

To the Graduate Council:

I am submitting herewith a thesis written by William Thomas Wright entitled "A Comparison of Protective Service Workers' Values With Professional Social Workers' Values." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science in Social Work.

R. F. Falcon
R.F. Falcon, Major Professor

We have read this thesis
and recommend its acceptance:

Margaret P. Stoop
Creasia Finney Hairston
Jimmie A. Rector

Accepted for the Council:

L. Evan Rector
Vice Chancellor
Graduate Studies and Research

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A COMPARISON OF PROTECTIVE SERVICE
WORKERS' VALUES WITH PROFESSIONAL
SOCIAL WORKERS' VALUES

A Thesis
Presented for the
Master of Science
Degree
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William Thomas Wright

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ABSTRACT

The social work profession has long emphasized the concept of relationship in the client-worker alliance. The principles and values inherent in the establishment of this relationship have been elaborated in the social work literature and supported by various studies. The purpose of this study was to compare the values of protective service workers with the values of a group of NASW members.

The group of protective service workers were selected as the test sample and the NASW members the control group representing a cross section of social work job settings. These groups were selected on the basis of their relevance to the study, economy, convenience, and time. The hypothesis was that the NASW members would agree to a greater extent than the protective service workers to those value dimensions associated with the social work profession on the Social Values Test.

Data was collected using Meyer's (1962) Social Values Test which consists of ten bipolar value dimensions. The protective service workers were administered the test at a monthly supervisory meeting, and the NASW members were mailed the questionnaire in the fall of 1979. The data was then analyzed using a variety of statistical tests, including: the t test, chi square test, and Kendall's tau beta correlation test.

Only two of the ten value dimensions, public aid and social causation, were found to differentiate between the two groups. These differences were found to be in agreement with the direction of the hypothesis. Though the NASW members generally indicated a higher percentage agreement with the values associated with social work, these differences were not found to be significant enough to reject the null hypothesis.

The two groups were also found to differentiate on two value dimensions when analyzed with education, or training. After analyzing this demographic variable with the value dimensions on the chi square test, it appeared as though education and job setting interacted in some way on the differentiation of the two groups on the value dimensions of public aid and social causation.

Despite the differences between the two groups on both education and job setting, only two of the ten value dimensions indicated significant differences between the two groups. Since this difference was not generally significant enough to reject the null hypothesis, the study suggests that social work education reexamine the effects of its training on workers values. Although the scope of the project was somewhat limited, the study did seem to indicate that certain areas of study should be investigated. It was suggested that the Social Values Test be further elaborated in terms of its validity and reliability, that

Bachelor's level training and in-service training for social workers be examined, and that the possibility of value shifts over the past decade be investigated. To summarize, it was felt that the most significant finding of the study was the lack of significant difference between the two groups despite the differentiation of job setting and education between the groups.

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CHAPTER I

INTRODUCTION

Social work is a profession which has been closely aligned with social, or humanitarian values. A knowledge concerning the development and origin of the values espoused by the profession is essential to the understanding of social work, because of the emphasis placed upon the rights of the client in the client-worker relationship.

Historically, social work has operated within the confines of the social, political, and religious value systems of a given society. To understand the impact of these systems upon social work values, one must trace the relationship to its beginning within the context of the Old English Poor Laws and Protestant Ethic. This base of political and religious morality has been infused with other values and mutated until the profession of social work has been proliferated with "postulated values," in the Code of Ethics for example.

The issue of values in social work is not without its troubles, both past and present.¹ It is clear that the professional values incorporated by social work have been adopted from diverse and often conflictual systems within American society. They have been greatly influenced by the

¹Beulah Compton and Burt Gallaway, Social Work Processes (The Dorsey Press: Homewood, Illinois, 1975), p. 102.

Constitution and other political documents addressing the question of human rights. Research has shown that individual beliefs of social workers reflect values concerning the economic, social political, and religious principles of American society.² Clearly indicating that the social work profession as a whole has incorporated its values from the larger society.

Despite this study, these postulated values have generally been incorporated into the profession and accepted with little or no research concerning the extent of their agreement with the profession. The social work profession continues to dedicate itself to the continuation of these values. This is exemplified in the continual stress upon values in social work education and in the National Association of Social Workers (NASW) Code of Ethics. Shimon S. Gottschalk (1974) has described social work as a profession of "humanitarianism in action." It is therefore very difficult to differentiate between professional social work behavior and a value position.

The basic premise which transcends all other concepts in social work is the principle that the individual human being has an intrinsic worth, dignity, and importance.³

²Lela B. Costin, Values in social work education, Social Service Review, 1964, pp. 271-280.

³Scott Briar and Henry Miller, Problems and Issues in Social Casework (Columbia University Press:New York, 1971), p. 33.

This philosophy, so closely related to the Judeo-Christian doctrine of western civilization and the enlightened political ideology of the eighteenth century, is directly reflected in the Constitution and Bill of Rights of the United States. These documents, which are the basic expression of human rights in this country, reflects those values in its basic premise that "all men are created equal."

The political and religious institutions of the United States (as indirectly influenced by the political, religious, and philosophical thought of Western Europe) are not the only influential systems which have effected social work values. The economic system has also had a tremendous impact upon the profession. Capitalistic economic systems emphasize the individual. In capitalistic economies, "each individual is virtually assumed to be in competition with all others and the collectivity exists primarily in order to assure and secure individual rights."⁴ These economic concepts have been incorporated by the social work profession in the form of encouraging, promoting, and maximizing the growth of the individual.

Another important area of consideration in the discussion of social work values is the development of values in the individual. These three concepts, the development of the individual's value system, societal values, and

⁴Shimon S. Gottschalk, Toward a radical reassessment of social work values, Journal of Sociology and Social Welfare, 1974, p. 127.

professional values, form an interrelated triumvirate which cannot be considered individually. This system must be considered as a constantly interacting and fluctuating system of mutual value reinforcement.

The infusion of the normally accepted social work values into the workers value orientation has been assumed to be an essential part of professional social work education. Several studies, Costin (1964), Hayes and Varley (1963), Varley (1963, 1964), and McLeod and Meyer (1967) have supported the position that professional social work education has some influence upon the workers value system. Meyer, Litwak, and Warren (1968) even differentiated social work values from those values of another profession (teachers). However, little research has been conducted to establish those values preferred by social workers in various job settings, or the influence of these job settings upon the values of the workers.

CHAPTER II

LITERATURE REVIEW

Problems in the Consideration of Social Work Values

The ambiguous nature of social work values is exhibited in the lack of a commonly accepted definition of "value" in the professional literature. This is not entirely unexpected because of the abstract nature of the term which is highly subjective and generally accompanied by strong feelings.

Compton and Gallaway (1975) provide a random selection of value definitions in their discussion of values in Social Work Processes. The various interpretive definitions of social work values varies from Gordon's "value refers to things preferred, knowledge to things which are knowable," to Levy's "things a profession prefers."¹ Pumphrey provides a more definitive interpretation of social work values. She has defined values in the following manner:

Values are the formulation's of preferred behavior held by individuals or social groups. They imply a usual preference for certain means, ends, and conditions of life, often being accompanied by strong feelings. While behavior may not always be consistent with values held, possession of values results in strain toward consistent choice of certain types of behavior whenever alternatives are offered.²

¹Compton and Gallaway, Social Work Processes, pp. 102-115.

²Costin, Social Service Review, p. 271.

Pumphrey's definition of values is comparable to that of R.M. Williams (1958) who summarizes values as "things in which people are interested- things which they want, desire to be or become, feel as obligatory, worship, enjoy. Values are modes of organizing conduct- meaningful, affectively invested pattern principles that guide human interaction."³ In both these definitions, it is implied that values operate unconsciously at most times.

In an important sociological analysis of the counseling profession, Halmos (1966) argues that values in the counseling professions are accepted without proof and implies that these values are unreliable.⁴ Compton and Gallaway (1975) add that these values are probably "unprovable." Yet they adhere to the premise that social work values are reflected in the "day-to-day work of the practitioner and provide direction and guidance to professional practice."⁵

The last statement implies that social work values exist and are reflected in professional behavior which would indicate that professional values could be observed

³R.M. Williams, Value orientation in American society, Social Perspectives on Behavior (Howard Stein and Richard Cloward, edi.) (The Free Press: Glencoe, Illinois, 1958), p. 288.

⁴Paul Halmos, The Faith of the Counselor (Schocken Books: New York, 1966).

⁵Compton and Gallaway, Social Work Processes, pp. 103-104.

indirectly. Compton's and Gallaway's previous statement tends to confuse and conflict with their statement that values are unprovable. If values can be reflected in the "day-to-day work of the individual," then it stands to reason that these values can be identified. Conflicting statements concerning the provability of values continues to be a problem in the study of professional social work values.

The Code of Ethics

The NASW Code of Ethics was adopted by the delegate assembly in 1960 and amended in 1967. A regulative code of ethics can be defined as "the means by which a profession makes public its commitment to the welfare of society."⁶ The initial statement in the code indicates that "social work is based on humanitarian, and democratic ideals."⁷ This directly acknowledges the incorporation of the moral and political values of American society. In the code of ethics, social work values such as individualization, acceptance, and confidentiality are postulated.

In social work, the individual worker is faced with making decisions concerning conflicting conduct daily.⁸ The

⁶Joseph P. Garbin, Professional values versus personal beliefs in drug abuse, Social Work, 1974, p. 334.

⁷Code of Ethics, Social Work Processes (Compton and Gallaway, edi.) (The Dorsey Press: Homewood, Illinois, 1975), pp. 116-117.

⁸Charles S. Levy, On the development of a code of ethics, Social Work, 1974, p. 208.

social work code of ethics provides the worker with a broad general base, a superego or conscience so to speak, of professional values and norms upon which to make decisions. Even with the code of ethics, there will undoubtedly be some conflict within the confines of professional interpretation. This is certainly evident in the client-worker relationship concerning confidentiality. Much of the power of confidentiality has now been eroded by various legal decisions. To the extent that social workers, and other helping professionals, must make individual interpretations as to how to cope with problems in specific circumstances.

Values and American Society

Briar and Miller (1971) state that casework, as we know it, could not exist in a society that does not recognize the dignity and worth of the individual.⁹ In American society, the democratic political system, cultural influences, and the capitalistic economic system all contribute to the broader value system which represents the American value orientation.

Information concerning values may be derived from direct observation, self-reporting, or various indexes.¹⁰ This is a key concept in that it confirms that values can

⁹Briar and Miller, Problems and Issues in Social Casework, p. 34.

¹⁰Williams, Social Perspectives on Behavior, p. 290.

be defined and studied. Most values are studied in relation to whether they form part of a larger value system. These larger value systems are common values and symbols which are considered important by various groups.¹¹ The value system of American society is composed of fifteen distinct value orientations.

These value orientations include the following: achievement and success, activity and work, moral orientation, humanitarian mores, efficiency and practicality, progress, material comfort, equality, freedom, external comfort, science and secular rationality, nationalism-patriotism, democracy, individual personality, and group superiority themes.¹² Those themes most closely related to the values of social work are the humanitarian mores, democracy, and individual personality. These areas are more closely related to social work than the others because of their direct mention in the NASW Code of Ethics.

