

**THE ATTITUDES OF SOCIAL WORK STUDENTS TOWARDS  
DEVELOPMENTAL SOCIAL WORK**

by

**MARTHA DIMAKATSO NYANDENI (NEÉ) DIRE**

**MINI-DISSERTATION**

submitted in partial fulfilment of the requirements for the degree of



in

**SOCIAL WORK**

in the

**FACULTY OF ARTS**

at the

**RAND AFRIKAANS UNIVERSITY**

**STUDY LEADER: DR A.C. FAUL**

**OCTOBER 1999**

# ACKNOWLEDGEMENTS

I wish to express my sincere appreciation and gratitude to all the people who made my research studies possible and contributed to its successful completion.

- My study leader from RAU University, Dr Annatjie Faul, for her guidance, support and patience throughout the whole study.
- The respondents who participated in the study and provided me with valuable data necessary for the study.
- My typist, Carina de Jager, for her good work.
- My husband, Zweli and my children, Zakhele and Zazi, for their unconditional support and motivation.
- Nokuthula, for her patience and support in looking after the children while I was busy with the study.
- My mother, family, and friends who encouraged me to go on.
- My Saviour, Jesus Christ, who gave me the ability, knowledge and understanding throughout the whole research study and through whom all things are possible.



**Dedicated to my grandmother and late father who instilled in me the value of education and always believed in my dream to succeed.**

# TABLE OF CONTENTS

## CHAPTER 1: ORIENTATION TO THE STUDY

<b>1.1</b>	<b>INTRODUCTION</b>	<b>1</b>
<b>1.2</b>	<b>MOTIVATION FOR THE STUDY</b>	<b>3</b>
<b>1.3</b>	<b>GOALS AND OBJECTIVES</b>	<b>4</b>
<b>1.4</b>	<b>OVERVIEW OF RESEARCH METHODOLOGY</b>	<b>5</b>
1.4.1	RESEARCH DESIGN	5
1.4.2	UNIT OF ANALYSIS	5
1.4.3	SAMPLING	6
1.4.4	THE RESEARCH TOOL	6
<b>1.5</b>	<b>RESEARCH GOALS AND OBJECTIVES</b>	<b>6</b>
<b>1.6</b>	<b>DEFINITION OF CONCEPTS</b>	<b>7</b>
1.6.1	DEVELOPMENT	7
1.6.2	SOCIAL DEVELOPMENT	7
1.6.3	DEVELOPMENTAL SOCIAL WORK	8
1.6.4	COMMUNITY DEVELOPMENT	8
1.6.5	ATTITUDES	9
1.6.6	UNDERDEVELOPMENT	9
<b>1.7</b>	<b>CONTENT OF CHAPTERS</b>	<b>10</b>

## CHAPTER 2: LITERATURE REVIEW

<b>2.1</b>	<b>INTRODUCTION</b>	<b>11</b>
<b>2.2</b>	<b>DEVELOPMENT</b>	<b>12</b>
<b>2.3</b>	<b>DEVELOPMENTAL SOCIAL WORK</b>	<b>14</b>
<b>2.4</b>	<b>COMMUNITY DEVELOPMENT</b>	<b>16</b>
<b>2.5</b>	<b>APPROACHES TO COMMUNITY DEVELOPMENT</b>	<b>18</b>
2.5.1	DIRECTIVE APPROACH	18
2.5.2	NON-DIRECTIVE APPROACH	19

<b>2.6</b>	<b>STRATEGIES RELATED TO NON-DIRECTIVE APPROACH</b>	<b>19</b>
2.6.1	SELF HELP STRATEGY	19
2.6.2	CONFLICT STRATEGY	20
2.6.3	TECHNICAL ASSISTANCE STRATEGY	22
<b>2.7</b>	<b>COMMUNITY WORK IN RELATION TO COMMUNITY DEVELOPMENT</b>	<b>23</b>
<b>2.8</b>	<b>SOCIAL DEVELOPMENT</b>	<b>24</b>
2.8.1	SOCIAL DEVELOPMENT DEFINED	25
2.8.2	STRATEGIES FOR SOCIAL DEVELOPMENT	26
2.8.2.1	Development by individuals	26
2.8.2.2	Development by communities	27
2.8.2.3	Development by government	28
2.8.2.4	Training for community development	29
2.8.2.5	Cross-cultural sensitivity	30
<b>2.9</b>	<b>CONCLUSION</b>	<b>32</b>



