wife / family | – | – | 03 | 18 | – | – | – | – | – | – | 03 | 13 | 03 | 10 |
| Agency location inconvenient for travel | 04 | 57 | 01 | 06 | – | – | – | – | – | – | 05 | 21 | 05 | 17 |
| Further study | – | – | 02 | 12 | – | – | – | – | – | – | 02 | 08 | 02 | 07 |
| No supervision offered | 03 | 43 | 01 | 06 | – | – | – | – | – | – | 04 | 17 | 04 | 14 |
| Supervision offered but inadequate | 02 | 29 | 04 | 24 | – | – | – | – | 01 | 20 | 05 | 21 | 06 | 21 |
| Inadequate in-service training | 03 | 43 | 02 | 12 | – | – | – | – | – | – | 05 | 21 | 05 | 17 |
| Insufficient supportive facilities in work | 06 | 86 | 04 | 24 | – | – | – | – | 01 | 20 | 09 | 38 | 10 | 34 |
| Limited opportunities for promotion | 01 | 14 | 01 | 06 | – | – | – | – | 01 | 20 | 01 | 04 | 02 | 07 |
| Limited opportunities for personal development | 05 | 71 | 03 | 18 | – | – | – | – | 01 | 20 | 07 | 29 | 08 | 28 |
| Too few social workers on staff | 02 | 29 | 03 | 18 | – | – | – | – | – | – | 05 | 21 | 05 | 17 |
| Too many social workers on staff | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| Low regard for the quality of work by agency personnel | 04 | 57 | 02 | 12 | – | – | – | – | 01 | 20 | 05 | 21 | 06 | 21 |
| Agency did not have high status in the community | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| Agency's service of no real value to the community | 02 | 29 | 01 | 06 | – | – | – | – | – | – | 03 | 13 | 03 | 10 |
| Social work profession did not have high status | 02 | 29 | 01 | 06 | – | – | – | – | – | – | 03 | 13 | 03 | 10 |
| Unable to practise social work in accordance with own standards | 06 | 86 | 02 | 12 | – | – | – | – | – | – | 08 | 33 | 08 | 26 |
| Unable to meet unrealistic expectations of agency | 01 | 14 | 02 | 12 | – | – | – | – | – | – | 03 | 13 | 03 | 10 |
| Unco-operative working relationships with colleagues | 02 | 29 | – | – | – | – | – | – | – | – | 02 | 08 | 02 | 07 |
| Unco-operative working relationships with persons in authority | 04 | 57 | 02 | 12 | – | – | – | – | 01 | 20 | 05 | 21 | 06 | 21 |
| Unco-operative working relationships with volunteers | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| Too much travel during working hours | 02 | 29 | – | – | – | – | – | – | – | – | 02 | 08 | 02 | 07 |
| Too much time confined to office | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| *Unsatisfactory salary* | 01 | 14 | – | – | – | – | – | – | – | – | 01 | 04 | 01 | 03 |
| Unmanageable workload | 02 | 29 | 02 | 12 | – | – | – | – | – | – | 04 | 17 | 04 | 14 |
| Work not personally satisfying | 06 | 86 | 02 | 12 | – | – | 01 | 100 | – | – | 09 | 38 | 09 | 31 |
| Unsatisfactory service conditions | 01 | 14 | – | – | – | – | – | – | – | – | 01 | 04 | 01 | 03 |
| Unsatisfactory working conditions | 02 | 29 | – | – | – | – | – | – | – | – | 02 | 08 | 02 | 07 |
| Work frustrating | 06 | 86 | 01 | 06 | – | – | 01 | 100 | – | – | 08 | 33 | 08 | 28 |
| Work exhausting | 02 | 29 | 02 | 12 | – | – | – | – | – | – | 04 | 17 | 04 | 14 |
| Work depressing | 01 | 14 | 02 | 12 | – | – | 01 | 100 | – | – | 04 | 17 | 04 | 14 |
| Lack of community resources for agency clients | 02 | 29 | 01 | 06 | – | – | – | – | – | – | 03 | 13 | 03 | 10 |
| TOTAL RESPONSES | 89 | 1142 | 67 | 335 | – | – | 04 | 400 | 07 | 140 | 134 | 558 | 141 | 486 |
| N OF RESPONDENTS * | 07 | | 17 | | 04 | | 01 | | 05 | | 24 | | 29 | |

* relative frequencies calculated

From the 29 graduates who terminated their first social work jobs, an average of 4,9 reasons was given by each. The difference between males and females was striking in this regard. Whilst females terminated for five or six reasons (5,6) males listed only one or two (1,4).

Differences occurred between the sub-groups too. The White (English) graduates provided in toto more reasons than the other population groups, and averaged 11,4 reasons per person compared with 3,4 per White (Afrikaans) respondent. The one Brown graduate had four reasons for terminating, and whilst four lack respondents left their first jobs none furnished reasons for doing so. One wonders whether this is not influenced by cultural factors whereby English speaking persons may perhaps tend to be more questioning and critical of systems that affect them than the Afrikaans community; and the Blacks with so little power to influence change appear to have almost ceased to challenge via questions and criticism.

No response was also received from the three graduates who terminated a second social work job.* Tollen in the United States of America also noted a reluctance in respondents to give the underlying reasons for terminating employment. He found that of the many, who for example, listed having obtained a "better job" as the major reason, the majority also expressed considerable dissatisfaction with supervision. Furthermore, the "better job" did not include a better salary and in some instances a drop in salary occurred.

Insufficient supportive facilities in work was experienced by 34 per cent of the graduates who terminated their jobs, and this item received the highest response in Table XIV appearing on page 116.

Spencer in the United Kingdom believes that support is an important key to other organizational problems such as standards, efficiency, communication, innovation, decision-making, committed staff and the exercise of power (291, p.4). She further isolates anxiety and stress about the work as being detrimental to standards and over time unrelieved anxiety, she suggests, weakens the worker's commitment to his work, organization and

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* See Table VI, p.83

profession, and she expects "turnover, both departmental and professional, to be related to the level of support provision" (291, p.6).

In the present study, although nineteen graduates obtained another post in social work,* only eight (42 per cent) left their employment having been offered such a job.

A point of note is that 22 graduates held locum tenens posts (nineteen in their first jobs), but either no contracts had yet expired, or else respondents did not complete this item accurately as it showed no response.

Whilst Tollen, Kadushin and McKendrick (307, p.14; 138, p.21; 186) found that marriage and associated domestic commitments were a major cause of women's mobility or defection from the field, in the present study this did not feature strongly and is possibly due to there being only 22 per cent married persons in the December sample, of whom eighteen were females. When McKendrick telescoped his study and examined first jobs only, he too found reasons for termination to be less family oriented, and more related to job dissatisfaction (186, p.319).

In the present study, White (Afrikaans) females offered more domestic reasons for terminating than did White (English) respondents, and furthermore, the reason of marriage superceded pregnancy and child care.

Men have been found to terminate for reasons of better jobs, salary and advancement opportunities (307, p.14), and although the two latter reasons did receive mention in Table XIV (page 116), it was with minimal response.

Whilst 28 per cent of the respondents found their work frustrating, only fourteen per cent indicated it was exhausting and depressing. In Wasserman's study these factors were found to be very powerful forces attributing to 67 per cent leaving the organization which had exerted itself to recruit new professionals (335, p.100).

In conclusion, the factors that previously infiltrated discussion as being inter-relat and instrumental in promoting or detracting from work

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* See Table VI, p.83

satisfaction did in fact collect the highest responses as causes of resignation:

- insufficient supportive facilities in work (34 per cent)
- work not personally satisfying (31 per cent)
- limited opportunity for personal development (28 per cent)
- unable to practise in accordance with own standards (28 per cent)
- work frustrating (28 per cent)

## 6C.7 UNIVERSITY TRAINING EVALUATED VIS-Á-VIS PRACTICE

The sub-section, "Social Work Practice" examined the opportunities respondents were afforded to apply in practice what they had studied at university. The present sub-section looks at graduates' opinions of how their courses of social work education could have been modified to better equip them for practice.

### 6C.7.1 Course Modifications

As will be seen from Table XV on page 120, five areas emerged in which more than fifty per cent of respondents considered improvement was necessary.

More knowledge of practical difficulties confronting social workers was responded to by 65 per cent of respondents. Whilst it might be assumed that this should be forthcoming in field instruction, the protection of students and selectivity of work assigned may act contrarily.

Theory increases were recommended in background knowledge such as legal knowledge (63 per cent), knowledge of specialized settings (55 per cent) and of court procedure (53 per cent). Legal knowledge and court procedure is relevant to the child and family welfare and statutory settings, in which three-quarters of the respondents were employed; and perhaps insufficient specialized knowledge deters respondents from entering more specialized first jobs. This discussion also relates to the facility of in-service training, which was received by 53 per cent of respondents and desired by 35 per cent.* It is during in-service training that knowledge

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* See Table XII, p.97 and XIII, p.101

pert..ining to specific facets of a work situation may be acquired, and should be formally taught. A university education has as one objective the imparting of broad generalized knowledge and does not purport to train for practice on-a-job, as only a limited amount of content can be included in the social work curriculum which must also incorporate a study of sociology and psychology.

TABLE XV : RESPONDENTS' OPINIONS REGARDING MODIFICATIONS TO THEIR TRAINING COURSES TO BETTER EQUIP A GRADUATE FOR PRACTICE

| CONTENT AND NATURE OF SOCIAL WORK COURSE | POPULATION GROUP | | | | | | | | Sub-total *Males* | | Sub-total *Females* | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | White (English) | | White (Afrikaans) | | Black | | Brown | | | | | | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| ( No modification were necessary ) | – | – | 02 | 02 | 01 | 06 | – | – | 01 | 07 | 02 | 01 | 03 | 02 |
| More knowledge of specialized settings | 21 | 64 | 50 | 56 | 10 | 63 | 02 | 40 | 06 | 40 | 77 | 57 | 83 | 55 |
| More medical knowledge | 07 | 18 | 27 | 30 | 02 | 13 | – | – | 04 | 27 | 32 | 24 | 36 | 24 |
| More legal knowledge | 25 | 64 | 82 | 69 | 05 | 38 | 01 | 20 | 07 | 47 | 87 | 64 | 94 | 63 |
| More knowledge of court procedure | 23 | 59 | 54 | 60 | 01 | 06 | 01 | 20 | 06 | 40 | 73 | 54 | 79 | 53 |
| More knowledge of the various cultures in South Africa | 12 | 31 | 18 | 20 | 06 | 38 | 02 | 40 | 05 | 33 | 32 | 24 | 36 | 25 |
| More knowledge of the day-to-day tasks performed by social workers | 20 | 51 | 36 | 39 | 08 | 50 | 01 | 20 | 08 | 53 | 56 | 41 | 64 | 43 |
| More knowledge of the practical difficulties confronting social workers | 25 | 64 | 59 | 66 | 11 | 69 | 02 | 40 | 11 | 73 | 89 | 64 | 97 | 65 |
| More knowledge of community resources | 17 | 44 | 36 | 39 | 10 | 63 | 02 | 40 | 05 | 33 | 58 | 44 | 64 | 43 |
| More knowledge of agency administration | 14 | 36 | 26 | 28 | 07 | 44 | 04 | 80 | 04 | 27 | 48 | 34 | 50 | 33 |
| More knowledge of how to affect change in organizations | 22 | 56 | 23 | 28 | 07 | 44 | 02 | 40 | 04 | 27 | 50 | 37 | 54 | 36 |
| More casework theory | 06 | 13 | 04 | 04 | 07 | 44 | 01 | 20 | 03 | 20 | 14 | 10 | 17 | 11 |
| More supervised casework field instruction | 09 | 23 | 22 | 24 | 09 | 56 | 02 | 40 | 05 | 33 | 37 | 27 | 42 | 28 |
| Less supervised casework field instruction | 01 | 03 | 01 | 01 | 01 | 06 | – | – | 01 | 07 | 02 | 01 | 03 | 02 |
| More group work theory | 04 | 10 | 14 | 16 | 05 | 31 | 01 | 20 | 02 | 13 | 22 | 16 | 24 | 16 |
| More supervised group work field instruction | 15 | 38 | 38 | 42 | 06 | 38 | 02 | 40 | 03 | 20 | 58 | 43 | 61 | 41 |
| Less supervised group work field instruction | 01 | 03 | 03 | 03 | 02 | 13 | 01 | 20 | 02 | 13 | 05 | 04 | 07 | 05 |
| More community work theory | 08 | 21 | 18 | 20 | 08 | 38 | 01 | 20 | 03 | 20 | 30 | 22 | 33 | 22 |
| More supervised community work field instruction | 17 | 44 | 50 | 54 | 06 | 38 | 04 | 80 | 06 | 40 | 78 | 59 | 86 | 57 |
| Less supervised community work field instruction | – | – | 03 | 03 | 03 | 19 | – | – | 03 | 20 | 03 | 02 | 06 | 04 |
| More individual tutorials/discussions with university/college staff members | 15 | 38 | 27 | 30 | 07 | 44 | 03 | 60 | 06 | 40 | 46 | 34 | 52 | 35 |
| Less individual tutorials/discussions with university/college staff members | – | – | – | – | 02 | 19 | – | – | 02 | 20 | 01 | 01 | 03 | 02 |
| More group tutorials/discussions with university/college staff members | 18 | 46 | 24 | 27 | 06 | 38 | 02 | 40 | 08 | 53 | 42 | 31 | 50 | 33 |
| Less group tutorials/discussions with university/college staff members | – | – | 01 | 01 | 01 | 06 | – | – | – | – | 02 | 01 | 02 | 01 |
| More contact with students of other disciplines | 23 | 59 | 37 | 41 | 06 | 38 | 02 | 40 | 04 | 27 | 64 | 47 | 68 | 46 |
| Greater use of role-play during classroom learning | 18 | 48 | 37 | 41 | 05 | 31 | 02 | 40 | 04 | 27 | 58 | 43 | 62 | [illegible] |
| More experience in report writing | 12 | 31 | 14 | 16 | 09 | 56 | 01 | 20 | 04 | 27 | 32 | 24 | 36 | [illegible] |
| More experience in public speaking | 18 | 46 | 44 | 49 | 06 | 38 | 04 | 80 | 05 | 33 | 67 | 50 | 72 | 48 |
| TOTAL RESPONSES | 360 | 897 | 735 | 817 | 167 | 881 | 43 | 860 | 122 | 813 | 1183 | 861 | 1285 | 857 |
| N OF RESPONDENTS * | 38 | | 90 | | 16 | | 05 | | 15 | | 135 | | 150 | |

* relative frequencies calculated

More supervised community work field instruction would have been welcomed by 57 per cent of the responents. The sub-section "Social Work Practice"

showed that this method was the one least utilized in practice.

More supervised group work field instruction was wanted by 41 per cent of respondents, and 28 per cent wanted more supervised casework field instruction.

Taking the opportunity new graduates had to practice all three direct methods, both community work and group work were minimal. The question therefore arises whether this was due to agency restraints or practitioners' hesitancy to seek out and utilize opportunities for possible reasons such as insufficient training, lack of confidence and little encouragement to practice.

Whilst responses were less for the associated theory, the same order of emphasis prevailed. This means that by and large, respondents considered that they had been relatively well equipped in the theory of social work methodology, but they felt they had been less well equipped in opportunity to practice theory during field instruction. It would hence appear that field instruction needs modification - either more field instruction and/or a more equable experience in the three direct practice methods.

No decrease in any aspect of the course was favoured by more than five per cent of respondents. This implies that respondents perceive course content to be relevant as it stands. The requests were for "more", and be it breadth or depth of coverage, inclusion is bound to the variable of time which inter alia dictates course structures.

The greatest difference between the White (English) and White (Afrikaans) groups was 56 per cent of the former and 26 per cent of the latter requesting more knowledge of how to effect change in organizations. This supports an earlier assumption that members of the English speaking community may be more critical of and change-oriented regarding systems they need to negotiate.

The request for more supervised community work field instruction came from more White (Afrikaans) graduates (64 per cent) than White (English) or Black graduates (44 and 38 per cent respectively); and nineteen per cent of the Blacks wanted less community work field instruction. Blacks, more so than Whites, felt more casework theory and field instruction was

necessary. Possibly Black students are being trained to work in areas of need where community work is most apposite, yet their practice is in casework which may not only be inappropriate, but it is also the method they feel least equipped to practice.

Fewer Blacks than Whites wanted more legal knowledge (38:67 per cent) and the greatest difference that arose between the opinions of the White and Black respondents was with regard to knowledge of court procedure. Only six per cent of the Bl[illegible], and sixty per cent of the Whites wanted more of this, which suggests that field instruction for Black students involved statutory work, but report writing which is usually excessive in statutory situations, was responded to by 56 per cent of the Blacks and 20 per cent of the Whites (especially the White (English)) wanting more experience in this activity.

Whilst generally students wanted more legal knowledge and knowledge of specialized settings, this request was from more females than males.

Group work and community work are likely to be consonant with male characteristics, and as fewer males than females wanted extra supervised group work and community work field instruction, the writer surmises that male students may have been able to secure experience in these methods during field instruction. Furthermore, twenty per cent of the males and two per cent of the females would have been satisfied with less supervised community work field instruction.

A greater percentage of males than females wanted less individual and more group discussions with university/college staff members which hints at possible discomfort for the males in a one-to-one situation. To continue this theme of exposure and visibility, more females were of the opinion that there should be greater use of role-play during classroom learning (43:27 per cent); more experience in public speaking (50:33 per cent); and more contact with students of other disciplines (47:27 per cent).

6C.7.2 Preparedness for Social Work Practice

As a means of checking respondents' assessments of the extent to which individual aspects of their training courses had prepared them for

practice, they were asked to make an overall assessment of how their total education in social work had equipped them for practice as they had experienced it. The means used was a 7 point scale, where point 1 was "Did not equip me for social work practice" and point 7 was "Equipped me very well for social work practice".

For both first and present jobs, the mean, median and modal ratings coincided at point 5, which indicates that respondents considered themselves relatively well equipped for practice, and this supports the findings revealed in Table XV.

With the exception of the White (Afrikaans) group who rated their preparedness at point 6 at the time of their first job only, all other ratings were at point 5.

6C.8 PROFESSIONAL ALLEGIANCE

The nature of professions was considered in Chapter Four, and the network of formal and informal structures creating a specific professional subculture to which members subscribe was reviewed. This sub-section attends to three such formal avenues through which the new social work graduate can demonstrate his commitment to his profession.

6C.8.1 Application for Social Worker Registration

Application for registration as a social worker in terms of the National Welfare Act, No.79 of 1965 had been made by 142 or 95 per cent of the respondents by July 1976. At July, three of the seven unregistered social workers were Black, and two at December.

6C.8.2 Application for Membership to a Social Workers' Association

At July 1976, 59 of the respondents (39 per cent) had applied to a social workers' association for membership and by December, 57 or 41 per cent of the reduced sample had done so.

At July, White (Afrikaans) graduates were more likely to have applied to join a professional association (48 per cent) than White (English) or Black graduates (26 per cent and 38 per cent respectively).

Whilst the figure for the White (English) respondents had not increased by December, it had dropped to 44 per cent for the White (Afrikaans) sub-group which had decreased in number. From July to December the Blacks doubled their applications and were proportionately the biggest group (75 per cent) seeking membership of a professional association.

More females than males (41:27 per cent) applied for membership by July, and an additional six per cent of the males and one per cent of the females did so by December.

6C.8.3 Journal Subscriptions

The total group figures regarding subscriptions to a professional social work journal are similar to those that emerged for application to a social workers' association. At July 1976, 57 respondents (38 per cent) had subscribed to a social work journal and by December 55 (40 per cent) had done so.

Within the population groups figures at July were again similar on these two variables for the White (English) and White (Afrikaans) group (i.e. 28 per cent and 47 per cent respectively), but only thirteen per cent of the Blacks had subscribed to a journal.

At December however, journal subscriptions had increased to 33 per cent for the White (English) and 25 per cent for the Black graduates, and owing to the reduced White (Afrikaans) sample a decrease to 46 per cent was recorded.

Between July and December subscriptions from males increased from thirteen to twenty per cent; and from the females these rose from 41 to 42 per cent.

The results show that less than fifty per cent of the total sample had subscribed to a professional social work journal, and those who had were mainly White (Afrikaans) and female. It would thus appear that only a small percentage of the sample were continuing their professional reading, judging from this, and from the fact that only eighteen per cent of respondents had adequate library facilities in the agency, and 32 per cent had access to literature independently of the agency (Table XII, page 97).

In a paper written by two former students, each mentions (and generalizes to colleagues as well), that although it is their intention to continue with reading and studying, this does not happen (98, pp.4, 7).

6C.8.4 Professional Identification

Professional identification remained constant over the two time phases of the study. Measured on a 7 point scale where point 1 referred to low identification with the social work profession, and point 7, high identification, the modal and median ratings of respondents were point 6 which indicates that respondents generally identified relatively strongly with the profession.

Similarly, the rating of all the sub-groups was at point 6, with the exception of the White (English) who were located at point 5.

Registration as a social worker is a pre-requisite for a subsidized post, whereas membership of a professional association and the acquisition of journals carries no compulsion. These two latter areas of professional life are probably the most indicative of the amount of allegiance social workers have towards the profession. They are two areas that demand that members commit themselves actively (or at least mobilize themselves initially) and "do", whereas their self-ratings of their professional identification is only a matter of what they say they do.

6C.9 HYPOTHETICAL AND FUTURISTIC ISSUES

The hopes, the expectations, the impulsive verbalizations that torment and stimulate people, especially youth, should be afforded respect for the sincerity in which they are conceived. The fantasy world is the window to ambition and progress and to quote from Andrea del Sarto of Browning:

> "...Ah, but a man's reach should exceed his grasp,
> Or what's a Heaven for?"

This sub-section covers hypothetically that which had previously been regarded as fact. Its concern is with issues creating satisfaction and dissatisfaction in any social work job, and interestingly discrepancies occur between what was found to be influential in the actual work adjustment and what respondents' fantasies of the situation are. Such fantasies

and fears can themselves be motivators influencing adjustment, and should be taken cognizance of. Tollen for example, writes of the fear of being fired being a reason for termination and he concludes that "if we are trying to get the 'truth' regarding turnover from agency records, we shall be sadly disappointed" (307, p.14).

6C.9.1 Satisfaction in Any Social Work Employment

At six months and then a year after qualifying, respondents ranked in order of importance the five factors they considered the most influential in producing satisfaction in any social work job.

Questionnaire I produced 619 responses to this item for 150 graduates. Thirty-two different factors emerged, and interspersed amongst the five ranks 111 permutations occurred.

A year after qualifying, 139 graduates replied to the item with 573 responses. A total of thirty variables was determined and 110 permutations.

The calculations below are derived by weighting the ranks and multiplying the frequency of responses under each factor to produce a raw score.

TABLE XVI : RESPONDENTS'* RANKING OF WORK SATISFACTION PRIORITIES

| RANK | FACTORS PRODUCING WORK SATISFACTION : | | | |
|---|---|---|---|---|
| | at six months after qualifying | Raw Score | at a year after qualifying | Raw Score |
| 1 | Interesting work with the promise of personal satisfaction | 233 | Interesting work with the promise of personal satisfaction | 264 |
| 2 | High quality supervision | 226 | High quality supervision | 213 |
| 3 | Manageable workload | 212 | Manageable workload | 206 |
| 4 | Co-operation between staff in the agency | 189 | Favourable working conditions | 172 |
| 5 | Favourable working conditions | 187 | Co-operation between staff in the agency | 170 |
| | N : 180 | | N : 139 | |

* the total sample

Over the time period the major factors identified remained the same, and the order of importance correlated for the first three ranks, with the last two being reversed.

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| 2 | High quality supervision | 220 | High quality supervision | 213 |
| 3 | Manageable workload | 212 | Manageable workload | 206 |
| 4 | Co-operation between staff in the agency | 186 | Favourable working conditions | 172 |
| 5 | Favourable working conditions | 167 | Co-operation between staff in the agency | 170 |
| | N : 150 | | N : 139 | |

* the total sample

Over the time period the major factors identified remained the same, and the order of importance correlated for the first three ranks, with the last two being reversed.

For the first ranked item, the raw score is higher for the second half of the year. This means that the frequency of responses (from a reduced sample) was increased which suggests greater certainty about this factor.

In comparing the top five factors which led respondents to accept their first and present jobs, and those they considered would give work satisfaction, disparities emerge. Interesting work with the promise of personal satisfaction, and favourable working conditions are the only two that coincide with the ranked factors. They were responded to by 58 per cent and 41 per cent of respondents in their first jobs; and by 42 per cent of respondents for both items in their present jobs.

In McKendrick's study, the premium for work satisfaction was likewise placed on interesting work with the promise of personal satisfaction, and second was the agency's service being of value to the community (186) which at no stage made much impression in the present study.

Dissecting the results into the population group components, interesting work with the promise of personal satisfaction only applied as a top priority in the first job to the small Brown group; however for the present job stage, the Whites also ranked it first.

The first rank at July for the White (Afrikaans) group was high quality supervision, and the White (English) and Black respondents wanted favourable working conditions. This item appeared in first rank for the Blacks at the present job stage too

The item with the highest frequency for first job acceptance did not correspond with the top hypothetical satisfier for any of the population groups.

Whilst the order of the ranks differed the items nominated as satisfiers by all the population groups corresponded with that of the total group with two exceptions: Opportunity for personal development was ranked fourth by the White (English) at the first job stage; and for the latter job stage, the Blacks ranked satisfactory salary second.

Good supervision was ranked first at July by the females as a priority satisfier, whereas the males nominated interesting work with the promise

of personal satisfaction. This latter item reappeared in first rank for both sexes at a year after qualifying.

In fourth rank at the latter job stage, satisfactory salary was nominated by the males. Other items selected for ranking for the males and females corresponded with those of the total group.

Whilst a consistent core of factors emerged that could produce satisfaction in any social work job, variation occurred in the different sub-groups' rankings of these. The item that did occur in first rank with the greatest frequency was interesting work with the promise of personal satisfaction. This item however was not also the prime reason for actual job acceptance.

6C.9.2 Dissatisfaction with Any Social Work Employment

At the two designated time periods of the study, respondents were asked to rank in order of importance the five factors they considered the most influential in creating dissatisfaction with any social work job.

From a total of 604 responses, 32 factors were recorded, and distributed amongst the five ranks, 124 arrangements emerged.

This item in the second questionnaire carried 543 responses spread over 28 variables and 111 permutations were counted.

Using the same procedure in determining the factors-in-rank and scores that influenced job satisfaction, these were determined for job dissatisfaction.

It will be seen from Table XVII on page 129, that as with the factors believed to produce job satisfaction, very little variation occurred over a six month gap for factors evoking work dissatisfaction. Where initially no supervision caused discontention, inadequate supervision received mention at the later date.

Unmanageable workload not only received the same rank on both occasions, but was distanced from the second rank by a sizeable interval; and the range of scores for both time periods was virtually the same.

TABLE XVII : RESPONDENTS'* RANKING OF WORK DISSATISFACTION PRIORITIES

| RANK | FACTORS PRODUCING WORK DISSATISFACTION : at six months after qualifying | Raw Score | at a year after qualifying | Raw Score |
|---|---|---|---|---|
| 1 | Unmanageable workload | 272 | Unmanageable workload | 251 |
| 2 | Unsatisfactory working conditions | 187 | Un-co-operative working relationships with colleagues | 181 |
| 3 | Un-co-operative working relationships with colleagues | 166 | Unsatisfactory working conditions | 178 |
| 4 | Work not personally satisfying | 142 | Work not personally satisfying | 171 |
| 5 | No supervision | 133 | Inadequate supervision | 152 |
| | N : 150 | | N : 139 | |

* the total sample

For the total sample, of the factors identified as causing work dissatisfaction, only one rates amongst the top five reasons given by respondents for terminating their employment. To 31 per cent, their work was not personally satisfying.

All the population groups regarded unmanageable workload as the prime dissatisfier at both job stages. Generally, the same factors emerged, although the ranks differed in the nominations of all the population groups. The White (English) and Black groups also listed low salaries; and the Blacks included no recognition as "qualified social workers", this being an extremely important determinant of work satisfaction (164, p.104).