Humanitarian mores refers to the emphasis upon "disinterested concern and helpfulness, including personal kindness, aid and comfort, or other philanthropic matters."¹³ This theme is contradictory to the widespread individualistic tendencies of our economic orientation. It apparently

¹¹Williams, Social Perspectives on Behavior, p. 291.

¹²Ibid., pp. 293-313.

¹³Ibid., p. 295.

indexes a broadly based altruistic belief influenced by the religious philosophy of brotherhood.¹⁴ The theme is also closely related to the political themes inherent in the democratic system.

The theme of individual personality was postulated by Emile Durkheim. This concept emphasizes the great value orientation western society places on the development of individuality.¹⁵ This connotes the intrinsic worth of each person and that each person is free to share with society the dividends of that worth.

Williams delineates four summary classification systems of values in American society. These classification systems include gratification, instrumental interests, formal-universalistic values of western tradition, and the particularistic, segmental, or localistic values.¹⁶ The system most closely related, and of interest to professional social work values, is the formal-universalistic values which include: rationalism, impersonal justice and universal ethics, achievement, democracy, equality, freedom, religious values, and the value of individual personality.¹⁷

Gottschalk (1974) views social work as an expression

¹⁴Williams, Social Perspectives on Behavior, p. 295.

¹⁵Ibid., p. 311.

¹⁶Ibid., p. 313.

¹⁷Ibid., p.313.

and outgrowth of western capitalism.¹⁸ He emphasized the core values of social work especially those concerned with the dignity and worth of the individual. In this orientation, the rapid expansion of corporate rather than private enterprise over the past decade, has affected the values placed upon individualism. He concludes that if social work is to survive in its present form, the profession must be aware of the value shifts in the American value system. This will enable the profession to recognize and adjust to the value shifts within the profession which might occur as a result of the economic shifts.

The values of society gradually filter down to the individual and professional level where they are often distorted by the various subcultures and individual interpretations. Professional values, in the eyes of Williams (1958) and Gottschalk (1974), emerge from the various value tendencies within society. This provides a more coherent and ordered system for analysis, but generally ignores the interactive component of values which is somewhat explored by Kendall (1970). This interactive system is schematically portrayed in Figure 1. This figure graphically illustrates the mutual interaction of the three value systems in which no value system is mutually exclusive. This figure also reflects the importance of accounting for the distortion

¹⁸Gottschalk, Journal of Sociology and Social Welfare, p. 135.

and individual influence upon values of a profession. Instead of the one-way interactive paradigm in which inter-

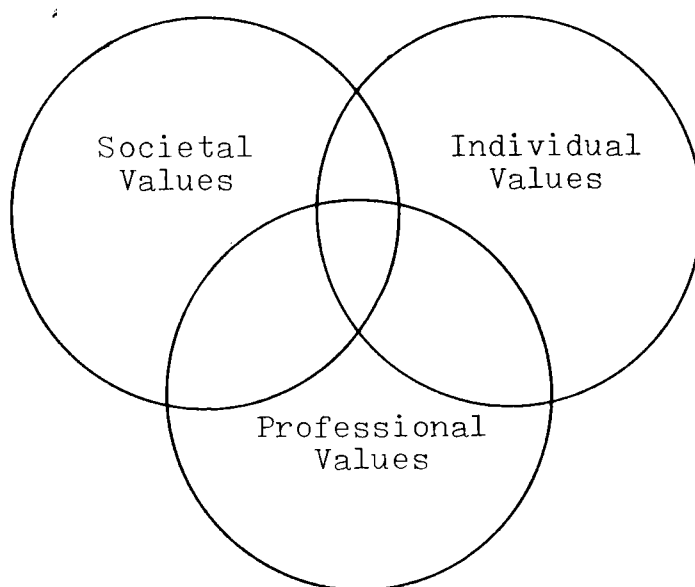


Figure 1. Schematic representation of three-way value interaction.

action is viewed as almost a purely derivative form of the societal whole, a three-way interactive paradigm is much more logical (see Figure 1).

The Development of Social Work Values

The chief motivation of early social workers was altruism.¹⁹ These social workers primarily provided

¹⁹Katherine A. Kendall, ed., Social Work Values in an Age of Discontent (Council of Social Work Education: New York, 1970), pp. 35-61.

services to the unfortunate as volunteers. During the 1930's, social work in the "New Deal" era emphasized a theme of provision of social assistance and was primarily motivated by the worker's need for a livelihood. From this point through the sixties, social workers began to perceive themselves as employees of the community, responsible to administer the community's good works and subject to its authority.²⁰ With the growth of social work as a profession, social workers have developed a national organization (NASW) which has resulted in the accreditation of the educational programs responsible for the development of professional standards through values.

The profession has incorporated many of the broad values identified by sociologists as existing in American society. Many definitions have been proposed for social work values. Some view values as beliefs held by a profession, as links binding members of a profession, preferred conceptions of people, outcomes for people, and instrumentalities for dealing with people. Compton and Gallaway (1975) synthesized this information and postulated several principles concerning values. This list includes:

1. Values are guides to action; they are principles which, whenever possible, are to be maximized.
2. In situations where the value premise and knowledge are in conflict, opt for knowledge.
3. When knowledge is lacking, the value premises should become the prevailing standards.

²⁰Kendall, Social Work Values in an Age of Discontent, p. 55.

4. Values limit the uses to which the profession's methodology can be used.

These principles are probably the most comprehensive and definitive definitions and guidelines for the use of values in social work practice.

Biestek (1957) defined and explored seven principles of the casework relationship. Many of these principles are formed by, or define, basic value orientations of the social work profession. The principles explored by Biestek include the following: Individualization, purposeful expression of feeling, controlled emotional involvement, acceptance, nonjudgmental attitude, client self-determination, and confidentiality.²¹

Some conflict has occurred concerning the concepts of acceptance and nonjudgmental attitude. Biestek (1957) identifies the two concepts as separate and distinct, but Briar and Miller (1971) approach the two concepts as relating to the same fundamental value preference. Indeed, a nonjudgmental attitude would appear to be a characteristic necessary in the acceptance of the client in the client-worker relationship. Suffice it to say that the two concepts are not mutually exclusive and should be discussed together.

Acceptance. Acceptance originates from the fundamental

²¹Felix Biestek, The Casework Relationship, (Loyola University Press: Chicago, 1957).

social work philosophy of the dignity and worth of man. This associates its development with the moralistic value perception of social work in previous years. This is opposed to the past social work period in which recipients were labeled either worthy or unworthy. With the development of the philosophical assumptions that man's basic nature is good, and the psychic determinism of psychoanalytic theory, acceptance emerged as an unquestioned value system. Acceptance basically prevents the worker from approving or disapproving of a client's behavior, or defining the client's behavior as good or bad.

Acceptance is a restriction which imposes a certain neutrality upon the worker preventing the imposition of the worker's value orientation on the client. The basic purpose is to aid the worker in understanding the clients as they really are.²² Like many social work principles, acceptance helps prevent the worker from projecting personal values upon the client. There is continued emphasis upon the recognition of the countertransference by the worker in which the imposition of values in the relationship must be constantly monitored by the worker.²³

Self-determination. The principle of client self-

²²Biestek, The Casework Relationship, p. 72.

²³Dale G. Hardman, Not with my daughter, you don't, Social Casework, 1975, p. 281.

determination is directly attributed to the values associated with democracy. Self-determination is similar to most other social work values in that it is the result of a gradual evolution beginning with the Old English Poor Laws. Democratic ideals are evident in the definition postulated for the term. "The principle of client self-determination is the practical recognition of the right and need of clients to freedom in making their own choices and decisions in the casework process."²⁴ This is an area of great debate. Many value judgments are made in this area in regard to appropriate problems for work, various legal considerations, and the ever present problem of counter-transference in the client-worker relationship.

To provide appropriate services for clients and to enforce self-determination, the worker should be aware of advice giving, explanations of the clients understanding of various alternatives, and familiarity with legal restrictions and agency regulations.²⁵ It is also assumed that professional social work education will aid the worker in understanding his/her conscious and unconscious motivations. In this respect, self-determination can be viewed as a therapeutic technique as well as a value position.

²⁴Biestek, The Casework Relationship, p. 103.

²⁵Briar and Miller, Problems and Issues in Social Casework, pp. 40-45.

Individualization. Individualization is a value orientation which is defined as "the recognition and understanding of each client's unique qualities and the differential use of principles and methods in assisting each toward a better adjustment."²⁶ This value is closely associated with empathetic listening. As a technique, it enables the worker to remain in touch with his/her own values and feelings which aids in the understanding of the client-worker relationship.

Confidentiality. Confidentiality is a complex principle involving legal considerations, the therapeutic atmosphere, and professional responsibility. It is a value position because of its association with professional responsibility. As defined by Biestek (1957), confidentiality "is the preservation of secret information concerning the client which is disclosed in the professional relationship. Confidentiality is based on a basic right of the client, it is an ethical obligation of the caseworker and is necessary for effective casework service."²⁷

Without confidentiality, the casework relationship would lack the rapport and trust which is necessary for therapeutic interaction to take place. To resolve the legal

²⁶Biestek, The Casework Relationship, p. 25.

²⁷Ibid., p. 121.

and potential agency conflicts, it is mandatory for a worker to adopt a philosophical position which will treat the confidence of the client responsibly. This is a judgment of the worker and much depends upon the setting. However, the worker should be aware of legal and agency regulations so that information acquired in a trustful client-worker relationship is not, as Briar and Miller (1971) state, "used to the disadvantage of the client."

The conscious, or unconscious imposition of values by a worker is an acknowledged professional hazard. The values previously discussed, i.e. individualization, acceptance, self-determination, and confidentiality, have all been attributed to the development of a successful client-worker relationship. These values generally represent clusters of values which should promote the concept of sustaining and enhancing the therapeutic relationship.

Conflicts and Imposition of Social Work Values

Several conflicts have been identified concerning these values. Miller (1975) discusses the value judgments inherent in providing services to the involuntary client. This appears to be the basic value conflict facing workers especially in job settings dealing with such loaded legal, and moral areas as child abuse and neglect. When faced with a pure value dilemma, the principles of acceptance, self-determination, and confidentiality provide guidelines for the worker. Resolving the conflict of value judgments

requires the use of knowledge about the problem and utilizes the concepts of values within the context of the client-worker relationship.

Many social workers oppose the imposition of "scientific principles" in the client-worker relationship. These workers argue that the resulting objectivity has endangered the humanistic values of casework.²⁸ Specifically they emphasize the "objectivity, detachment, neutrality, and the ability to conceptualize" which, although intended to serve as a mediator against value imposition, effectually hinders the client-worker relationship.²⁹ As an alternative, Saloman (1975) suggest a more insightful technique accentuating the "moral and spiritual nature" of the client.

Professional social work values are a complex system of interaction between the individual's value system, the professional value system, and the cultural value system. The individual value system operates on a conscious and unconscious level. Various professional values and principles should be incorporated by the worker during professional training which enables the worker to recognize his/her values and prevent countertransference. An unknown factor, cultural values, also effects the values of the

²⁸Elizabeth L. Saloman, Humanistic values and social casework, Social Casework, 1967, p. 26.