**CHAPTER 3: THEORETICAL FOUNDATIONS OF RESEARCH METHODOLOGY**

<b>3.1</b>	<b>INTRODUCTION</b>	<b>33</b>
<b>3.2</b>	<b>GOALS AND OBJECTIVES OF THE STUDY</b>	<b>33</b>
<b>3.3</b>	<b>RESEARCH GOALS AND OBJECTIVES</b>	<b>34</b>
<b>3.4</b>	<b>RESEARCH APPROACH</b>	<b>34</b>
<b>3.5</b>	<b>RESEARCH METHODOLOGY</b>	<b>35</b>
3.5.1	POPULATION AND SAMPLING	36
3.5.2	RESEARCH DESIGN	37
3.5.3	DATA COLLECTION METHODS	37
3.5.4	DATA ANALYSIS	38
<b>3.6</b>	<b>CONCLUSION</b>	<b>38</b>

## **CHAPTER 4: DATA ANALYSIS AND INTERPRETATION**

<b>4.1</b>	<b>INTRODUCTION</b>	<b>39</b>
<b>4.2</b>	<b>DEMOGRAPHIC CHARACTERISTICS</b>	<b>39</b>
<b>4.3</b>	<b>PERSONAL CHARACTERISTICS</b>	<b>40</b>
4.3.1	AGE	40
4.3.2	GENDER	41
4.3.3	LANGUAGE	42
4.3.4	NEIGHBOURHOOD	43
4.3.5	YEARS OF TRAINING COMPLETED	44
<b>4.4</b>	<b>RESULTS OF ATNT</b>	<b>45</b>
4.4.1	ATTITUDE OF STUDENT SOCIAL WORKERS TOWARDS COMMUNITY DEVELOPMENT	45
4.4.2	ATTITUDE OF STUDENT SOCIAL WORKERS TOWARDS CROSS-CULTURAL WORK	46
4.4.3	ATTITUDE OF STUDENT SOCIAL WORKERS TOWARDS DEVELOPMENTAL ISSUES	47
<b>4.5</b>	<b>ESTABLISHING RELATIONSHIPS BETWEEN BACKGROUND INFORMATION AND ATTITUDES</b>	<b>47</b>
4.5.1	MULTIPLE REGRESSION ANALYSIS OF ATTITUDES TOWARDS COMMUNITY DEVELOPMENT AS A FUNCTION OF BACKGROUND INFORMATION	48
4.5.2	MULTIPLE REGRESSION ANALYSIS OF ATTITUDES TOWARDS CROSS-CULTURAL ISSUES AS A FUNCTION OF BACKGROUND INFORMATION	48
4.5.3	MULTIPLE REGRESSION ANALYSIS OF ATTITUDES TOWARDS DEVELOPMENTAL WORK	49
<b>4.6</b>	<b>CONCLUSION</b>	<b>49</b>

**CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

**5.1 INTRODUCTION ..... 51**

**5.2 DISCUSSIONS AND IMPLICATIONS OF FINDINGS ..... 53**

    5.2.1 ATTITUDES TOWARDS COMMUNITY DEVELOPMENT .. 53

    5.2.2 ATTITUDES TOWARDS CROSS-CULTURAL WORK .... 53

    5.2.3 ATTITUDES TOWARDS DEVELOPMENTAL WORK ..... 53

**5.3 RECOMMENDATIONS ..... 54**

**BIBLIOGRAPHY ..... 55**

**APPENDIX I: QUESTIONNAIRE ON ATNT ..... 60**



## ABSTRACT

An acceptance of a developmental paradigm is now gaining support in South Africa. This notion has been supported by the new welfare policy introduced by the Government. The White Paper for Social Welfare is a policy document which clearly initiated an understanding towards a comprehensive, integrated, equitable, multidisciplinary and developmental approach. This document provides a framework for developmental social welfare in South Africa. Social work as a profession needs to undergo a paradigm shift so that it can adopt to new challenges. Previous intervention strategies which were more therapeutic and remedial need to be used with other strategies which are preventative and developmental.

The challenge of undergoing a paradigm shift should start with higher education institutions. They should design curriculums which are aimed at equipping students with skills which are relevant for the challenges in the environment.