Whilst the males at first imagined a low salary would be the prime dissatisfier, a year after qualifying, they regarded an unmanageable workload as top priority for dissatisfaction. This factor was rated first by the females at both job stages. No other striking differences occurred between the males and females, or between them and the total group.

Overall then, unmanageable workload was seen as the prime dissatisfier by all the sub-groups in the study, but this was not the main reason given by respondents in actual job termination.

6C.9.3 Foreseeable Plans

TABLE XVIII : RESPONDENTS' FORSEEABLE PLANS UNTIL MID – 1977

| FORSEEABLE PLANS | POPULATION GROUP | | | | | | | | Sub-total Males | | Sub-total Females | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | White (English) | | White (Afrikaans) | | Black | | Brown | | | | | | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Intend to remain in present job as satisfied with work situation | 20 | 51 | 47 | 89 | 04 | 25 | 02 | 50 | 04 | 27 | 69 | 56 | 73 | 53 |
| Intend to remain in present job in spite of being dissatisfied with work situation | 06 | 13 | 10 | 13 | 08 | 50 | 02 | 50 | 08 | 40 | 19 | 15 | 26 | 19 |
| Intend to obtain another social work job | 07 | 18 | 10 | 13 | 03 | 19 | – | – | 02 | 13 | 18 | 15 | 20 | 14 |
| Intend to obtain a job out of social work | 05 | 13 | 06 | 08 | 01 | 06 | – | – | 01 | 07 | 11 | 09 | 12 | 09 |
| No intention of being in South Africa | 08 | 21 | – | – | 01 | 06 | – | – | – | – | 09 | 07 | 09 | 06 |
| Intend to marry | 06 | 16 | 11 | 14 | 03 | 18 | 01 | 25 | 02 | 13 | 19 | 15 | 21 | 15 |
| Intend to be a full-time housewife | 01 | 03 | 04 | 05 | – | – | – | – | – | – | 05 | 04 | 05 | 04 |
| Intend to raise a family | 04 | 10 | 07 | 09 | 04 | 25 | – | – | 03 | 20 | 12 | 10 | 15 | 11 |
| Intend to study further | 15 | 38 | 22 | 28 | 12 | 75 | 03 | 75 | 06 | 33 | 47 | 38 | 62 | 37 |
| TOTAL RESPONSES | 71 | 182 | 117 | 145 | 38 | 226 | 08 | 200 | 23 | 153 | 209 | 169 | 232 | 167 |
| N OF RESPONDENTS * | 39 | | 80 | | 16 | | 04 | | 15 | | 124 | | 139 | |

* relative frequencies calculated

From Table XVIII it can be calculated that 98 respondents intended to remain in their present jobs (71 per cent of the sample); and 32 (23 per cent) were considering a change; with twelve of them (9 per cent) defecting from the profession.

A total of 37 per cent of the respondents intended to study further, and this figure includes 75 per cent of the Black and Brown groups.

Table XVIII again reiterates the Black group's dissatisfaction with their work situation. Fifty per cent will continue in their jobs in spite of dissatisfaction. White respondents on the other hand will remain in their present employment largely because they are satisfied with their jobs.

More White (English) than Black graduates intended leaving South Africa, and no White (Afrikaans) respondents were considering this.

A difference arose between the Black and White graduates with regard to their intentions to raise a family. Twenty-five per cent of the Blacks

compared with nine per cent of the Whites were considering this.

More females than males were satisfied with their work situations (56:27 per cent) and intended to remain therein, and forty per cent of the males compared with fifteen per cent of the females will remain in their jobs in spite of being dissatisfied. It was previously established that males had bursary commitments to repay and this may be the reason that immediate termination was not being considered.

Thirty-eight per cent of the females and a third of the males had plans to study further within the following six months, and this could be interpreted as encouraging. However, this is possibly more idealistic than realistic, as judging from the results pertaining to library facilities and journal subscriptions, few graduates had thus far shown continued academic interest. Nevertheless the idea, with encouragement and support from management, could be transformed into action. Idealism could be merely distant realism.

## 6C.10 FURTHER COMMENTS

Both questionnaires carry a space in which respondents were invited to make further comments related to their work experiences. Analysis of these comments revealed that respondents had merely repeated aspects already responded to in the questionnaire, and therefore none were extracted for separate presentation.

## 6D SECTION D

## SELECTED DATA PERTAINING TO MEMBERS OF THE CONSULTATION GROUP

### 6D.1 SAMPLE

Whilst the group comprised fifteen members,* results are drawn from the questionnaires of fourteen White (English) females. The one male member of the group did not complete a questionnaire.

This sub-sample comprises nine per cent of the July and ten per cent of the December samples, and is ten per cent and eleven per cent of the females for July and December respectively.

### 6D.2 EMPLOYMENT COMMENCED AND TERMINATED

All the members of the group had commenced employment by March, and in the course of 1976 seven posts were terminated, one of which was a *locum tenens position.*** Four respondents recorded having commenced a second social work job. One respondent had a third post, and two did not resume further employment.

Hence, nineteen posts were held by fourteen persons which is 1,4 per person and 0,3 higher than the figure of 1,1 attributed to the entire working sample where 150 graduates filled 171 posts.***

In the consultation group, six persons (43 per cent) terminated their first jobs, compared with 29 (19 per cent) in the total sample; and over the course of the year seven terminations were recorded for this sub-sample (50 per cent) compared with 32 (21 per cent) in the composite group.

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* QI and QII of the member who withdrew after the tenth session are included for analysis - see p.62

** Whilst data pertaining to this post was responded to in the questionnaires, the specific category identifying this as a reason for termination was not completed

*** See 6C.3.1

After terminating their employment, two members in this sub-sample (14 per cent) did not commence another job; whereas eleven members of the total group (7 per cent) defected from the profession.

The results therefore reveal that overall, the consultation group showed a greater degree of occupational mobility and wastage than the sample as a whole.

The hypothesis that a relationship exists between participation in group consultation sessions and the duration of practice is thus supported, but in the negative form. Group consultation did not serve to reduce job turnover and perhaps accelerated it. Possible reasons will be sought in the discussion that follows.

## 6D.3 FIELDS OF PRACTICE AND CHOICE

In their first jobs, eight respondents (57 per cent) were in the child and family welfare field, which is less than for the total sample of 65 per cent.*

Ten respondents at July and eleven at December (71 per cent and 79 per cent respectively) were in jobs of their choice. These figures are similar to those of the total sample, and yet a greater turnover in jobs occurred in this sub-sample.

## 6D.4 FACTORS INFLUENCING JOB ACCEPTANCE

Factors that led respondents to accept their jobs were similar to those influencing the total sample.

The items receiving the highest response rate for first job acceptance are given on page 134, in comparison of rating and percentage for the entire group.**

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* See 6C.3.5
** See 6C.4.3

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---

* See 6C.3.5
** See 6C.4.3

| ITEM | CONSULTATION GROUP | | | COMPOSITE GROUP | | |
|---|---|---|---|---|---|---|
| | N | % | Rating | N | % | Rating |
| Interest in a specific field of social work | 09 | 64 | 01 | 66 | 44 | 02 |
| Interesting work that gave promise of personal satisfaction | 09 | 64 | 01 | 87 | 58 | 04 |
| Opportunity to gain broad general experience in social work | 08 | 57 | 02* | 108 | 73 | 01 |

* this figure fills the third rank

Interestingly, in the pilot study conducted by Taback on a highly comparable group in terms of being new graduates from the same university which the consultation group members attended, the respondents in her study also offered interest in a specific field of social work as the major reason for first job acceptance (298, p.12), as did new graduates in McKendrick's sub-sample (186).

The responses of the four members who gave reasons for present job acceptance were too varied to attempt any meaningful comparison with the larger group.

6D.5 THE WORK EXPERIENCE

6D.5.1 Supportive Facilities Received

Unlike the pattern which evolved for the total sample,* members of the consultation group received more supportive facilities as final year students than as graduates in both their first and present jobs.

Both formal and informal contact with other social workers particularly outside the agency (which could include the consultation group) were supportive facilities receiving high responses.

As students, all group members indicated having had a manageable workload, whereas in their working careers this applied to only half. Problems of work management and organization were verbalized during the consultation group experience by statements such as the following:

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* See 6C.5.1.1

> "As a student everything is structured for you and the pressures are having to meet the deadlines. Now you have deadlines plus having to structure almost limitless tasks in the context of limited time and with inadequate external resources, and the fear of depleting internal resources."

Although more supports were acknowledged in the present as opposed to the first job, members of the consultation group sub-sample did experience a reduction in supports in the transition from university to employment. In spite of their participation in the consultation group this jar of "abandonment" could account for the initial work adjustment being more problematic as measured by the resulting terminations which were more than for the total sample.

Wasserman found that jobs are terminated with much ambivalence (335, p.99) and this is one explanation this writer can offer to explain the following anomaly: In the total group 75 per cent were deriving personal satisfaction in their first jobs, and nineteen per cent terminated. In the consultation group, personal satisfaction from work applied to 79 per cent but 43 per cent terminated.

Although McKendrick showed that persons terminated employment for reasons other than personal dissatisfaction (186), this particular sample did express less domestic and more work related reasons for resigning.

Another explanation for the discrepancy of satisfaction and turnover arises from the consultation group experience. Members were enabled to develop heightened self-awareness and were able to be discerning about what they wanted from their work and what they could realistically expect to achieve from their jobs, and they were hence forced to examine what they intended to do about reconciling the differences. And so, in spite of present satisfaction, termination may have resulted as the necessary transitional step towards attaining greater personal satisfaction in other employment.

In both the total sample and consultation group, 71 per cent were deriving personal satisfaction in their present jobs.

6D.5.2 Supportive Facilities Desired

In the first six months of their working careers, the need for recognition by persons in authority was felt by 71 per cent of respondents and only 21 per cent were in receipt of this. Similarly, the need to see changes in the agency as a result of their work was also expressed by 71 per cent of respondents and experienced by 29 per cent.

As the year progressed and confidence developed, 57 per cent recorded receiving recognition from authority and fifty per cent desired it still further. Fifty per cent saw changes in their agency as a result of their work but possibly not sufficient as 64 per cent still indicated they would have liked to experience such change.

The supports received were shown to increase over the year, and the supports this sub-group would like to have had, not only decreased with time, but at no stage exceeded the supports actually received. This implies that a dearth of supports was not the precipitant of the staccatoed adjustment (as per the terminations) and furthermore this sub-sample did have the additional resource of the research consultation group as compared with a marked majority in the larger sample.

Termination should therefore not be regarded de facto as a function of poor adjustment and may well serve to indicate a positive adaptation to a negative work situation, or to a potentially better work situation.

6D.5.3 Social Work Practice

In the application of social work knowledge, values and skills, variation between the first and next six months was minimal. On a 7 point scale where point 1 refers to No Opportunity and point 7 to Great Opportunity, members' opportunity to apply these particular practice components was located mainly at point 5. For the total sample, the points 6,5,6 applied respectively.*

Casework practice received a mean at point 6 (first job) and point 5 (present job); a mode of 7 at both job stages; and both medians were at point 5.

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* See 6C.5.2.1/2/3

For the total sample point 7 had the greatest frequency of central tendency measures* and it appears that opportunity for social casework was less for the consultation group than for the sample as a whole.

Opportunity to practice group work and community work was scattered across the scale for both job stages and there was variation between the job stages. No point predominated on the scale.

Preventive social work opportunity for both job stages received a mean at point 3, a median at 2, and a mode for the first job at 1 and present job at point 2. Opportunity for preventive social work was less for this sub-group than for the total sample where point 4 emerged as dominant.**

Overall, it can be summarized that members of the consultation group had less opportunity to apply social work knowledge and skills, and practise casework and preventive social work than the sample as a whole; and they had the same opportunity for value application. The range of scatter for group work and community work practice suggests that some of these respondents had more opportunity to practise these methods than the sample as a whole.

Whilst an answer to this sub-group's high termination rate may be rooted in the actual practice dimension of their work experience, no striking dissimilarities between the two comparative samples have been unearthed.

### 6D.6 REASONS FOR TERMINATING SOCIAL WORK EMPLOYMENT

Six respondents gave 42 reasons for terminating their first social work jobs, and 67 per cent indicated that their work was not personally satisfying, and that it was frustrating.

The reasons having the second highest response rate (50 per cent) were: no supervision offered; insufficient supportive facilities in work; and an inability to practise social work in accordance with own standards.

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* See 6C.5.2.4
** See 6C.5.2.7

These factors mirror the main reasons (but not in the order) provided by the normative sample.*

The issue of no supervision was the only one of the reasons for terminating that later reappeared in the ranked dissatisfiers for the first six months.

## 6D.7 UNIVERSITY TRAINING EVALUATED VIS-Á-VIS PRACTICE

### 6D.7.1 Course Modifications

As with the total sample, this sub-sample also responded with the greatest frequency (79 per cent) to the item requesting more knowledge of the practical difficulties confronting social workers. Taback also found this need to be the major one - but termed it "more administrative knowledge" (298, p.24).

The items drawing the next highest response i.e. from ten members (71 per cent) were:

- more knowledge of court procedure
- more knowledge of the day-to-day tasks performed by social workers
- more knowledge of how to effect change in organizations
- more contact with students of other disciplines

One respondent (7 per cent) requested less supervised casework and group work field instruction; and three (21 per cent) requested more. Six (43 per cent) wanted more community work field instruction.

More theory of the practice methods was asked for in the order of community work (21 per cent); casework (14 per cent) and group work (7 per cent).

In spite of the greater consensus in requesting more supervised community work field instruction, this sub-sample perceived less modifications being

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* See 6C.6.1

necessary to all the methods courses (theory and field instruction) than was the case for the composite sample.*

Interestingly 43 per cent of the consultation group recommended more individual and group tutorials/discussions with university staff members. This is antipathetic to the one theory being advanced that the abundance of support received by this group as students has been at variance with subsequent work adjustment. On the other hand what the respondents want may not be what they realize they need.

Their request for this resource may alternatively be linked to the value they were deriving from the group consultation experience.

6D.7.2 Preparedness for Social Work Practice

The consultation group's assessment of how equipped they regarded themselves for practice, corresponds with that of the total sample** at point 5 on the 7 point scale where point 1 was "Did not Equip me for social work practice" and point 7 was "Equipped me very well for social work practice". The mean, median and mode for the first and present jobs all coincide at this point.

6D.8 PROFESSIONAL ALLEGIANCE

At July, thirteen respondents or 93 per cent nad applied for registration as a social worker, in terms of the National Welfare Act, No.79, 1965, and by December 100 per cent had done so.

Membership to a social workers' association had been applied for by four respondents (29 per cent) at July and December which is less than the low figure (39 to 41 per cent) for the group as a whole.***

Journal subscriptions had been sought by seven group members (50 per cent) at July and eight (57 per cent) at December, which is greater than the figure (38 to 44 per cent) for the total group.****

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* See 6C.7.1
** See 6C.7.2
*** See 6C.8.2
**** See 6C.8.3

*On a 7 point scale ranging from low (point 1) to high (point 7)*

professional identification group members' scores at July and December were:

| CENTRAL TENDENCY MEASURE | at July | at December |
|---|---|---|
| Mean | 06 | 05 |
| Mode | 05 | 06 |
| Median | 06 | 05 |
| Quartiles | 05 : 06 | 04 : 06 |

Point 5 occurs with the greatest frequency for the central tendency measurements, and is one demarcation below the composite sample.*

Whilst this sub-group rates their professional identification lower than the norm, they have shown more commitment to continue with their academic reading, but less gregariousness towards colleagues via professional associations.

## 6D.9 HYPOTHETICAL AND FUTURISTIC ISSUES

### 6D.9.1 Satisfaction in Any Social Work Employment

Top priority for work satisfaction at six months and a year after qualifying was the same for the consultation group and the total sample** (interesting work with the promise of personal satisfaction). In Taback's study 100 per cent of respondents regarded this item as essential for work satisfaction and ranked it as the most important (298, p.18).

Furthermore, correspondence exists in the consultation group designating this item as first in rank, and first choice in job acceptance.

Although some of the same items emerged for ranking for both the larger sample and the consultation group, differences also appeared: satisfactory salary, unranked by the total group received second ranking in the

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* See 6C.8.4
** See 6C.9.1

latter job stage from the consultation group; and for both career stages, opportunity for personal development was seen as a satisfier by the consultation group, but unmentioned by the total sample.

It is on this very issue of opportunity for personal development that the differences between this sub-group and the larger sample appear to rest.

6D.9.2 Dissatisfaction with Any Social Work Employment

Whilst a clear first for the total group,* unmanageable workload featured in third and second rank for the two job stages respectively for the consultation group.

No opportunity for personal development, was unmentioned by the total sample, but was ranked first at six months, and fourth at a year after qualifying, by the group members.

In second rank, at six months was, no scope for change in agency, but this item did not re-appear when dissatisfiers were ranked at the later stage.

A year after qualifying, low salary was ranked fifth - another item unmentioned by the total group.

6D.9.3 Foreseeable Plans

In spite of 71 per cent of this sample deriving personal satisfaction from their work, more negativism towards the work situation prevailed than was the case in the total sample.** This may be attributable to the previously mentioned postulation concerning increased self-awareness.

Fewer respondents (36 per cent compared with 53 per cent of the normative group) were satisfied with their current work situation, and three indicated dissatisfaction (21 per cent versus 18 per cent). Furthermore, more

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* See 6C.9.2
** See 6C.9.3

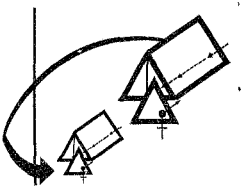
(29 per cent versus 14 per cent) intended to change their jobs for another in social work; and fourteen per cent compared with nine per cent had designs on jobs out of the field. This intended turnover applies to 43 per cent of this sample as compared to 23 per cent of the total group.

Two respondents (14 per cent) intended to leave South Africa compared to nine (6 per cent) in the larger group.

Fifty per cent of respondents recorded their intentions to study further which is a higher number than for the total sample (37 per cent) but more in keeping with efforts made to acquire journals and maintain their academic education thus giving substance to possible fantasies.

CHAPTER SEVEN

# THE CONSULTATION GROUP : PRESENTATION AND DISCUSSION OF FINDINGS



## 7.1 TRANSITIONS IN THE WORK ARENA

Careers have been described in terms of a sequence of boundary passages in which the individual moves up (across hierarchical boundaries), around (across functional boundaries) or more centrally into the organization (across *inclusion boundaries*). *The actual crossing is dependent on* the individual's voluntary decision to move or refrain from doing so in conjunction with the organization's decision to encourage or prohibit it. Any of these contingencies which may amount to his being supported, blocked or pushed in his moving or staying, may create strain. This strain may be exacerbated in the move itself where the crossing of boundaries demands that new behaviours be learned (117).

Adams sees two paths open for buffering stress and hence alleviating strain:

i ) Developing supportive working relationships, where one is helped by others to focus; test reality; find intimacy, self-worth and perspective; and to take responsibility. The best recommended way is to talk it all out - with feeling.

ii) Examining organizational dynamics found to be stressors, and in order to alleviate strain, changes must be made to reduce ambiguities, balance workloads, and develop good working relationships (1, pp.52-53).

The transition therefore is not only dependent on the individual but on the chassis organizations. Hopson and Adams describe any transition as being dependent upon:

i ) Pre-transitional body, organization, group, culture and so on (in the present case it is the university)

ii ) Post-transitional body, organization, group, culture and so on (such as the employing organization)

iii) The mover (i.e. the new social work graduate)

They say that whilst work is required on all three fronts, the first two are more difficult to influence and it is easier for helping agents to concentrate on the mover (130, p.22).

Throughout this study too, the mover has been the central focus, and this sub-section describes him in the transition of adjustment from student to practitioner, as gleaned from the consultation group experience in process.

## 7.2 GROUP CONSULTATION

Not unlike supervision, consultation is a helping and educational process i.e. a growth process. The consultant transmits technical knowledge in facilitating the problem-defining and problem-solving processes in which members of the group participate in interaction with each other and the consultant. Unlike in supervision, the consultant has no administrative authority over the consultees, nor does any accountability persist amongst them and they are free to implement or ignore suggestions that arise. For this reason, members can feel more freedom to express feelings without fear of jeopardising their jobs, and can engage relatively uninhibitedly in the group experience which is in itself the most important contributor to change (90, p.121). The success of the change process Lippitt et al. attribute to client flexibility where the changes that are indicated can be recognised via the information that is provided, and the effective response patterns can then be created (169, p.63).

Consultation via a group setting has prevailed for some years. It has even been considered the most valuable of consultation programmes, but the need for evaluation of the consultation effort has been called for (247, p.12) as well as a comprehensive theoretical model, or conceptualization of the method, which is currently lacking (147, p.69).

This sub-section endeavours to describe the inter-play of group consultation,

social group work methodology, and the new graduate social worker in his adjustment to the work situation. It is a qualitative and quantitative recording of the process and outcome of the consultation group experience.

## 7.3 RESEARCH PERSPECTIVE

The consultation group has elsewhere* been described as a demonstration project. Owing to the absence of a control group, a cause-effect or dependency relationship can not be established with confidence. However, effectiveness is described, but the limitation holds that stimuli other than, or in conjunction with the interventive technique of the group experience may be responsible for changes that occurred. Caution must be further exercised in adopting or rejecting a specific technique in social work as it is difficult to separate the effect of a technique from the effectiveness of the professional person in employing the technique (355, p.268).

*Characteristics of* : *group situation also influence the validity of its* use as a source of data collection. Maas and Polansky suggest that one advantage is that the danger of the researcher or observer influencing the field is likely to be less than in a casework setting as respondents feel less conspicuous (172, 0). On the other hand, limitations regarding the collection of data are more severe. Recording is more difficult because of the complexities of the interpersonal interactions. Whilst tape recordings increase the validity of the record (282, p.119) the microphone is a visible reminder to members of the research-observation situation. Simultaneous talking and activity results in muffled recordings; and quieter voices are often recorded indistinctly; and visual clues are always lost (172, p.141).

In spite of such limitations, the tape recorder was used as one means of collecting information about the group sessions in the study.

## 7.4 ANALYSIS OF GROUP SESSIONS: RESEARCHER PERCEPTIONS

Each of the twenty group sessions was tape recorded, and a verbatim record

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* See p.59

transcribed.

From the records the following analyses were made of the researcher's perceptions of the group:

i ) content categorization;

ii ) researcher-member(s) participation;

iii) gains* to members; and

iv ) a summary compiled

Questionnaires which were administered to the group members after each session in order to provide the researcher with feedback to facilitate evaluation of, and future planning for the group, also served as a research tool, and these were analysed to assess members' perceptions of the group.

Each of the above will be discussed separately after a note on content analysis and its validity and reliability in the present study.

7.4.1 Content Analysis

Content analysis has been defined by Berelson as "a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (Berelson in 278, p.335). The analysis proceeds under certain controls that render it systematic and objective. This means that:

> " (1) The categories of analysis used to classify the content are clearly and explicitly defined so that other individuals can apply them to the same content to verify the conclusions;
>
> (2) the analyst is not free to select and report merely what strikes him as interesting but must methodically classify all the relevant material in his sample;
>
> (3) some quantitative procedure is used in order to provide a measure of the importance and emphasis in the material of the various ideas found and to permit comparison with other samples of material." (278, p.336).

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* gains of reality-orientation, release, support and self-reappraisal

Selltiz et al. stress that quantification is always a more precise procedure than qualitative description or exploration (278, p.337), and Shyne draws the distinction between everyday content analysis and content analysis that satisfies the tenets of research. The latter emphasizes the formulation and definition of classifications and rating scales; sampling of the documents; and testing the reliability of the judgements made (281, pp.118-119) by different analysts or by the same analyst at different times (282, p.124).

The correlation is regarded as a measure of relative and not absolute agreement and generalizing about the level of agreement is not possible as it is an arbitrary decision dependent on the purpose of the study and *the use to be made of the data. A guide is nevertheless given by Shyne* in that where the percentage of agreement is less than 75 or 80, the use of the items is questionable (281, p.121). The arbitrariness of the methodology is again evidenced in the reconciling of discrepancies between judgements. Shyne says that the method of choice is determined usually by the predilections of the investigator and the feasibility of the method (281, p.122).

7.4.1.1 Content Analysis: Validity and Reliability of the Record Analyses

The analysis of the group records was done solely by the researcher for the purposes of maintaining the entrusted confidentiality of the group. The following procedure ensued:

All twenty group records were utilized. The researcher first studied in detail five records at random and perused the other fifteen in order to construct the eleven content item categories (see pages 148-149). She then systematically marked off in each record as themes of discussion changed.

She separately recorded what appeared to be the appropriate content item for each demarcation; the researcher-member(s) participation; and gains to members. Each analysis was totalled for each group session.

One month later the process was repeated and the intra-judgument correlation computed. Content items were matched item for item and the following formula applied:

$$\% \text{ Correlation} = \frac{\text{Discrepancy between items}}{\text{Total content items}} \times \frac{100}{1} - 100$$

All other variables were matched according to the total occurrences and subjected to the same formula.

This formula which uses the denominator of total judgements, but that first converts discrepancies to agreement, closely matches that of the percentage-agreement score computed by the formula (266, p.173):

$$\% \text{ Agreement} = \frac{\text{Number of agreements}}{\text{Total number of acts judged}}$$

The overall correlation over the seven variables was 93 per cent. Agreement on the content items was 86 per cent; and on researcher and group participation 95 per cent and 98 per cent respectively. The correlation for the gains was 93 per cent on average and detailed is:

| | |
|---|---|
| reality-orientation | 91 per cent |
| release | 91 per cent |
| support | 95 per cent |
| self-reappraisal | 94 per cent |

Influenced by this high correlation the researcher and a consultant agreed that Table XIX could be a compound of the two analyses compiled by alternating the results of the first and second content analyses over the twenty sessions.

7.4.1.2 (i) Categorization of Content

From the twenty group records, it was determined that the content of the group discussions revolved around eleven categories or content items:

**A** Group structure for example:
composition, purpose, contract, requirements and practical arrangements

**B** Group-functioning for example:
members' interaction, feelings, evaluation of the group, and group dynamics

**C** Group in relation to the external environment for example:
employing agency's knowledge of and reaction to the group, confidentiality

**D** Previous group sessions for example:
feedback, recapitulation, general continuity

**E** Future group sessions for example:
planning content, orientation

**F** Agency-objective focus with the emphasis on the person in the work situation for example:
agency structure, functioning, orientation; description of client work, team work, inter-organizational contacts, nature of work, physical structure and facilities (i.e. accommodation and so forth)

**G** Agency-subjective focus with the emphasis on the person in the work situation for example:
subjective reaction to agency structure and functioning including relationships with management, supervisor and colleagues; the "self" incorporating personality, feelings, and attitudes as related to work

**H** Training for example:
how equipped members considered themselves for social work practice (and other careers) from theory and field instruction experience; continuing education; transition from student to practitioner

**I** Relationship between theory and practice including outcome for example:
disillusionment, challenge of the profession, despondency, malpractice issues

**J** Supportive facilities and the need for and outcome of supportive facilities for example:
supervision, staff meetings, recognition, feedback

**K** Termination of employment for example:
serious (as opposed to loose threats and wishful discussion), consideration of resigning or being fired

Although it was possible to identify eleven principal content items, discrete content areas did not emerge and overlaps did occur. In these instances the researcher classified the content item in the category she considered most appropriate.

In determining content, each content item continued until there was a complete change of theme. Hence one content item would continue in spite of different members contributing from different view points or experiences.

Table XIX which commences on page 158 indicates the number of themes covered per group session, but not the length or depth of the discussions.

7.4.2 (ii) Researcher-member(s) Participation

For each content item that was determined, an analysis was made as to whether the researcher, and/or a member(s) of the group participated by either initiating and/or responding to the discussion.

This analysis did not include a frequency tally or detailed account of the interaction, but only registered participation or no participation.

Furthermore, all participation recorded was actively verbal, which, although appropriate to a task-oriented discussion group, does forsake the many non-verbal and para-verbal behaviours that did occur.