²⁹Ibid., p. 26.

worker. These factors, such as political and legal restrictions, enter the value system primarily at the job setting. There are many conflicts between the three interactive value systems. The values and principles of the social work profession form a base upon which the worker can rely to resolve these conflicts.

Survey of Recent Research

There have been a number of recent studies concerning values and the social work profession. These studies have attempted to determine changes in the value systems of social work students and professional social workers, or investigated the imposition of values by social workers in the client-worker relationship. The studies have relied upon several standardized surveys to obtain data. The surveys most frequently utilized are the Study of Values Test and the Rokeach Value Survey.

A number of studies have been conducted measuring changes, or differences between social work students and other groups. Barbara K. Varley's (1963) study concerning socialization in social work education focused on the description and identification of differences and similarities of values between beginning and graduating social work graduate students. Four values were identified as central to successful socialization of social work students. These values included the broad dimensions of: equal rights, service, psychodynamic mindedness, and universalism. The

results indicated a general lack of difference between the two groups on the four values selected. Younger students did exhibit a greater amount of value change, with students from higher socio-economic classes producing the least amount of change.³⁰

Varley and Hayes (1965) conducted another study concerning socialization and social work values, and added a group of experienced social workers to their study of social work values. This study utilized the Study of Values Scale developed by Allport, Vernon, and Lindsey to measure changes in values of college students and adults. This scale reports only sex differential responses which forces the data to be analyzed by male-female categories. The results suggested that social worker's values change considerably after graduation.³¹ The data was analyzed by stratifying the results over the demographic variables of: regional culture, social class, age, and prior work experience. The findings indicated that these variables had very little effect upon the results.

Varley (1968) also conducted a study concerning value change during social work graduate education. Two groups

³⁰Barbara K. Varley, Socialization in social work education, Social Work, 1963, p. 102.

³¹Dorothy D. Hayes and Barbara K. Varley, Impact of social work education on students values, Social Work, 1963, p. 42.

were used for comparative purposes and were tested with the questionnaire previously developed by Varley(1963) measuring four value categories. Discounting the effects of history and maturation, the findings indicated that graduating students agreed with a sample of experts about the importance of service concepts. The students agreed, to a lesser degree, to the concepts of equal rights, psychodynamic mindedness, and universalism.³² The range of scores suggested that students experienced some change in their value commitment during their graduate education.

A study by Lela Costin (1964) explored the relative importance of value development in social work students using the Study of Values Scale. To conduct one aspect of the study, the questionnaire was mailed to faculty members of social work graduate schools in the United States and to members of NASW. It was hoped that the study would indicate those values most important for social workers as identified by the group of professionals on this particular instrument. The results indicated that those values most important for social workers were: the social, theoretical, and economic values.³³

The second aspect of the study concentrated on the

³²Barbara K. Varley, Social work values: changes in value commitments of students from admission to MSW graduation, Journal of Education for Social Work, 1968, p. 71.

³³Lela B. Costin, Values in social work education: a study, Social Service Review, 1964, p. 275.

Value orientation of a sample of students on the value scale. The findings produced some differences between the two groups. The top three values, as ranked by the student sample, were, : social, religious, and political values.³⁴ Costin (1964) suggested that social work educators emphasize values more in the class as a result of the differences between the professional and student value rankings.

Donna McLeod and Henry J. Meyer compare fully trained social workers (MSW equivalent), and social work students, along with social workers with little or no professional experience on scores obtained using the Social Work Values Test. They proposed several broad questions which they felt were in need of explanation concerning values. Among those questions asked were: To what extent do social workers have common values that distinguish them from other occupational groups?, What differences are there among members of the profession, and what factors contribute to these differences?, and How are value differences related to professional practice?

To determine the position of social workers on the proposed values, they developed a scale of ten bipolar dimensions. The ten dimensions were as follows:

1. Individual worth vs. System goals.
2. Personal liberty vs. Societal control.
3. Group responsibility vs. Individual responsibility.

³⁴Costin, Social Service Review, p. 278.

4. Security-satisfaction vs. Struggle, suffering, denial.
5. Relativism-pragmatism vs. Absolutism-sacredness.
6. Innovation-change vs. Traditionalism.
7. Diversity vs. Homogeneity.
8. Cultural determinism vs. Inherent human nature.
9. Interdependence vs. Individual autonomy.
10. Individualization vs. Stereotyping.

These dimensions were drawn from a variety of sources suggesting social work values and the values of American society.

A questionnaire was then developed to reflect the value positions that might be held on the ten dimensions. The test was used in a study which attempted to distinguish professionally trained social workers from untrained social workers. Results indicated that seven value dimensions were related to the level of professional training. These dimensions were: security-satisfaction, group responsibility, interdependence, innovation-change, cultural determinism, individual worth, and diversity. Two factors which appeared to be strongly related to the seven value dimensions were, religion and ethnic background.³⁵

A second study was conducted to evaluate the extent to which social workers hold a distinct value system. A sample of social workers and a sample of public school teachers were used in this study. A revision of the test, the Social

³⁵Donna McLeod and Henry J. Meyer, A study of values in social workers, Behavioral Science for Social Workers. (Edwin L. Thomas, ed.) (The Free Press: New York, 1967). p. 410.

Values Test, was used in the study. The findings suggest that social workers tend to have a greater orientation toward those value dimensions described as characteristic of social workers than the teachers.³⁶ Those value dimensions with the greatest difference between the two groups were security-satisfaction, group responsibility, cultural determination, and individual worth. The social workers also indicated a greater agreement with the remaining value dimensions associated with social work than the teachers.

More recent studies concerning social work values have been conducted by Webb, Linn, Stein, Furdan, and Hirsch (1976) on the changing values of social work students. Another study, evaluated the personal and professional values of Colorado social workers. Both these studies utilized the Rokeach Value Survey to evaluate the value position of the sample populations.

These studies have indicated that a number of values are associated with the profession of social work. That the values of professional (MSW equivalent) social workers agreed to a greater extent to those values generally attributed to the profession than untrained (bachelor degree equivalent) social workers. This difference has generally been attributed to socialization during social work education.

³⁶McLeod and Meyer, Behavioral Science for Social Workers, p. 410.

In the past, it has been generally assumed that persons in a given occupation share similar behavior patterns, attitudes, and values but differ in these same areas from persons in other occupations.³⁷ This follows the reasoning of Karl Marx in that differences in values are due to class, and that class equals occupation. Weber supported this belief by postulating that the probability of life choice is due to the marketplace. From Marx, Weber, and Durkheim originates the idea that occupation, or job setting, should be observed as a significant influence on a person's value system.

Job Setting

Previous studies have simply assumed that persons in similar job settings have similar values. Those studies which have controlled for job setting, McLeod and Meyer (1967) for example, have generally found no significant influence by job setting on values. However, recent studies have not focused on particular job settings, like child abuse and neglect, within the profession which have various political and legal restraints which might effect the values of the persons working in this setting.

Values must be viewed as a complex interaction between individual, societal, and professional value systems. In

³⁷Henry J. Meyer, Eugene Litwak, and Donald Warren, Occupational and class differences in social values, Sociology of Education, 1968, p. 264.

social work, the profession has historically stressed different values as compared to other groups.³⁸ If the theories of Durkheim, Marx, and Weber are correct, social workers, like other professionals, are probably attracted to the profession because the behavior patterns, attitudes, and values of the profession are similar to their own. These individual value systems are subjective, emotional, and operate primarily on an unconscious level. It has generally been assumed that social work education brings these value systems to consciousness and socializes the worker to the values espoused by the profession.

Values form such an important part of the social work profession because of the client-worker relationship. From which, Biestek (1957) and others have identified the core social work values. The values of the profession primarily prevent the violation of the client's rights and counter-transference by the worker.

As seen in Figure 2, job setting can be viewed as an intervening factor between social work education and the client-worker relationship which could influence the value systems of the worker. Social work education enables the worker to organize and become "consciously" aware of his/her value system. By becoming consciously aware of their personal value system and being socialized to the value

³⁸Meyer, Litwak, and Warren, Sociology of Education, p. 264.

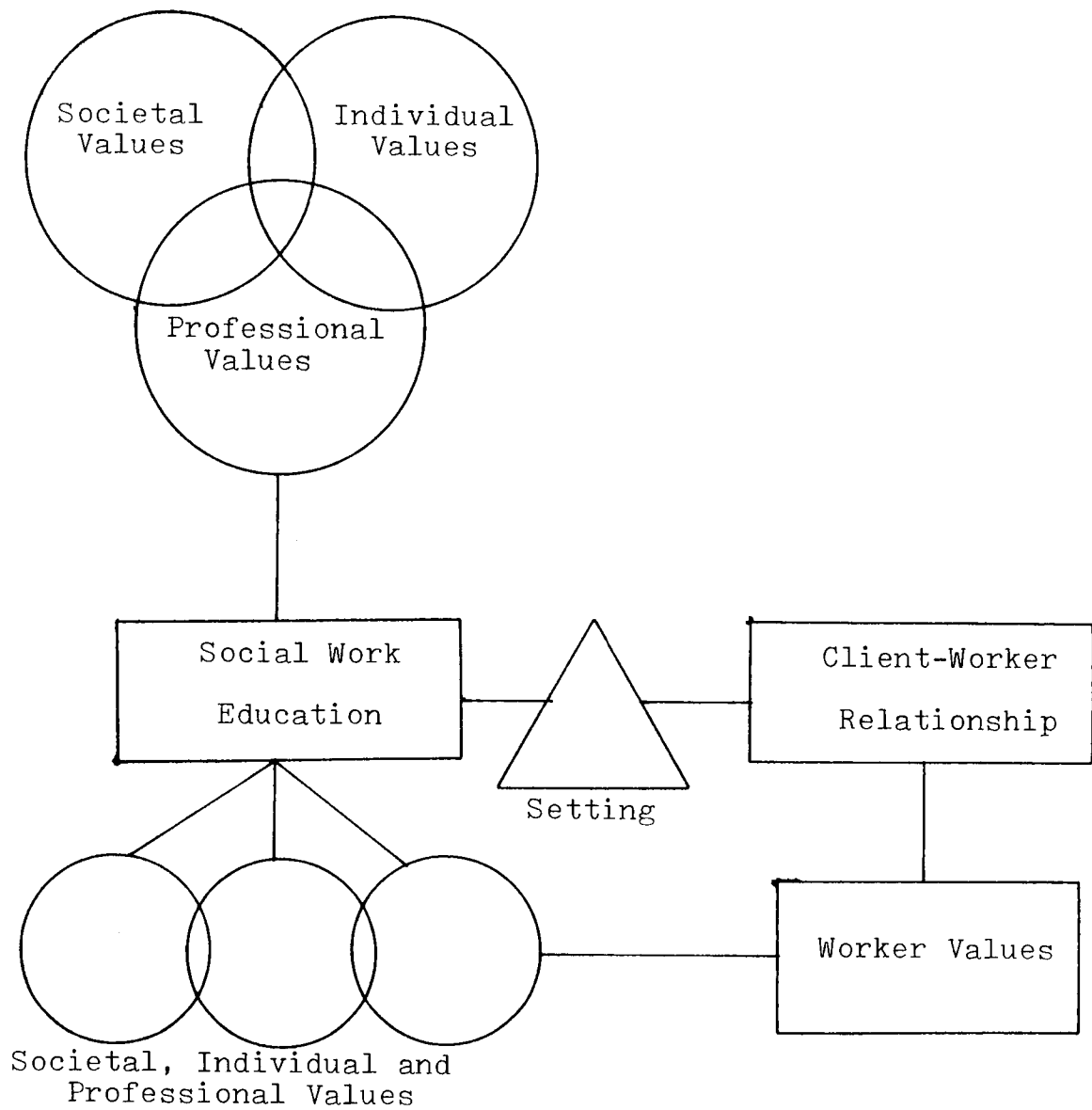


Figure 2. Schematic representation of value orientation, social work education, and setting.

position of social work, the worker is able to prevent any countertransference in the client-worker relationship.