The goal of this research was to do a quantitative study to assess student social workers' attitudes towards developmental social work. Data collection method used for the study was the Attitude Towards New Trends in Social Work (ATNT). This instrument was developed by Faul and Nel (1997).

Three aspects are measured by this instrument, namely:

- The attitude towards community development;
- The attitude towards cross-cultural work;
- The attitude towards developmental issues versus therapeutic work.

The instrument was administered to 152 social work students from RAU, University of Pretoria and Potchefstroom University. Three quarters of the sample were predominantly white students. The results of the study showed that students generally had a positive attitude towards developmental social work.



Students felt more competitive with community development and developmental social work as compared to working cross-culturally. Some felt that they could not work cross-culturally because they are still afraid to go into some areas, especially those that are still dominated by one culture group. This showed a need for the University to include cross-cultural aspects in their curriculum from first year level.



## CHAPTER 1

### ORIENTATION TO THE STUDY

#### 1.1 INTRODUCTION

In South Africa, as in the international world, an acceptance of a developmental paradigm for social welfare is now gaining support. A reorientation in welfare thinking which breaks some of the old conceptions and paradigms is required. This will enable the welfare system to meet new demands of South Africa's new political, social and economic situations. South Africa has experienced great changes politically, socially and economically. This resulted in the election of a new Government of National Unity in 1994. The new Government had to develop strategies of dealing with problems resulting from inequality and unequal distribution of resources.

New policies were put in place. The new policy for welfare puts emphasis on the developmental approach. This posed a challenge to the social work profession to look at its practice models and how relevant these models are to address the present societal needs. Gray (1996:9) identified developmental social work as one of the models which could be used in conjunction with other developmental models to address some of the problems experienced by our communities where poverty and underdevelopment are major concerns.

South Africa, as most Third World countries experienced underdevelopment due to its colonial past. Midgley (1995:72) equates this underdevelopment with distorted development. He maintains that in many parts of the world, development has not been accompanied by an attendant degree of social progress. In spite of great economic growth, a picture of distorted development still exists. Economic development has failed to eradicate poverty and rouse levels of welfare for all. Skewed development was also observed in South Africa between rural and urban development. Urban areas became more developed with more resources concentrating in those areas. People moved from rural to urban areas in search of

better opportunities. This resulted in various problems for urban areas. These include population growth, lack of housing, lack of proper water and sanitation in squatter camps, various illnesses, unemployment and poverty.

In spite of economic growth which was achieved in South Africa in the past, poverty still remains an issue for our society. This issue was researched by various authors. Wilson and Ramphela (1989:4) mention that poverty in South Africa is unique because of the following reasons:

- The width of the gulf between the rich and the poor i.e. the degree of inequality.
- The extent to which poverty exists, is a consequence of deliberate policy.
- The third aspect has to do with the way in which material poverty is reinforced by policies which are an assault on people's humanity.

Wilson and Ramphela (1989:4) further confirms the significance of poverty for South Africans by identifying four reasons which are: Firstly the fact that poverty inflicts damage on the people who endure it; secondly the fact that it affects people in different settings and therefore affecting their functioning. Hungry children cannot study properly, malnourished adults cannot be fully productive as workers. Thirdly poverty, as it exists within our society is a consequence of great social and political inequality. Finally there is the fact that poverty in many societies is in itself symptomatic of a deeper malaise, for it produces wealth for some whilst impoverishing others.

The Government has initiated a lot of programs to alleviate poverty in various communities. This is important as Muller (1989:9) mentions that no developmental efforts can be successful if the Government is not fully committed and willing to spend money and time on the realizations of developmental goals.

Social work as a profession developed within the welfare system to meet people's needs. The purpose of this profession has always been regarded as the promotion

and restoration of social well-being of individuals, groups and communities. This profession as practised in South Africa is based mainly on theories that were designed by first world countries. It is mainly curative relying on highly trained professionals to render services. Such services were urban based and tended to emphasize individual disorder and concealed the fundamental causes of problems (Lombard 1991:109).