7.4.3 (iii) Gains to Members - the Researcher's Perceptions

As described earlier the researcher's orientation in the group sessions was modelled on that of Emanuel Tropp (318).

Tropp advocates that group members differentially achieve certain gains from engagement in the group. These gains are in four areas:

Reality-orientation: this focuses on the facts of the situation in terms of objective reality; or how members perceive each other, their own similarities and differences, their resources and their reactions

Release: this involves the expression or unburdening of positive and negative emotions

Support: this concerns members strengthening or encouraging one another through identification and sharing of experiences with the resultant enhancing of self-worth

Self-reappraisal: this relates to members reviewing their circumstances and developing new insights and perspectives (318, p.220).

In analysing the gains, the occurrence and not the frequency or intensity was recorded, hence each content item can be viewed in terms of whether all or any of the types of gains were achieved, by any number of group members.

Hence Table XIX commencing on page 158 would be read (in part) for example as:

| CONTENT ITEM : supportive facilities | 03 occurences | |
|---|---|---|
| ( Researcher's Perceptions : ) | N | % |
| researcher participation | 03 | 100 |
| member(s) participation | 02 | 67 |
| gains : release | 02 | 67 |
| support | 02 | 67 |
| reality-orientation | 01 | 33 |
| self-reappraisal | 02 | 67 |

On the three different occasions that supportive facilities were discussed, the researcher participated every time and a/the member/members only twice. From these three discussions a/member(s) gained release, support and self-reappraisal twice (67 per cent of the time) and reality-orientation once only.

7.4.4 (iv) Summary*

Space does not permit more than a brief summary of the group sessions. Whilst they are presented alongside the quantitative analyses of the group, they contain only the most important material of the group and are not a complete qualitative account running parallel with the quantitative.

7.5 ANALYSIS OF GROUP SESSIONS: MEMBERS' PERCEPTIONS

7.5.1 Gains to Members - the Group's Perceptions

The assessment of the group could be both positive and negative, and as gains, almost by definition are positive; only these have been considered in computing group members' evaluations of the group.

With reference to the questionnaire** the gains are categorized as:

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* In the summaries the researcher refers to herself as "the consultant"
** See Appendix M - blue paper

reality-orientation: B 1, 7, 17

release: B 3, 5

support: B 13, 15

self-reappraisal: B 11, 19

In each group session, the largest response recorded for each of the four types of gains was chosen for presentation in the results following:

7.5.1.1 Reality-orientation

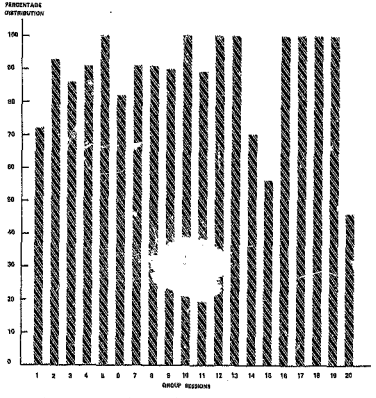


FIGURE 14 : GROUP MEMBERS' ASSESSMENT OF REALITY-ORIENTATION GAINED

*In her leadership of the group, the worker* attempted to adhere to the reality dimension of issues wherever feasible. It hence follows that a high level of reality should exist from the earliest sessions, and this

was perceived by members as well. In 65 per cent of the group sessions, over ninety per cent of the members recognized the reality-orientation gain; and this is particularly strong towards the last groups where for four consecutive sessions reality was gained by 100 per cent of members.

7.5.1.2 *Release*

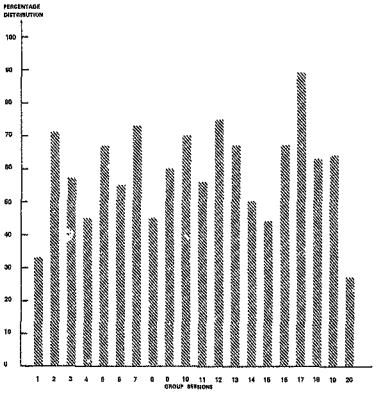


FIGURE 16 : GROUP MEMBERS' ASSESSMENT OF RELEASE GAINED

The percentage of respondents gaining release is on all occasions less than the number gaining a realistic assessment of an issue. The researcher views this as positive as it reinforces the working purpose of the group.

In session 17, where release was gained by 89 per cent of respondents, 100 per cent also recorded a reality-orientation gain. In session 20, where members regressed to gripes and "moans" and where the lowest number

gained reality (46 per cent) the lowest number surprisingly also gained release (27 per cent). The results indicate that release does not exclude reality-orientation.

7.5.1.3 Support

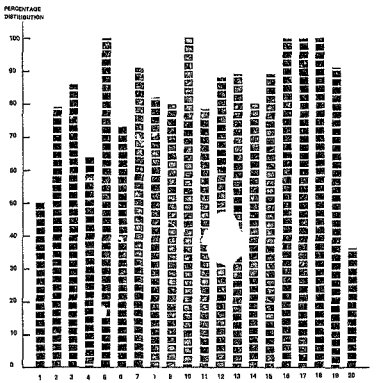


FIGURE 16 : GROUP MEMBERS' ASSESSMENT OF SUPPORT GAINED

Like release, support does not occur at variance to reality, and the writer suggests it may even promote the reality-orientation.

With the exception of Sessions 14, 15 and 20, reality-orientation exceeded support. These same three sessions were also the sessions at which reality-orientation figures were at their lowest.

On seven occasions reality-orientation and support percentages coincided, and on five of these occasions, this was at 100 per cent.

7.5.1.4 Self-reappraisal

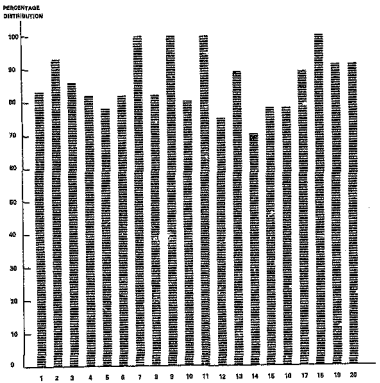


FIGURE 17 : GROUP MEMBERS' ASSESSMENT OF SELF-REAPPRAISAL GAINED

The percentage of members who had opportunity to develop self-awareness in the group often coincided with the number who recorded the group as worthwhile. Both these items formed the self-reappraisal gains and in all cases the percentage who recorded the group as being worthwhile was the highest figure and hence the constituent of the bar diagram.

In all the group sessions at least seventy per cent of the members gained self-reappraisal and regarded the group as worthwhile.

7.5.1.5 Net Gains

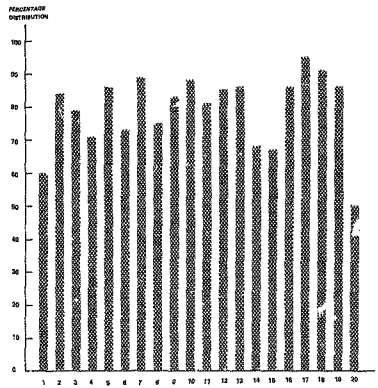


FIGURE 18 : NET PERCENTAGE OF GAINS ON AVERAGE THAT ACCRUED TO GROUP MEMBERS PER SESSION

When the obtained figures for each of the four gains were summated and a mean taken, a net gain figure was produced for each session as per Figure 18. The overall pattern of the diagram does not differ greatly from the previous ones pertaining to each gain specifically.

Of the possible gains that could accrue in a session the lowest percentage that did was fifty and the highest 95 per cent. In sixteen sessions more than seventy per cent of the possible gains that could be achieved, were achieved.

## 7.6 THE GROUP - QUANTITATIVELY AND QUALITATIVELY

The Table* which follows is a quantitative and qualitative representation of the group sessions based on the previous explanations and discussions.

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* In the construction of the table, a dash (-) alongside a content item variable indicates that a content item was not discussed during a specific group session, and the corresponding vertical column hence contains no dash. Where a dash does occur it indicates the non-occurence of participation or a gain related to a content item.

TABLE XIX : RESEARCHER'S AND GROUP MEMBERS' ASSESSMENTS OF THE GROUP SESSION

| Date 1978 | session number | portland / annual / workshop | VARIABLES FOR ANALYSIS | CONTENT ITEMS ( see description - section 7.7.1 ) A B C D E F G H I J K — number of occurrences | RESEARCHERS' PERCEPTIVE TOTAL N | % | SUMMARY OF SESSION | GROUP'S PERCEPTIVES GAINS | G |
|---|---|---|---|---|---|---|---|---|---|
| 6th March | 1 | 16 / 20 | CONTENT ITEM | 03 – 02 – 05 – – 01 – – – | 08 | 100 | Discussion and subsequent agreement centered largely on defining the directive, appointments, purpose and work orientation ideas of the directive, appointments, purpose and work orientation ideas of the group, and the type of material that could form the core portion of future sessions. | | |
| | | | Researcher participation | 03 | 02 | 02 | | 07 | 100 | | | |
| | | | Membership participation | 03 | 02 | 02 | | 07 | 100 | | | |
| | | | Gains : | | | | | | | | | |
| | | | reality-orientation | 02 | 02 | 02 | | 06 | 100 | The atmosphere was easy as friends were reunited, and members briefly exchanged information about their new jobs and the transition from university. | reality-orientation | 72 |
| | | | release | 01 | 01 | – | | 04 | 50 | | release | 33 |
| | | | support | – | 01 | – | | 01 | 25 | | support | 50 |
| | | | self-reappraisal | – | 02 | 01 | | 03 | 38 | | self-reappraisal | 83 |
| | | | | | | | | | | A serious tone served to foster, foster and misapprehensions were examined in connection with confidentiality. Areas of anxiety were related to their employing agencies being informed of the group, discussion of the agency per se/ group issue and the consultant's multifaceted role. A group pact resulted in re-assessing confidentiality. | | |
| 16 March | 2 | 14 / 18 | CONTENT ITEM | 03 – 01 02 01 03 01 01 01 – – | 11 | 100 | Several members expressed anxiety about continuing in the group, and group composition and purpose were re-examined. This created anxiety in the consultant who reacted by being over-directive. In the characteristic testing of the consultant, members exploited her vulnerability by expressing overwhelming problems of work adjustment, prioritising house duties like painting rooms and "archaic" agency constraints. | | |
| | | | Researcher participation | 03 | 01 | 02 | 01 | 01 | 01 | 01 | 10 | 91 | | reality-orientation | 93 |
| | | | Membership participation | 03 | 01 | 02 | 01 | 02 | 01 | 01 | 11 | 100 | | release | 77 |
| | | | Gains : | | | | | | | | | | | support | 84 |
| | | | reality-orientation | 02 | 01 | 02 | 01 | 01 | 01 | 01 | 10 | 91 | | self-reappraisal | 79 |
| | | | release | 02 | – | – | – | 03 | 01 | 01 | 07 | 64 | | | | 67 |
| | | | support | – | – | – | – | 01 | 01 | – | 02 | 27 | | | | |
| | | | self-reappraisal | – | 01 | – | – | 01 | 01 | 01 | 05 | 45 | Discussion then shifted to two members who described the rigid arrangements of their employing agencies and the consequent effects on them. Intervention and member participation increased and became more particular as the consultant gained confidence and helped them examine specific areas of accommodating to the work situation. | | |
| 30 March | 3 | 14 / 18 | CONTENT ITEM | 03 01 – 01 01 04 02 01 – 01 – | 14 | 100 | The group began by identifying members and files the beginning.Intervention was perceptible. On enquiry from one member as to how the new arrangement of the previous session was working, the latter was able to reply positively. Most of the session focused on one member in particular, whose workload and nature of work was overwhelming, compounded by inadequate physical facilities. Throughout this discussion another theme was super-imposed - i.e. being a member of a team, whose members' roles were blurred, purposes unclear and their confidence sinking and they felt ill-equipped for practice. Members gained interest, and both gave and gained support whilst the consultant encouraged to focus on reality and seek workable aspects to the problem such as defining roles and expectations. | | |
| | | | Researcher participation | 02 | 01 | – | 01 | 01 | 04 | 02 | 01 | – | 01 | – | 13 | 93 | | reality-orientation | 86 |
| | | | Membership participation | 03 | 01 | – | 01 | 01 | 04 | 02 | 01 | – | 01 | – | 13 | 93 | | release | 67 |
| | | | Gains : | | | | | | | | | | | | | | | support | 80 |
| | | | reality-orientation | 02 | 01 | – | – | 01 | 04 | 02 | 01 | – | 01 | – | 12 | 86 | | self-reappraisal | 88 |
| | | | release | – | – | – | – | 01 | 04 | 02 | 01 | – | 01 | – | 09 | 64 | | | |
| | | | support | – | – | – | – | 01 | 04 | 02 | 01 | – | 01 | – | 09 | 64 | | | |
| | | | self-reappraisal | – | – | – | – | 01 | 04 | 02 | 01 | – | 01 | – | 09 | 64 | | | |
| 06 April | 4 | 17 / 15 | CONTENT ITEM | 01 01 – – 02 02 01 – 02 – | 11 | 100 | The need for intense distinguished most of the session as the issue of feeling ill-equipped for practice again arose. The consultant was to blame the university, agency management and theory constituents for fostering work inexperience. Discussion then became less diffuse as a member reappraised her problems with agency management and transition to reign. Members were warm and concerned and the atmosphere sensitive and several shared they had left the process of a group bond really beginning. And process being realised, as helpful suggestions were offered. Further crystallising this, a member offered positive reinforcements drawn from an issue that had tentatively been touching her and which she had been helped to resolve by expressing acceptance from the group. | | |
| | | | Researcher participation | 01 | 01 | – | 01 | – | 03 | 02 | 01 | 01 | – | 02 | 11 | 100 | | reality-orientation | 91 |
| | | | Membership participation | 01 | 01 | – | 01 | – | 03 | 02 | 01 | 01 | – | 02 | 11 | 100 | | release | 45 |
| | | | Gains : | | | | | | | | | | | | | | | support | 64 |
| | | | reality-orientation | 01 | 01 | – | – | 01 | 02 | 01 | – | 01 | – | 02 | 08 | 82 | | self-reappraisal | 82 |
| | | | release | – | – | – | – | 01 | 02 | 02 | 01 | – | 01 | – | 07 | 64 | | | |
| | | | support | – | – | – | – | 01 | 02 | 01 | 01 | – | 01 | – | 06 | 45 | | | |
| | | | self-reappraisal | – | 01 | – | – | 01 | 02 | 01 | – | 01 | – | 02 | 08 | 73 | | | |
| 20 April | 5 | 09 / 15 | CONTENT ITEM | 02 01 – 01 – 02 02 01 02 03 01 | 16 | 100 | With attendance down, members questioned their absent colleagues' commitment to the group. Things present, they capitalized on the evident membership with high participation. | | |
| | | | Researcher participation | 02 | 01 | – | 01 | – | 02 | 02 | – | 01 | 03 | 01 | 13 | 87 | | | |
| | | | Membership participation | 02 | 01 | – | 01 | – | 02 | 02 | 01 | 02 | 03 | 01 | 16 | 100 | | | |
| | | | Gains : | | | | | | | | | | | | | | | | |
| | | | reality-orientation | 02 | 01 | – | 01 | – | 02 | 02 | – | 01 | 02 | 01 | 13 | 81 | The recurring theme of feeling ill-equipped for practice changed again slightly as projection lessened and specific incongruities between theory and practice were identified. Members came to realize that practice in different settings differs, and one picture of this is a puzzle in adjustment. The final year field instruction experience has also viewed as highly influential on work effectiveness. | reality-orientation | 100 |
| | | | release | – | 01 | – | – | 03 | 02 | 01 | 02 | 01 | 03 | 01 | 12 | 76 | | release | 67 |
| | | | support | 01 | 01 | – | – | 02 | 02 | – | 01 | 02 | 01 | 01 | 10 | 62 | | support | 100 |
| | | | self-reappraisal | 01 | 01 | – | 01 | 03 | 02 | – | 01 | 02 | 01 | 01 | 12 | 75 | | self-reappraisal | 78 |
| | | | | | | | | | | | | | | | | | A major theme concerned the importance of a supportive supervisor. Deliberation showed that support, direction and guidance were sensed without dependency being fostered. The need was expressed for recognition especially from ordinary figures within the employing agency. | | |
| | | | | | | | | | | | | | | | | | Agency rigidity, authoritarian management and resistance to change were creating unhappiness for two members, who were also concerned with being fired because of opposing practices. The consultant and group helped them look at possible means of affecting change. | | |

CONTINUED

TABLE XIX RESEARCHER'S AND GROUP MEMBERS' ASSESSMENTS OF THE GROUP SESSIONS (CONTINUED)

| Date 1976 | Session number | Members present / participating | VARIABLES FOR ANALYSIS | RESEARCHER'S PERCEPTIONS: CONTENT ITEMS (see Orientation - session 7,A,1,3) A B C D E F G H I J K — number of occurrences | TOTAL N | TOTAL % | SUMMARY OF SESSION | GROUP'S PERCEPTIONS: GAINS | % |
|---|---|---|---|---|---|---|---|---|---|
| 04 May | 6 | 11 / 15 | CONTENT ITEM | – 01 – – 01 12 01 – – 01 01 | 17 | 100 | A group was back enjoyable and worthwhile and pursued, apart from gripes, in the constructive consideration of work issues. | | |
| | | | Researcher participation | 01 01 11 01 01 01 16 94 | 16 | 94 | The sessions were permeated with a theme of continuity as previously discussed issues were reintroduced and re-analysed | | |
| | | | Membership participation | – 01 – 19 01 01 01 16 94 | 16 | 94 | with reference to new member in particular who had experienced difficulties in adjusting to a complex work situation appreciated by a lack of physical facilities. She explained where and how she had accommodated to the system, what changes had occurred, upon what she still relied in communication, and where she was coping. | reality-orientation | 92 |
| | | | Gains : | | | | | release | 65 |
| | | | reality-orientation | 01 – 01 19 01 – – 01 16 94 | 16 | 94 | | support | 73 |
| | | | release | – – – 09 01 – – 01 11 65 | 11 | 65 | | self-reappraisal | 82 |
| | | | support | – – 01 08 – – – 01 10 59 | 10 | 59 | | | |
| | | | self-reappraisal | – – – 09 01 – 01 – – 01 09 53 | 09 | 53 | | | |
| | | | | | | | Other members were responsive and there was genuine interest in each others' work experiences. At the end one member mentioned having resigned. | | |
| 18 May | 7 | 11 / 15 | CONTENT ITEM | – 02 – 03 01 05 03 01 01 06 – | 28 | 100 | Comment was made about the group being over-cheerful and the consultant's evaluation of her own role was, that it was less active but still appropriately directing of process and content flow. | | |
| | | | Researcher participation | 02 – 02 01 04 02 01 – 04 – | 18 | 80 | | | |
| | | | Membership participation | 02 – 02 01 06 03 01 01 05 – | 20 | 100 | | | |
| | | | Gains : | | | | | | |
| | | | reality-orientation | 01 – – 06 03 01 01 05 – | 18 | 69 | Encouraged by group support, two usually quiet members | reality-orientation | 91 |
| | | | release | 01 – – 04 01 – 01 03 – | 10 | 92 | contrasted the session focusing on poor conditions in their employing organisations and the effect on the clients, and | release | 73 |
| | | | support | 01 – – 03 03 01 01 05 – | 14 | 70 | they gained both catharsis and constructive suggestions. In | support | 91 |
| | | | self-reappraisal | 02 – – 02 03 01 – 03 – | 11 | 91 | sharing information members drew from their respective work | self-reappraisal | 100 |
| | | | | | | | shareholders which lightened much substance into their exposure. | | |
| 01 June | 8 | 11 / 15 | CONTENT ITEM | – – – 01 07 01 – 01 03 – – | 13 | 100 | Members were relaxed and spoke freely. They did not work particularly hard at problem-solving as they chose to listen to and share experiences. The session centred around the work situations of two members and discussion literally swung from one member to the next with the consultant consciously facilitating this. | | |
| | | | Researcher participation | 01 06 01 – 01 05 – – 13 62 | 13 | 62 | | | |
| | | | Membership participation | 01 07 01 – 01 03 – – 13 100 | 13 | 100 | | | |
| | | | Gains : | | | | | | |
| | | | reality-orientation | – – 07 01 – 03 – – 10 77 | 10 | 77 | | reality-orientation | 91 |
| | | | release | – – 05 01 – 02 – – 08 62 | 08 | 62 | Topics discussed included agency structure and its effect on | release | 45 |
| | | | support | 01 05 01 – 03 – – 10 77 | 10 | 77 | members' practice in the setting, and on clients generally. Members | support | 82 |
| | | | self-reappraisal | 01 02 01 – 03 – – 08 62 | 08 | 62 | also shared how they structured their time and workloads, and | self-reappraisal | 82 |
| | | | | | | | they discussed ideas of preference in their work. | | |
| 15 June | 9 | 10 / 15 | CONTENT ITEM | 01 – 01 – – 01 – – 04 03 – | 10 | 100 | The group applied itself to an intensive discussion of social workers whose practice they found questionable regarding the ethics and values of the profession. Self-appraisal was evident as they thrashed out what could be done about such pressures and their own role and willingness to be involved. However, consequent on a worsening issue in agreeing to pursue the issue from a theoretical viewpoint with regard to what action could be taken, although it was reached that further intervention should be active as the paramount issue was in the hands of a senior already | | |
| | | | Researcher participation | 01 01 – – 01 – – 04 03 – | 10 | 100 | | | |
| | | | Membership participation | 01 – – – 01 – – 04 03 – | 09 | 90 | | | |
| | | | Gains : | | | | | | |
| | | | reality-orientation | 01 – – – 01 – – 04 03 – | 09 | 90 | | reality-orientation | 90 |
| | | | release | – – 01 – – – – 04 03 – | 08 | 80 | | release | 60 |
| | | | support | 01 – – – – – – 04 03 – | 08 | 80 | | support | 80 |
| | | | self-reappraisal | 01 – – – 01 – – 04 03 – | 09 | 90 | | self-reappraisal | 100 |
| 29 June | 10 | 10 / 15 | CONTENT ITEM | – – – – 03 – – 05 02 – – 01 04 04 | 18 | 100 | In spite of one member attempting to redirect the group by stating positive features of her work, the group were blatantly frustration-oriented but later became more realistic and self-critical. One member gave a lengthy account of why she was considering resigning; and another spoke of why she had resigned. | | |
| | | | Researcher participation | – – – – 03 – – 03 02 – – 03 04 04 | 18 | 78 | | | |
| | | | Membership participation | – – – – 03 – – 05 02 – – 01 04 04 | 18 | 100 | Discussion towards these members was balanced with support and confrontation and ways of implementing change to, rather than opting out of, difficult situations. Resignation was examined further from the point of actively looking for or positively rejecting another job and the necessity of first identifying in what areas members wanted changes to occur. Related to this was the issue of inadequate supervision, members' demands and their needs. | | |
| | | | Gains : | | | | | | |
| | | | reality-orientation | – – – – 03 – – 04 02 – – 03 04 02 | 18 | 78 | | reality-orientation | 100 |
| | | | release | – – – – 01 – – 03 02 – – 01 04 04 | 15 | 79 | | release | 70 |
| | | | support | – – – – 02 – – 03 02 – – 02 04 04 | 14 | 74 | | support | 100 |
| | | | self-reappraisal | – – – – 02 – – 02 – – 03 03 – | 09 | 47 | | self-reappraisal | 80 |
| | | | | | | | Two growth points were indicated in the group : 1. members recognising that the organisation does not exist alone, but another variable is there in the situation and they also have to change to adjust. 2. members moving from blaming the situation to admitting their own lack of skill. | | |

CONTINUED

TABLE XIX . RESEARCHER'S AND GROUP MEMBERS' ASSESSMENTS OF THE GROUP SESSIONS (CONTINUED)

| Day 1970 | session number | members present / membership | VARIABLES FOR ANALYSIS | CONTENT ITEMS ( see description - section 7.4.1.3 ) A | B | C | D | E | F | G | H | I | J | K | TOTAL N | TOTAL % | SUMMARY OF SESSION | GROUP'S PERCEPTIONS CLIMB | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | number of occurrences | | | | | | | | | | | | | | | |
| 13 July | 11 | 08 / 14 | CONTENT ITEM | – | 01 | – | 01 | – | 03 | 07 | – | – | – | – | 12 | 100 | The group commenced with a discussion of illness and the absorption of clerical work to professional staff. | | |
| | | | Researcher participation | | 01 | | 01 | | 02 | 06 | | | | | 10 | 83 | | | |
| | | | Membership participation | | 01 | | 01 | | 03 | 07 | | | | | 12 | 100 | One member revealed that she had once joined application but had earlier been through much pain and conflict at work to the extent that she had been unable to bring the problem to the group. Another member, encouraged by the same experience, supportive the first but also expressed how she feared a recurrence of the situation. The | reality-orientation | 88 |
| | | | Gains : | | | | | | | | | | | | | | | release | 56 |
| | | | reality-orientation | | 01 | | 01 | | 03 | 04 | | | | | 09 | 75 | | support | 70 |
| | | | release | | 01 | | – | | 02 | 07 | | | | | 10 | 83 | | self-appraisal | 100 |
| | | | support | | 01 | | – | | 02 | 07 | | | | | 10 | 83 | | | |
| | | | self-appraisal | | 01 | | – | | 02 | 07 | | | | | 10 | 83 | issue tactfully steered on a new graduate being manipulated into assuming excessive responsibility and serving both ward and people. Although this member succeeded in discuss the situation rationally, it became useless to her and the group how personally and emotionally involved she was. | | |
| | | | | | | | | | | | | | | | | | In a supportive way the group worked hard at identifying the issue, recognising its meaning and respecting ways of coping with it. The consultant's role was interpretive but not necessarily, as given the | | |
| | | | | | | | | | | | | | | | | | impetus from her, two members led the group. | | |
| 27 July | 12 | 08 / 14 | CONTENT ITEM | 01 | 03 | – | 01 | 02 | 03 | 02 | 01 | – | 02 | – | 16 | 100 | In spite of a small attendance, discussion covered a wide range of issues but were in great depth. Content included two members describing their views and feelings about their unpleasing agency setting , a new director; one member identifying why her work | | |
| | | | Researcher participation | 01 | 03 | | 02 | 03 | 02 | 01 | | 02 | | | 13 | 81 | expressions was essentially positive; members' ongoing and the local instructors component where, if this was undertaken at an agency | | |
| | | | Membership participation | – | 03 | | 01 | 02 | 02 | 01 | | 02 | | | 14 | 93 | where employment was later considered, expectations were more realistic than idealistic. The ensuing theme concerned | reality-orientation | 100 |
| | | | Gains : | | | | | | | | | | | | | | discussion of social workers being different to other people, and | release | 75 |
| | | | reality-orientation | – | 02 | | 01 | 02 | 02 | 01 | | 02 | | | 13 | 87 | how problems different from experienced workers and whilst they | support | 88 |
| | | | release | – | 01 | | – | 02 | 02 | 01 | | 01 | | | 08 | 50 | felt alienated this was not negative. There was strong agreement | self-appraisal | 75 |
| | | | support | – | 01 | | – | 01 | 03 | 02 | 01 | | 01 | | 09 | 60 | that other people had unrealistic expectations of social workers, | | |
| | | | self-appraisal | – | 03 | | – | 01 | 03 | 03 | 01 | | 01 | | 11 | 73 | in both work and personal difficulties, and they also felt they were too compromising and easily swayed in situations where firmness was necessary. | | |
| 10 August | 13 | 08 / 14 | CONTENT ITEM | 01 | 03 | – | 02 | – | 03 | 05 | 01 | – | – | – | 15 | 100 | A constructive group with members following up on a previous issue which had occurred for purpose of feedback on progress. It also reflected | | |
| | | | Researcher participation | 01 | 03 | | 02 | | 03 | 06 | | | | | 14 | 93 | anxiety for the member concerned as she had missed the session | | |
| | | | Membership participation | 02 | 03 | | 01 | | 02 | 05 | 01 | | | | 14 | 93 | following the one at which she was the participant and not concerned about members' interpretation of her absence. | | |
| | | | Gains : | | | | | | | | | | | | | | | | |
| | | | reality-orientation | 01 | 02 | | 01 | | 02 | 04 | 01 | | | | 12 | 80 | | reality-orientation | 100 |
| | | | release | 01 | 03 | | – | | 02 | 05 | 01 | | | | 12 | 80 | The consultant was firm with a member who seldom in vague | release | 67 |
| | | | support | 01 | 02 | | 01 | | 02 | 05 | 01 | | | | 13 | 87 | terms, and with the support of the group this member was made | support | 89 |
| | | | self-appraisal | – | 02 | | 01 | | 01 | 05 | – | | | | 09 | 60 | to talk in " ..ore concrete terms. | self-appraisal | 89 |
| | | | | | | | | | | | | | | | | | A group solidarity feeling emerged from the group when a previous, and repressed issue was raised - more as a need for release than requiring more intervention. The issue encouraged the sensitivity of leaders to practitioners and the role of the community. | | |
| 24 August | 14 | 10 / 14 | CONTENT ITEM | – | 01 | – | – | 01 | 06 | 01 | 01 | – | – | – | 10 | 100 | The pace of the group was laboured as discussion focused on a usually quiet member who spoke in a slow hesitant way, sometimes | | |
| | | | Researcher participation | | 01 | | | 01 | 06 | 01 | 01 | | | | 10 | 100 | depressed and rather defensive. She had difficulty in explaining her | | |
| | | | Membership participation | | 01 | | | 01 | 06 | 01 | 01 | | | | 10 | 100 | feelings about a problematic work situation and this resulted in | | |
| | | | Gains : | | | | | | | | | | | | | | discount being on the situation and not the member in the situation. | | |
| | | | reality-orientation | | 01 | | | – | 05 | 01 | 01 | | | | 08 | 80 | The group member solidarity and members were both supportive and | reality-orientation | 70 |
| | | | release | | 01 | | | – | 05 | 01 | 01 | | | | 08 | 80 | statistically critical of her but reacted to frequent and prolonged | release | 80 |
| | | | support | | 01 | | | – | 04 | 01 | 01 | | | | 07 | 70 | (frustrated) laughter as a release and means of coping with the | support | 80 |
| | | | self-appraisal | | 01 | | | – | 06 | 01 | 01 | | | | 08 | 80 | frustrating and tedious pace. | self-appraisal | 70 |
| | | | | | | | | | | | | | | | | | Towards the end of the session, members spoke more generally about social workers being depressed; their community preventive role | | |
| | | | | | | | | | | | | | | | | | more with clients with low prognosis, and of their anxiety in the group | | |
| | | | | | | | | | | | | | | | | | initially. One member verbalized that as she was coping better at | | |
| | | | | | | | | | | | | | | | | | work her need for the group was no longer great. | | |
| 07 September | 15 | 09 / 14 | CONTEXT ITEM | 04 | 07 | – | – | – | – | – | – | – | 01 | – | 12 | 100 | Members evaluated the group and it emerged that : | | |
| | | | Researcher participation | 02 | 06 | | | | | | | | 01 | | 09 | 75 | 1. it had served as initial work-orientation process and had attended | | |
| | | | Membership participation | 04 | 07 | | | | | | | | 01 | | 12 | 100 | members support when they needed it; | | |
| | | | Gains : | | | | | | | | | | | | | | 2. they were wanting a more personal focus but with the large size | | |
| | | | reality-orientation | 05 | 07 | | | | | | | | 01 | | 11 | 92 | of the group an examination not viable at next session, members | reality-orientation | 56 |
| | | | release | 03 | 06 | | | | | | | | 01 | | 10 | 83 | felt hesitant to really involve themselves; | release | 44 |
| | | | support | – | 07 | | | | | | | | 01 | | 08 | 33 | | support | 89 |
| | | | self-appraisal | 03 | 07 | | | | | | | | 01 | | 11 | 92 | 3. several members still felt a need for the group as they were isolated from other social workers and wanted to meet colleagues in this type of setting; | self-appraisal | 78 |
| | | | | | | | | | | | | | | | | | 4. more commitment to the group was called for. | | |
| | | | | | | | | | | | | | | | | | After the questioning, one member discussed her guilt about changing her job for the third time and she received much group support for her decision. | | |