This generally accepted position of the profession ignores the possibility of an intervening variable such as job setting which could effect the value preference of the worker (see Figure 2, p. 28).

CHAPTER III

STATEMENT OF THE PROBLEM

Purpose

Social work values have been an important and controversial area of concern within the profession for many years. One major dilemma appears to involve a lack of quantification concerning the value position of social workers. Recent research has provided a basis for further definition of social work values by indicating a number of values which appear to be associated with social work practice.

These studies have focused on the development of social work values through social work education and the effect of training on value preference. Their findings indicate that changes in value disposition during social work education are due to a supposed exposure to those values during professional social work education. The value position identified in these studies as the social work position is closely related to the professional social work values recognized in the NASW Code of Ethics. Among these values are self-determination, acceptance, personal worth, and other basic values previously assumed to exist within the profession.

This does not imply that contradictions have not existed, still exist, or that social work values have been

adequately defined. In fact, the effect of work setting upon the value preference of social workers has been relatively ignored. Though several studies have indicated an agreement on various values between social workers and at the same time differentiated social workers from other professionals. However, these studies do not address the question of differences among individual social workers in various job settings.

Need

This study will investigate the values of social workers in the East Tennessee area. The factor of job setting will be of particular interest to the study, in which the protective service setting will be explored to determine what, if any, effect this setting has upon the values of the workers.

This study will contribute to the literature because it will increase the profession's knowledge concerning the values preferred by social workers, and investigate directly whether setting has an influence upon workers values. This is important because of the emphasis social work as a profession, and in particular social work education, places on the values in the client-worker relationship.

Assumptions and Limitations

Perhaps the most value laden area confronting social workers is that of providing protective services to

children.¹ In protective services, the worker is generally requested to act in a political, police like manner though supposedly operating from an altruistic, humanitarian philosophy. The policies concerning protective services are composed almost entirely of political and legal regulations. Which can be viewed as being diametrically opposed to the democratic, humanitarian nature of the professional value system of social work. The political and legal restrictions of the protective service setting might influence the value preference of the workers operating within the confines of that job setting. Because of the political and extremely sensitive value factors involved in working with protective services, such social work values as self-determination, individualization, and the dignity and worth of the individual could be effected in a direction contrary to the generally accepted social work value position.

The area of child abuse has received a great deal of attention during the past decade. This indicates that very little information, or training has been available to those individuals working in the protective service setting. It is also interesting to note that the general public appears to perceive child-abuse and neglect as an appropriate area of concern for social work. This information

¹Alfred J. Fortin, Protective services: coercive social control of mutual liberation, Journal of Sociology and Social Welfare, 1975, p.82.

was elaborated in a recent survey by Glampson, Glastonbury, and Fruins (1977) concerning the perception of the public about social work functions in Great Britain.²

This study will explore the possible effects of settings upon the workers values by investigating the value preferences of a group of protective service workers and a group of social workers representing a cross section of social work settings. The hypothesis will concern the value dimensions proposed by McLeod and Meyer (1967) in the Social Values Test.

The questionnaire developed by McLeod and Meyer consisted of ten value dimensions which were extracted from the social work literature. Each value dimension associated with the social work profession was contrasted with a value position held by some other segment of the population in the United States. The present questionnaire consists of forty statements with four statements representing each value dimension. The test is scored by indicating a personal preference on each statement in one of four categories on a Likert type scale.

Research utilizing the Social Values Test found differences between the value position (dimensions) of trained social workers (MSW equivalent) and Untrained social

²Ann Glampson, Bryan Glastonbury, and David Fruins, Knowledge and perceptions of the social services, Journal of Social Policy, 1977, pp. 6-7.

workers (Bachelors equivalent). Another study investigated the value position of social workers and the value position of a sample of teachers. The results indicated that social workers appear to adhere closer to those value dimensions associated with the social work profession than the teachers.

Based upon these findings and information concerning the protective service setting, the hypothesis is: a randomly selected sample of NASW members (representing a cross section of social work job settings) will agree to a greater extent than a sample of protective service workers at the Department of Human Services (DHS) with those value dimensions associated with social work on the Social Values Test. Value dimensions of particular interest will be personal goals, personal freedom, and social protection which are all associated with the client-worker relationship through the values of individualization, self-determination, and the dignity and worth of the individual.

Several factors the investigation of job setting, including the following: 1) the protective service workers have various political and legal restraints which appear to contradict many of the value positions supposedly held by the social work profession, 2) the theories of Durkheim which propose that job setting can influence the individual's value orientation, and 3) the highly emotional, and moralistic nature of the protective service job setting

which could result in the over identification of the protective services worker with the child, and lack of identification with the parents, who are the identified clients. All of these factors indicate that the job setting of the protective service worker could produce a value orientation somewhat different from the generally accepted social work value preference.

CHAPTER IV

METHODOLOGY

Setting and Sample

The Social Values Test was administered to two groups of social workers in the fall of 1979. The two samples were selected from groups representative of the settings under investigation by the study. These settings include the protective service setting and a general representation of other social work settings as represented by a random sample of NASW members. The samples were selected exclusively from Knox County, Tennessee which is in the eastern section of the state.

Knox County is an urban county surrounded by a number of relatively rural counties. As of July 1, 1979, the Metropolitan Planning Commission estimated Knox County's population as 322,093, with the city of Knoxville having a population of approximately 181,534. The Knoxville Standard Metropolitan Statistical Area (SMSA) is estimated at 482,544.¹

Samples were selected on the basis of their relevance to the study, and convenience in terms of locale and access. Relevance to the study was based upon the relationship of the group to social work values and job setting.

¹Knoxville Metropolitan Planning Commission, July, 1979.

The test sample, representing the protective service setting, included the entire population of protective service workers in Knox County. Permission to request the workers consent to participate in the study was obtained from the Regional Director of the Tennessee Department of Human Services, and the protective service supervisor during the summer of 1979. Oral permission was given by the protective service supervisor and written permission was obtained from the regional director (see Appendix B). The Department of Human Services was furnished with a literature review, study proposal, copies of the Social Values Test, Rokeach Value Survey, and the Study of Values test, along with the consent letter.

The entire population of protective service workers of Knox County was selected for use in the study. This was done because of the relatively small size of the population (29) and for the purposes of economy, convenience, and time. Using the entire population also reduced the difficulty of testing the group by allowing the study to be administered to the entire sample at the same time.

The sample selected to represent the control group was taken from the membership list of the Knox County NASW Chapter. This sample was selected to represent a cross section of social work job settings. Permission was obtained from the president of the local NASW chapter during the summer of 1979. A literature review, study

proposal, consent letter, and value surveys were sent to the president. The local chapter granted permission to obtain the membership list in the fall of 1979 (see Appendix B).

Ninety members of the Knox County NASW Chapter were randomly selected from the membership list using a table of random numbers. Each member of the chapter was assigned a number starting with the first member and numbering consecutively to the last member. A table of random numbers was then utilized to select the sample.

Starting at a randomly selected point on the table and using the last two digits of each random number, subjects were selected as they corresponded to those digits until ninety subjects had been selected from the membership list. Ninety subjects were selected from the membership list to ensure a return rate of at least thirty questionnaires. This return rate was based on the premise that a 30% return rate for the questionnaire would be an average result.

Several members of the NASW chapter were excluded from the membership list before the sample was numbered. The members were excluded from the sample on the basis of their having prior knowledge of the study. Inclusion of these members on the membership list would have influenced the probability that other members would have had of being selected. Had the members with prior knowledge been selected,

it would have biased the results. Approximately ten members were excluded from the membership list because of prior knowledge of the study.

Data Collection

Data was obtained from the protective service workers by administering the Social Values Test at a monthly meeting. Respondents were given the test in a brown mailing envelope, were requested to open the envelope and read the information-instruction letter carefully, and were then requested to ask any questions which they might have. The respondents were also informed that participation in the study was not mandatory and that failure to sign and date the consent form would result in their elimination from the study.

The protective service workers were also asked to indicate only one preference on each demographic category and to make any comments, pro or con, on the questionnaire. Approximately thirty minutes was given for the completion of the questionnaire. When each person finished the test, they placed it inside the mailing envelope, sealed the envelope with the metal clasps, and placed the envelope on the table for collection. After completing the questionnaire, the respondents were given a break before continuing the meeting. The completed questionnaires were collected and stored in a filing cabinet at The University of Tennessee School of Social Work.

The ninety members of the NASW sample were mailed the questionnaire a few weeks after the administration of the test to the protective service workers. The questionnaires were mailed in November, 1979, and a final return date of January 14, 1980 was established. All questionnaires returned after the January 14, 1980 deadline were filed with the discarded questionnaires. The respondent's name was noted as to whether he/she desired a follow-up report concerning the study before the questionnaire was discarded.

Data was discarded for the following reasons: 1) failure to sign and date the consent form, 2) failure to answer more than ten of the demographic categories, or test questions, and 3) failure to return the questionnaire by the January 14, 1980 deadline. These guidelines were stated before the administration of the questionnaire.

Instrumentation

The Social Values Test was selected as the instrument to measure the value preference of the NASW members and protective service workers. Two other survey's, the Rokeach Value Survey and the Study of Values Test, were also considered for the study. The Social Values Test was selected because: 1) it was originally developed to explore social work values, 2) its value dichotomies directly reflect a dimension associated, or preferred by social workers, 3) the other two tests do not directly reflect the values found in social work, or the social work literature, and

4) financial considerations which forced the selection of the least expensive test.

The Social Values Test is a forty item questionnaire in which the respondents indicate their response by checking the category closest to their particular value preference on each item. The test is essentially a revised form of a seventy-two item questionnaire of the same title. Meyer (1962) indicates that the purpose of the test is to address the underlying value meanings for which the items are presumed to be indicators.

The forty questions represent ten broad bipolar value dimensions of which one value dimension represents that value preference believed most strongly associated with social work. Respondents indicate their preference for each question by checking the response category most closely associated with their beliefs. The categories for each question included definitely agree, probably agree, probably disagree, and definitely disagree.