The need for a developmental approach to social work practice in South Africa, can be seen as a recognition that the socio-economic needs and problems prevailing in our society are of such a scale that only a social developmental perspective might be useful. Gray (1996:194) believes that social workers could respond to the challenges of developmental work in one or two ways. By becoming involved in community development through initiating projects/programmes within the community together with community members or by training para-professionals and community developers. This could become useful as it will alleviate shortage of manpower to do community development. Social workers always find it difficult to continue with other methods of social work i.e. casework and group work and to initiate community development projects. Developmental social work is a trend toward which social workers need to move in order to be relevant in addressing the needs of the community.

## **1.2 MOTIVATION FOR THE STUDY**

This study on social work students' attitudes towards developmental social work as a paradigm shift was prompted by the recognition that social work as a profession need to align itself to new policies initiated by the Government. The move towards the developmental approach is a challenge for the profession.

The Draft White Paper for Social Welfare (1995) was introduced as a policy document for addressing welfare needs. This working policy document states emphatically that welfare should contribute to the eradication of poverty through the developmental approach. Gray (1996:9) maintains that this approach amongst other things does the following: discourage dependency, promotes the active involvement of people in their

own development, employs a multifaceted, multi sectoral approach and encourages partnership between the state, provincial government and all other stakeholders in welfare.

Midgley (1995:12) supports the notion of the developmental approach by maintaining that pressing social problems arising from distorted development are now attracting more attention. His view of linking social development to economic development is the same view as the White Paper for Social Welfare (1995) which states that social and economic development are two interdependent and mutually reinforcing phenomena.

The researcher is motivated to do the study to establish student's attitudes towards the developmental approach. This will enable the researcher to identify factors which are of importance to the social workers to practice this approach. The study will also identify uncertainties and fears brought about by this paradigm shift. Gaps which exist in training will be identified by the study.

The researcher sees it as being important to study the student's attitude because social psychologist maintain that attitude influence social thoughts and attitude often influences behaviour (Baron & Byrne 1997:113). This will help to establish how prepared student social workers are to practise social work in a developmental context.

### **1.3 GOALS AND OBJECTIVES**

The goal of the research is to conduct exploratory research on attitudes of post graduate Social Work students towards developmental social work.

To achieve this goal, the following objectives have been identified:

- To administer a quantitative questionnaire with a purpose of assessing their attitudes with regard to community development, cross-cultural work and

developmental issues versus therapeutic work.

- To link their attitudes with different language groupings.
- To link their attitudes with the neighbourhood in which the respondents grew up.
- To link their attitudes to different age groups.
- To make recommendations for future training of Social Workers.

## **1.4 OVERVIEW OF RESEARCH METHODOLOGY**

The research methodology includes the research design. Grinnell (1985) mentions that research designs are plans, structures and strategies for investigations which seek to obtain answers to various research questions.

De Vos and Fouche (1998) defines a research design according to Thyer (1993:94) as *“a blueprint or detailed plan for how a research study is to be conducted - operationalizing variables so they can be measured, selecting a sample of interest to study; collecting data to be used as a basis for testing hypothesis, and analysing the results”*.



Basically the research design provides the answer to the question of “what are the means which I shall use to obtain the information I need”.

### **1.4.1 RESEARCH DESIGN**

The design is quantitative in nature employing the one-shot case study. In this design a single individual, family group, community or other unit is studied at one point in time (Mark 1996:47).

### **1.4.2 UNIT OF ANALYSIS**

The unit of analysis for this research is the Social Work students from RAU, Potchefstroom and University of Pretoria.

### **1.4.3 SAMPLING**

The type of sampling to be used in the study is convenience sampling. McBurney (1994:204) mentions that in convenience sampling all members selected may participate in the study.

### **1.4.4 THE RESEARCH TOOL**

The research tool used for this research is the Attitudes Index towards New Trends in Social Work (ATNT) scale (Faul and Nel 1997). This scale is designed to measure student's attitudes towards three factors, which are: Attitudes towards community development, cross-cultural work and attitudes towards developmental work versus therapeutic work.

## **1.5 RESEARCH GOALS AND OBJECTIVES**

This research is basic and is descriptive in nature. Neuman (1994:20) mentions that descriptive research has the following goals:

- to provide an accurate profile of a group;
- to describe a process, mechanism or relationships;
- to give a verbal or numerical picture (e.g. percentages);
- to find more information to stimulate new explanations;
- to present basic background information or a context;
- to create a set of categories or classify types;
- to clarify a sequence, set of stages or steps; and
- to document information that contradicts prior beliefs about a subject.