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TABLE XIX : RESEARCHER'S AND GROUP MEMBERS' ASSESSMENTS OF THE GROUP SESSIONS (CONTINUED)

| Date 1976 | session number | numbers present / membership | RESEARCHER'S PERCEPTIONS: VARIABLES FOR ANALYSIS | CONTENT ITEMS ( for description - section 7.4.1.3 ) A B C D E F G H I J K | TOTAL N | TOTAL % | RESEARCHER'S PERCEPTIONS: SUMMARY OF SESSION | GROUPS' PERCEPTIONS: GAINS | % |
|---|---|---|---|---|---|---|---|---|---|
| | | | | number of occurrences | | | | | |
| 31 September | 16 | 08 / 14 | CONTENT ITEM | 01 08 - 01 - - 04 - - 03 01 | 14 | 100 | The week of changing group constellations again involved attention and the direction of the group was re-oriented to still being on the person in the work situation but emphasizing the person rather than the situation in members felt more comfortable at this stage to do this. | | |
| | | | Researcher participation | 01 08 01 02 03 01 | 13 | 93 | | | |
| | | | Member(s) participation | 01 06 01 02 03 01 | 14 | 100 | | | |
| | | | Gains : | | | | | | |
| | | | reality-orientation | 01 08 01 02 02 01 | 10 | 71 | Impatiently hurtling with the need for release, one member characterised the above in the launched into a description of how | reality-orientation | 100 |
| | | | release | - 06 - 03 02 01 | 10 | 71 | | release | 67 |
| | | | support | - 02 - 03 02 01 | 07 | 50 | | support | 100 |
| | | | self-appraisal | - 06 01 02 03 01 | 13 | 93 | | self-appraisal | 78 |
| 06 October | 17 | 09 / 14 | CONTENT ITEM | 03 04 - - - 03 06 - - - 02 | 21 | 100 | At the start of the group only six members were present and angrily they observed the whole of weeks group constellation and members' division consequent. This caused an apathy with the late arrival of three others. It was however valuable in stimulating frank communication and release of negative feelings. | | |
| | | | Researcher participation | 03 04 01 06 02 01 | 18 | 86 | | | |
| | | | Member(s) participation | 03 04 03 06 02 01 | 21 | 100 | | | |
| | | | Gains : | | | | | | |
| | | | reality-orientation | 02 04 03 06 02 20 | | 95 | Material pertaining to all was discussed and one member sensed that the group had moved in a point where subject matter was | reality-orientation | 100 |
| | | | release | 02 04 02 06 02 18 | | 86 | | release | 80 |
| | | | support | 01 03 01 06 02 13 | | 62 | | support | 100 |
| | | | self-appraisal | 01 04 01 03 02 17 | | 81 | route extension, and ties specific to one person. This was also reflected in the dynamics of the session where everyone participated and focus did not rest on one member in particular for almost the entire session, in brief been a previous person. | self-appraisal | 89 |
| | | | | | | | Content was about members entering their first jobs almost blindly, finding themselves, and then seeking out ways where they could be most productive and satisfied. Discussion was terse objective and experience-based as well as realistic as they confronted their previous adjustment difficulties, and inevitable future ones that would accompany job changes. | | |
| | | | | | | | Salaries were a source of discontent and led to members discussing the effects of their work on themselves. This discussion ended with an assessment that although they were functioning more comfortably in their jobs, at times they did feel vulnerable and had a need for the group - a feeling markedly linked with the impending termination of the group. | | |
| 13 October | 18 | 08 / 14 | CONTENT ITEM | 01 03 - - - 01 03 - - - 01 | 10 | 100 | This session demonstrated how much movement had taken place. Members took responsibility for the direction of the group for most of the time and were able to communicate with spontaneity and honesty. | | |
| | | | Researcher participation | 01 04 01 02 01 | 09 | 90 | | | |
| | | | Member(s) participation | 01 05 01 02 04 10 | | 100 | | | |
| | | | Gains : | | | | | | |
| | | | reality-orientation | - 04 01 02 01 | 08 | 80 | There was a sharing of factual information, and knowledge regarding | reality-orientation | 100 |
| | | | release | - 04 - 01 - | 05 | 50 | the use of resources was exchanged for practical purposes. | release | 63 |
| | | | support | - 05 - 02 01 | 08 | 80 | | support | 100 |
| | | | self-appraisal | - 04 - 02 01 | 07 | 70 | One member was to undergo an interview for a job, and was highly anxious. The group intervened to alleviate the situation, and this proved most valuable to her. Reports were able to construct the situation from a realistic point of familiarity. | self-appraisal | 100 |
| | | | | | | | The role-play was done a real life task, members were extremely reality-oriented as well as supportive, but above all, afterwards they offered comments, constructive alternatives to enable the protagonist to cope with the task confronting her. | | |
| 02 November | 19 | 11 / 14 | CONTENT ITEM | 01 02 - 01 01 02 04 01 - 02 01 | 15 | 100 | The group was typified as a group terminating. The group faced earnest cohesive but members clashed any intensive discussion and "chatter" rather than "work" prevailed. Content however reflected to where the group had progressed. Past work done - more broad information was discussed in a manner-of-fact-non-challenge of | | |
| | | | Researcher participation | 01 02 - 01 01 02 - 01 01 | 09 | 60 | | | |
| | | | Member(s) participation | 01 02 - 01 01 02 04 01 02 01 | 14 | 93 | | | |
| | | | Gains : | | | | | | |
| | | | reality-orientation | - 02 01 01 02 02 01 01 01 | 12 | 80 | | | |
| | | | release | - 01 - 01 02 03 01 01 01 | 10 | 67 | | reality-orientation | 100 |
| | | | support | - 01 - - 02 04 01 - 00 | 08 | 50 | | release | 94 |
| | | | self-appraisal | - 02 - - 02 04 01 02 01 | 13 | 90 | | support | 81 |
| | | | | | | | Members appeared to be coming to their work situations and more able to realistically estimate that which could be changed and how, and that to which they must learn to adjust. | self-appraisal | 61 |
| | | | | | | | Furthermore it was impressive to note the constructive work needed to be making on his engineering expenditure. | | |

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TABLE XIX : RESEARCHER'S AND GROUP MEMBERS' ASSESSMENTS OF THE GROUP SESSIONS

| Date 1978 | session number | members present / membership | VARIABLES FOR ANALYSIS | RESEARCHER'S PERCEPTIONS: CONTENT ITEMS (see description - section 7.4.1.3) A B C D E F G H I J K | TOTAL N | TOTAL % | RESEARCHER'S PERCEPTIONS: SUMMARY OF SESSION | GROUP'S PERCEPTIONS: GAINS | GROUP'S PERCEPTIONS: % |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Number of occurrences | | | | | |
| 11 November | 20 | 11 / 14 | CONTENT ITEM | – 01 01 – – – 03 04 02 01 01 | 14 | 100 | The group began by two members gleefully telling of new jobs to which they were going, and both anticipated their future situations in a realistic rather than idealistic light. Another member spoke of leaving the profession and grave doubts were voiced by him about his reasons for it ceasing. This expression was highly intellectualised and appeared to more characteristic of a terminating group than it was reflective of the way members felt, and furthermore ambivalence prevailed. | reality-orientation | 48 |
| | | | Researcher participation | 01 01 02 03 02 01 01 | 11 | 79 | | release | 07 |
| | | | Member(s) participation | 01 01 03 04 03 01 01 | 14 | 100 | | support | 36 |
| | | | Gains : | | | | | self-reappraisal | 01 |
| | | | reality-orientation | – 01 03 02 01 01 01 | 09 | 64 | Focus on evaluation of the group the following is relevant : | | |
| | | | release | 01 01 02 04 02 01 01 | 14 | 100 | - the group had met its aim of bringing new graduates together to share work experiences; and to offer and give support concerning work adjustments, and opportunity for release was highly valued; | | |
| | | | support | 01 02 01 – 01 – | 05 | 36 | | | |
| | | | self-reappraisal | – 01 02 01 03 01 01 | 09 | 64 | - the group was welcomed by and always prioritising answers to problems, but it was simultaneously recognised that in many instances there were no practical solutions and that mere support was a help. | | |
| | | | | | | | - descriptions of the group included it being "enjoyable", "supportive", "helpful" and "meaningful" ; | | |
| | | | | | | | In considering how possible future groups could be structured, opinions were not unanimous. Some would retain the work focus, whereas others would prefer a more therapeutic orientation. The middle path selected by several members was for more personal involvement against a work base. The means to this would be more closely concentrated sessions to promote continuity and commitment. | | |
| | | | | | | | Members discussed forming their own group to complement for the ending of this one, and one member was writing to organise this. The consultant attempted to reinforce their suggestion to such a group would serve to stabilise the change effort. | | |

## 7.7 THE GROUP IN PERSPECTIVE

### 7.7.1 Participants' Participation

In all sessions, the researcher and member(s) participation per content item was high, but only in session 9 did the researcher's exceed the group's by one response (10 per cent).

### 7.7.2 Gains

Gains per content item are given in Table XIX with reference to the researcher's perceptions, but no overall figure is calculated. This is supplied rather by the group members themselves and Figure 18 on page 156 reflects the average net gain per session. It can be noted that in each series of gains per session, reality-orientation and self-reappraisal were usually higher than the release and support, and gains did not occur in mutually exclusive combinations.

7.7.3 Movement of the Group

Much has been written on the various stages in transitional experiences. Earlier,* transition and self-esteem were examined; Goldstein identifies the change experiences as progressing through an induction, core and terminal phase (90); and Lippitt et al's. paradigm comprises seven differing stages:

1. Development of a need for change
2. Establishment of a consulting relationship
3. Clarification of the problem
4. Examination of alternative solutions and goals
5. Transformation of intentions into actual change efforts
6. Generalization and stabilization of a new level of functioning or group structure
7. Achieving a terminal relationship with the consultant or defining a different type of continuity relationship (169, p.122; 168, p.283).

In several instances the phases as pertaining to the different models can be identified in the research group. However, in attempting to corset the group into any particular model, unique characteristics will be obscured, and for this reason, the writer chooses to merely describe in condensed form what the summaries and quantitative illustrations have already portrayed.

Reality-orientation was present from the earliest sessions and permeated throughout the group process. The level of material discussed altered over the time period and became increasingly more sophisticated.

Initially sessions were characterized by members, with the apparent need for release, presenting factual descriptions of work situations and problems. Gradually mere cathartic verbalizations gave way to the development of the capacity to work at these issues and view situations multi-dimensionally, taking into account factors such as a member's own role in a situation and the mutual influence of new practitioner and work situation.

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* See p.12

The need for projection lessened as members recognized and accepted their own lack of skill.

Support, whilst prevalent throughout the series of sessions, with time assumed a more confronting tone anchored to reality.

Although self-reappraisal emerged as a highly significant gain for members, its depth was interestingly diversified. The researcher postulates that members' ability to derive self-awareness from a group session is directly related to the extent the individual desires this and is willing to seek it out. This means that the more an individual was able to gain from the group was indeed dependent on what he was prepared to invest in it.

A successful process of consultation ends with three kinds of learnings according to Lippitt et al. (169):

1. More adequate coping with the problems that initiated the consulting process:-

   In spite of a high rate of job turnover, members did adjust to their work situations and became increasingly able to appraise their environments and their needs in interaction, and to develop the appropriate behaviours of attempting to effect change where it was realistic or else accommodating to the circumstances.

2. More adequate functioning in clarifying future problems as they emerge and to make appropriate decisions about seeking outside help when needed:-

   Towards the latter sessions, the group members indicated more autonomous functioning in their work situations. They continued to utilize other group members, but in the capacity of resource persons, and they concluded the series of sessions by attempting to stabilize change by structuring another type of group experience.

3. Learning of new procedures and new types of organization to maintain oneself in a healthy state of changeability in adapting to changing

conditions and in utilizing potentialities for creative functioning and productivity:-

The latter group sessions reflected that members had become increasingly productive in their work and were displaying signs that they had graduated beyond beginning competence.

CHAPTER EIGHT

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS



This study was conceived in the wave of current manpower stress in South Africa and addresses itself to the social work profession. Services to clients are generally rendered by the younger members of the profession because scarce experienced practitioners are syphoned into administrative posts with the result that the status of the profession in the community has been stunted. Aggravating this or because of it, practitioners render sporadic service sometimes devoid of full commitment and the retention of professional social workers, particularly new graduates is a tenuous issue. Many accusations have been filed regarding the incidence of turnover in the profession and defection from it, but few have been empirically tested.

The present study has as its central concern the new social work graduate in the year immediately following qualification. Attention is extended to issues emanating from this central locale and these include the transition from university to employment, and the actual work situation.

## 8.1 AIMS

The main aims of the study briefly restated, were:

1. To quantify the work patterns, occupational mobility and wastage amongst new social work graduates.
2. To examine the work experiences of beginning social workers in their first year of practice.
3. To identify factors that produce work satisfaction and dissatisfaction for novice social workers.
4. To test the hypothesis that a relationship exists between participation in group consultation sessions and the retention in practice of social workers in the year following qualification.

5. To assess whether participation in group consultation is a gainful experience for novice social workers.

## 8.2 THEMES

A number of interconnected themes permeate the study and intersect at the point of work satisfaction.

The first interweaving topic is that of transition. This subject is viewed against the backdrop of support systems that can mediate the stresses and strains inherent in any transition and so maximize the growth opportunity that is presumed to accompany every transition, and which has its tentacles in the higher order needs of personal growth and development.

The second theme is that of individual needs which are nourished or thwarted in the work situation, particularly higher order needs calling for self-actualization, autonomy and self-esteem.

Thirdly, the nature of the social work profession and the structure, organization and functioning of its work force is examined with respect to the factors that contribute to maintaining the individual's needs in healthy buoyancy or bruising them badly so that work satisfaction, productivity, and turnover is affected.

Support networks, as operative in pre- and post-transitional systems, are examined for their role in the graduate's transitional experience, their effect on his need realization and consequent adjustment to work.

## 8.3 RESEARCH DESIGN

In order to pursue the aims of the study the research design had as its major features:

1. Two questionnaires which were sent to all new social work graduates in South Africa who qualified at the end of 1975 and who agreed to participate in the research. In keeping with the longitudinal nature of the research, the first questionnaire was mailed after graduates had been out of university for approximately six months; and the second, after a year.

The questionnaires were designed to ascertain whether graduates were in employment; and if so, to collect data on their employment experiences after approximately six months and then a year in the field.

For purposes of analysis descriptive statistics were extracted from the questionnaires.

2. A group was established by the researcher where fifteen new social work graduates participated in twenty, fortnightly consultation sessions. After each session members completed a questionnaire which served to provide feedback on the group; and constituted a research tool for measuring gains to members. Verbatim records were written from tape recordings of each session, and a content analysis of all records was the research technique applied to quantify the researcher's perceptions of the data.

## 8.4 RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In accordance with the first aim of the study, the results revealed that the percentage of new graduates who had never entered social work employment was high, but turnover within and defection from the profession is comparatively less alarming.

Owing to the ten per cent (22 persons) panel loss from a sample of 214 new graduates, data is summarized here as it relates to the smaller December sample of respondents as seen against the number comprising the initial sample at July.

During 1976, 25 per cent (53 persons) were known to have never entered the social work practice arena, the main reason being they had continued to study, and the next reason was because they had sold their skills outside the profession. Black graduates were deflected from social work practice, as they could not obtain satisfactory posts.

A turnover of fourteen per cent occurred within the field as 150 social workers held 171 social work posts. The frequency of terminations was highest for the first social work post where 29 terminations were registered. A further three new graduates (2 per cent) terminated a second post. Hence 32 terminations occurred which is a 21 per cent incidence. For first jobs

the turnover amongst males was higher than for the females, but it was largely contained within the social work profession.

Of the 32 terminations, eleven social workers (of whom ten were females), did not assume another social work post after leaving the previous one, which constitutes a seven per cent defection rate.

Summating the 25 per cent who had never practised, the five per cent who subsequently defected and one per cent (3 new graduates) who were practising outside of South Africa, the minimum wastage at December 1976 was 31 per cent, and was expected to rise to 42 per cent by July 1977 (waiving any re-entry statistics).

McKendrick showed that the greatest occupational mobility was in the age group 20-24 years (186, p.284). The modal age group in the present study is 20-22 years and relative satisfaction with work has reigned, but indications (the mid-1977 predictions) are that occupational wastage and mobility were likely to increase. This suggests that the crucial period for another research study may be the second year after qualification. It would also be appropriate to pursue graduates who had never practised or who ceased to practise in order to ascertain the number who re-enter the profession.

Whilst the continuation of academic studies should not be discouraged, employing bodies could provide bursaries and create part-time posts so that post-graduate students can contribute simultaneously to social work service. The Auret Committee recommended that persons who are inactive in the profession either after completing their studies or during their career, should be subject to provisional registration until they demonstrate fulfilment of practice requirements (256, p.65). This could act as a deterrent to persons considering obtaining employment out of social work or not practising in the profession for whatever reason.

An examination of the work experiences of the beginning social worker which is the second aim of the study indicated that:

1. In their first jobs, 85 per cent of all the graduates (but only half of the Blacks) were in jobs of their choice, and the field of choice for most was that of child and family welfare, many seeking out this field in an attempt to gain broad general experience.

2. Thirteen per cent of all posts held were on a locum tenens basis; and three per cent of all posts were part-time.

3. A deplorable disparity exists between salaries paid to the different population groups, especially between the Whites and Blacks, and rectification is called for.

4. Opportunity to gain broad general experience in social work was the most influential factor in first job acceptance, and opportunity for personal development in present job acceptance. Generally jobs were chosen for their potential to meet higher order needs and other reasons included interesting work that gave promise of personal satisfaction, and high regard for the quality of work by agency personnel (this last factor being influential for present but not first job acceptance). For the Black and Brown population groups additional factors to the above influenced job acceptance and these were of more practical consideration. Black graduates had bursary contracts to fulfil, and were restricted in choice by the number of posts available; and Brown graduates were concerned about the agency location for travel purposes.

5. Supervision and consultation systems were the major formal supportive facilities available to final year social work students. Whilst these continued to be available to new practitioners they were diluted. Other facilities came into play and much reliance for support shifted to colleagues both in and out of the employing organization and it occurred both formally and informally. The network of support systems for practitioners was in total greater than that which existed for respondents as students, and furthermore, as the year advanced, a parallel expansion or stabilization of the support network took place.

6. Graduates' demands for more supportive facilities were minimal, but discontent reigned with regard to library facilities in the agencies being inadequate.

The results showed that respondents were satisfied with the (quantitative) supports available to them and possibly they had even more than they desired.

A study on the quality of supports in various combinations and permutations could prove useful in determining priorities in devising comprehensive support systems. It is suspected that more administratively-focused than personal development-orientated supervision is the

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norm, and it is recommended that employing organizations strive to introduce consultation into staff development programmes.

7. Working conditions were regarded as favourable by 79 per cent and 76 per cent of respondents in their first and present jobs respectively, but for the Black group in their first jobs favourable working conditions applied to fifty per cent, and fifty per cent in their present jobs.

8. In keeping with the thesis that the availability of supportive facilities contributes to work satisfaction, 75 per cent of respondents in their first jobs and 71 per cent in their present jobs indicated they were deriving personal satisfaction from their work; and 71 per cent intended to remain in their present employment until at least mid-1977. In this particular group, eighteen per cent recorded they were dissatisfied with their jobs and 53 per cent indicated satisfaction. On the whole, fewer Blacks than Whites, and fewer males than females were deriving personal satisfaction from their work.

9. Nineteen per cent of the sample terminated their first jobs, and although this figure includes Black practitioners, none of the latter revealed the reasons underlying their decision. From the other groups it was ascertained that insufficient supportive facilities was a major contributing factor. Other reasons were those that mitigated against satisfying higher order needs such as limited opportunities for personal development; an inability to practice in accordance with own standards; work being not personally satisfying; and work being frustrating.

10. Interesting work that gave promise of personal satisfaction, and opportunity for personal development were factors highly influential in the acceptance of the first job and in accepting a second social work post. Their absence in work situations was a potent cause of resignation.

    In future studies comparing each individual's reasons for job acceptance-termination-acceptance could prove to be useful in examining job mobility.

11. In measuring the following social work constituents on a scale ranging from point 1 (No Opportunity), to point 7 (Great Opportunity), the

point with the greatest frequency of central tendency - which could be either the mean, mode or median - emerged as:

| | | |
|---|---|---|
| social work knowledge | : | 6 |
| social work values | : | 5 |
| social work skills | : | 6 |
| social casework | : | 7 |
| social group work | : | 1 to 2 |
| community work | : | 1 to 2 |
| preventive social work | : | 4 |

No or minimal differences in opportunity existed for first and present jobs.

Black respondents had less opportunity than Whites to apply in practice their social work knowledge, values and skills; and all the population groups had equal opportunity for direct practice, albeit minimal for group work and community work. The implications are that although respondents received a generic social work training, this is not utilized differentially in meeting community needs.

12. On a 7 point scale measuring how equipped graduates considered themselves for practice with point 1 indicating "not equipped" and point 7 indicating "very well equipped", point 5 was focal and revealed a more than fair feeling of preparedness. Respondents would however have liked to have entered the field armed with more knowledge of the practical difficulties confronting social workers. Other suggestions for modifying the social work course at university centres included introducing more supervised field instruction in the order of community work, group work and casework. More of the associated theory was also requested but with less vigor, and the greater plea was for legal knowledge and knowledge of specialized settings and court procedure. This does ring true seeing that most graduates were practising in child and family welfare, and statutory settings.

Practice demands are for more community work and group work which in addition to their own intrinsic value, serve as antidotes to limited

manpower. Universities need to enhance training in these areas so that graduates will seek out and utilize opportunities where needs beckon even if beyond the confines of traditional welfare agencies. This view has been supported by the Auret Committee which endorsed alterations to the present subsidy scheme for social workers' salaries so that appropriate recognition could be given to social group work and community work activities (256, p.50). Black graduates on the other hand, did not recommend more community work and group work in their university courses, but casework, and this may be because it is the practice method demanded of them.

The literature stresses social work's function as being amongst the poor. This should be spelled out for South African conditions by universities and social welfare organizations; as well as the role of White, Black and Brown social workers and the contribution of each within our complex and segregated society.

13. In assessing their professional identification, respondents' ratings were concentrated at point 6 on the 7 point scale ranging from no professional identification (point 1) to high professional identification (point 7). Registration as a social worker had been applied for by 95 per cent of the sample, but professional allegiance was less in the areas of professional life carrying little pressure and no compulsion such as making application to a social workers' association for membership; or subscribing to journals. Forty per cent of the sample had been motivated in both these areas and this did not include more than two-thirds of the males; and plans to study further were held by 37 per cent of the sample, of whom 75 per cent were from the Black and Brown population groups.

Legislation that is to be enacted* to replace the National Welfare Act, No.79 of 1965 (215), will provide for the existence of a social work council which has the potential to enhance the image of the profession and social workers' identification with it. In terms of legislation, the Council or Social Workers' Association should strive towards underwriting a code of ethics, and encouraging effective personnel policies and practices. These can help stabilize work

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* Subsequently enacted (30 June 1978) but not yet enforced (84; 216; 285)

adjustment, personnel retention and services to clients.

The third aim of the study was met largely via the second aim, but further embraced hypothetical issues. Respondents were requested to rank the factors that they considered produce satisfaction and dissatisfaction in any social work job.

Work dissatisfaction was envisaged as being created by absences of and deficiencies in the very same factors that promoted work satisfaction.

Interesting work with the promise of personal satisfaction was ranked first as a satisfier in any social work job and featured strongly in actual job acceptance and actual termination. However, in its negative form it occupied the fourth rank as a hypothetical dissatisfier.

Whilst insufficient supportive facilities was the primary reason for job termination, it did not feature as such in the list of ranked potential dissatisfiers. Top of this list was unmanageable workload, which in turn made little impact amongst the actual reasons for job termination.