Scoring. Responses to the test questions are scored from one to four with four being assigned to the position believed most strongly associated with social work. Each dimension is represented by four questions and therefore has a range of scores from four to sixteen. Questions representing each dimension are altered in the direction of value preference to prevent respondents from routinely answering each question in the same manner. For example,

questions one to ten directly reflect the perceived social work value position. The response categories are scored definitely agree a four, probably agree a three, and so on. Those questions reflecting the opposite of the social work position, question twenty to twenty-two for example, are scored exactly the opposite as above. Therefore the higher the score on the value dimensions the greater the agreement with the value dimension associated with social work.

The value dimensions. The ten value dimensions of the Social Values Test do not directly reflect such social work values as individualization, self-determination, and non-judgmental attitude. However, they are indirectly associated with these and other social work value preferences as reflected in the social work literature. The value dimensions of the present test include the following: public aid vs. private effort, personal freedom vs. societal control, personal goals vs. maintenance of group, social causation vs. individual autonomy, pluralism vs. homogeneity, secularism vs. religiousity, self-determination vs. fatalism, positive satisfaction vs. struggle-denial, social protection vs. social retribution, and innovation-change vs. traditionalism.² These value dichotomies are somewhat different from the previous Social Values Test and the present dimensions reflect Meyer's

²Meyer, Social Values Test, 1962, p. 4.

attempt to make the test more applicable to a larger population. The value dimension listed first in each dichotomy is the value most closely related to the social work profession.

Public aid. Public aid is defined as the responsibility of the government to assume responsibility for helping people. This dimension is directly opposed to the value position of private effort which is defined as government services damage the society and individuals. Public aid is the dimension most closely associated with social work. The profession of social work emphasizes the development of individual effort, which is reflected by private effort, but would not abandon individuals who fail to meet their individual responsibilities as the dimension of private effort indicates. Public aid is closely associated with the humanitarian doctrine of the social work profession.

Personal freedom. The dimension of personal freedom is conceptualized as the right of the individual to act according to his/her own dictates. This is often referred to within the social work profession as the principle of self-determination. Societal control represents the value dimension in American society which emphasizes control over individuals to protect society and the individual's own dictates.

Social causation. The social work position on the

relation of the individual to the group is that of a part which is interdependent with the other parts of the whole. This extreme position of interdependence would hold that a persons situation depends less on himself than on circumstances (social causation). The opposal value position is individual autonomy which is defined as the ability of the individual to more or less determine his/her own situation autonomously.

Personal goals. A major value preference in the social work profession is the dignity and worth of the individual. This is closely associated with the value dimension of personal goals, in which the individual (his happiness, his interests) should be put first. This has been contrasted with the idea that the group (family, society) is more important than the individual's personal goals (maintenance of the group).

Pluralism. Diversity has been a professed way of American life and is closely related to the ideals, values, and life styles of our society. It is also closely related to the philosophy of social work as indicated by the value dimension of pluralism. Pluralism is defined as heterogeneity in association and is contrasted with homogeneity. Homogeneity represents the value position which emphasizes the grouping of people most like each other.

Secularism. Secularism is operationalized as the

belief that religious ideologies should not be controlling. This is indirectly related to the social work position which shares the more general American belief in science and secular rationality. This is contrasted with religiosity which stresses that conventional religion and religious beliefs should be followed by all.

Self-determination. Self-determination emphasizes the social work principle associate with the ability of the individual to determine his/her own destiny. This rejects the premise that a persons destiny is determined by fate (fatalism).

Positive satisfaction. Another basic value in social work is the belief that the individual will be a better person if his/her basic needs are met through security, satisfaction, and acceptance. Positive satisfaction reflects this position and is defined as the more readily a persons needs and desires are satisfied the better the person will be. This is directly counter to the religious-cultural theme in American society which is related to the puritan tradition. This philosophy emphasizes the importance of struggle, suffering, denial, and punishment in creating character (struggle-denial).

Innovation-change. Social work has generally committed itself to social reform and progress. This orientation has led the profession to generally believe that innovation-

change is desirable and should be sought. This is contrasted with the value orientation committed to the ways of the past (traditionalism). It is expected that social workers should be less committed to the status quo and more willing to seek new solutions to problems than the general population.

Social protection. Closely associated with the belief that the government should assume some responsibility to help people (public aid) is the value dimension of social protection. Social protection emphasizes the care of those who need help regardless of their efforts. This orientation is supported by the social work belief in the dignity and worth of the individual and that every individual is unique (individualization). Social retribution is the value dimension representing the belief that people should suffer the consequences of their own lack of effort which is directly opposed to the social work principles of individualization and social protection.

All ten of the value dimensions reflect a social work position on one of the bipolar value orientations. The classic social work position of self-determination is indirectly reflected by personal freedom. The principle of the dignity and worth of the individual is seen in the orientation of personal goals. The position of governmental intervention and responsibility is represented by the dimensions of public aid and social protection. The

social work position emphasizing environmental causation is reflected in the value dimension of social causation. Social works opposition to fatalism and religiosuty is represented by secularism and self-determination respectively.

The belief of the social work profession in diversity of interaction and the orientation toward satisfaction of individual needs is reflected by the value dimensions of pluralism and positive satisfaction. The basic social work orientation toward reform and change is reflected by the dimension of innovation-change. In general, these value dimensions reflect the basic principles which have been assumed to represent the social work profession as defined in the social work literature.

Reliability and validity. The reliability and validity of the instrument are some what questionable. Meyer (1962) has pointed out that further reliability and validity measures should be conducted for the test and indicates that the value dimensions are to some degree correlated. Responses to the items have supported the autonomy of the individual value dimensions by indicating higher inter-correlations among the items intended to indicate the value dimension and by forming reasonably distinct (correlated) clusters of those interrelated items. Appendix D presents a correlation matrix of items which are arranged in clusters (dimensions) from scores obtained from a 1962 study of teachers and social workers.

This matrix generally indicates a moderate degree of relationship between the questions (items) representing each value dimension. Most of the relationships fall between the .20 and .65 region of correlation. This is particularly true of the value dimension of public aid. This dimension shows a relatively high degree of correlation between the four items representing the dimension. However, there is a good deal of intercorrelation between the questions on the test between the various dimensions. Although no direct validation measures have been reported with the revised test, it is reported that previous versions have differentiated between several different groups in previous studies. The present test is apparently accepted on face validity and reliable as based upon prior findings.

In addition to the Social Values Test, respondents were requested to complete forms eliciting demographic information, and a consent form. The demographic information contained a listing of eight variables including: age, race, sex, experience in social work, religious preference, highest level of education, nature of work, and work setting. The respondents were also requested to sign and date the consent form in order to participate in the study.

Some feedback was obtained from the participants of the study. This feedback was primarily concerned with the instrumentation with several respondents commenting upon

the often ambiguous, or "loaded" nature of several questions. This is especially true of such questions as number 17 and number 19 (see Appendix A). Most of the feedback was directed at the information-instruction letter.

Feedback. Feedback on the information-instruction letter focused on the omission of the nature of the study, and the sampling procedures. In addition to these comments, several subjects cited the necessity of signing a consent form as a reason for not participating in the study. The omission of the purpose of the study was not an oversight and was done to ensure that respondents were not biased by prior knowledge about the purpose of the study. This measure was taken because of the ambiguous nature of the topic under consideration.

The omission of the sampling procedure from the information-instruction letter could be considered an oversight. It was not included on the questionnaire because the two samples were selected in different manners. Rather than introduce two information-instruction letters, a modified version was utilized which did not mention the sampling procedure. It was felt that the entire instrument for both samples should be kept as uniform as possible. This was done in order to avoid exposing the two samples to different stimuli which might have influenced their participation in the study.

The consent form was included because of university regulations which require that researchers keep the consent forms for three years after the date of the study. This presumably protects the university, school of social work, and the researcher from legal action as a result of the study.

CHAPTER V

RESULTS

Job Setting and Sample

The study predicted that NASW members would indicate a higher degree of preference for those value dimensions associated with social work on the Social Values Test than the protective service workers. A variety of statistical tests were utilized to determine if any differences between the two groups was statistically significant.

Of the ninety questionnaires mailed to the NASW members, forty-seven were returned by the January 14, 1980 deadline. Two of these questionnaires were eliminated from the sample because the respondents failed to sign the consent form. One questionnaire was received after the deadline and was not included in the study. A total of forty-five questionnaires were used in the study representing the NASW membership group. There was a return rate of 50% for those questionnaires utilized in the study. The entire sample consisted of 74 subjects with 29 protective service workers and 45 NASW members.

The great majority of the subjects were female (84%), Caucasian (97%), and protestant (72%). Twenty-six percent of the sample was between the ages of 26 and 30 and the majority had a master's degree or higher (64%). Over one half of the sample had five years or less prior experience

in social work (55%), with only 26% having over ten years of prior social work experience.

Comparisons were made between the two groups to determine if there were any significant differences on the demographic variables. The two groups varied significantly on three of the demographic factors. Age, experience in social work, and highest level of education were the demographic variables upon which the groups varied.

The NASW member sample was primarily older than the protective service sample. In the protective service sample, 69% of the sample was below the age of thirty while 69% of the NASW member sample was 31 years of age or older. The NASW members also had more social work experience than the protective service workers. Fifty-two percent of the protective service workers had two years or less experience in social work as compared to the 59% of the NASW members who had more than five years of experience.

The two groups also differed on the amount of education, training, that the respective members had received. An overwhelming majority of the protective service workers (83%) had bachelor's degrees while an equal percentage of the NASW members (84%) had master's degrees. The total percentages for each group in each demographic category is presented in Table I.

The two samples were similar in the demographic areas of sex, race, religion, and nature of work (see Table I).

Table I

Summary of Characteristics of the Protective Service
Workers and NASW Members

Variables	Protective Service Workers		NASW Members	
	No.	%	No.	%
Sex				
Female	27	93	35	78
Male	2	7	10	22
Age				
25 years and under	11	38	4	9
26-30	9	31	10	22
31-35	5	17	11	24
36-40	2	7	8	18
41-45	1	3	6	13
46-50	--	--	3	7
51 years or over	1	3	3	7
Race				
Caucasion	28	97	44	98
Black	1	3	1	2
Education				
Bachelor's Degree	24	83	3	7
Master's Degree	5	17	38	84
Ph.D.	--	--	4	9
Experience in Social Work				
1-2 years	15	52	9	20
3-5 years	8	28	9	20
6-10 years	3	10	10	22
11-15 years	3	10	11	24
16 or more years	--	--	6	13
Religious Preference				
Protestant	21	72	32	71
Catholic	2	7	1	2
Jewish	--	--	3	7
Agnostic-Atheist	4	14	3	7
Other	2	7	6	13
Nature of Work				
Direct Services to Individuals	24	83	27	60
Supervision-Other	5	17	18	40

Protective Service Workers n = 29

NASW Members n = 45

Both samples seemed to have relatively unproportioned numbers of Caucasian respondents as opposed to Black respondents, and male respondents as compared to female respondents.

Job Setting and Value Dimensions

The t test was utilized to determine if the mean scores of the NASW members and protective service workers on the value dimensions of the Social Values Test were statistically significant. Because of the one tailed nature of the hypothesis, the t value at .05 was p 1.97. A description of the means, medians, and modes of the two samples on each value dimension is presented in Table II. Only one value dimension, public aid, was statistically significant after applying the t test. This value dimension was significant at the .01 level of statistical significance. The NASW members had a mean score of 11.7 for this dimension as compared to a mean score of 10.8 for the protective service workers. Though there was a trend for NASW members to indicate a higher mean score on most of the value dimensions than the protective service workers, these differences were not found to be significant at the .05 level.