## **1.6 DEFINITION OF CONCEPTS**

### **1.6.1 DEVELOPMENT**

The term development may have different meanings to different people. It can be defined in economic and social terms. Todaro (1994) maintains that development must be conceived as a multidimensional process involving major changes in social structure, popular attitudes and national institutions as well as acceleration of growth.

Todaro (1994) further maintains that development should not only look at economic growth ignoring human life. He sees it as a combination of social, economic and institutional processes which should be aimed at achieving better life for all through promoting the following goals:

- To increase availability and widen distribution of basic human life sustaining goods i.e. food, shelter, protection and health.
- Raise levels of living including in addition to incomes, the provision of more jobs, better education and more attention to cultural and humanistic values. These generate greater individual and national esteem.
- To expand the range of economic and social choice to individuals and nations by forcing them from servitude and dependence.

### **1.6.2 SOCIAL DEVELOPMENT**

Midgley (1995:25) defines social development as “a process of planned social change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development”. He sees this model as an approach for promoting people’s welfare in a universalistic and comprehensive way.

Sanders (1982) views social development as a process of planned institutional



change to bring about a better fit between human needs, social policies and programmes. Nzimande (1990) agrees with Sanders and contends that social development viewed as a movement, embodies the philosophy of a positive, humane people-oriented development in societies. As a perspective, social development embodies a fundamental philosophic stance in work with people in a helping role that is positive, holistic, open to social change and based on optimizing the inherent strengths and capacities of individuals, families and communities.

### **1.6.3 DEVELOPMENTAL SOCIAL WORK**

Gray (1996) defines developmental social work as a type of social work which:

Affirms the social work profession's commitment to the eradication of poverty; recognises the link between welfare and economic development; constructs welfare as an investment in human capital rather than a drain on limited resources. She further maintains that developmental social work promotes the following: a people centred philosophy, welfare as a human right; the prevention of social problems; awareness through education; equality of resource distribution and a reduction of inequalities in service provision, populist form of intervention including community development; community participation in all stages of care from planning through evaluation and multi sectoral work. Developmental social work can be achieved through working with people as individuals, in a group and within a community.

### **1.6.4 COMMUNITY DEVELOPMENT**

Community development is the social movement which occurs when somebody symbolising the values of progress and people's common felt interest motivates the community as a unit of action to meet those interests through planned self-efforts not only by people's organization, but also by continuing education and support by technical services (Ferrinho 1980:42).

According to the White Paper on Welfare (1997:7) community development is multi-sectoral and multi-disciplinary. It is an integral part of developmental social welfare. Community development is seen as an approach with a philosophy, process, methods, and skills which will be used as strategies to meet needs at local level.

Gray (1996:11) sees community development as an intervention strategy, a way in which services are rendered. It is an approach which emphasises the participation and involvement of local people, through empowerment, education and raising people's level of awareness through capacity building and organizing.

### **1.6.5 ATTITUDES**

An attitude is a more or less stable predisposition to react in either positive or negative way to given categories of persons or objects. Attitudes are said to have three attributes which are cognitive, emotional and behavioural.

Cognitive attribute refers to conscious beliefs that the individual has towards the object of the attitude.

Emotional attribute refers to the pleasant or unpleasant feeling induced when the attribute is activated.

The behavioural attribute refers to actual actions taken in response to the attitude. A person's behaviour can to a large degree be predictable from his/her attitude (Bruno 1986).

### **1.6.6 UNDERDEVELOPMENT**

Underdevelopment refers to a poor or impoverished capitalist system in which those who control or have access to political power often enjoy considerable wealth and whose position is supported by the imperialistic countries. Underdeveloped countries are often marked by glaring inequalities, pervasive poverty and inadequate social

services (Coetzee 1987). Midgley (1995) equates underdevelopment with distorted development. He maintains that in most part of the world, economic growth has not brought about improved social circumstances. It failed to eradicate poverty and raise level of welfare for all.

## **1.7 CONTENT OF CHAPTERS**

Chapter 1 consists of orientation to the study. Specific attention was on the rationale for the study, research design, goals and objectives of the study and definition of concepts.

Chapter 2 consists of a theoretical orientation and literature review. Key concepts for this study are community development, social development and developmental social work.