Hence a discrepancy existed between what respondents had experienced in the work situation and what they imagined would cause work satisfaction or dissatisfaction.

The extravagant wielding of suppositions by management, practitioners, educators, planners and so on, unfortunately serves not only to create impressions about a situation but often provides the erroneous impetus for planning and programme implementation. The findings of the present research study should help to strengthen the necessity for urging empirical research as the basis for planning.

The fourth aim tested the hypothesis of a relationship existing between participation in group consultation sessions and the duration of practice. The hypothesis was supported but in its negative form: A higher percentage of job turn-over and defection occurred amongst members of the consultation group as compared with the normative sample.

Two explanations were offered for these findings:

i ) Members of the consultation group were in receipt of more formal supports as students, than as practitioners in spite of the additional resource of the consultation group. It is postulated that in the transition to work this decrease in support caused them to feel abandoned, and in attempting to regain equilibrium, they were floundering in their work adjustment and they may have terminated jobs prematurely.

ii) The consultation group itself awakened and stimulated self-awareness and members were helped to identify what they wanted in their work situations, what they could realistically expect to achieve and how they were going to reconcile the difference. In the face of group support for their decisions, a larger percentage than in the composite group may have developed confidence to terminate employment which was viewed as the appropriate step in seeking work satisfaction.

The fifth aim as to whether the consultation group served any positive purpose was established from the quantified results, and the researcher's qualitative evaluations of the group sessions.

In all the group sessions at least 75 per cent of the members assessed the group as worthwhile, and this was based on the extent to which they gained reality-orientation, release, support and self-reappraisal.

In sixteen sessions (80 per cent), more than seventy per cent of the above-named gains that could be achieved were achieved.

Members' qualitative evaluations of the group experience were essentially positive but certain changes in structure and functioning were recommended:*

1. The size of the group should be about seven members, and sessions of an hour in length should be held weekly to aid continuity and promote depth of interaction. Ten months duration was regarded as satisfactory provided that it is punctuated by periodic evaluations of the time and purpose components of the contract. Stocktaking of accomplishments in the light of the changing needs of members should also be ongoing.

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* In 1977, seven graduates who qualified at the end of 1976, approached the writer to lead a consultation group for which she was remunerated. Some of the recommendations arising from the 1976 consultation group were effectively implemented the following year

2. Paying of fees to the consultant reinforces members' commitment, increases their demands and heightens productivity. It is a prerequisite that the group leader (consultant) be independently based of any of the employing agencies in order to promote members' security and facilitate the uninhibited sharing of information.

3. Tropp's model (318) is an appropriate framework against which to order experiences, but the consultant's personal orientation and group members' needs should also be considered. This writer's preference is a structural-functional consideration of organizations, as the host for practice and into which Lippitt et al's. diagnostic orientation fits snugly. They advocate concern with power distribution; the mobilization of energy; and communication (169, pp.23-48).

4. The axle of the consultation is the accommodation of the new graduate to his employing organization via change in both or either.

## 8.5 INDICATIONS FOR FUTURE RESEARCH

The fledgling social worker in his first year of practice has been the focus of this study. Freezing attention at the end of the first year could have concealed important areas that pertain to work adjustment in the early career of the social worker, and a study following-up the second year after university would provide further insights into work satisfaction and dissatisfaction. Such a research study could also incorporate the graduates who had never practised, and those who left social work and who may have re-entered practice.

Turnover within the field could be examined from the stance of an individual's expectations of himself, his actual needs and the employing organization's role in influencing his work experiences. This could include the reasons an individual accepts a job, terminates this job and accepts another, and whether a precursory relationship operates in the job-acceptance-termination cycle.

The whole area of supports could be further investigated where various supportive facilities could be extracted and examined to ascertain what specific needs they satisfy either individually or in combination with other supports. It may then be possible to develop various sub-systems of supports knowing exactly what function each system could perform,

and match these to the needs of particular employees.

Whilst the writer has highlighted a few specific areas that could prove to be exciting and valuable social work research, many more studies could be designed incorporating the three essential ingredients: the individual social work employee, the employing organization, and their common objective.

**University of the Witwatersrand, Johannesburg**
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telephone ext 278 or 8224
your reference
our reference
date 24 September 1975

Colleagues at training centres will recall our communications of late 1974 which cemented our mutual interest in social welfare manpower research.

In the interim Departments of Social Work have become involved in the phase relating to recruitment and selection of students at undergraduate level (remember Brian McKendrick's visit earlier this year) and early drop-outs (those pink cards that keep rolling in!).

A third aspect relates to the adventures and work experiences of the new social work graduate and our Miss Irene Comaroff will be handling this part in her investigation of "Social Workers and Their Work Situation: The Year Following Upon Qualification". Briefly the aims of the study are as follows:

1 To examine the work experiences of newly qualified social workers;

2 To delineate factors that promote work satisfaction and motivation, that mitigate against it, and that cause work dissatisfaction;

3 To establish the extent to which social workers defect (drop out) from the social work profession within the first year following upon qualifying;

4 To conclude with recommendations relating to:

i) the role of universities in the preparation of students towards assisting them to cope as beginning social workers;
ii) the role of employing bodies towards assisting the beginning worker to remain in practice as a social worker.

For purposes of this study it will be necessary to make contact with 1975 final year students and to invite them to participate as respondents. Those persons who agree to do so will be asked to supply their 1976 addresses to our Miss Comaroff.

It is not our intention to impose additional work on our colleagues: each student will be sent a brief explanatory memorandum incorporating an

REPLY FORM

TO: THE DIRECTOR AND HEAD
SCHOOL OF SOCIAL WORK
UNIVERSITY OF THE
WITWATERSRAND
JOHANNESBURG

FROM:

SURVEY ON THE S' CTION AND TRAINING
OF SOCIAL WORK P 'WER IN SOUTH AFRICA -
SUB-STUDY ON "SOC. _ WORKERS AND
THEIR WORK SITUATION: THE YEAR FOLLOWING
UPON QUALIFICATION"

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In response to your letter concerning the sub-study on the work experiences of social workers in the year following upon qualification our response is as follows:

(Please tick the square opposite your answer.)

☐ We are prepared to distribute copies of your letter to all final year undergraduate social work students. Please send us _____ copies of the letter, and address the parcel to

_____

_____

_____

_____

☐ Please mail letters directly to our final year undergraduate social work students. A list of names and addresses is attached for this purpose.

_____ _____

SIGNATURE DATE

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 278 or 8224
your reference
our reference
date 15 October 1975

Dear

RE: SURVEY ON THE SELECTION AND TRAINING OF SOCIAL WORK MANPOWER IN SOUTH AFRICA - SUB-STUDY ON "SOCIAL WORKERS AND THEIR WORK SITUATION: THE YEAR FOLLOWING UPON QUALIFICATION"

Thank you for your readiness to participate in the above study.

I enclose herewith copies (as specified by ) of the letter which is please to be distributed to all your final year social work students irrespective of whether they intend practising next year or not. Please note that a stamped self-addressed postcard is attached to each letter enabling the students to return their responses to me individually.

An extra copy of the correspondence is enclosed for the information of your department.

Your willing cooperation is greatly appreciated.

Yours sincerely,

Irene Comaroff (Miss)
Manpower Research Unit

**University of the Witwatersrand, Johannesburg**

School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 278 or 8224
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1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
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telephone ext 278 or 8224
your reference
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date 15 October 1975

Dear

RE: SURVEY ON THE SELECTION AND TRAINING OF SOCIAL WORK MANPOWER IN SOUTH AFRICA - SUB-STUDY ON "SOCIAL WORKERS AND THEIR WORK SITUATION: THE YEAR FOLLOWING UPON QUALIFICATION"

Thank you for your readiness to participate in the above study, and for having indicated your willingness to distribute copies of my letter to all your final year social work students.

Unfortunately administrative difficulties reared as a major obstacle and I do appreciate your further co-operation in response to my telephone call, in forwarding to me a list of the names and addresses of your students. I apologise for any inconvenience.

I have posted a letter and stamped self-addressed postcard to each student and hope to have the replies rolling in soon!

For your information I enclose a copy of the correspondence which I had with the students.

With best wishes,

Yours sincerely,

Irene Comaroff (Miss)
Manpower Research Unit

**University of the Witwatersrand, Johannesburg**

School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 778 or 8224
your reference
our reference
date 7 October 1975

Dear

RE: RESEARCH STUDY - "SOCIAL WORKERS AND THEIR WORK SITUATION: THE YEAR FOLLOWING UPON QUALIFICATION"

I write to you at the brink of your entry into the field of practice from the arena of education and training. Currently in South Africa the subject of social work manpower is under investigation in the hope of highlighting issues for the attention of both educational and employing institutions. I am a member of this research unit and my specific field of interest is the transition period from student to practitioner.

At the present time, we have little empirical knowledge about newly qualified social workers and their work situations. In order to gain insight into this area, a research programme will be introduced next year to study the work experiences of beginning social workers such as yourself.

The study has been designed to include all persons (except UNISA students) who qualify as social workers in South Africa at the end of 1975, irrespective of where they will be living, or whether or not they will be practising social work during 1976.

Participation in the study will involve the completion of two brief questionnaires. The first will be posted to respondents in June 1976, and the second in December 1976.

In addition to completing the questionnaires, those beginning social workers who will be practising in Johannesburg may, if they so wish, participate in a fortnightly "consultation group" which I shall lead and which will be focused upon the work experiences of the members. Discussions are envisaged to relate to the employing organization of members, to clients and to the members themselves.

This consultation group will be limited to the first twenty applicants. It is proposed that the group will meet fortnightly for an hour in duration, and extend over the period from January 1976 to December 1976.

The purpose of this letter to you is therefore to request you to agree to participate in the study; and to complete the enclosed stamped, self-addressed postcard and return it to me as soon as possible. In so doing please regard the term "contact address" on the postcard as referring to any address from June 1976 onwards where mail can reach you directly (e.g. place of residence); or any address which can be relied upon to have mail forwarded to you (e.g. home of a relative or close friend who is likely to be in contact with you irrespective of where you are).

I assure you that all information received from all individual participants will be treated confidentially.

Very best wishes for your forthcoming examinations.

Yours sincerely,

Irene Comaroff (Miss)
Research Worker

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 278 of 8224
your reference
our reference
date 7 Oktober 1975

Geagte

NAVORSINGSTUDIE - „MAATSKAPLIKE WERKERS EN HULLE WERKSITUASIE: DIE JAAR VOLGENDE OP VOLTOOIING"

Ek skryf aan u waar u op die vooraand staan van u toetrede tot die praktyk. Die onderwerp maatskaplike werk mannekrag word tans in Suid Afrika ondersoek met die hoop om belangrike aspekte te beklemtoon vir aandag deur beide opvoedkundige en indiensneming instansies. Ek is 'n lid van hierdie navorsingeenheid en my besondere belangstelling is die tydperk van oorskakeling vanaf student na die praktyk.

Op die huidige tydstip beskik ons oor weinig empiriese kennis aangaande die pas gekwalifiseerde maatskaplike werkers en hulle werksituasies. Ten einde insig te verkry op hierdie gebied sal 'n navorsingsprogram volgende jaar ingelui word om die werkondervindinge van beginners soos uself to bestudeer.

Die ontwerp van die studie betrek alle persone (behalwe UNISA studente) wat in Suid Afrika aan die einde van 1975 as maatskaplike werkers sal kwalifiseer, ongeag waar hull. mag woon, en of hulle maatskaplike werk gedurende 1976 sal beoefen al dan nie.

Deelname aan hierdie studie sal die voltooiing van twee kort vraelyste behels. Die eerste sal gedurende Junie 1976 aan respondente gepos word en die tweede gedurende Desember 1976.

*Bykomend tot die voltooing van die vraelyste mag daardie beginners in* maatskaplike werk, wie in Johannesburg sal praktiseer, en wie so sou verkies, by 'n twee-weeklikse besprekingsgroep onder my leiding aansluit waartydens op die werkondervindinge van die lede gekonsentreer sal word. Die vooruitsig is om hierdie besprekings in verband te bring met die indiensnemende organisasies, kliënte en die lede self.

Hierdie besprekingsgroep is beperk tot die eerste twintig aansoeke. Die voorstel is dat hierdie groep elke veertien dae vir een uur lank oor die tydperk Januarie 1976 tot Desember 1976 sal ontmoet.

Die doel van hierdie skrywe is dan om u te versoek om aan die studie deel te neem; die ingeslote gefrankeerde, geadresseerde poskaart te voltooi en so gou moontlik aan my terug te stuur. Die item „kontak adres" op die *poskaart verwys na die adres vanaf Junie 1976 waar pos u direk kan bereik* (bv. huisadres) of iemand wat u kan vertrou om pos na u aan te stuur (bv. adres van 'n familie lid of vriend).

Ek wil u die versekering gee dat alle inligting van individuele deelnemers as streng vertroulik behandel sal word.

Ek wens u alle sukses toe met die komende eksamens.

Die uwe,

*Irene Camaroff (Mej)*
Navorsingswerkster

NAME: MISS/MEJ
NAAM: MEV/MEV
NR/NOM

UNIVERSITY:
UNIVERSITEIT:

DO YOU WISH TO PARTICIPATE IN THE STUDY? YES ☐ NO ☐
WENS U OM DEEL TE NEEM AAN DIE STUDIE? JA NEE

"CONTACT ADDRESS" FOR 1976:
„KONTAK ADRES" VIR 1976:

TELEPHONE NUMBER:
TELEFOON NOMMER:

DO YOU WISH TO BE CONSIDERED FOR MEMBERSHIP OF THE CONSULTATION GROUP?
WENS U OM AS LID VAN DIE KONSULTASIE GROEP, OORWEG TE WORD?

YES ☐ NO ☐ UNCERTAIN ☐
JA NEE ONSEKER

MISS IRENE COMAROFF
SCHOOL OF SOCIAL WORK (RESEARCH UNIT)
UNIVERSITY OF THE WITWATERSRAND
JAN SMUTS AVENUE
JOHANNESBURG 2001

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 8232 or 8224
your reference
our reference
date 16 February 1976

Dear

RE: RESEARCH STUDY - "SOCIAL WORKERS AND THEIR WORK SITUATION: THE YEAR FOLLOWING UPON QUALIFICATION"

Towards the end of 1976 all final year social work students in South Africa received a copy of the attached letter and postcard.

Although a large number of replies have been received, I am naturally attempting to obtain as high a response rate as possible to ensure the completeness of the study. Hence the purpose of this letter.

I have not yet received a returned "yellow card" from you and I would greatly appreciate it if you would post the enclosed card to me irrespective of whether or not you will be practising social work this year or where you will be residing.

Unfortunately applications for the consultation group are closed, but a waiting list is operative, so should you wish to join the consultation group please indicate this.

Thanking you in anticipation for your co-operation.

Yours sincerely,

Irene Comaroff (Miss)
Social Work Manpower Research Programme

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 8232 of 8224
your reference
our reference
date 16 Februarie 1976

Geagte

NAVORSINGSTUDIE - „MAATSKAPLIKE WERKERS EN HULLE WERKSITUASIE: *DIE JAAR VOLGENDE OP VOLTOOIING VAN STUDIE*"

---

Teen die einde van 1975, is aan al die finale jaar maatskaplike werk studente in Suid Afrika, 'n afskrif van die aangehegte brief en poskaart gestuur.

'n Groot aantal antwoorde is reeds ontvang. Die doel van hierdie skrywe is om u vriendelike samewerking te vra in die daarstelling van so 'n hoogs moontlike antwoord syfer, aangesien die volledigheid van die bogenoemde studie daarvan afhanklik is.

Die „geel kaart" is nog nie van u ontvang nie. Dit sal opreg waardeer word as u die ingeslote kaart aan my kan terugstuur, afgesien daarvan of u as maatskaplike werker gaan praktiseer of waar u woon.

Aansoeke om aan die konsultasie groep deel te neem is reeds gesluit. Indien u graag by hierdie groep wil aansluit, sal 'n aanduiding hiervan verwelkom word, aangesien 'n waglys vir dié doel saamgestel is.

Byvoorbaat dank vir u samewerking.

Die uwe,

Irene Comaroff (Mej)
Maatskaplike Werk Mannekragnavorsingsprogram

**University of the Witwatersrand, Johannesburg**

School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
*Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA*

telephone ext 8232 or 8224
your reference
our reference
date 20 January 1976

Dear

RE: SURVEY ON THE SELECTION AND TRAINING OF SOCIAL WORK MANPOWER IN SOUTH AFRICA - SUB-STUDY ON "SOCIAL WORKERS AND THEIR WORK SITUATION: THE YEAR FOLLOWING UPON QUALIFICATION"

During 1975 you kindly responded to my request to co-operate in the above named study, and forwarded to me an address list of your final year social work students.

For your information, of the _____ names of students that appeared on the list _____ have responded to my letter. It is my intention to appeal again to the rest.

As my concern is with all the social workers in South Africa who qualified in 1975, I would appreciate it if you would inform me of any student/s that failed to qualify last year so that I may omit them from my study.

A separate answer form is attached to facilitate your reply, as well as a stamped self addressed envelope.

Many thanks for all your co-operation.

Yours sincerely,

Irene Comaroff (Miss)
Social Work Manpower Research Programme

Miss I Comaroff
School of Social Work (Manpower Research Programme)
University of the Witwatersrand
1 Jan Smuts Avenue
Johannesburg

Dear Miss Comaroff,

In response to your recent letter concerning the manpower sub-study on "Social Workers and Their Work Situation: The Year Following Upon Qualification", the following information applies: (please complete relevant answer below)

Of the _____ members of the final year social work class in 1975, all the students qualified.

OR

Of the _____ members of the final year social work class, _____ failed to qualify in 1975. The name/s and address/es of the student/s is/are as follows:

_____

_____

_____

_____

_____

Yours sincerely,

_____ _____

SIGNATURE DATE

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 8232 or 8224
your reference
our reference
date 20 January 1976

Dear

RE: SURVEY ON THE SELECTION AND TRAINING OF SOCIAL WORK MANPOWER IN SOUTH AFRICA - SUB-STUDY ON "SOCIAL WORKERS AND THEIR WORK SITUATION: THE YEAR FOLLOWING UPON QUALIFICATION"

During October 1975 you kindly responded to my request to distribute letters to your final year social work students in connection with the above named study.

At the time you requested that I supply you with _____ copies for distribution. I have had replies from _____ students. Their names are listed on the attached page.

I would like to attempt to elicit responses from the other _____ students by writing to them personally. I would therefore greatly appreciate it if you would provide me with their names and addresses.

In the event of you having originally estimated the number of copies of letters you required, please could you give me the figure of the number of students who qualified with an undergraduate social work degree/diploma in 1975.

I would also appreciate the names of any students who failed to qualify so that they may be omitted from my list of graduates and hence the study.

A separate answer form is attached to facilitate your reply, as well as a stamped self-addressed envelope.

Many thanks for all your co-operation.

Yours sincerely,

Irene Comaroff (Miss)
Social Work Manpower Research Programme

Miss I Comaroff
School of Social Work (Manpower Research Programme)
University of the Witwatersrand
1 Jan Smuts Avenue
Johannesburg

Dear Miss Comaroff,

In response to your recent letter concerning the manpower sub-study on "Social Workers and Their Work Situation: The Year Following Upon Qualification", the following information applies:

1. The number of students who qualified as social workers at the end of 1975 was _____.

2. There was/were _____(number) student/s who did not qualify. His/her/their name/s and address/es is/are as follows: (if applicable)

_____

_____

_____

_____

3. The names and addresses of the students who have not yet responded to your letter requesting their participation in your study are:

_____

_____

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_____

_____

_____

_____

_____

_____

Yours sincerely,

_____ _____

SIGNATURE DATE

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 35-4011 Telegrams 'University' Telex 6-7330 SA

telephone ext 8232 or 8224
your reference
our reference
date 29 March 1978

Dear

RE: SURVEY ON THE SELECTION AND TRAINING OF SOCIAL WORK MANPOWER IN SOUTH AFRICA - SUB-STUDY ON "SOCIAL WORKERS AND THEIR WORK SITUATION: THE YEAR FOLLOWING UPON QUALIFICATION"

---

I write to thank you for your helpful and detailed replies to my "January letter" in which I requested additional information concerning your 1975 final-year social work students.

Your generous participation in this study has thus far enabled me to compile a record of the number of social work students who qualified last year, as well as those who failed to do so, and for this I thank you warmly.

Yours sincerely,

Irene Comaroff (Miss)
Social Work Manpower Research Programme

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

Home telephone: 41-1239

telephone ext 8232 or 8224
your reference
our reference
date 20 January 1976

Dear

RE: CONSULTATION GROUP AS PART OF RESEARCH STUDY ON: SOCIAL WORKERS AND THEIR WORK SITUATION: THE YEAR FOLLOWING UPON QUALIFICATION

Thank you for having returned your "yellow card" to me and for having indicated your willingness to co-operate in the above named study. I note you are interested in participating in the consultation group which I shall be leading, and you have been selected as a member of the group.

Unfortunately I have been unable to telephone you to discuss the group. The group will meet once every fortnight, at Wits and will commence during mid February. I am currently conducting a brief survey as to what days and times will suit the majority of members.

I would appreciate it if you would return the enclosed answer form to me as soon as possible. A stamped self addressed envelope is included for your convenience.

I shall communicate with you at a later date to inform you of the final arrangements for the group.

Yours sincerely,

Irene Comaroff (Miss)
Social Work Manpower Research Programme

Miss Irene Comaroff
School of Social Work (Manpower Research Programme)
1 Jan Smuts Avenue
Johannesburg

Dear Irene,

A. I am still interested in being a member of your consultation group ☐

B. I am no longer interested in being a member of your consultation group ☐

PLEASE TICK A OR B

*(IF YOU HAVE ANSWERED A PLEASE COMPLETE THE REMAINDER OF THIS FORM)*

C. I am employed by the following organization:

NAME: _____

*ADDRESS:* _____

_____

TELEPHONE: _____

D. I am residing at the following address:

_____

_____

TELEPHONE: _____

E. I am able to attend the consultation group on all or any of the following days: (tick as many as apply)

*Saturdays* 2.00 - 3.15pm ☐

Tuesdays 5.15 - 6.30pm ☐

Wednesdays 5.15 - 6.30pm ☐

Yours sincerely,

_____ _____

SIGNATURE *DATE*

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University Telex 8-7330 SA

telephone ext 8232 or 8224
your reference
our reference
date 1 July 1976

Dear

Thank you for having returned your yellow postcard to me in connection with the study: Social Workers and Their Work Situation: The Year Following Upon Qualification.

The original letter written in October 1975 contained a request to you to participate in the study by completing one questionnaire mailed mid 1976 and another in December 1976. I further explained that all social workers who qualified at the end of 1975 / beginning of 1976 would be included in the study. It follows that your participation is valued even if you are not practising, employed but not as a social worker, or if you are practising in the field of social work either in South Africa or abroad.

I would greatly appreciate it if you will complete the enclosed questionnaire which will take less than half an hour of your time. Detailed instructions appear on the document itself.

In December 1976 I shall again be inviting you to contribute to the final phase of the study by completing the last questionnaire. I hope I shall be able to count on your continued participation.

Many thanks indeed for all your co-operation thus far.

Yours sincerely,

Irene Comaroff (Miss)
Social Work Manpower Research Project

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 8232 of 8224
your reference
our reference
date 1 Julie 1976

Geagte

Dankie dat u die goel poskaart in verband met die studie: Maatskaplike Werkers/Werksters en hul Werksituasie: Die Jaar Wat Volg Op Kwalifisering aan my teruggestuur het.

In my oorspronklike brief wat ek aan u in Oktober 1975 geskryf het, het ek u genader om aan die studie deel te neem deur die voltooiing van vraelyste waarvan een in middel 1976 en een in Desember 1976 aan u gepos sou word. Ek het verder verduidelik dat dit beoog word om alle maatskaplike werkers/werksters wat aan die einde van 1975 of die begin van 1976 gekwalifiseer het, in die studie in te sluit. Dit beteken dat u deelname waardeer word al is u tans werkloos; of in diens as n nie-maatskaplike werker/werkster; of indien u in Suid-Afrika of buite die grense van die Republiek, maatskaplike werk beoefen.

Ek sal dit hoog op prys stel indien u die ingeslote vraelys kan voltooi. Dit sal slegs n halfuur van u tyd in beslag neem. Volledige aanwysings verskyn op die dokument.

In Desember 1976 sal ek u weer nader om my ook met die finale fase van die navorsing behulpsaam te wees, deur nog n vraelys vir voltooiing aan u te stuur. Ek hoop dat ek op u voortgesette deelname sal kan staatmaak.

Baie dankie vir al u samewerking tot dusvêr.

Die uwe,

Irene Comaroff (Mej.)
Maatskaplike Werk Mannekragnavorsir,sprojek

# QUESTIONNAIRE I

AFRIKAANS VERSION

SOCIAL WORKERS AND THEIR WORK SITUATION:
THE YEAR FOLLOWING UPON QUALIFICATION

A study conducted under the auspices of the
Manpower Research Project of the School of Social Work,
University of the Witwatersrand, 1 Jan Smuts Avenue,
Johannesburg

| | | | | | |
|---|---|---|---|---|---|
| | | | 0 | 1 | |

INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

1. This questionnaire focuses on the beginning work experiences of those persons who qualified as social workers at the end of 1975 / beginning of 1976, whether they are practising in the field of social work or not.

2. Your contribution to this study will help to highlight factors that influence social workers in the beginning stages of their careers. The end results will be made available to Practitioners, Training Centres, Departments of State, Welfare Organizations and other relevant bodies.

3. In completing this questionnaire please be open and frank in your replies. All information obtained from respondees will be treated in strict confidence; and in the final document, group trends will be presented making it impossible for any individual to be identified.

4. Please also answer every question in accordance with the instructions. You are advised to read each question carefully before making your response, and in answering place a cross (thus: X ) in the space provided. Please note that while certain questions require you to work only one item, others read "one or more as apply".

5. It will take you less than half an hour to complete this questionnaire.

CARD 1
PLEASE DO NOT WRITE IN THIS COLUMN

A. Name of Respondent:

_____ 1. Surname

_____ 2. First Name(s)

_____ 3. Mr./Mrs./Miss

B. Postal Address:

_____

_____

_____

5 C. Population Group: (Mark only one)
1. African
2. Asiatic
3. Coloured
4. White

6 7 D. Age at 1 January 1976:
___ years

8 E. Marital Status at 1 January 1976: (Mark only one)
1. Single
2. Married
3. Divorced
4. Separated
5. Widowed

9 F. Marital Status at 1 June 1976: (Mark only one)
1. Single
2. Married
3. Divorced
4. Separated
5. Widowed

10 G. Did you have any children at 1 January 1976? (Mark only one)
1. Yes
2. No

11 H. Are you have any children at 1 June 1976? (Mark only one)
1. Yes
2. No

12 13 14 I. Give the name of the degree/diploma you received at the completion of your studies at the end of 1975 / beginning of 1976.

_____

15 16 J. Give the name of the University / College from which you received your degree/diploma:

_____

CARD 1 17
PLEASE DO NOT WRITE IN THIS MARGIN.

K. What was the minimum prescribed length of study for this degree/diploma?

____ years

INSTRUCTION:

If you have never practised as a social worker, please complete question L only, and then return your questionnaire in the stamped, addressed envelope provided.

If you have practised as a social worker, please skip question L, and answer question M onwards.

L. Since completing my final social work exams, I have never practised as a social worker for the following reason(s): (Mark as many times as apply)

18 ___ 1. I have a baby / child / children to care for.
19 ___ 2. I am a full-time housewife
20 ___ 3. I was pregnant
21 ___ 4. I was to undergo military training.
22 ___ 5. I could not obtain a social work post to my liking.
23 ___ 6. I have entered employment outside of social work.
24 ___ 7. I have continued studying.
25 ___ 8. I have been travelling / on vacation.
26 ___ 9. Other (please specify):_____

PLEASE TURN OVER...