Because the two groups may not have been normally distributed, the scores on the value dimensions of the NASW members and protective service workers were regrouped using quartiles on the total range of possible scores. The

Table II

Description of the Means, Medians, and Modes: of the Protective Service Workers and NASW Members

Dimension	Protective Service Workers (n = 29)			NASW Members (n = 45)		
	mean	median	modes	mean	medians	modes
Public Aid	10.8	10.4	9	11.7	12	11
Personal Freedom	11.8	11.9	11	12.6	12.4	12
Personal Goals	11.6	11.3	11	11.6	11.4	10
Social Causation	10.8	10.4	10	11.8	11.8	12
Pluralism	13.2	13.2	11	13.7	14	14
Secularism	13	13.3	13	13.6	14.3	16
Self-determination	11.3	11.6	11	11.9	12.1	12
Positive Satisfaction	11.6	11.6	11	11.2	10.6	10
Social Protection	10.1	10.3	10	10.7	10.6	10
Innovation-change	10.2	10.3	10	10.3	10.4	12

chi square test was utilized to determine if any differences between the NASW members and protective service workers on the quartile groupings of value dimensions on the Social Values Test were statistically significant. The quartiles were divided into low (4-6), moderately low (7-9), moderately high (10-12), and high (13-16) scoring categories. The categories were determined at equidistant points according to the range of possible scores on the Social Values Test.

The results of the chi square test are presented in Table III. Only one of the value dimensions indicated a

Table III

A Comparison of Value Dimensions Between Protective Service Workers and NASW Members

Dimension	Chi Square	Degrees of Freedom	P
Public Aid	9.75	3	.02
Personal Freedom	3.97	3	.27
Personal Goals	2.06	3	.56
Social Causation	7.01	3	.07
Pluralism	3.63	2	.16
Secularism	2.48	3	.48
Self-determination	2.87	3	.41
Positive Satisfaction	1.12	3	.77
Social Protection	2.95	3	.40
Innovation-change	.42	2	.81
Protective Service Workers n = 29			
NASW Members n = 45			

a significant difference between the two groups on the chi square test. The remaining value dimensions were not

statistically significant as indicated in Table III. The value dimension of public aid was significant at .02 with social causation significant at .07.

The NASW members generally indicated a much larger percentage agreement on the high categories on the value dimensions with the exception of positive satisfaction. In fact, there were no "high" scores at all on the value dimensions of self-determination, social protection, and innovation-change for the protective service workers. Table IV presents the high and low quartile scores on the value dimensions between the NASW members and the protective service workers.

If the high and low categories are combined into just "high" and "low" scores (by combining the moderately high and high scores, and the moderately low and low scores), the NASW members have a larger percentage in the "high" grouping than the protective service workers on seven of the ten dimensions. In general, both groups indicated a greater preference for the value dimensions associated with social work than the opposal value dimensions. The only value dimension that both groups did not indicate a greater preference for was innovation-change, in which both groups indicated low agreement percentages (48.9 for the NASW members and 41.4 for the protective service workers).

The Kendall tau beta test was utilized to determine if any additional relationships could be established between

Table IV

Percentages of High and Low Scores on Value Dimensions
Between Protective Service Workers and NASW Members

Dimensions	Protective Service Workers			NASW Members		
	High %	Moderate High %	Moderate Low %	High %	Moderate Low %	Low %
Public Aid	13.8	34.5	51.7	33.3	35.6	22.2
Personal Freedom	24.1	51.7	17.2	35.6	46.7	17.8
Personal Goals	17.2	55.2	24.1	20	48.9	31.1
Social Causation	13.8	31	55.2	26.7	42.2	26.7
Pluralism	44.8	48.3	6.9	64.4	26.7	8.9
Secularism	44.8	41.4	10.3	62.2	26.7	6.7
Self-determination	----	79.3	17.2	4.4	80	15.6
Positive Satisfaction	17.2	58.6	20.7	13.3	51.1	31.1
Social Protection	----	44.8	48.3	6.7	46.7	44.4
Innovation-chnage	----	41.4	51.7	----	48.9	44.4
						6.7

job setting and the value dimensions. This test was used to determine if a relationship between the value dimensions and job setting was statistically significant on the high and low quartile groupings. The quartiles utilized were the same as those used for the chi square test. Both public aid (.04) and social causation (.03) were found to be significantly related to job setting. The remaining value dimensions were not significantly related to job setting on the tau beta test.

The results suggest that only one value dimension is significantly different between the two groups as a result of job setting. This dimension, public aid, was statistically significant on all the tests utilized by the study. The tau beta correlations suggest that social causation is also significantly related to job setting. The differences that were found are in the direction of the hypothesis. That is, the NASW members indicated a greater preference for the value dimension associated with social work than the protective service workers. However, the overall results do not support the rejection of the null hypothesis.

Education and the Value Dimensions

As mentioned previously, the two groups differed on three demographic variables which were age, experience in social work, and education. Because prior research has indicated that social work education, or training, has an effect on the values of workers, it was decided to investi-

gate the relationship between education and the value dimensions.

Each of the groups were composed almost entirely of one level of trained personnel. The NASW sample was composed almost entirely of Master's and Ph.D. level social workers, while the protective service sample was composed almost entirely of Bachelor's level social workers. These groups are roughly equivalent to the trained and untrained groups used in previous studies with the Social Values Test.

The NASW members are equivalent to the trained group with 92% master's level or above, and the protective service workers are equivalent to the trained group with 83% of the workers having only bachelor's degrees. Previous studies, Varley, 1963 and 1968; Hayes and Varley, 1963; and McLeod and Meyer, 1967, have indicated that value differences between trained and untrained social workers seemed to be the result of social work education.

The chi square test was used to determine if any differences between level of education on the value dimensions of the Social Values Test were statistically significant using the quartiles previously described. The value dimensions of public aid (.003) and social causation (.04) were found to indicate significant differences between the trained and untrained groups. The value dimensions of positive satisfaction and innovation-change were

significant at .06 and .08 respectively. Table V gives a complete comparison of the value dimensions between the trained (Ph.D. and Master's level workers) and the untrained (Bachelor's level workers) groups.

Table V

A Comparison of Value Dimensions Between
Trained (Ph.D. and Master's) Workers
and Untrained (Bachelor's) Workers

Dimensions	Chi Square	Degrees of Freedom	P
Public Aid	20.11	6	.003
Personal Freedom	6.35	6	.39
Personal Goals	5.23	6	.52
Social Causation	13.06	6	.04
Pluralism	5.52	4	.24
Secularism	2.88	6	.82
Self-determination	4.74	6	.58
Positive Satisfaction	12.32	6	.06
Social Protection	9.41	6	.15
Innovation-change	8.21	4	.08
Untrained n = 27			
Trained n = 47			

The value dimensions of public aid and social causation indicated a significant difference between the two groups on level of education. The trained group generally agreed to a greater extent than the untrained group with these two social work dimensions on the chi square test. The fact that the two dimensions have a higher level of statistical significance when compared against the significance level with job setting, possibly indicates that education has some

effect on the scores of job setting. In general, only two dimensions are significantly different from the two groups as a result of either job setting or education. The NASW members, which are closely related to the trained workers, tend to indicate a slightly higher agreement with the social work value dimensions than the protective service workers, which are roughly equivalent to the untrained workers.

Table VI gives the percentages of high and low quartile scores on the value dimensions between the trained and untrained groups. Though the high and low percentage scores do not increase or decrease to any significant degree when comparing the percentages for job setting (Table VI) and education (Table VI), it appears as though education has some effect upon the results. Since the results do not vary significantly, this could be due to an interactive effect of the two factors.

Only two of the ten value dimensions were found to differentiate between the NASW members and the protective service workers. These two value dimensions, public aid and social causation, were significant at .05. The differences on these two value dimensions were in the direction of the hypothesis. The demographic variable of education was also investigated. The results indicated the possibility of an interactive effect between job setting and education in regards to the differences between the two groups. ...

Table VI

Percentages of High and Low Scores on Value Dimensions Between Ph.D.-Master's Level Workers (NASW Equivalent) and Bachelor's Level Workers (Protective Service Worker Equivalent)

Dimensions	Ph.D.-Master's Level				Bachelor's Level Workers			
	High %	Moderate High %	Moderate Low %	Low %	High %	Moderate High %	Moderate Low %	Low %
Public Aid	34	34	23.4	8.6	11.1	37	51.9	---
Personal Freedom	34	44.7	21	2.1	25.9	59.3	11.1	3.7
Personal Goals	21	51.1	28.9	---	14.8	51.9	29.6	3.7
Social Causation	29.8	36	29.8	4.4	11.1	33.3	55.6	---
Pluralism	68.1	29.1	2.8	---	40.8	44.4	14.8	---
Secularism	61.7	29.8	6.3	2.2	44.4	40.7	11.1	3.7
Self-determination	2.2	82.9	14.9	---	---	74.1	22.2	3.7
Positive Satisfaction	17.1	53.2	27.5	2.2	11.1	55.6	29.6	3.7
Social Protection	5.4	46.8	44.7	3.1	---	44.4	48.1	7.4
Innovation-change	---	55.4	38.3	6.3	---	29.6	63	7.4

Even though the NASW members did indicate a somewhat higher agreement on most of the value dimensions associated with social work, the fact that only two value dimensions were statistically significant does not support the rejection of the null hypothesis.

CHAPTER VI

DISCUSSION AND SUMMARY

Discussion

In the analysis of the ten value dimensions, two, public aid and social causation, were found to differentiate between the NASW members and protective service workers. The NASW members tended to have a greater percentage of "high" scores and higher mean average on those values associated with social work than the protective service workers. However, these differences did not support the rejection of the null hypothesis.

Despite the limited scope of the study, the results indicated several interesting areas for additional study and some resulting concepts which seem to call for additional investigation. On the two dimensions found to differentiate between the two groups, public aid and social causation, the NASW members indicated a greater preference for these values which represent the social work position.

Social causation was found to be related to job setting on the tau beta correlations. This value dimension reflects the social work belief that the environment has a significant effect upon the individual, and is operationalized as "a person's situation depends less on himself than on circumstances."

This is interesting because protective service workers

are faced with a job situation in which environmental causation is paramount. Yet, NASW members adhered to this value dimension to a greater extent than the protective service workers. This findings could reflect the necessity of the protective service worker dealing with a highly political and value laden area. This political and legal influence emphasizes the societal value that a person more or less determines his own fate. So it appears that some interactive effect between the protective service workers and job setting has occured, resulting in a lesser agreement with this value than the NASW members.

The finding of the dominance of the value of social causation in NASW members also seems to indicate the influence of social work education. This position is reflected in the social work literature in such publications as William Ryan's (1972) Blaming the Victim, and Piven's and Cloward's (1971) Regulating the Poor. Both of these publications emphasize the effects of society upon the individual and are closely related to the social work position that a person's situation depends less on himself than on circumstances. The effects of education on the differences between the two groups is substantiated by the analyzed data.