Chapter 3 concentrates on the research methodology for the study. This chapter will include the research design, data collection methods, sampling and data analysis methods.

In Chapter 4 the analysis and interpretation of data is provided.

Chapter 5 includes summary of the results as well as conclusions and recommendations regarding the research.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

The world that we have created as a result of the level of thinking we have done thus far, creates problems that we cannot solve at the same level as they were created (Albert Einstein 1996:32).

The transitional process initiated by the new government of national unity since 1994 has posed many challenges to different professions. The social work profession is certainly one of the professions, which is faced with these challenges. As a result, the profession had to look at the different therapeutic models, which were being used so as to establish their relevance and applicability to present societal needs. The challenge to the profession is to undergo a paradigm shift and look into other methods of helping. There is now a need to incorporate developmental social work in education, training and practice.

Developmental social work is a trend towards which social workers need to move towards in order to be relevant in addressing people's needs. The democratic government has adopted a social development stance in addressing human needs. The introduction of the White Paper for Social Welfare (1996) certainly initiated an understanding towards a comprehensive, integrated, equitable, multi disciplinary and developmental approach.

In this chapter, Developmental Social Work will be introduced with special emphasis on community development and social development models as major intervention strategies.

## 2.2 DEVELOPMENT

It is important to give viewpoints on development as a starting point for this discussion. As mentioned earlier, the term development has different meanings to different people. It can be defined in economic and social terms. In the past it was purely seen in economic terms ignoring the human factor.

According to Todaro (1982:15) prior to the 1970's development was always seen as an economic phenomenon in which rapid gains in economic growth and per capita income growth would either be brought to the masses in the form of jobs and other economic opportunities or create the necessary conditions for the wider distribution of the economic and social benefit of growth, excluding the human factor. Problems of poverty, unemployment and income distribution were of secondary importance to getting the growth job done.

Torado (1982:15) further mentioned that during the 70's, economic development came to be redefined to include the social condition of people such as elimination of poverty, inequality and unemployment within the context of distorted development.

In December 1990 (Phiyega 1992:22), the African National Congress issued a discussion document on development in which they emphasized three interrelated aspects of development, which are:

- Development was viewed as a process aimed at giving people greater control over their lives thus enabling them to participate fully as well as empowering them towards their contribution in positively shaping their environment.
- Development was further viewed as improvement in the material conditions of people, ensuring greater access to food, clothing, shelter, income, jobs, health and education.

- Also implied in the concept of development is an improvement of life in relation to a fundamental restructuring of the economy.

In summary Natrass (1993:6) maintains that the following characteristics should be common in any development:

- Development of people results in the reduction of poverty;
- Development implies political participation;
- Development involves an increase in popular access to economic resources;
- Development brings about a reduction of different life styles of the rich and the poor;
- Development amounts to the improvement of human capability through provision of education, health, care and social welfare series;
- Development suggests an increase in self-sufficiency at personal, communal and national levels;
- Development presents the improvement of life of the majority of people;
- Development is accompanied by social change;
- Development idealistically makes people grow.

From the above discussion it is evident that development is about improving the capacity of people and their capabilities, empowerment of people to improve participation, a fairer distribution of the fruits of development and the endogeneity of the process. The issue at stake is not whether growth is necessary but rather what type of growth is necessary.

South Africa experienced underdevelopment, which resulted in urban areas becoming more developed than rural areas. In spite of economic development achieved in South Africa, poverty still remains a big problem. This notion is supported by Natrass (1986:12) who maintains that South African poverty stems from four sources:

- Firstly, the continued economic underdevelopment of the regions in which the major proportion of the African population lives.

- Secondly, influx control, which has both generated the migrant labour system and led to the overpopulation of Black areas.
- Thirdly, both racial and sexual discrimination.
- Lastly, growing levels of unemployment and underdevelopment, which are the result of too low a rate of population growth.

Social Work as practiced in South Africa, utilizes therapeutic intervention models, which are highly individualized. These models are highly curative, but ignore the roots of the problem. They encourage dependency on the welfare structure, which is already overwhelming and inadequate to meet people's needs. Patel (1991:164), maintains that a reorientation in welfare thinking which breaks some of the old conceptions and paradigm is required to meet new demands of South Africa's new political, social and economic situation. It has become evident that the development of effective strategies to deal with problems of poverty in South Africa constitutes a challenge to our society.