PLEASE DO NOT
WRITE IN THIS
COLUMN

M. Please complete the following chronologically in the sequence with regard to all your paid employment (both in and out of social work) since the [illegible] your first social work exam at the end of 1975, beginning of 1976:

| Job number | Dates during which job held: Month begun | Dates during which job held: Month terminated (if applicable) | Extract of employment (i.e. [illegible] (means or permanent) | Terms of employment (i.e. full-time or part-time or sessional. Basis. Please regard full-time work as 20 or more hours per week, and part-time or sessional work as less than 20 hours per week. | Nature of post (e.g. social worker, clerk, secretary, etc.) | Approximate gross salary per month (to nearest rand) | In the case of social work posts, name the city/town in which you were based, and the field of social work (e.g. child and family welfare, psychiatric, medical, etc.) Town/City | Field |
|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | R_____ p.m. | | |
| 2 | | | | | | R_____ p.m. | | |
| 3 | | | | | | R_____ p.m. | | |
| 4 | | | | | | R_____ p.m. | | |
| 5 | | | | | | R_____ p.m. | | |

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42 43 / 44 45
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52 53 54
55 56

57 58 / 59 60
61 / 62 / 63 / 64 65 66
67 68 69
70 71

72 73 / 74 75
76 / 77 / 78 / 79
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11 12

12 13 / 14 15
16 / 17 / 18 / 19 20 21
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25 26

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PLEASE DO NOT WRITE IN THIS COLUMN

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Q. Mark the statement that applies to your first social work job: (Mark only one)

1. My first social work job was the job of my choice.
2. My first social work job was not the job of my choice.

Q. If you marked question 82 above, in what field of social work would the job of your choice be? (e.g. child and family welfare, psychiatric, medical, etc.)

Q. When you reflect on the factors that led you to accept your first social work job, which of the following features influenced your acceptance of this first social work job? (Mark as many as apply)

1. First hand knowledge of agency from field instruction.
2. Interested in a specific field of social work.
3. Interested in the specific method(s) of social work practised in agency.
4. Interesting work that gave promise of personal satisfaction.
5. Manageable workload (i.e. work with which a social worker can effectively cope).
6. Opportunity to work in a "specialized" field (e.g. work with alcoholics, mentally disabled persons, etc.)
7. Opportunity to gain broad general experience in social work.
8. Opportunity to work in an interdisciplinary team.
9. High regard for the quality of work by agency personnel.
10. Agency's high status in the community.
11. Agency's service being of real value to the community.
12. Opportunity to work in an agency where more than one social worker was employed.
13. Opportunity to work in an agency where I was the only social worker employed.
14. Scope for research.
15. Agency co-operation with other organizations.
16. Co-operation between staff in the agency.
17. Co-operation between paid staff and management in the agency.
18. Co-operation between staff and volunteers in the agency.
19. Scope for a social worker to introduce change in the agency.
20. Scope for promotion.
21. Opportunity for personal development (e.g. develop self-awareness, attend relevant conferences, etc.)
22. Supervision known to be of high quality.
23. Consultation provided (i.e. opportunity to discuss work with an expert who does not have administrative authority over my work).
24. On-going in-service training provided.
25. Orientation period provided.
26. Favourable service conditions (e.g. medical aid, pension, leave, etc.)
27. Favourable working conditions (e.g. flexible working hours, own office, secretarial assistance, etc.)
28. Adequate community resources for agency's clients.
29. Satisfactory salary.
30. Agency location convenient for travel.
31. Only post available.
32. First post offered.
33. Committee to repay study bursary.
34. Access to relevant literature in agency.
35. Work assigned in accordance with worker preference.
36. Opposite division to agency to handle all crises including own cases that erupt suddenly.
37. Other (please specify):

PLEASE DO NOT WRITE IN THIS COLUMN

Q The list below contains a number of supportive facilities that can be available to social work students and professional social workers.

Please mark those facilities:
(i) which you received as a final year social work student;
(ii) which you have received in your first social work job;
(iii) which you would like to have received in your first social work job;

| SUPPORTIVE FACILITIES: | i received as final year student | ii received in first social work job | iii would like to have received in first social work job |
|---|---|---|---|
| 1. Individual supervision provided by agency based personnel | | | |
| 2. Individual supervision provided by university based personnel | | | |
| 3. Individual supervision negotiated independently of agency or university | | | |
| 4. Group supervision provided by agency based personnel | | | |
| 5. Group supervision provided by university based personnel | | | |
| 6. Group supervision negotiated independently of agency or university | | | |
| 7. Individual consultation (i.e. discussion of work with an expert who does not have administrative authority e.g. [illegible] work) provided by agency based personnel | | | |
| 8. Individual consultation provided by university based personnel | | | |
| 9. Individual consultation negotiated independently of agency or university | | | |
| 10. Group consultation provided by agency based personnel | | | |
| 11. Group consultation provided by university based personnel | | | |
| 12. Group consultation negotiated independently of agency or university | | | |
| 13. Adequate library facilities available in agency | | | |
| 14. Adequate library facilities available independently of a[illegible] | | | |
| 15. Informal contact with other social workers in agency | | | |
| 16. Informal contact with other social workers outside of agency (e.g. friends) | | | |
| 17. Formal contact with other social workers in agency e.g. staff meetings) | | | |
| 18. Formal contact with other social workers outside of agency (e.g. at conferences, meetings of professional association) | | | |
| 19. Orientation provided to agency | | | |
| 20. Ongoing in-service training | | | |
| 21. Manageable workload (i.e. work with which a social worker can effectively cope) | | | |
| 22. Appropriate favourable working conditions (own office, transport, equipment, etc.) | | | |
| 23. Practical assistance with work (e.g. secretarial assistance, system to handle certain cases, etc.) | | | |
| 24. Supportive consultation and cooperation with colleagues | | | |
| 25. Recognition of achievement by persons in authority | | | |
| 26. The work done leading to feelings of personal satisfaction | | | |
| 27. The work done leading to desired changes in the agency | | | |
| 28. Work assigned in accordance with worker preference | | | |
| 29. Other (please specify): | | | |

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PLEASE DO NOT WRITE IN THIS COLUMN

INSTRUCTION:

If you have terminated your first social work job, please answer question 8.

If you are still working in your first social work job, please skip question 8, and answer question 9 onwards.

8 Mark all the factor(s) listed below that influenced you in terminating your first job in social work:

_____ 1. Locum tenens post completed.
_____ 2. Contract terminated by employer.
_____ 3. Another more attractive job offered in social work practice.
_____ 4. Another more attractive job offered out of social work practice.
_____ 5. Extended holiday / travel.
_____ 6. Illness.
_____ 7. Pregnancy.
_____ 8. Baby / child / children to care for.
_____ 9. Marriage.
_____ 10. Transfer of husband/wife/family.
_____ 11. Agency location inconvenient for travel.
_____ 12. Further study.
_____ 13. No supervision offered.
_____ 14. Supervision offered but inadequate.
_____ 15. Inadequate in-service training.
_____ 16. Insufficient supportive facilities in work (e.g. consultation, recognition of achievement, etc.)
_____ 17. Limited opportunities for promotion.
_____ 18. Limited opportunities for personal development (e.g. develop self awareness, attend relevant conferences, etc.).
_____ 19. Too few social workers on staff.
_____ 20. Too many social workers on staff.
_____ 21. Low regard for the quality of the work by agency personnel.
_____ 22. Agency did not have high status in the community.
_____ 23. Agency's service of no real value to the community.
_____ 24. Social work profession did not have high status.
_____ 25. Unable to practise social work in accordance with own standards.
_____ 26. Unable to meet unrealistic expectations of agency.
_____ 27. Uncooperative working relationships with colleagues.
_____ 28. Uncooperative working relationships with persons in authority.
_____ 29. Uncooperative working relationships with volunteers.
_____ 30. Too much travel during working hours
_____ 31. Too much time confined to office.
_____ 32. Unsatisfactory salary.
_____ 33. Unmanageable workload (i.e. work with which a social worker cannot effectively cope).
_____ 34. Work not personally satisfying.
_____ 35. Unsatisfactory service conditions (e.g. medical aid, pension, leave, etc.)
_____ 36. Unsatisfactory working conditions (e.g. long/inflexible working hours, inadequate office equipment, etc.)
_____ 37. Work frustrating.
_____ 38. Work exhausting (physically and/or emotionally).
_____ 39. Work depressing.
_____ 40. Lack of community resources for agency clients.
_____ 41. Other (please specify):

_____

_____

_____

PLEASE DO NOT WRITE IN THIS COLUMN

5. On the 7 point scale below, please rate how much opportunity you have had in your first social work job to apply the following: (Mark an X at the appropriate point on each scale):

| OPPORTUNITY TO APPLY: | No Opportunity 1 | 2 | 3 | 4 | 5 | 6 | Great Opportunity 7 |
|---|---|---|---|---|---|---|---|
| 1. Social work knowledge | | | | | | | |
| 2. Social work values | | | | | | | |
| 3. Social work skills | | | | | | | |
| 4. Social casework | | | | | | | |
| 5. Social group work | | | | | | | |
| 6. Community work | | | | | | | |
| 7. Preventive social work | | | | | | | |

7. Please rank in order of importance the five factors which you consider the most influential in making you satisfied in any social work job.

1. _____
2. _____
3. _____
4. _____
5. _____

8. Please rank in order of importance the five factors which you consider would be the most influential in making you dissatisfied with any social work job.

1. _____
2. _____
3. _____
4. _____
5. _____

PLEASE TURN OVER

PLEASE DO NOT WRITE IN THIS COLUMN

V. In what ways, if any, could the content and nature of your social work course at University/College have equipped you better for practice as a social worker? (Mark as many items as apply)

24 ___1. No modifications were necessary.
25 ___2. More knowledge of specialised settings (e.g. social work in prisons, childrens' homes, hospitals, etc.)
26 ___3. More medical knowledge.
27 ___4. More legal knowledge.
28 ___5. More knowledge of court procedure.
29 ___6. More knowledge of the various cultures in South Africa.
30 ___7. More knowledge of the day-to-day tasks performed by social workers.
31 ___8. More knowledge of the practical difficulties confronting social workers.
32 ___9. More knowledge of community resources.
33 ___10. More knowledge of agency administration.
34 ___11. More knowledge of how to effect change in organizations.

35 ___12. More casework theory.
36 ___13. More supervised casework field instruction.
37 ___14. Less supervised casework field instruction.

38 ___15. More group work theory.
39 ___16. More supervised group work field instruction.
40 ___17. Less supervised group work field instruction.

41 ___18. More community work theory.
42 ___19. More supervised community work field instruction.
43 ___20. Less supervised community work field instruction.

44 ___21. More individual tutorials/discussions with university/college staff members.
45 ___22. Less individual tutorials/discussions with university/college staff members.

46 ___23. More group tutorials/discussions with university/college staff members.
47 ___24. Less group tutorials/discussions with university/college staff members.

48 ___25. More contact with students of other disciplines.
49 ___26. Greater use of role-play during classroom learning.

50 ___27. More experience in report writing.
51 ___28. More experience in public speaking.
52 ___29. Other (please specify): _____

_____

_____

VI. On the 7 point scale below, please rate the degree to which you feel your University/College education in social work has equipped you for social work practice as you have experienced it. (Mark an X at the appropriate point on the scale)

Did not equip me for formal work practice — Equipped me very well for social work practice

53 _____

1 2 3 4 5 6 7

54 VII. Have you applied to the National Welfare Board for registration as a social worker? (Mark only one):
___1. Yes
___2. No

PLEASE DO NOT WRITE IN THIS COLUMN

85 Y. Since qualifying as a social worker, have you applied to a Social Workers' Association for membership?
(Mark only one)
_____1. Yes
_____2. No

86 Z. Since qualifying as a social worker, have you subscribed to any professional social work journal?
(Mark only one)
_____1. Yes
_____2. No

AA. On the 7 point scale below, please rate the degree to which you feel you identify with the social work profession as a whole, taking into account that your opinion is influenced by your work experience, other social workers, image of the profession, community attitudes, etc.
(Mark an X at the appropriate point on the scale)

Low identification with the social work profession — High identification with the social work profession

87

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

BB. Please use the space below for any other comments you may have concerning your experience in your first job as a social worker.

88 - 79

THANK YOU FOR YOUR CONTRIBUTION TO THIS STUDY.
FOR YOUR CONVENIENCE A STAMPED, ADDRESSED ENVELOPE IS ENCLOSED IN WHICH TO RETURN YOUR COMPLETED QUESTIONNAIRE.

# VRAELYS I

EXCLUSIVE OVERLAY

MAATSKAPLIKE WERKERS/WERKSTERS EN HUL WERKSITUASIE:
DIE JAAR WAT VOLG OP KWALIFISERING

Navorsing word ondernemen onder beskerming van die
Mannekragnavorsingsprojek van die Skool vir Maatskaplike Werk,
Universiteit van die Witwatersrand, Jan Smutslaan 1,
Johannesburg

| | | | |
|---|---|---|---|
| | | | 01 |

AANWYSINGS VIR DIE VOLTOOIING VAN HIERDIE VRAELYS

1. Hierdie vraelys laat die klem val op die eerste werksondervinding van diegene wat aan die einde van 1975 / begin van 1976 as maatskaplike werkers/werksters gekwalifiseer het, of hulle as maatskaplike werkers/werksters in diens is of nie.

2. U hydrae tot hierdie studie sal help om die faktore te bekleemtoon wat die maatskaplike werker/werkster aan die begin van hul loopbane beïnvloed. Die eindresultate sal beskikbaar gestel word aan Praktisyne, Universiteite, Staatsdepartemente, Welsynsliggame en ander verwante organisasies.

3. Wees asseblief openhartig en eerlik met u antwoords by die voltooiing van hierdie vraelys. Alle inligting wat van respondente verkry word, sal as streng vertrouwlik behandel word en in die finale dokument sal groeptendense aangedui word om die identifisering van enige individu uit te skakel.

4. Beantwoord nog asseblief elke vraag volgens die aanwysings. U word aanbeveel om elke vraag aandagtig deur te lees voordat u antwoord. Beantwoord deur 'n kruis (X) te trek in die voorsiende ruimte. Dit asseblief daarop dat sekere vrae slegs een antwoord kan hê, terwyl u in ander verdek word om uitweel as wat van toepassing is aan te dui".

5. Dit sal u minder as 'n halfuur neem om hierdie vraelys te voltooi.

KAART 1
MOET ASSEBLIEF HIER IN HIERDIE KOLOM KARTY NIE

A. Naam van Respondent:

_____ 1. Van

_____ 2. Voorname

_____ 3. Mnr./Mev./Mej.

B. P.Adres:

_____

_____

_____

5 C. Bevolkingsgroep: (Dui slegs een aan)
____ 1. Bantoe
____ 2. Kleurling
____ 3. Asiaat
____ 4. Blanke

6 7 D. Ouderdom op 1 Januarie 1976:
____ jaar

8 E. Huwelikstaat op 1 Januarie 1976: (Dui slegs een aan)
____ 1. Ongetroud
____ 2. Getrouw
____ 3. Geskei
____ 4. Verweeud
____ 5. Weduwee/Wewenaar

9 F. Huwelikstaat op 1 Junie 1976: (Dui slegs een aan)
____ 1. Ongetrouw
____ 2. Getrouw
____ 3. Geskei
____ 4. Verweeud
____ 5. Weduwee/Wewenaar

10 G. Het u kinders op 1 Januarie 1976? (Dui slegs een aan)
____ 1. Ja
____ 2. Nee

11 H. Het u kinders op 1 Junie 1976? (Dui slegs een aan)
____ 1. Ja
____ 2. Nee

12 13 14 I. Dui die naam van die graad/diploma aan wat aan u toegeken is na voltooiing van u studies aan die einde van 1975 / begin van 1976:

_____

15 16 J. Dui die naam van die Universiteit / Kollege aan wat u graad / diploma aan u toegeken het:

_____

KAART 3 17
MOET ASSEBLIEF NIE
IN BEDRUKTE KOLOM
SKRYF NIE

K. Dui die minimum voorgeskrewe studietydperk vir die graad/diploma aan:
____jaar

AANWYSING:

Indien u nog nooit as 'n maatskaplike werker/werkster in diens was nie, voltooi dan asseblief slegs vraag L en stuur u vraelys terug in die gefrankeerde en geadresseerde koevert wat voorsien is.

Indien u as 'n maatskaplike werker/werkster gepraktiseer het, slaan dan asseblief vraag L oor en beantwoord vraag M en die daarop-volgende vrae.

L. Sedert die voltooiing van my finale maatskaplike werkseksamens was ek nog nooit as 'n maatskaplike werker/werkster in diens nie om die volgende rede(s): ( Dui asm sowel as wat van toepassing is )

18 ____1. Ek het 'n baba / kind / kinders om voor te sorg.
19 ____2. Ek is voltyds 'n huisvrou.
20 ____3. Ek was vervoegtend.
21 ____4. Ek moes militêre dienspflig verrig.
22 ____5. Ek kon nie 'n maatskaplike werker/werkster pos bekom wat my geval nie.
23 ____6. Ek is in diens as nie-maatskaplike werker/werkster.
24 ____7. Ek het my studies voortgesit.
25 ____8. Ek het gereis / was aan vakansie.
26 ____9. Ander (spesifiseer asseblief): _____

BLAAI OM...

MOET ASSEBLIEF NIE IN HIERDIE KOLOM DRIF NIE

27 28 / 29 30
31 / 32 / 33 / 34 35 36
37 38 39
40 41

42 43 / 44 45
46 / 47 / 48 / 49 50 51
52 53 54
55 56

57 58 / 59 60
61 / 62 / 63 / 64 65 66
67 68 69
70 71

72 73 / 74 75
76 / 77 / 78 / 79
[ | | | 2 ] 5 6
7 8 9
10 11

12 13 / 14 15
16 / 17 / 18 / 19 20 21
22 23 24
25 26

27

M. Voltooi asseblief die volgende tegelijk en kronologiese volgorde met betrekking tot alle vergoedende werk (beide binne en buite maatskaplike werk) wat u vanaf het tedere u ... maatskaplike werkdoeleinde aan die einde van 1975 / begin van 1976 afgelê het:

| Aantal betrekkings | Datums van indiensnemingen | | Dienstkontrak (bv. tegen tweede of permanent) | Dienstvoorwaardes (bv. voltyds of deeltyds of sessiewerk). Beskou 20 of meer uur per week as voltydse indiensneming en minder as 20 uur per week as deeltydse of indiensneming of sessiewerk. | Aard van ons (bv. maatskaplike werker, klerk, sekretaresse, ens.) | Benaderde brutosalaris per maand (tot die naaste Rand) | In die geval van maatskaplike werkposte meld die stad/dorp waar u te dienst was en die maatskaplike werkterrein (bv. kinder-en gesinsorg, psigiatries, regies, ens.) | |
|---|---|---|---|---|---|---|---|---|
| | Maand van dienstaanvaarding) | Maand van dienstbeëindiging (indien van toepassing) | | | | | Stad/Dorp | Terrein |
| 1 | | | | | | R_____p.m. | | |
| 2 | | | | | | R_____p.m. | | |
| 3 | | | | | | R_____p.m. | | |
| 4 | | | | | | R_____p.m. | | |
| 5 | | | | | | R_____p.m. | | |

BLADSY 3

2 2.

HOLT ASSEBLIEF NIE IN HIERDIE KOLOM VERVF NIE

28 N. Dui die stelling aan wat betrekking het op u eerste maatskaplike werkbetrekking: (Dui slegs een aan)

____1. My eerste maatskaplike werkbetrekking was die van my ele keuse.
____2. My eerste maatskaplike werkbetrekking was nie die van my ele keuse nie.

29 30 O. Indien u vraag N2 hierop beantwoord het, op watter terrein van maatskaplike werk sou u keuse geval het? (bv. kinder-en gesinsorg, psigiatriese, mediese, ens.).

_____

_____

P. As u terugdenk oor die faktore wat u beïnvloed het om u eerste maatskaplike werkbetrekking te aanvaar, watter het as sodanig die aanvaarding van u eerste maatskaplike werkbetrekking beïnvloed? (Dui aan toevoel as wat van toepassing is)

31 ____1. Eerstehandse kennis van die welsynsinstansie deur praktykopleiding.
32 ____2. Belangstelling in 'n besondere terrein van maatskaplike werk.
33 ____3. Belangstelling in die besondere metode(s) van maatskaplike werk soos toegepas in die welsynsinstansie.
34 ____4. Interessante werk wat persoonlike bevrediging beloof het.
35 ____5. Waardeerbare werksleding (bv. werk wat doeltreffend deur 'n maatskaplike werker/werkster gedoen kon word.
36 ____6. Geleentheid om in 'n gespesialiseerde terrein te werk (bv. werk met alkoholiste, verstandelik vertraagdes, ens.).
37 ____7. Geleentheid om breë algemene ondervinding in maatskaplike werk op te doen.
38 ____8. Geleentheid om in 'n interdisciplinêre span te werk.
39 ____9. Hoë agting vir die gehalte van werk soos toegepas deur die personeel van die welsynsinstansie.

40 ____10. Welsynsinstansie se hoë status in die gemeenskap.
41 ____11. Welsynsinstansie se diens was van werklike waarde vir die gemeenskap.
42 ____12. Geleentheid om in 'n welsynsinstansie te werk waar meer as een maatskaplike werker/werkster in diens was.
43 ____13. Geleentheid om in 'n welsynsinstansie te werk waar ek die enigste maatskaplike werker/werkster in diens was.
44 ____14. Suiwte vir navorsing.
45 ____15. Welsynsinstansie samewerking met ander organisasies.
46 ____16. Samewerking tussen personeel in die welsynsinstansie.
47 ____17. Samewerking tussen betaalde personeel en bestuur in die welsynsinstansie.
48 ____18. Samewerking tussen betaalde personeel en diensdoenende vrywilligers in die welsynsinstansie.
49 ____19. Geleentheid vir 'n maatskaplike werker/werkster om veranderinge in die welsynsinstansie te weeg te bring.
50 ____20. Geleentheid vir bevordering.
51 ____21. Geleentheid vir persoonlike ontwikkeling (bv. ontwikkeling van ele-bewustheid, bywoning van betrokke konferensies, ens.).
52 ____22. Praktykleiding van hoëstaande gehalte.
53 ____23. Voorsiening vir konsultasie (bv. geleentheid om my werk met 'n deskundige te bespreek wat nie administratiewe beheer oor my werk het nie.
54 ____24. Voortgesette indiensopleiding word voorsien.
55 ____25. Voorsiening van aanpassingskyfpers.
56 ____26. Gunstige dienswoonwaardes (bv. mediese skema, pensioen, verlof ens.).
57 ____27. Gunstige werksomstandigheede (bv. inskiklike dienstore, nie kantoor, sekretariële hulp, ens.).
58 ____28. Voldoende gemeenskapsbronne vir welsynsinstansie se kliente.
59 ____29. Bevredigende salaris.
60 ____30. Welsynsinstansie moklik bereikbaar vir vervoer.
61 ____31. Enigste pos beskikbaar.
62 ____32. Enigste pos aangebied.
63 ____33. Verbonde om studiebeurs terug te betaal.
64 ____34. Beskikbaarheid van genesse literatuur in die welsynsinstansie.
65 ____35. Werk toegeken ingevolge werker se voorkeur.
66 ____36. Spesialiseerde afdeling in welsynsinstansie om alle krisisse wat skielik ontstaan insluitende die van u ele gevalle te hanteer.
67 ____37. Ander (spesifiseer asseblief) _____

_____

NOTT AANGEBLIJF HEE
IN HEINDIE KOLOM
SKRYF NIE

1. Onderstaande lyk bevat'n aantal onderskrewende fasiliteite wat beskikbaar mag wees aan maatskaplike werkstudente en professionele maatskaplike werkers/werksters.

Dat ass [illegible] dieselfde gerieve aan:

i Wat u in u finale studiejaar as maatskaplike werkstudent ontvang het;

ii Wat u ontvang het in u eerste werkbetrekking;

iii Wat u graag in u eerste maatskaplike werkbetrekking sou wou ontvang het:

| | ONDERSKRAGENDE FASILITEITE | i Ontvang as finale jaar student | ii Ontvang in eerste betrekking | iii Sou wou ontvang in eerste betrekking |
|---|---|---|---|---|
| 68 69 70 | 1. Individuele praktykleiding verskaf deur personeel verbonde aan die welsynsinstansie. | | | |
| 71 72 73 | 2. Individuele praktykleiding verskaf deur personeel verbonde aan die universiteit. | | | |
| 74 75 76 | 3. Individuele praktykleiding afsonderlik bekom van welsynsinstansie of universiteit. | | | |
| 77 78 79 | 4. Groep praktykleiding verskaf deur personeel verbonde aan die welsynsinstansie. | | | |
| 5 6 7 | 5. Groep praktykleiding verskaf deur personeel verbonde aan die universiteit. | | | |
| 8 9 10 | 6. Groep praktykleiding afsonderlik bekom van welsynsinstansie of universiteit. | | | |
| 11 12 13 | 7. Individuele konsultasie (bv. bespreking van werk met 'n deskundige wat die administratieve hoheer oor my werk het nie) verskaf deur personeel verbonde aan die welsynsinstansie. | | | |
| 14 15 16 | 8. Individuele konsultasie verskaf deur personeel verbonde aan die universiteit. | | | |
| 17 18 19 | 9. Individuele konsultasie afsonderlik bekom van welsynsinstansie of universiteit. | | | |
| 20 21 22 | 10. Groep konsultasie verskaf deur personeel verbonde aan die welsynsinstansie. | | | |
| 23 24 25 | 11. Groep konsultasie verskaf deur personeel verbonde aan die universiteit. | | | |
| 26 27 28 | 12. Groep konsultasie afsonderlik bekom van welsynsinstansie of universiteit. | | | |
| 29 30 31 | 13. Voldoende bibliotheekgerieve beskikbaar in welsynsinstansie. | | | |
| 32 33 34 | 14. Voldoende bibliotheekgerieve beskikbaar buite die welsynsinstansie. | | | |
| 35 36 37 | 15. Informele kontak met ander maatskaplike werkers/werksters in welsynsinstansie. | | | |
| 38 39 40 | 16. Informele kontak met ander maatskaplike werkers/werksters buite die welsynsinstansie (bv. vriende/vriendinne). | | | |
| 41 42 43 | 17. Formele kontak met ander maatskaplike werkers/werksters in welsynsinstansie (bv. personeelvergaderings). | | | |
| 44 45 46 | 18. Formele kontak met ander maatskaplike werkers/werksters buite die welsynsinstansie (bv. te konferensies, vergaderings of professionele verenigings ens.). | | | |
| 47 48 49 | 19. Aanpassing tydperk in welsynsinstansie. | | | |
| 50 51 52 | 20. Voorgeboorte indiensopleiding. | | | |
| 53 54 55 | 21. Kantoorkamp werksleiding (bv. werk wat doeltreffend deur 'n maatskaplike werker/werkster gedoen kan word). | | | |
| 56 57 58 | 22. Basiese werksomstandigheede (bv. die kantoor, vervoer, toerusting ens.). | | | |
| 59 60 61 | 23. Praktiese bystand met werk (bv. sekretariële hulp, stelsel om krisisse te hanteer, ens.). | | | |
| 62 63 64 | 24. Ondersteunende kommunikasie en samewerking met kollegas. | | | |
| 65 66 67 | 25. Erkenning van prestasies deur persone in gesagsposisies. | | | |
| 68 69 70 | 26. Werk verwag wat tot persoonlike bevrediging lei. | | | |
| 71 72 73 | 27. Werk verwag wat tot verlangde verandering in die welsynsinstansie lei. | | | |
| 74 75 76 | 28. Werk toegekend in overeenstemming met werksvoorkeur. | | | |
| 77 78 79 | 29. Ander (specifiseer asseblief): | | | |
| 5 6 7 | | | | |
| 8 9 10 | | | | |

NIET ASSEBLIEF
NIE IN HIERDIE
KOLOM SKRYF NIE

*AANWYSING:*

Indien u, u eerste maatskaplike werkbetrekking opgesê het, beantwoord dan asseblief vraag R.

Indien u nog in u eerste maatskaplike werkbetrekking in diens is, slaan dan asseblief vraag R oor en beantwoord vanaf vraag S.