The two groups also differ on public aid which is defined as the government shouls assume the responsibility for helping people. The differences between the two groups

on this dimension is best reflected by the percentage of high scores on the quartile rankings. Less than 50% of the protective service workers indicated high scores on this item as compared to almost 70% of the NASW members indicating high scores.

This finding seems to be the result of an interactive effect with the value dimension of social causation. Though the questionnaire appears to differentiate between the two value dimensions, it seems logical to assume that those who would indicate a greater preference for social causation would also adhere to the dimension of public aid.

This seems to be the case because social workers have generally supported government aid and intervention to relieve social problems. As indicated previously, social workers have been the instrument through which this aid has been funnelled.¹

Social work education apparently has some influence upon the overall results, but the exact effect is unclear. The emphasis upon the value dimension of social causation could be reflective of the general influence of values in the client-worker relationship, or the possibility exists that workers are generally more idealistic as a result of social work education.

¹Kendall, Social Work Values in an Age of Discontent, pp. 35-61.

Both groups tended to agree with the value dimensions associated with social work, on social work values such as the dignity and the worth of the individual, self-determination, and individualization, both groups seemed to indicate similar degrees of preference. In fact, the protective service workers indicated a slightly larger percentage score on the high category of the quartile rankings on personal goals, which indirectly reflects the social work position of the dignity and worth of man, than the NASW members. Both of the groups had fairly small percentage scores on the high quartile rankings on the value dimension of social protection which is indirectly related to the value, or principle of individualization.

Possibly the most significant finding of the study was the lack of statistical significance despite the fact that the two groups differed on the variables of job setting and education. This is surprising because of the indication in the literature that social work education tends to differentiate between the trained and untrained workers. This could be due to the fact that both groups adhere to values which they do not carry through on in actual practice.

Costin (1964) did recommend that social work values be emphasized more in the classroom as a result of her investigation of values in social work education. Because of the lack of differentiation between the two groups in this

study, this study seemed to question the emphasis and effects of social work education upon the value preferences of workers. If virtually no difference exist between the trained and untrained social workers in regards to values, then the socialization of workers to certain social work values in social work education could be questioned.

The results of this study do seem to question the effect of social work education upon the value preference of trained social workers. This could reflect an agreement with the theories of Marx, Weber, and Durkheim which state that person's within a profession are basically the same, and that individual's tend to associate with a profession which postulates values which are similar to his/her own conscious or unconscious values.

The results of this study could also reflect a historical effect over the years between trained and untrained workers. Further study might reveal that exposure at the undergraduate level (Bachelor level), and in-service training have exposed the untrained worker to those values generally believed to be associated with social work.

In any event, this study suggests that social work education reexamine its emphasis upon values and reevaluate its effectiveness in socializing students to those values. This is especially important because of the social work professions long association with the values and principles

of the client-worker relationship, and the fact that social work education has long been considered the professional institution which instills these values.

Summary

The study found that the two groups differed significantly on two of the ten value dimensions. The difference between the two groups on these two value dimensions appears to be the result of an interactive effect between job setting and level of education. Though the NASW members indicate a higher agreement with the social work value position than the protective service workers on the mean scores and high-low quartile percentages on seven out of ten value dimensions, these differences were not generally significant.

The fact that only two dimensions differentiated between the two groups could have been due to several factors, most notably the relatively small sample size, and the possibility of instrumental bias. The general differences between the two groups might suggest that a larger and more representative sample would have provided a greater differentiation between the groups. Meyer (1968) also points out that the Social Values Test needs further elaboration to establish its validity and reliability. This point, the further elaboration of the Social Values Test, is supported by this study. This is especially true at this point in time because of the possibility of value shifts

in American society over the past two decades.

The lack of significance between the two groups in spite of the differentiation of the groups on job setting and education is perhaps the most important finding of the study. The results seem to indicate a need for further investigation of the socialization of social work values, both at the master's and bachelor's level, and the elaboration of a more sensitive instrument for which to measure social work values.

Although the results indicate some minor differences between the two groups, it must be remembered that Pumphrey stated that, "behavior may not always be consistent with values held." This supports the investigation of values in a manner in which behavior is accountable, and supports the notion that cognitively held beliefs (values) are not always reflected in behavior.

Most of the values of the two groups were consistently held by both. The two groups differentiated on public aid and social causation, but were in general agreement on the values of personal freedom, personal goals, pluralism, secularism, self-determination, and positive satisfaction. Neither group seemed to agree to a great extent with the value dimensions of innovation-change, and social protection.

Despite the somewhat limited scope of the project, it was felt the study supported the further investigation of the effects of social work education on the socialization

of workers values. Further investigations should also consider the effects of in-service training and exposure to social work values at the bachelor's degree level. Value shifts over the past two decades should also be considered in any further elaboration along with instrumentation which accounts for behavior as well as cognitively held beliefs.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE MATERIAL

Information-Instruction Letter

Participant:

I am a graduate student in social work at The University of Tennessee, Knoxville, Branch. At the present time, I am completing research on my thesis and would like to request your help. In this package you will find: a questionnaire, consent form, personal data sheet, and return envelope. Please examine the package and check the contents, if the items are present and you would like to participate in this project follow the directions listed below.

1. Carefully read the consent form and sign and date it, if you wish to participate in the project.
2. If you have agreed to participate, read and fill out the personal data sheet.
3. Take the questionnaire and read the instructions carefully. Follow the instructions and complete the survey which should take from 15 to 20 minutes.
4. After you finish the questionnaire, place the questionnaire, consent form, and personal data sheet in the return envelope and mail as soon as possible.

Please return the completed forms as quickly as possible. If you would like to receive information concerning the results of the project, indicate your preference on the personal data sheet.

Sincerely,

Consent Form

Please complete the following form, if you have voluntarily agreed to participate in this project, and return it with your questionnaire in the envelope provided, Please read the following form carefully.

Thanks,

William Thomas Wright

I understand that data obtained from my completed questionnaire will be used anonymously with the data of other subjects. I understand that my personal identity such as my name and address will in no way be published on a later date. Only persons directly engaged in the study (researchers, director, committee) may have access to the data, I further understand that the data will be destroyed upon completion of the project. I also understand that information concerning the results of the study may be obtained upon request by those participating as subjects in the study.

I state that I have volunteered to participate in the project and that no individual or organization has required or forced me to do so.

Name: _____

Date: _____

Personal Data Sheet

Please provide the following information about yourself by checking the appropriate area or writing the appropriate answer when space is provided. Do not provide more than one answer for each category.

- | | |
|---|---|
| <p>1) Age: 25 or below _____
 26 - 30 _____
 31 - 35 _____
 36 - 40 _____
 41 - 45 _____
 46 - 50 _____
 51 or over _____</p> | <p>2) Experience in Social Work:
 1 - 2 years _____
 3 - 5 years _____
 6 - 10 years _____
 11-15 years _____
 16 or more _____
 years _____</p> |
| <p>3) Race: _____</p> | <p>4) Sex: Female _____
 Male _____</p> |
| <p>5) Religious Preference:
 Protestant _____
 Catholic _____
 Jewish _____
 Agnostic, _____
 Atheist _____
 Other _____</p> | <p>6) Highest Level of Education Attained:
 College - Bachelor's _____
 Degree _____
 College - Master's _____
 Degree _____
 College - Ph.D. _____
 Degree _____
 High School _____</p> |
| <p>7) Nature of Work:
 Direct Services to
 Individuals &
 Families _____
 Direct Services
 to groups _____
 Supervision _____
 Administration . _____
 Other _____</p> | <p>8) Work Setting:
 DHS General..... _____
 DHS Protective
 Services..... _____
 School..... _____
 Hospital..... _____
 Private Practice..... _____
 Non-profit Services
 to Individuals &
 Families..... _____
 Other..... _____</p> |

If you would like to receive information concerning the results of the project, check the appropriate area below:

_____ yes, please send me information concerning the results of the project.

_____ no, it is not necessary to provide me with information concerning the results of the project.

SOCIAL ATTITUDES QUESTIONNAIRE

There are no "right" or "wrong" answers to this questionnaire, only honest differences of opinion. Please indicate with a check for each item the response that comes closest to expressing your feelings about each statement. "Probably disagree" means you disagree more than you agree with the item; "Probably agree" means you agree more than disagree with it. Some items may seem similar; actually, all items are different.

Be sure you answer every item.

	Defi- nitely dis- agree	Prob- ably dis- agree	Prob- ably agree	Defi- nitely agree
1. The federal government is going too far towards creating a "welfare state".....	_____	_____	_____	_____
2. No one ever has a right to commit suicide.....	_____	_____	_____	_____
3. When a married couple with children is having serious problems getting along together, their first consideration should be to keep the family together at all cost.....	_____	_____	_____	_____
4. Except when there is a depression anyone in our country can get a job if he really tries.....	_____	_____	_____	_____
5. It is usually better for people to live in neighborhoods where everyone is in about the same age and income group rather than where there are great differences.....	_____	_____	_____	_____
6. Everyone should believe in and practice some religion.....	_____	_____	_____	_____
7. People can actually do very little to change their lives.....	_____	_____	_____	_____
8. Having to struggle for what you get in life is the best way to develop character.....	_____	_____	_____	_____
9. Any able-bodied individual who refuses to take a job should not receive assistance.....	_____	_____	_____	_____
10. We should spend less time trying to find new ways to handle delinquency and emphasize time-tested techniques which seem to be forgotten.....	_____	_____	_____	_____
11. If the government does too many things for people we may end up a country of weaklings.....	_____	_____	_____	_____

- 2 -

Please answer each item.

	Defi- nitely dis- agree	Prob- ably dis- agree	Prob- ably agree	Defi- nitely agree
12. Personal freedom includes freedom to do something that is damaging to oneself...	_____	_____	_____	_____
13. It is more important that families stay together than that individuals within families achieve their own personal goals.....	_____	_____	_____	_____
14. In normal times when people are in need it is generally due to some fault of their own.....	_____	_____	_____	_____
15. Trying to get different people to mix doesn't make much sense.....	_____	_____	_____	_____
16. There should be stricter observance of the Sabbath, the religious day of rest.	_____	_____	_____	_____
17. Since most things are inevitable, people should relax and enjoy themselves.	_____	_____	_____	_____
18. People who have suffered a great deal are more likely to have a strong character than those who have not.....	_____	_____	_____	_____
19. People who refuse to help themselves should have to suffer the consequences.	_____	_____	_____	_____
20. The solutions our parents found to the problems of living are oftentimes not very workable for today's generation...	_____	_____	_____	_____
21. Government should do more than it is presently doing to see that everyone gets adequate medical care.....	_____	_____	_____	_____
22. Even if we were sure cigarette smoking caused lung cancer, a person should be free to decide whether he wants to smoke or not.....	_____	_____	_____	_____
23. If you have to make a choice, your family should be put ahead of your personal career.....	_____	_____	_____	_____
24. What people achieve in life is almost entirely a product of their own will and determination.....	_____	_____	_____	_____
25. People should live among their own kind.....	_____	_____	_____	_____
26. Science is a good thing even if it challenges such fundamental things as religious practices.....	_____	_____	_____	_____

- 3 -

Please answer each item.