### 2.3 DEVELOPMENTAL SOCIAL WORK

According to Gray (1996:9), social development is conceptualized as a macro-policy perspective, community development as a form of strategic intervention and developmental social work as their application to social work practice in those contexts where poverty and underdevelopment are major concerns.

Gray (1996) sees developmental social work as social workers' commitment to the eradication of poverty. She sees this developmental approach as an approach, which amongst other things do the following:

- Discourages dependency;
- Promotes the active involvement of people in their own development;
- Employs a multifaceted, multi-sectional approach; and
- Encourages partnership between the state and the provincial government and all other stakeholders in welfare.

Social Work as a profession needs to align itself with the process of linking economic and social development. Welfare should not only be a way of meeting needs but also a way of encouraging people's participation and equality among different people in society (Midgley 1996:16).

Again Gray (1996:203) views developmental social work as comprising of:

- Non-remedial form of intervention;
- is concerned with non-material resources such as people's participation, community support and naturally occurring networks; and
- with, material gains, linking social work with economic development comes from this achievement of economic independence and autonomy.

Midgley (1995:7) supports the developmental approach because it transcends the residential approach by linking social welfare directly to economic development policies and programs.

In South Africa the welfare system was mainly concerned with meeting people's needs in terms of social security grants. These grants have proved to be inadequate as people continue to live in poverty.

The developmental approach as seen by Terblanche and Tshiwula (1996:19) is a multi disciplinary approach which include other professionals i.e. community development workers, planners, social auxiliary workers, social development workers, social security personnel, youth care workers and volunteers. Social workers are but one of a team of role players. They further maintain that the development process is to be seen as a multi-dimensional process involving changes in structures, attitudes and institutions as well as the acceleration of economic growth, reduction of inequality and the eradication of absolute poverty.

As mentioned in Chapter One Gray (1996:194) believes that social workers could respond to the challenges of developmental work in one or two ways. Firstly by



becoming involved in community development through initiating projects/programs with the community members. They can also become involved in training para-professionals and community developers. This will alleviate the problems of manpower shortage to do community development.

## **2.4 COMMUNITY DEVELOPMENT**

Rubin and Rubin (1986:20) define community development as follows: community development involves local empowerment through organized groups of people, acting collectively to control decisions, projects, programs and policies that affect them as a community.

Agere (1982:211) also defines community development as a process by which the community is assisted in identifying its needs and objectives. It helps develop the confidence and the will to work at these needs and objectives in finding the resources ideal with these needs and to take action in respect of those needs. In so doing, the community developer encourages co-operation, collaboration and commitment by the community. Dunham (1970:140) emphasized the concept of organized efforts of people to improve the conditions of community life and the capacity of the people for participation, self-direction and integrated effort in community affairs.

Saunders' categorization of community development in Lombard (1991:115-116) is of importance to this essay. In his discussion, he sees community development as a process, method, program and movement.

As a process community development is seen as having the following characteristics:

- Has man as a focal point;
- Allows the process to progress in phases;
- Allows for the presence of a community worker to accompany the process and support the community;
- Demands self help and self decision as a prerequisite;

- Demands collective action from community, i.e. community involvement and participation;
- Allows the community to identify needs by themselves; and
- Formulate specific goals which must be achieved.

As a method, community development refers to a procedure, focuses on a specific aim, utilizes the process of community development, links various disciplines into multi disciplinary team. It requires that a community identifies its own needs, thus enabling it to make its own decisions regarding action and plans.

As a program, it uses a sea of procedures (methods), implements specific activities, utilizes specialized expertise, is implemented in accordance with a time schedule and a budget and can easily disregard human needs.

As a movement, it is emotionally loaded, can become institutionalized, demands specific norms and goals and is a philosophical rather than a scientific concept (Lombard 1991:113).



From the above discussion, it is clear that community development is a planned effort, which involves people at local level. Participation is of importance. It has important goals which amongst the others include the following:

- The improvement of the quality of life, through resolutions of shared problems;
- Reduction in the level of social inequalities caused by poverty, racism and sexism;
- The exercise and presentation of democratic values as part of the process;
- Enabling people to achieve their potential as individuals and the creation of a sense of community in which people can feel more efficacious.