R. Dui al die faktore waarna hieronder verwys word aan wat u beinvloed het om u eerste maatskaplike werkbetrekking te laat vaar:

11 ____1. Locum tenenspes voltooi.
12 ____2. Kontrak beëindig deur werkgewer.
13 ____3. Ander meer aantreklike werk in maatskaplike werk.
14 ____4. Ander meer aantreklike werk buite maatskaplike werk.
15 ____5. Verlengde vakansie / reis.
16 ____6. Siekte.
17 ____7. Swangerskap.
18 ____8. Babs / kind / kinders om voor te sorg.
19 ____9. Om in huwelik te treu.
20 ____10. Oorplasing van eegenoot / eggenote / gesin.
21 ____11. Welsynsinstansie ongeriefelik geleë vir vervoer.
22 ____12 Verdere studies.
23 ____13. Geen praktykleiding aangebied.
24 ____14. Praktykleiding aangebied, maar onvoldoende.
25 ____15. Onvoldoende indiensopleiding.
26 ____16 Onvoldoende onderskrewgende fasiliteite vir werk (bv. konsultasie, erkenning van prestasies, ens.).
27 ____17. Beperkte geleenthede vir bevordering.
28 ____18. Beperkte geleenthede vir persoonlike ontwikkeling (bv. ontwikkel nie-bewustheid, woon nodige konferensies by, ens.)
29 ____19. Te min maatskaplike werkers/werksters op personeel.
30 ____20. Te veel maatskaplike werkers/werksters op personeel.
31 ____21. Lag denke van gehalte van werk deur die personeel van die welsynsinstansie.
32 ____22 Welsynsinstansie het nie hoë status in die gemeenskap geniet nie.
33 ____23. Welsynsinstansie se diens is van min waarde vir die gemeenskap.
34 ____24. Maatskaplike werkberoep het nie hoë status geniet nie.
35 ____25. Nie in staat om maatskaplike werk te beoefen in ooreenstemming met nie standaarde nie.
36 ____26. Nie in staat om aan onrealistiese vereistes van die welsynsinstansie te voldoen nie.
37 ____27. Geen samewerkende verhouding met kollegas.
38 ____28. Geen samewerkende verhouding met persoon in gesagsposisies.
39 ____29. Geen samewerkende verhouding met vrywilligers.
40 ____30. Te veel werksbesoeke.
41 ____31. Te veel tyd moet op kantoor deurgebring word.
42 ____32. Onbevredigende salaris.
43 ____33. Onhanteerbare werkslading (bv. werk wat 'n maatskaplike werker/werkster nie doeltreffend kan hanteer nie).
44 ____34. Werk verskaf nie persoonlike bevrediging nie.
45 ____35. Onbevredigende dienstvoorwaardes (bv. mediese skema, pensioen, verlof ens.).
46 ____36. Onbevredigende werksvoorwaardes (bv. lang onbuigsame dienstyre, onvoldoende kantoortoerusting, ens.).
47 ____37. Werk is frustreerend.
48 ____38. Werk is uitputtend (fisies en/of emotioneel).
49 ____39. Werk is teneerdrukkend.
50 ____40. Tekort aan gemeenskapsbronne vir die klidnte van die welsynsinstansie.
51 ____41. *Ander (spesifiseer asseblief)* _____

_____

_____

MOET ASSEBLIEF NIE IN HIERDIE KOLOM SKRYF NIE

5. Op die 7 punt skaal wat hieronder voorsien word, dat asseblief aan hoeveel geleenthede u gehad het om die volgende in u eerste maatskaplike werkbetrokking toe te pas: (Dat aan wat 'n X toenoor die betrokke punt op die skaal)

| | GELEENTHEID OM TOE TE PAS: | Geen Geleenthede 1 | 2 | 3 | 4 | 5 | 6 | Veel Geleenthede 7 |
|---|---|---|---|---|---|---|---|---|
| 52 | 1. Maatskaplike werkkennis | | | | | | | |
| 53 | 2. Maatskaplike werkvaardes | | | | | | | |
| 54 | 3. Maatskaplike werkbedrewenheid | | | | | | | |
| 55 | 4. Maatskaplike gevalleswerk | | | | | | | |
| 56 | 5. Maatskaplike groepwerk | | | | | | | |
| 57 | 6. Gemeenskapswerk | | | | | | | |
| 58 | 7. Voorkomende maatskaplike werk | | | | | | | |

T. Dat asseblief in volgorde van belangrikheid die VYF faktore aan wat volgens u mening die belangrikste is om u bevrediging in enige maatskaplike werkbetrokking te bied.

| | | |
|---|---|---|
| 59 | 60 61 62 | 1. |
| 63 | 64 65 66 | 2. |
| 67 | 68 69 70 | 3. |
| 71 | 72 73 74 | 4. |
| 75 | 76 77 78 | 5. |

U. Dat asseblief in volgorde van belangrikheid die VYF faktore aan wat volgens u mening die belangrikste is om u tot ontevredenheid in enige maatskaplike werkbetrokking te let.

| | | |
|---|---|---|
| 79 | 5 6 7 | 1. |
| 81 | 9 10 11 | 2. |
| 82 | 13 14 15 | 3. |
| 16 | 17 18 19 | 4. |
| 20 | 21 22 23 | 5. |

BLAAI OM...

IT 2 ..KU EF
.. IN NOTITIE
GOM KOPPEL ITJE

V. Op watter gebiede, indien enige, is die inhoud en aard van u maatskaplike werkkursus op Universiteit / Kollege u nader toegerus het vir die beroep van maatskaplike werker/werkster? (Dui aan soveel items as wat van toepassing is)

24 _____1. Geen wysigings nodig nie.
25 _____2. Min kennis van gespesialiseerde instellings (bv. maatskaplike werk in gevangenisse, kinderhuise, hospitale, ens.).
26 _____3. Meer mediese kennis.
27 _____4. Meer regskennis.
28 _____5. Meer kennis van hulpprosedures
29 _____6. Meer kennis van verskillende kulture in Suid-Afrika.
30 _____7. Meer kennis van daaglikse take wat maatskaplik; werkers verrig.
31 _____8. Meer kennis van die praktiese probleme waarmee maatskaplike werkers/werksters gekonfronteer word.
32 _____9. Meer kennis van gemeenskapsgroepwerk.
33 _____10. Meer kennis van welsynsinstansieadministrasie
34 _____11. Meer kennis hoe om verandering in organisasies te weeg te bring.

35 _____12. Meer gevallewerkteorie.
36 _____13. Meer gevallewerk praktykopleiding onderrig.
37 _____14. Minder gevallewerk praktykopleiding onderrig.

38 _____15. Meer groepwerkteorie.
39 _____16. Meer groep-werk praktykopleiding onderrig.
40 _____17. Minder groepwerk praktykopleiding onderrig.

41 _____18. Meer gemeenskapwerkteorie.
42 _____19. Meer gemeenskapwerk praktykopleiding onderrig.
43 _____20. Minder gemeenskapswerk praktykopleiding onderrig.

44 _____21. Meer individuele tutoriale/besprekings met universiteits/kollegepersoneellede.
45 _____22. Minder individuele tutoriale/besprekings met universiteits/kollegepersoneellede.

46 _____23. Meer groep-tutoriale/besprekings met universiteits/kollegepersoneellede.
47 _____24. Minder groep-tutoriale/besprekings met universiteits/kollegepersoneellede.

48 _____25. Meer kontak met studente van ander dissiplines.
49 _____26. Meer gebruikmaking van rolleespel gedurende klaskamer onderrig.
50 _____27. Meer ondervinding in verslagskrywing.
51 _____28. Meer ondervinding in toespraklewering.
52 _____29. Ander (spesifiseer asseblief) _____

VI. Op die 7 punt skaal hieronder beteken die graad waartoe u van mening is u universiteits/kollege opleiding in maatskaplike werk u bekwaam het vir maatskaplike werkpraktyk soos wat u dit ondervind het. (Dui aan met 'n X teenoor die punt wat van toepassing is op die skaal)

| Het my nie toegerus vir maatskaplike werkpraktyk nie | | | | | | Het my goed toegerus vir maatskaplike werkpraktyk |
|---|---|---|---|---|---|---|
| 53 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

54 X Het u aansoek by die Nasionale Raadsraad vir registrasie as 'n maatskaplike werker/werkster gedoen? (Dui slegs een aan)

_____1. Ja
_____2. Nee

MOET ASSEBLIEF NIE 55 IN HIERDIE AFDLON SKRYF NIE

7. Sedert kwalifisering as 'n maatskaplike werker/werkster het u aansoek om lidmaatskap by 'n maatskaplike werkersvereniging gedoen? (Dui slegs een aan)

_____1. Ja
_____2. Nee

56

2. Sedert kwalifisering as 'n maatskaplike werker/werkster, het u ingetoken op enige professionele maatskaplike werkstydskrif? (Dui slegs een aan)

_____1. Ja
_____2. Nee

AA. Op die 7 punt skaal hieronder beneem asseblief die graad waartoe u uself met die maatskaplike werkberoep as 'n geheel vereenselwig deur in gedagte te hou dat u aanleg belnvloed word deur u werksondervinding, ander maatskaplike werkers/werksters, hoeld van die beroep, gemeenskapsbeeld, ens. (Dui aan met 'n X teenoor die punt wat van toepassing is op die skaal)

Lae vereenselwiging met die maatskaplike werkberoep

Hoë vereenselwiging met die maatskaplike werkberoep

57

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

BB. Gebruik asseblief die ruimte hieronder vir enige verdere kommentaar oor u ondervinding 'n u eerste betrekking as 'n maatskaplike werker/werkster.

58 - 79

DANKIE VIR U BYDRAE TOT HIERDIE STUDIE.
VIR U GERIEF IS 'N GEFRANKEERDE, GEADRESSEERDE KOEVERT INGESLUIT WAARIN U D VOLTOOIDE VRAELYS KAN POS.

**University of the Witwatersrand, Johannesburg**

**School of Social Work**

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 8232 or 8224
your reference
our reference
date 1 December 1976

Dear

Thank you for your response in completing the first (yellow) questionnaire in this study: Social Workers and Their Work Situation: The Year Following Upon Qualification.

I now enclose the second questionnaire which is also the last! I would greatly appreciate it if you would give me less than half an hour of your time to complete this questionnaire and share with me your experience as a new social work graduate.

As with the first questionnaire, I am again requesting all social workers who qualified at the end of 1975 / beginning of 1976 to participate in the study, even if you are not practising, employed but not as a social worker, or if you are practising in the field of social work either in South Africa or abroad.

I highly value your contribution thus far to this study, and thank you in anticipation for your co-operation in this final phase of the project.

Yours sincerely,

Irene Comaroff (Miss)
Social Work Manpower Research Project

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 8232 of 8224
your reference
our reference
date 1 Desember 1976

Geagte

Dankie vir u samewerking in die voltooiing van die eerste (geel) vraelys van die studie: Maatskaplike Werkers/Werksters en Hul Werksituasie: Die Jaar Wat Volg Op Kwalifisering.

Hiermee sluit ek die tweede en laaste vraelys in, en sal dit waardeer as u dit sal voltooi, en daardeur u ondervinding as 'n nuwe gegradueerde in die maatskaplike werk met my deel. Die voltooiing sal minder as 'n halfuur in beslag neem.

Soos gemeld in die eerste vraelys, versoek ek alle maatskaplike werkers/ werksters wat aan die einde van 1975 / begin 1976 gekwalifiseer het, om deel te neem in die studie; al is u tans werkloos; of in diens as 'n nie-maatskaplike werker/werkster; of indien u in Suid-Afrika of buite die grense van die Republiek, maatskaplike werk beoefen.

U bydrae dusver word hoogs op prys gestel, en ek dank u byvoorbaat vir u samewerking in die finale fase van die projek.

Die uwe,

Irene Comaroff (Mej)
Maatskaplike Werk Mannekragnavorsingsprojek

ANSWERS PLEASE

# QUESTIONNAIRE II

SOCIAL WORKERS AND THEIR WORK SITUATION:
THE YEAR FOLLOWING UPON QUALIFICATION

A study conducted under the auspices of the
Manpower Research Project of the School of Social Work,
University of the Witwatersrand, 1 Jan Smuts Avenue,
Johannesburg

| | | 0 | 6 |
|---|---|---|---|

INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

1. This questionnaire focuses on the present work experiences of those persons who qualified as social workers at the end of 1975 / beginning of 1976, whether they are practising in the field of social work or not.

2. Your contribution to this study will help to highlight factors that influence social workers in the early stages of their careers. The end results will be made available to Practitioners, Universities, Departments of State, Welfare Organizations and other relevant bodies.

3. In completing this questionnaire please be open and frank in your replies. All information obtained from respondents will be treated in strict confidence; and in the final document, group trends will be presented making it impossible for any individual to be identified.

4. Please also answer every question in accordance with the instructions. You are advised to read each question carefully before making your response, and in answering place a cross (thus:X) in the space provided. Please note that while certain questions require you to mark only one item, others read "mark as many as apply".

5. Please note that several questions which appeared in the first (July) questionnaire, reappear in this questionnaire. It is not the intention to seek discrepancies in answers, but to ascertain your opinions at this present stage of your working career.

6. It will take you less than half an hour to complete this questionnaire.

CARD 6
PLEASE DO NOT WRITE IN THIS COLUMN

A. Name of Respondent:

.....1. Surname

.....2. First Name(s)

.....3. Mr./Mrs./Miss

.....4. Maiden Name(IF applicable)

B. Postal Address:

C. Marital Status at 1 December 1976: (Mark only one)

1. Single
2. Married
3. Divorced
4. Separated
5. Widowed

D. Did you have any children at 1 December 1976? (Mark only one)

1. Yes
2. No

INSTRUCTION:

If you have never practised as a social worker, please complete question E only, and then return your questionnaire in the stamped, address d envelope provided.

If you have practised as a social worker, please skip question E, and answer question F onwards.

E. Since completing my final social work exams, I have / or practised as a social worker for the following reason(s): (Mark as many items as apply)

8 1. I have a baby/ child / children to care for.
9 2. I am a full-time housewife.
10 3. I was pregnant.
11 4. I was to undergo military training.
12 5. I could not obtain a social work post to my liking.
13 6. I have entered employment outside of social work.
14 7. I have continued studying.
15 8. I have been travelling / on vacation.
16 9. Other (please specify):

PLEASE DO NOT WRITE IN THIS COLUMN

*F. Please complete the following schedule in time sequence with regard to all your paid employment - both in and out of social work, during the period* 1 June 1976 to the present:

| Job number since 1 June 1976 | Dates during which job held - | | Contract of employment (i.e. locum tenens or permanent) | Terms of employment (i.e. full-time, or part-time, or sessional basis). Please regard full-time work as 35 or more hours per week, and part-time or sessional work as less than 20 hours per week. | Nature of post (e.g. social worker, clerk, secretary, etc.) | Approximate gross salary per month (to nearest rand) | In the case of social work posts, name the city/town in which you were based, and the field of social work (e.g. child and family welfare, psychiatric, medical, etc.) | |
|---|---|---|---|---|---|---|---|---|
| | Month began | Month terminated (if applicable) | | | | | Town / City | Field |
| 1 | | | | | | R_____ p.m. | | |
| 2 | | | | | | R_____ p.m. | | |
| 3 | | | | | | R_____ p.m. | | |
| 4 | | | | | | R_____ p.m. | | |
| 5 | | | | | | R_____ p.m. | | |

17 18 / 19 20
21 / 22 / 23 / 24 25 26
27 28 29
30 31

32 33 / 34 35
35 / 37 / 38 / 39 40 41
42 43 44
45 46

47 48 / 49 50
51 / 52 / 53 / 54 55 56
57 58 59
60 61

62 63 / 64 65
66 / 67 / 68 / 69 70 71
72 73 74
75 76

77 78 / 79 [1][2][3][4] 6
7 / 8 / 9 / 10 11 12
13 14 15
16 17

PLEASE DO NOT WRITE IN THIS COLUMN

INSTRUCTION:

If at present you are not employed as a social worker, or are unemployed, please continue to complete this questionnaire, and regard your most recent social work job as your "present" social work job.

18 G. Mark the statement that applies to your present social work job: (Mark only one)

____1. My present social work job was the job of my choice.

____2. My present social work job was not the job of my choice.

19 20 H. If you marked item 02 above, in what field of social work would the job of your choice be? (e.g. child and family welfare, psychiatric, medical), etc.)

_____

_____

PLEASE TURN OVER. . . . . .

PLEASE DO NOT WRITE IN THIS COLUMN

INSTRUCTION:

If your present social work job is the same as your first social work job, please skip question 1 below, and answer question 3 onwards.

If your present social work job is different from your first social work job, please answer question 1 below, and the questions which follow.

1. When you reflect on the factors that led you to accept your present social work job, which of the following features influenced your acceptance of this present social work job? (Mark as many as apply)

21 _____ 1. First hand knowledge of agency from field instruction.
22 _____ 2. Interested in a specific field of social work.
23 _____ 3. Interested in the specific method(s) of social work practised in agency.
24 _____ 4. Interesting work that gave promise of personal satisfaction.
25 _____ 5. Manageable workload (i.e. work with which a social worker can effectively cope).
26 _____ 6. Opportunity to work in a "specialized" field (e.g. work with alcoholics, mentally disabled persons, etc.)
27 _____ 7. Opportunity to gain broad general experience in social work.
28 _____ 8. Opportunity to work in an interdisciplinary team.
29 _____ 9. High regard for the quality of work by agency personnel.
30 _____ 10. Agency's high status in the community.
31 _____ 11. Agency's service being of real value to the community.
32 _____ 12. Opportunity to work in an agency where more than one social worker was employed.
33 _____ 13. Opportunity to work in an agency where I was the only social worker employed.
34 _____ 14. Scope for research.
35 _____ 15. Agency co-operation with other organizations.
36 _____ 16. Co-operation between staff in the agency.
37 _____ 17. Co-operation between paid staff and management in the agency.
38 _____ 18. Co-operation between staff and volunteers in the agency.
39 _____ 19. Scope for a social worker to introduce change in the agency.
40 _____ 20. Scope for promotion.
41 _____ 21. Opportunity for personal development (e.g. develop self-awareness, attend relevant conferences, etc.)
42 _____ 22. Supervision known to be of high quality.
43 _____ 23. Consultation provided (i.e. opportunity to discuss work with an expert who does not have administrative authority over my work)
44 _____ 24. On-going in-service training provided.
45 _____ 25. Orientation period provided.
46 _____ 26. Favourable service conditions (e.g. medical aid, pension, leave, etc.)
47 _____ 27. Favourable working conditions (e.g. flexible working hours, own office, secretarial assistance, etc.)
48 _____ 28. Adequate community resources for agency's clients.
49 _____ 29. Satisfactory salary.
50 _____ 30. Agency location convenient for travel.
51 _____ 31. Only post available.
52 _____ 32. First post offered.
53 _____ 33. Committed to repay study bursary.
54 _____ 34. Access to relevant literature in agency.
55 _____ 35. Work assigned in accordance with worker preference.
56 _____ 36. Separate division in agency to handle all crises including even cases that erupt suddenly.
57 _____ 37. Other (please specify):

_____

_____

_____

J. The list below contains a number of supportive facilities that can be available to social workers.

PLEASE DO NOT WRITE IN THIS COLUMN

Please mark those facilities:
(i) which you have received in your present social work job;
(ii) which you would like to have received in your present social work job:

| | SUPPORTIVE FACILITIES: | i have received in present social work job | ii would like to have received in present social work job |
|---|---|---|---|
| 58 59 | 1. Individual supervision provided by agency based personnel. | | |
| 60 61 | 2. Individual supervision provided by university based personnel. | | |
| 62 63 | 3. Individual supervision negotiated independently of agency or university. | | |
| 64 65 | 4. Group supervision provided by agency based personnel. | | |
| 66 67 | 5. Group supervision provided by university based personnel | | |
| 68 69 | 6. Group supervision negotiated independently of agency or university. | | |
| 70 71 | 7. Individual consultation (i.e. discussion of work with an expert who does not have administrative authority over my work) provided by agency based personnel. | | |
| 72 73 | 8. Individual consultation provided by university based personnel. | | |
| 74 75 | 9. Individual consultation negotiated independently of agency or university. | | |
| 76 77 | 10. Group consultation provided by agency based personnel. | | |
| 78 79 0 5 | 11. Group consultation provided by university based personnel | | |
| 6 7 | 12. Group consultation negotiated independently of agency or university. | | |
| 8 9 | 13. Adequate library facilities available in agency. | | |
| 10 11 | 14. Adequate library facilities available independently of agency. | | |
| 12 13 | 15. Informal contact with other social workers in agency. | | |
| 14 15 | 16. Informal contact with other social workers outside of agency (e.g. friends). | | |
| 16 17 | 17. Formal contact with other social workers in agency (e.g. staff meetings) | | |
| 18 19 | 18. Formal contact with other social workers outside of agency (e.g. at conferences, meetings of professional association). | | |
| 20 21 | 19. Orientation period to agency. | | |
| 22 23 | 20. On-going in-service training. | | |
| 24 25 | 21. Manageable workload (i.e. work with which a social worker can effectively cope). | | |
| 26 27 | 22. Appropriate favourable working conditions (own office, transport, equipment, etc.). | | |
| 28 29 | 23. Practical assistance with work (e.g. secretarial assistance, system to handle crisis cases, etc | | |
| 30 31 | 24. Supportive communication and co-operation with colleagues. | | |
| 32 33 | 25. Recognition of achievement by persons in authority. | | |
| 34 35 | 26. The work done leading to feelings of personal satisfaction. | | |
| 36 37 | 27. The work done leading to desired changes in the agency | | |
| 38 39 | 28. Work assigned in accordance with worker preference. | | |
| 40 41 | 29. other (please specify): | | |
| 42 43 | | | |

PLEASE DO NOT WRITE IN THIS COLUMN

INSTRUCTION:

If you have terminated any social work job, please answer question K.

If you are still working in your first social work job, please skip question K, and answer question L onwards.

K. Mark on the factor(s) listed below that influenced you in terminating (each of) your social work job(s):

| | REASONS FOR TERMINATION | Social work job(s) terminated | | | |
|---|---|---|---|---|---|
| | | 1st Job | 2nd Job | 3rd Job | 4th Job |
| 1 | Legal terms post completed. | | | | |
| 2 | Contract terminated by employer. | | | | |
| 3 | Another more attractive job offered in social work practice. | | | | |
| 4 | Another more attractive job offered out of social work practice. | | | | |
| 5 | Extended holiday / travel. | | | | |
| 6 | Illness. | | | | |
| 7 | Pregnancy. | | | | |
| 8 | Baby / child / children to care for. | | | | |
| 9 | Marriage. | | | | |
| 10 | Transfer of husband / wife / family. | | | | |
| 11 | Agency location inconvenient for travel. | | | | |
| 12 | For further study. | | | | |
| 13 | No supervision offered. | | | | |
| 14 | Supervision offered but inadequate. | | | | |
| 15 | Inadequate in-service training. | | | | |
| 16 | Insufficient supportive facilities in work (e.g. consultation, recognition of achievement, etc.) | | | | |
| 17 | Limited opportunities for promotion. | | | | |
| 18 | Limited opportunities for personal development (e.g. develop self awareness, attend relevant conferences, etc.) | | | | |
| 19 | Too few social workers on staff. | | | | |
| 20 | Too many social workers on staff. | | | | |
| 21 | Low regard for the quality of the work by agency personnel. | | | | |
| 22 | Agency did not have high status in the community. | | | | |
| 23 | Agency's service of no real value to the community. | | | | |
| 24 | Social work profession did not have high status. | | | | |
| 25 | Unable to practise social work in accordance with own standards. | | | | |
| 26 | Unable to meet unrealistic expectations of agency. | | | | |
| 27 | Uncooperative working relationships with colleagues. | | | | |
| 28 | Uncooperative working relationships with persons in authority. | | | | |
| 29 | Uncooperative working relationships with volunteers. | | | | |
| 30 | Too much travel during working hours. | | | | |
| 31 | Too much time confined to office. | | | | |
| 32 | Unsatisfactory salary. | | | | |
| 33 | Unmanageable workload (i.e. work with which a social worker cannot effectively cope). | | | | |
| 34 | Work not personally satisfying. | | | | |
| 35 | Unsatisfactory service conditions (e.g. medical aid, pension, leave, etc.) | | | | |
| 36 | Unsatisfactory working conditions (e.g. long/inflexible working hours, inadequate office equipment, etc.) | | | | |
| 37 | Work too taxing. | | | | |
| 38 | Work not taxing (physically and / or emotionally). | | | | |
| 39 | Work dangerous. | | | | |
| 40 | Lack of community resources for agency clients. | | | | |
| 41 | Other (please specify): | | | | |

PLEASE DO NOT WRITE IN THIS COLUMN

L. In the 7 point scale below, please rate how much opportunity you have had in your present social work job to apply the following: (Mark an X at the appropriate point on each scale):

| | OPPORTUNITY TO APPLY: | No Opportunity 1 | 2 | 3 | 4 | 5 | 6 | Great Opportunity 7 |
|---|---|---|---|---|---|---|---|---|
| 64 | 1. Social work knowledge | | | | | | | |
| 65 | 2. Social work values | | | | | | | |
| 66 | 3. Social work skills | | | | | | | |
| 67 | 4. Social casework | | | | | | | |
| 68 | 5. Social group work | | | | | | | |
| 69 | 6. Community work | | | | | | | |
| 70 | 7. Preventive social work | | | | | | | |

M. Please rank in order of importance the FIVE factors which you consider the most influential in making you satisfied in any social work job.

71 72 73 74 1. _____

75 76 77 78 2. _____

79 [ ][ ] 6 7 8 3. _____

9 10 11 12 4. _____

13 14 15 16 5. _____

N. Please rank in order of importance the FIVE factors which you consider would be the most influential in making you dissatisfied with any social work job.

17 18 19 20 1. _____

21 22 23 24 2. _____

25 26 27 28 3. _____

29 30 31 32 4. _____

33 34 35 36 5. _____

PLEASE TURN OVER...

PLEASE DO NOT WRITE IN THIS COLUMN

O. On the 7 point scale below, please rate the degree to which you feel your University / College education in social work has equipped you for social work practice as you have experienced it.
(Mark an X at the appropriate point on the scale)

Did not equip me for social work practice — Equipped me very well for social work practice

37 1 2 3 4 5 6 7

P. Have you applied to the National Welfare Board for registration as a social worker? (Mark only one)

38 ____1. Yes
____2. No

Q. Since qualifying as a social worker, have you applied to a *Social Workers' Association for membership?*
(Mark only one)

39 ____1. Yes
____2. No

R. Since qualifying as a social worker, have you subscribed to any professional social work journal?
(Mark only one)

40 ____1. Yes
____2. No

S. On the 7 point scale below, please rate the degree to which you feel you identify with the social work profession as a whole, taking into account that your opinion is influenced by your work experience, other social workers, image of the profession, community attitudes, etc.
(Mark an X at the appropriate point on the scale)

Low identification with the social work profession — High identification with the social work profession

41 1 2 3 4 5 6 7

T Mark all the statements that apply to your work situation with regard to your foreseeable plans during the next six months:

42 ____1. I intend to remain in my present job as I am satisfied with my work situation.
43 ____2. I intend to remain in my present job in spite of being dissatisfied with my work situation.
44 ____3. I intend to obtain another social work job.
45 ____4. I intend to obtain a job out of social work.
46 ____5. *I do not intend to be in South Africa.*
47 ____6. I intend to marry.
48 ____7. I intend to be a full-time housewife.
49 ____8. I intend to raise a family.
50 ____9. I intend to study further.
51 ____10. Other (please specify):_____

_____

_____

_____

PLEASE DO NOT WRITE IN THIS COLUMN

52 - 79

U. Please use the space below for any other comments you may have concerning your experience in your present job as a social worker.

THANK YOU FOR YOUR CONTRIBUTION TO THIS STUDY.
FOR YOUR CONVENIENCE A STAMPED, ADDRESSED ENVELOPE IS ENCLOSED IN WHICH TO RETURN YOUR COMPLETED QUESTIONNAIRE.