	Defi- nitely dis- agree	Prob- ably dis- agree	Prob- ably agree	Defi- nitely agree
27. Everybody's fate is really more dependent on others than on what he himself does.....	_____	_____	_____	_____
28. A person is better off if he has to work and sacrifice for what he gets....	_____	_____	_____	_____
29. Everyone who is in need, no matter what the reason, has a right to expect to be helped.....	_____	_____	_____	_____
30. Ways of doing things that have grown over a long time are likely to have much wisdom in them.....	_____	_____	_____	_____
31. Government is at present providing many services that should be left to individual enterprise.....	_____	_____	_____	_____
32. As long as it doesn't hurt anyone else, a person should be allowed to do anything he wants to.....	_____	_____	_____	_____
33. It's almost always wrong to sacrifice the interests of the individual to those of the group.....	_____	_____	_____	_____
34. A person's character is pretty much what he makes it.....	_____	_____	_____	_____
35. It is good for people to associate with those who have interests and values very different from their own.....	_____	_____	_____	_____
36. While there are conditions in the world today that may seem unjust, there is probably a divine purpose behind them...	_____	_____	_____	_____
37. A person really has very little control over his destiny.....	_____	_____	_____	_____
38. If things come too easily for people, they won't appreciate them.....	_____	_____	_____	_____
39. We should try to help people who are in difficulty regardless of whether they are making an effort to help themselves.	_____	_____	_____	_____
40. The ways of the past are hardly ever adequate to handle present day problems.	_____	_____	_____	_____

Revised September 1962. Henry J. Meyer, The University of Michigan,
Ann Arbor.

APPENDIX B

NASW AND PROTECTIVE SERVICE PROJECT CONSENT FORMS

To: Ms. Susan Stepp

Re: Permission to use Knoxville DHS Protective Service
Workers for thesis research

To: Ms. Barbara Nelson

Re: Permission to use Knoxville NASW Membership List
for thesis research

I have reviewed the information concerning Mr. Wright's proposed research and feel appropriate measures have been identified to protect possible subjects. (A packet containing a Review of the Literature, an Application for Review by the Human Subjects Committee, and examples of several value survey's were received August, 1979.) I agree to allow Mr. Wright to select a sample from Protective Service Workers of DHS for the specific use of the project concerning Social Work Values and Protective Service Workers.

Susan Stepp
(signature)
Regional Director
(title)

I have reviewed the information concerning Mr. Wright's proposed research and feel appropriate measures have been identified to protect possible subjects. (A packet containing a Review of the Literature, an Application for Review by the Human Subjects Committee, and examples of several value survey's were received August, 1979.) I agree to allow Mr. Wright to select a sample from NASW-Knoxville Branch Membership List for the specific use of the project concerning Social Work Values and Protective Service Workers.

Barbara Nelson
(signature)
Chairperson, Knox Area
(title)
Branch, Tennessee Chapter
National Association of
Social Workers

APPENDIX C

MEDIAN r's FOR INTERSECTION CLUSTERS (DIMENSIONS)
OF SOCIAL VALUES TEST¹

(Social Workers, N=293; Teachers, N=679)

Tea- chers	Social Workers									
	Dimensions									
	1	2	3	4	5	6	7	8	9	10
1	550 460	110	075	320	110	**	**	220	330	230
2	050	*370 160	175	080	120	**	**	015	085	120
3	035	050	*360 100	120	125	**	**	120	020	085
4	165	053	050	315 215	175	**	**	295	245	185
5	155	065	040	035	*220 180	**	**	100	125	100
6	160	105	110	115	130	310	**	**	**	**
7	025	070	020	030	-005	035	200	**	**	**
8	205	020	100	175	130	200	015	*450 *470	200	140
9	200	010	-005	140	070	040	005	090	345 235	155
10	095	045	025	070	060	120	035	130	030	150 125

Note: Decimal point omitted

* r available for only one item of dimension

** items in this dimension not included in test for social work sample

¹Not to be used without permission of Henry J. Meyer, The University of Michigan

September 1962

7/63
6/70

APPENDIX D

CORRELATION MATRIX OF ITEMS OF SOCIAL VALUES TEST ARRANGED BY CLUSTERS (DIMENSIONS)

(Matrix includes all items retained from previous versions of test used with samples of Teachers, N = 679, n = 36; and Social Workers, N = 293, n = 23. Empty cell indicates item not included for Social Worker sample.)

H. J. Meyer
U. of Mich.
Sept. 1962
3/70

SOCIAL WORKERS

Items	1	11	21	31	2	12	22	3	13	23	33	4	14	24	34	5	15	25	35	6	16	26	36	7	17	27	8	18	9	19	29	39	10	20	30	40
1	--	56	55	71	15	03	09	10	09	10	37	32	34	27	12	18																				
11	64	--	48	55	19	11	04	07	04	07	35	32	37	34	08	11																				
21	42	32	--	44	17	05	05	01	05	01	32	30	26	17	09	16																				
T 31	57	48	44	--	11	08	10	08	10	08	30	27	36	20	07	11																				
E 2	03	07	-05	03	--	37																														
A 12	05	05	-03	05	22	--																														
C 22	06	07	07	05	10	16	--																													
H 3	02	07	-05	03	16	10	05	--	36																											
Z 13	09	09	04	06	10	05	05	34	--																											
R 23	-11	-08	-07	-06	12	04	-04	16	25	--																										
S 33	11	10	02	09	09	-03	02	-03	04	-03	--																									
4	23	23	18	22	03	08	08	11	07	-05	05	--	42	33	23	15																				
14	16	18	16	24	05	-04	05	00	10	00	11	33	--	30	27	22	25																			
24	11	08	06	14	14	08	-01	16	05	02	02	22	19	--	40	17	18																			
34	12	17	06	19	18	06	-04	10	00	07	00	21	15	35	--	22	14																			
5	14	13	07	17	07	10	09	12	22	07	-03	15	20	10	15	--	06																			
15	21	14	23	20	00	02	08	-02	06	-07	06	-22	14	03	02	21	--	22																		
25	31	25	21	29	05	-04	07	04	11	-03	04	23	20	02	08	40	--																			
35	-01	01	-02	02	04	08	06	08	02	00	03	04	-01	-04	-09	08	12	15	--																	
6	23	26	07	22	28	11	04	25	16	07	02	12	11	13	23	24	11	25	06	--																
16	21	24	09	19	32	17	01	28	20	11	02	10	07	15	27	22	13	22	02	54	--															
26	11	09	12	10	15	10	07	12	03	00	04	-03	01	02	06	08	13	15	08	17	21	--														
36	15	17	04	20	25	07	-03	26	17	11	01	19	11	16	16	21	10	17	05	41	47	17	--													
7	02	02	03	07	03	01	-07	04	-07	06	12	04	00	02	18	01	-14	-06	00	11	08	-03	05	--												
17	02	-05	-02	-04	-10	-01	04	02	02	-05	09	01	03	-04	03	05	10	-08	05	04	03	03	20	--												
27	07	08	08	03	01	03	-06	02	-05	02	-12	05	02	08	13	-01	-08	-08	06	04	01	-01	06	23	20	--										
8	22	24	06	23	05	-02	00	13	10	00	07	20	15	18	26	16	09	15	-01	21	19	04	16	01	02	03	--									
18	18	21	06	20	08	04	00	22	15	02	10	16	12	16	17	24	11	17	05	28	30	11	24	02	-06	-02	47	--								
9	21	22	14	22	01	08	-09	06	02	09	06	14	15	14	17	15	07	13	-02	14	11	-05	08	-10	-02	05	12	09	--							
19	16	22	09	21	01	07	02	-04	-01	-02	01	32	14	22	19	05	14	03	19	09	02	13	01	-06	00	23	19	24	--							
29	20	17	20	18	01	07	02	-05	01	-08	-07	09	14	10	09	05	12	08	07	-01	-06	-03	-06	-02	04	09	08	00	15	24	27	--				
39	22	17	24	17	-02	-05	01	-08	-07	-05	-03	09	14	10	09	05	12	08	07	-01	-06	-03	-06	-02	04	09	08	00	15	24	27	--				
10	20	25	19	27	07	05	04	10	11	01	06	12	10	10	18	22	21	22	07	24	23	13	21	05	-06	02	26	23	14	14	03	10	--			
20	05	09	10	05	05	04	12	04	05	-03	-04	03	-01	01	04	-01	09	05	08	09	05	15	11	06	00	05	07	02	-04	-03	03	04	20	--		
30	12	14	03	17	05	02	05	13	16	01	-02	18	17	18	17	24	04	18	-03	23	20	04	21	-06	03	04	19	20	12	11	-02	-07	21	03	--	
40	-02	05	08	-02	-08	-01	-03	00	-07	04	-14	-02	-02	-04	02	02	-12	-01	02	01	-02	05	01	-16	11	12	-01	-06	03	-06	04	02	02	18	07	--

NOTE: Decimal point omitted.

APPENDIX E

DEFINITIONS OF VALUE DIMENSIONS ON THE SOCIAL
VALUES TEST

1. Public aid: The government should assume responsibility for helping people. vs. Private effort: This is desirable because government services damage the society and individuals.
2. Personal freedom: The individual has a right to act according to his own dictates. vs. Societal controls: Controls should be exercised over individuals to protect society for the individual's own best interests.
3. Personal goals: The individual (his happiness, his interests) should be put first. vs. Maintenance of group: The group (family, society) is more important than the individual's personal goals.
4. Social causation: A person's situation depends less on himself than on circumstances. vs. Individual autonomy: A person more or less determines his own situation autonomously.
5. Pluralism: Heterogeneity in association is desirable. vs. Homogeneity: It is better for persons to associate with those like themselves.
6. Secularism: Conventional religion and religious beliefs should not be controlling. vs. Religiosity: Conventional religion and religious beliefs should be followed by all.
7. Self-determination: The person, not fate, determine his own destiny. vs. Fatalism: A person's destiny is determined by fate.
8. Positive satisfaction: A person is better if his needs and desires are readily satisfied in his life. vs. Struggle-denial: In the puritan tradition, suffering builds character.
9. Social protection: Society should take care of those who need help regardless of their own efforts. vs. Social retribution: People should have to suffer the consequences of their own lack of effort.
10. Innovation-change: These are desirable and should be sought. vs. Traditionalism: Commitment to ways of the

past which should be supported.

Source: H.J. Meyer. (1962) Social Values Test, The
University of Michigan, School of Social Work and
Department of Sociology, p. 4.

VITA

William Thomas Wright was born in Demopolis, Alabama on the 6th day of February 1953. Shortly after his birth, his family moved to Montgomery, Alabama where he attended school and was graduated from Robert E. Lee High School in June 1971. The following September he entered Auburn University at Montgomery, and in December 1977 he received a Bachelor of Science degree in Sociology.

While attending Auburn University at Montgomery, he was a Vice-President of the Sociology Club, and a member of the 1977 Auburn University at Montgomery Tennis Team. In the fall of 1978 he was accepted into The University of Tennessee School of Social Work and began study toward a Master's degree. He received the Master of Science of Social Work degree in June 1980.

He is married to the former Lisa Goldstein of Montgomery, Alabama.