# VRAELYS II

ENGLISH OVERLEAF

MAATSKAPLIKE WERKERS/WERKSTERS EN HUL WERKSITUASIE:
DIE JAAR WAT VOLG OP KWALIFISERING

Navorsing word onderneem onder beskerming van die
Mannekragnavorsingsprojek van die Skool vir Maatskaplike Werk,
Universiteit van die Witwatersrand, Jan Smutslaan 1,
Johannesburg

| | | | 06 |
|---|---|---|---|

AANWYSINGS VIR DIE VOLTOOIING VAN HIERDIE VRAELYS

1. Hierdie vraelys laat die klem wal op die huidige werkonderwinding van diegene wat aan die einde van 1975 / begin van 1976 as maatskaplike werkers/werksters gekwalifiseer het, of hulle as maatskaplike werkers/werksters in diens is of nie.

2. U bydrae tot hierdie studie sal help om die faktore te beklemtoon wat die maatskaplike werker/werkster aan die begin van die van hul loopbane beinvloed. Die eindresultate sal beskikbaar gestel word aan Praktisyne, Universiteite, Staatsdepartemente, Welsynsliggaams en ander verwante organisasies.

3. Wees asseblief openhartig en eerlik met u antwoorde by die voltooiing van hierdie vraelys. Alle inligting wat van respondente verkry word, sal as streng vertrouwlik behandel word en in die finale dokument sal groeptendense aangedui word om die identifisering van enige individu uit te skakel.

4. Teantwoord ook asseblief elke vraag volgens die aanwysings. U word aangevaal om elke vraag aandagtig deur te lees voordat u antwoord. Teantwoord deur 'n kruis (X) te trek in die voorstende ruimte. Let asseblief daarop dat sekere vrae slegs een antwoord kan hê, terwyl u in andere versoek word om „ soveel as wat van toepassing is aan te dui ".

5. Let asseblief op dat die vraelys vrae bevat wat reeds in die eerste vraelys (Julie) verskyn het. Die bedoeling is nie om teenstrydighede uit te ken nie, maar wel om u mening te verkry op die huidige stadium van u werksloopbaan.

6. Dit sal u minder as 'n halfuur neem om hierdie vraelys te voltooi.

VRAAG 6
MOET ASSEBLIEF NIE
NIE IN HIERDIE
KOLOM SKRYF NIE

A. Naam van Respondent:

_____1. Van

_____2. Voornaam

_____3. Mnr./Mev./Mej.

_____4. Noemsvan (waar van toepassing)

B. Posadres:

_____

_____

_____

C. Huwelikstaat op 1 Desember 1976: (Dui slegs een aan)

5

_____1. Ongetrou
_____2. Getrou
_____3. Geskei
_____4. Verweeud
_____5. Weduwee/Wewenaar

D. Het u kinders op 1 Desember 1976? (Dui slegs een aan)

7

_____1. Ja
_____2. Nee

AANWYSING:

Indien u nog nooit as 'n maatskaplike werker/werkster in diens was nie, voltooi dan asseblief slegs vraag E en stuur u vraelys terug in die gefrankeerde en geadresseerde koevert wat voorsien is.

Indien u as 'n maatskaplike werker/werkster gepraktiseer het, slaan dan asseblief vraag E oor en beantwoord vraag F en die daarop-volgende vrae.

E. Sedert die voltooiing van my finale maatskaplike werkseksamen was ek nog nooit as 'n maatskaplike werker/werkster in diens nie om die volgende rede(s): (Dui aan soveel as wat van toepassing is)

8
9
10
11
12
13
14
15
16

_____1. Ek het 'n baba / kind / kinders om voor te sorg.
_____. Ek is voltyds 'n huisvrou.
_____2. Ek was verwagtend.
_____4. Ek moes militêre diensplig verrig.
_____5. Ek kon nie 'n maatskaplike werker/werkster pos bekom wat my geval nie.
_____6. Ek is in diens as nie-maatskaplike werker/werkster.
_____7. Ek het my studies voortgesit.
_____8. Ek het gereis / was met vakansie.
_____9. Ander (spesifiseer asseblief): _____

_____

_____

MOET ASSEBLIEF NIE
IN HIERDIE KOLOM
SKRYF NIE

F. Voltooi asseblief die volgende opgawe in kronologiese volgorde met betrekking tot alle vergoedende werk (beide binne en buite maatskaplike werk) wat u verrig het sedert 1 Junie 1976:

| Aantal betrekkings sedert 1 Junie 1976 | Datums van indiensneming - Maand van diensaanvaarding | Maand van diensbeëindiging (indien van toepassing) | Dienskontrak (Bv. tydelik of permanent) | Dienstoorwaardes (Bv. voltyds of deeltyds of sessiewerk). Beskou 20 of meer uur per week as voltydse indiensneming en minder as 20 uur per week as deeltydse indiensneming of sessiewerk. | Aard van pos (Bv. maatskaplike werker, klerk, sekretaresse, ens.) | Benaderde brutosalaris per maand (tot die naaste Rand) | In die geval van maatskaplike werkposte meld die stad/dorp waar u in diens is en die maatskaplike werkterrein (Bv. kinder-en gesinsorg, psigiatries, twelies, ens.) | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | Stad/Dorp | Terrein |
| 1 | | | | | | R____p.m. | | |
| 2 | | | | | | R____p.m. | | |
| 3 | | | | | | R____p.m. | | |
| 4 | | | | | | R____p.m. | | |
| 5 | | | | | | R____p.m. | | |

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51 / 52 / 53 / 54 55 56
57 58 59
60 61

62 63 / 64 65
66 / 67 / 68 / 69 70 71
72 73 74
75 76

77 78 / 79 [ ][ ][ ][0][7] 6
7 / 8 / 9 / 10 11 12
13 14 15
16 17

MOET ASSEBLIEF NIE IN HIERDIE KOLOM SKRYF NIE

AANWYSING:

Indien u nie op die huidige stadium as 'n maatskaplike werker/werkster werksaam is nie, of indien u nie werk nie, gaan asseblief voort met die voltooiing van die vraelys, en sg u laaste maatskaplike werkbetrekking as u „huidige" werk.

15

6. Dui die stelling aan wat betrekking het op u huidige maatskaplike werkbetrekking: (Dui slegs een aan)

_____1. My huidige maatskaplike werkbetrekking was die van my eie keuse.
_____2. My huidige maatskaplike werkbetrekking was nie die van my eie keuse nie.

19 20

H. Indien u item 02 hierbo beantwoord het, op watter terrein van maatskaplike werk sou u keuse geval het? (bv. kinder-en gesinsorg, psigiatriese, mediese, ens.).

_____

_____

BLAAI OM . . . . . .

MOET ASSEBLIEF NIE
EN HIERDIE KOLOM
SKRYF NIE

AANWYSING:

Indien u huidige maatskaplike werkbetrekking nog dieselfde is as u eerste werkbetrekking, slaan vraag I, hieronder, oor, en beantwoord vraag J en die daaropvolgende vrae.

Indien u huidige maatskaplike werkbetrekking verskil van u eerste werkbetrekking, beantwoord asseblief vraag I, hieronder, en die daaropvolgende vrae.

1. As u terugdink oor die fekture wat u beïnvloed het om u huidige maatskaplike werkbetrekking te aanvaar, watter het as sodanig die aanvaarding van u huidige maatskaplike werkbetrekking beïnvloed? (Dat aan sovoel as wat van toepassing is)

21 ____1. Eerstelaandse kennis van die welsynsinstansie deur praktykopleiding.
22 ____2. Belangstelling in 'n besondere terrein van maatskaplike werk.
23 ____3. Belangstelling in die besondere metode(s) van maatskaplike werk soos toegepas in die welsynsinstansie.
24 ____4. Interessante werk wat persoonlike bevrediging beloof het.
25 ____5. *Hanteerbare werkslading (bv. werk wat doeltreffend deur 'n maatskaplike werker/werkster gedoen kon word.*
26 ____6. Geleentheid om in 'n gespesialiseerde terrein te werk (bv. werk met alkoholiste, verstandelik vertraagdes, ens.).
27 ____7. Geleentheid om breë algemene ondervinding in maatskaplike werk op te doen.
28 ____8. Geleentheid om in 'n interdissiplinêre span te werk.
29 ____9. Hoë agting vir die gehalte van werk soos toegepas deur die personeel van die welsynsinstansie.
30 ____10. Welsynsinstansie se hoë status in die gemeenskap.
31 ____11. Welsynsinstansie se diens wat van werklike waarde vir die gemeenskap.
32 ____12. Geleentheid om in 'n welsynsinstansie te werk waar meer as een maatskaplike werker/werkster in diens wat.
33 ____13. Geleentheid om in 'n welsynsinstansie te werk waar ek die enigste maatskaplike werker/werkster in diens was.
34 ____14. Ruimte vir navorsing.
35 ____15. Welsynsinstansie samewerking met ander organisasies.
36 ____16. Samewerking tussen personeel in die welsynsinstansie.
37 ____17. *Samewerking tussen betaalde personeel en bestuur in die welsynsinstansie.*
38 ____18. Samewerking tussen betaalde personeel en dienstdoenende vrywilliges in die welsynsinstansie.
39 ____19. Geleentheid vir 'n maatskaplike werker/werkster om verandering in die welsynsinstansie te weeg te bring.
40 ____20. Geleentheid vir bevordering.
41 ____21. Geleentheid vir persoonlike ontwikkeling (bv. ontwikkeling van ele-bewustheid, bywoning van betrokke konferensies, ens.).
42 ____22. Praktykleiding van hoëstaande gehalte.
43 ____23. Voorsiening vir konsultasie (bv. geleentheid om my werk met 'n deskundige te bespreek wat nie administratiewe beheer oor my werk het nie).
44 ____24. Voortgesette indiensopleiding word voorsien.
45 ____25. Voorsiening van aanpassingstydperk.
46 ____26. Gunstige dienstvoorwaardes (bv. mediese skema, pensioen, verlof ens.).
47 ____27. Gunstige werksomstandighede (bv. inskiklike dienstuur, ele kantoor, sekretariële hulp, ens.).
48 ____28. Voldoende gemeenskapsbronne vir welsynsinstansie se kliënte.
49 ____29. Bevredigende salaris.
50 ____30. Welsynsinstansie maklik bereikbaar vir vervoer.
51 ____31. Enigste pos beskikbaar.
52 ____32. Enigste pos aangebied.
53 ____33. Verbonde om studiebeurs terug te betaal.
54 ____34. Beskikbaarheid van gepaste literatuur in die welsynsinstansie.
55 ____35. Werk toegeken ingevolge werker se voorkeur.
56 ____36. Spesialiseerde afdeling in welsynsinstansie om alle krisisse wat skielik ontstaan insluitende die van u ele gevalle te hanteer.
57 ____37. Ander (spesifiseer asseblief) _____

MOET ASSEBLIEF NIE IN HIERDIE KOLOM SKRIF NIE.

J. Onderstaande lys bevat 'n aantal onderskragende fasiliteite wat beskikbaar mag wees aan maatskaplike werkers/werksters.

Merk asseblief daardie gerieve aan:

(i) wat u ontvang het in u huidige maatskaplike werkbetrekking ;

(ii) wat u graag in u huidige maatskaplike werkbetrekking sou wou ontvang;

| | ONDERSKRAGENDE FASILITEITE | i wat ontvang is | ii wat u graag sou wou ontvang |
|---|---|---|---|
| 58 59 | 1. Individuele praktykleiding verskaf deur personeel verbonde aan die welsynsinstansie. | | |
| 60 61 | 2. Individuele praktykleiding verskaf deur personeel verbonde aan die universiteit. | | |
| 62 63 | 3. Individuele praktykleiding afsonderlik bekom van welsynsinstansie of universiteit. | | |
| 64 65 | 4. Groep praktykleiding verskaf deur personeel verbonde aan die welsynsinstansie. | | |
| 66 67 | 5. Groep praktykleiding verskaf deur personeel verbonde aan die universiteit. | | |
| 68 69 | 6. Groep praktykleiding afsonderlik bekom van welsynsinstansie of universiteit. | | |
| 70 71 | 7. Individuele konsultasie (bv. bespreking van werk met 'n deskundige wat nie administratiewe beheer oor my werk het nie) verskaf deur personeel verbonde aan die welsynsinstansie. | | |
| 72 73 | 8. Individuele konsultasie verskaf deur personeel verbonde aan die universiteit. | | |
| 74 75 | 9. Individuele konsultasie afsonderlik bekom van welsynsinstansie of universiteit. | | |
| 76 77 | 10. Groep konsultasie verskaf deur personeel verbonde aan die welsynsinstansie. | | |
| 78 79 | 11. Groep konsultasie verskaf deur personeel verbonde aan die universiteit. | | |
| 6 7 | 12. Groep konsultasie afsonderlik bekom van welsynsinstansie of universiteit. | | |
| 8 9 | 13. Volgende bibliotheekgerieve beskikbaar in welsynsinstansie. | | |
| 10 11 | 14. Volgende bibliotheekgerieve beskikbaar buite die welsynsinstansie. | | |
| 12 13 | 15. Informele kontak met ander maatskaplike werkers/werksters in welsynsinstansie. | | |
| 14 15 | 16. Informele kontak met ander maatskaplike werkers/werksters buite die welsynsinstansie (bv. vriende/vriendinne). | | |
| 16 17 | 17. Formele kontak met ander maatskaplike werkers/werksters in welsynsinstansie (bv. personeel-vergaderings). | | |
| 18 19 | 18. Formele kontak met ander maatskaplike werkers/werksters buite die welsynsinstansie (bv. te konferensies, vergaderings of professionele verenigings ens.). | | |
| 20 21 | 19. Aanpassingstydperk in welsynsinstansie. | | |
| 22 23 | 20. Voortgesette indiensopleiding. | | |
| 24 25 | 21. Hantoerbare werkslading (bv. werk wat doeltreffend deur 'n maatskaplike werker/werkster gedoen kan word). | | |
| 26 27 | 22. Fasilite werksomstandighede (bv. die kantoor, vervoer, toerusting ens.). | | |
| 28 29 | 23. Praktiese bystand met werk (bv. sekretariële hulp, stelsel om krisisse te hantoer, ens.). | | |
| 30 31 | 24. Ondersteunende kommunikasie en samewerking met kollegas. | | |
| 32 33 | 25. Erkenning van prestasies deur persone in gesaghoudsposisies. | | |
| 34 35 | 26. Werk verrig wat tot persoonlike bevrediging loi. | | |
| 36 37 | 27. Werk verrig wat tot verlangde verandering in die welsynsinstansie loi. | | |
| 38 39 | 28. Werk toegeken in persoonstemming met werksvoorkeur. | | |
| 40 41 | 29. Ander (spesifiseer asseblief): | | |
| 42 43 | | | |

NOU'S ASSEBLIEF NIE IN HIERDIE KOLOM SKRYF NIE

AANWYSING:

Indien u nooit enige maatskaplike werkbetrekking opgesê het, beantwoord dan asseblief vraag K.

Indien u nog in u eerste maatskaplike werkbetrekking is sedert te, slaan dan asseblief vraag K oor, en beantwoord vanaf vraag L.

K. Dui al die feite hieronder verwys word aan wat u belewenis het om gelaat van u maatskaplike werkbetrekking(s) te laat vaar:

| REDES VIR BEËINDIGING | Maatskaplike werkbetrekking(s) beëindig | | | |
|---|---|---|---|---|
| | 1e be-trek-king | 2e be-trek-king | 3e be-trek-king | 4e be-trek-king |
| 1. Lewe teenaspan voltooi. | | | | |
| 2. Kontrak beëindig deur werkgewer. | | | | |
| 3. Ander meer aantreklike werk in maatskaplike werk. | | | | |
| 4. Ander meer aantreklike werk buite maatskaplike werk. | | | | |
| 5. Verlengde vakansie / reis. | | | | |
| 6. Siekte. | | | | |
| 7. Swangerskap. | | | | |
| 8. Baba / kind / kinders om te versorg. | | | | |
| 9. Om in huwelik te tree. | | | | |
| 10. Oorplasing van eggenoot /eggenote / gesin. | | | | |
| 11. Welsynsinstansie ongunstig gelig vir verwyer. | | | | |
| 12. Verdere studies. | | | | |
| 13. Geen promosiegeleenthede aangebied. | | | | |
| 14. Praktykleiding aangebied, maar onvoldoende. | | | | |
| 15. Onvoldoende indiensopleiding. | | | | |
| 16. Onvoldoende ondersteunende fasiliteite vir werk (bv. konsultante, erkenning van prestasies, ens.). | | | | |
| 17. Rapporte gelowenheids vir bevordering. | | | | |
| 18. Onvoldoende geleenthede vir persoonlike ontwikkeling (bv. ontwikkel ede-bewustheid, woon nodige konferensies by, ens.). | | | | |
| 19. Te min maatskaplike werkers/werksters op personeel. | | | | |
| 20. Te veel maatskaplike werkers/werksters op personeel. | | | | |
| 21. Lae denke van gehalte van werk verrig deur die personeel van die welsynsinstansie. | | | | |
| 22. Welsynsinstansie het nie hoë status in die gemeenskap geniet nie. | | | | |
| 23. Welsynsinstansie se siening is van nie waarde vir die gemeenskap. | | | | |
| 24. Maatskaplike werkberoep het nie hoë status geniet nie. | | | | |
| 25. Nie in staat om maatskaplike werk te beoefen in overeenstemming met ete standaarde nie. | | | | |
| 26. Nie in staat om aan oorvallitste vereistes van die welsynsinstansie te voldoen nie. | | | | |
| 27. Groot konwerkverhoudingsprobleme met kollegas. | | | | |
| 28. Groot konwerkverhoudingsprobleme met persone in hoogtestposisies. | | | | |
| 29. Geen konwerkverhoudingsprobleme met verwyfbers. | | | | |
| 30. Te veel werkbevoegdhede. | | | | |
| 31. Te veel tyd moet op kantoor deurgebring word. | | | | |
| 32. Onbevredigende salaris. | | | | |
| 33. Onbetaalbare werkslading (bv. werk wat 'n maatskaplike werker/werkster nie doeltreffend kan hanteer nie). | | | | |
| 34. Werk verskaf min persoonlike bevredigings etc. | | | | |
| 35. Onbevredigende diensvoorwaardes (bv. mediese skema, pensioen, verlof ens.). | | | | |
| 36. Onbevredigende werksomstandighede (bv. lang onbuigbare diensure, onvoldoende kantoortoerusting, ens.). | | | | |
| 37. Werk is frustrerend. | | | | |
| 38. Werk is uitputtend (fisies en/of emosioneel). | | | | |
| 39. Werk is temeerdrukkend. | | | | |
| 40. Tekort aan ondersteuningsdienste vir die kliënte van die welsynsinstansie. | | | | |
| 41. Ander (spesifiseer asseblief): | | | | |

MEET ASSEBLIEF NIE IN HIERDIE KOLOM SKRYF NIE

L. Op die 7 punt skaal wat hieronder voorsien word, dui asseblief aan hoeveel geleentheid u gehad het om die volgende in u huidige maatskaplike werkbetrekking toe te pas: (Dui aan met 'n X teenoor die betrokke punt op die skaal)

| | GELEENTHEID OM TOE TE PAS: | Geen Geleentheid 1 | 2 | 3 | 4 | 5 | 6 | Veel Geleentheid 7 |
|---|---|---|---|---|---|---|---|---|
| 64 | 1. Maatskaplike werkkennis | | | | | | | |
| 65 | 2. Maatskaplike werkwaardes | | | | | | | |
| 66 | 3. Maatskaplike werkbedrewenheid | | | | | | | |
| 67 | 4. Maatskaplike gevallewerk | | | | | | | |
| 68 | 5. Maatskaplike groepwerk | | | | | | | |
| 69 | 6. Gemeenskapswerk | | | | | | | |
| 70 | 7. Voorkomende maatskaplike werk | | | | | | | |

M. Dui asseblief in volgorde van belangrikheid die VYF faktore aan wat volgens u mening die belangrikste is om u bevrediging in enige maatskaplike werkbetrekking te bied.

71 72 73 74 1. _____

75 76 77 78 2. _____

79 [ ] [ ] [ ] 6 7 8 3. _____

9 10 11 12 4. _____

13 14 15 16 5. _____

N. Dui asseblief in volgorde van belangrikheid die VYF faktore aan wat volgens u mening die belangrikste is om u tot ontevredenheid in enige maatskaplike werkbetrekking te lei.

17 18 19 20 1. _____

21 22 23 24 2. _____

25 26 27 28 3. _____

29 30 31 32 4. _____

33 34 35 36 5. _____

BLAAI OM . . . . . .

MOET ASSEBLIEF NIE IN HIERDIE KOLOM SKRYF NIE

O. Op die 7 punt skaal hieronder bereken die graad waartoe u van mening is u Universiteits/Kollege opleiding in maatskaplike werk u bekwaam het vir maatskaplike werkpraktyk soos wat u dit ondervind het. (Dui aan met 'n X teenoor die punt wat van toepassing is op die skaal)

Het my nie toegerus vir maatskaplike werkpraktyk nie — Het my goed toegerus vir maatskaplike werkpraktyk

37 1 2 3 4 5 6 7

P. Het u aansoek by die Nasionale Maksymraad vir registrasie as 'n maatskaplike werker/werkster gedoen? (Dui slegs een aan)

38 ____1. Ja
____2. Nee

Q. Sedert kwalifisering as 'n maatskaplike werker/werkster, het u aansoek om lidmaatskap by 'n maatskaplike werkersvereniging gedoen? (Dui slegs een aan)

39 ____1. Ja
____2. Nee

R. Sedert kwalifisering as 'n maatskaplike werker/werkster, het u ingeteken op enige professionele maatskaplike werktydskrif? (Dui slegs een aan)

40 ____1. Ja
____2. Nee

S. Op die 7 punt skaal hieronder bereken asseblief die graad waartoe u uself met die maatskaplike werkberoep as 'n geheel vereenselwig deur in gedagte te hou dat u mening beïnvloed word deur u werksondervinding, onder maatskaplike werkers/werksters, beeld van die beroep, gemeenskapsbeeld, ens. (Dui aan met 'n X teenoor die punt wat van toepassing is op die skaal)

Lae vereenselwiging met die maatskaplike werkberoep — Hoë vereenselwiging met die maatskaplike werkberoep

41 1 2 3 4 5 6 7

T. Dui asseblief alle stellings aan wat toepaslik is op u hoogste plasme vir die volgende ses maande:

42 ____1. Ek beoog om my huidige betrekking te behou, omdat ek tevrede is met my werksituasie.
43 ____2. Ek beoog om my huidige betrekking te behou alhoewel ek ontevreden is met my werksituasie.
44 ____3. Ek beoog om van maatskaplike werksbetrekking te verander.
45 ____4. Ek beoog om 'n werksbetrekking buite die maatskaplike werk te bekom.
46 ____5. Ek beoog om buite die Republiek van Suid-Afrika te woon.
47 ____6. Ek beoog om in die huwelik te treu.
48 ____7. Ek beoog om my volleyds op huishouding toe te lê.
49 ____8. Ek beoog om 'n familie te begin.
50 ____9. Ek beoog om verder te studeer.
51 ____10. Ander (spesifiseer asseblief): _____

_____

_____

MOET ASSEBLIEF NIE IN HIERDIE KOLOM SKRYF NIE

52 - 79

U. Gebruik asseblief die ruimte hieronder vir enige verdere kommentaar wat u ondervinding in u huidige betrekking as 'n maatskaplike werker/werkster.

DANKIE VIR U BYDRAE TOT HIERDIE STUDIE.

VIR U GERIEF IS 'N GEFRANKEERDE, GEADRESSEERDE KOEVERT INGESLUIT

WAARIN U U VOLTOOIDE VRAELYS KAN POS.

**University of the Witwatersrand, Johannesburg**
*School of Social Work*

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 8232 or 8224
your reference
our reference
date 3 September 1976

Dear

I have not received the questionnaire posted to you for completion in July, and in case the questionnaire did not reach you, I enclose another one and urge you to kindly complete it and return it to me as soon as possible.

If you have already completed and returned a questionnaire, please complete the data at the bottom of this page and post it to me in the stamped, self-addressed envelope enclosed.

Hoping to receive your reply and thanking you in anticipation.

Yours sincerely,

Irene Comaroff (Miss)
Social Work Manpower Research Project

---

I have already returned my complete questionnaire to you: (please print)

SURNAME_____FIRST NAME_____

MAIDEN NAME (if applicable)_____

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 8232 or 8224
your reference
our reference
date 3 September 1976

Geagte

Ek verneem graag of die vraelys wat Juliemaand aan u gestuur is in verband met die navorsingstudie, Maatskaplike Werkers/Werksters en hul Werksituasie: Die Jaar wat Volg Op Kwalifisering, alreeds deur u voltooi is, of nie. Indien dit u nooit bereik het nie, sluit ek hiermee 'n afskrif in, en u word vriendelik versoek om dit na voltooiing aan my terug te stuur.

Indien u alreeds aan my versoek voldoen het, vra ek u om die aangehegte strokie te voltooi en terug te pos in die geadresseerde gefrankeerde koevert wat hiermee ingesluit is.

Ek bedank u by voorbaat, en vertrou op u spoedige samewerking.

Die uwe,

Irene Comaroff (Mej)
Maatskaplike Werk Mannekragnavorsingsprojek

---

Ek het alreeds my voltooide vraelys aan u teruggestuur (drukskrif asseblief)

VAN _____ VOORNAME _____

NOOIENSVAN (waar van toepassing) _____

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 8232 or 8224
your reference
our reference
date

Dear

Thank you for having completed the first questionnaire in this study: Social Workers and Their Work Situation: The Year Following Upon Qualification.

I note from your response that you had never practised as a social worker at 1 June 1976. I am hence enclosing another copy of the same questionnaire and request you to kindly complete it with regard to your circumstances at 1 December 1976.

I would greatly appreciate your sharing this information with me again; and I thank you warmly in anticipation for your contribution to this study.

Yours sincerely,

Irene Comaroff (Miss)
Social Work Manpower Research Project

**University of the Witwatersrand, Johannesburg**

School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
*Telephone* 39-4011 *Telegrams* 'University' Telex 8-7330 SA

telephone ext 8232 or 8224
your reference
our reference
date 1 Desember 1976

Geagte

Hiermee bedank ek u vir die voltooiing van die eerste vraelys in die navorsingsprojek: Maatskaplike Werkers/Werksters en Hul Werksituasie: Die Jaar Wat Volg Op Kwalifisering.

Volgens die gegewens verstrek tot 1 Junie 1976, merk ek dat u nie as maatskaplike werker/werkster in diens staan nie. Dus sluit ek hiermee nog 'n afskrif in van dieselfde vraelys, vir voltooiing om daardeur u huidige omstandighede to verstrek; d.w.s. tot op 1 Desember 1976.

U voortgesette samewerking word waardeer, en ek dank u by voorbaat vir u bydrae tot die studie.

Die uwe,

Irene Comaroff (Mej)
Maatskaplike Werk Mannekragnavorsingsprojek

**University of the Witwatersrand, Johannesburg**
School of Social Work

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
Telephone 39-4011 Telegrams 'University' Telex 8-7330 SA

telephone ext 8232 or 8224
your reference
our reference
date 5 April 1977

Dear

I have not received the questionnaire in connection with the study: Social Workers and Their Work Situation: The Year Following Upon Qualification which was posted to you for completion in December. In case the questionnaire did not reach you, I enclose another one and urge you to kindly complete it and return it to me as soon as possible.

If you have already completed and returned a questionnaire, please complete the data at the bottom of this page and post it to me in the stamped, self-addressed envelope enclosed.

Hoping to receive your reply and thanking you in anticipation.

Yours sincerely,

Irene Comaroff (Miss)
Social Work Manpower Research Project

---

I have already returned my completed questionnaire to you: (please print)

SURNAME_____ FIRST NAME_____

**Author** Comaroff Irene
**Name of thesis** Social Workers And Their Work Situation. 1978

***PUBLISHER:***
**University of the Witwatersrand, Johannesburg**
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