## **2.5 APPROACHES TO COMMUNITY DEVELOPMENT**

From the above discussion on development, it is evident that development is not something which happens without planning. Development needs to be planned and a co-ordinated developmental approach is necessary to balance social, economic, political and physical goals. In community development, the community developer has to plan with the people at the grassroots level so that they can identify what their needs are and how they think this needs should be met. This will further participation and commitment within the community.

In planning an approach, the community developer has to take into account the traditional patterns of behavior and of cultural institutes, and the real needs, problems and expectations of the relevant group (Phiyega 1992:33).

One can make a distinction between two approaches, namely: directive or problem oriented approach and non-directive or growth oriented approach.

### **2.5.1 DIRECTIVE APPROACH**



The directive approach has been widely used especially in our welfare structure where organizations had to be competing for funds and therefore looking for popular needs, which may attract funding and ignoring the real needs of the community. Batten (1967) maintains that the directive approach implies that the agency, which adopts this approach, decides for itself more or less specifically whatever it thinks people need or ought to value. Then the agency designs projects and programs based on their interest and these are imposed on the community. This approach has proved to be unuseful because in many times the community fails to utilize the resources in a meaningful way. They do not identify with the resource and may withdraw from it. Sometimes this approach has proved to be useful especially in communities where people are disadvantaged and illiterate and may not be in a position to express their needs.

## **2.5.2 NON-DIRECTIVE APPROACH**

The non-directive approach to community development is now gaining popularity. The community developer who uses this approach does not attempt to decide for people or to lead or guide or persuade them to accept any of his own ideas. He tries to get people to decide for themselves what their needs are, and what they are willing to do to meet those needs. The aim of this approach is to encourage people to develop themselves and take responsibility for their own lives. This approach is empowering and facilitates growth amongst the people. Through this approach, people builds on their skills and are able to utilize both internal resources for growth.

The advantage of this approach ties in with the whole philosophy of community development. Sometimes it is necessary to strike a balance between the directive and non-directive approach depending on the community that one is dealing with.

## **2.6 STRATEGIES RELATED TO NON-DIRECTIVE APPROACH**

### **2.6.1 SELF HELP STRATEGY**



Central to this approach is the notion that people can come together and work out together to improve their situations. Christensen and Robinson (1980) maintain that the self help approach is generally defined as a process that assumes people can come together, examine their situations, design strategies to deal with various segments of their surroundings, and implement plans for improvement. The self-help approach is of importance to community development. It focuses on people's participation. The process is of more importance than participation itself. The theme is that through working together, people can bring about changes in their situation especially if given an opportunity to do so. Through interaction and sharing ideas about common needs, people's human and social relationships are strengthened.

The self-help approach can be used positively because it focuses on people at grass root level. The community developer starts where the community is. This approach

works at its best when the community developer's goal matches the goals of the people. Batten (1967) mentions that what the community developer describes as to be an improvement for the people, might not be seen in the same light by those people.

This approach is based on the notion that:

- Community or groups of people have a basic autonomy;
- Self-help, approaches is a self-contained process;
- Communities tend to be stable and homogeneous;
- People know how to participate in local setting;
- The local setting is open to those who wish to participate; and
- When people come together to participate somehow the decision making process is easier.

In conclusion one can say that the self-help approach is an approach which empowers people. People decide for themselves through participation what their needs are and what action could be taken to meet those needs. This approach is an ideal approach, which could become successful in many community development efforts. However, apathy and lack of interest does not exist in many communities.

## **2.6.2 CONFLICT STRATEGY**

Community development is seen as planned social change and it seems as though conflict is not necessary. It has been proved that at times, the community worker advocate conflict as a means of social intervention. Conflict is at times unavoidable in situations where the community developer works with groups of different interest and different needs:

Christensen and Robinson (1980:73) define social conflict as a behavior threat by one party directed at the territorial rights, interests or privileges of another party. The threat is directed towards limiting or eliminating one party's access to some resources

or goal.

Cause of conflict within a community may be precipitated by many factors which include:

- Community diversity which may include different values and beliefs;
- Existing splits or cleavages in the community especially political issues, significant and unique events affecting some areas of a community;
- Inappropriate leadership and feelings of dissatisfaction among a group of constituents large enough to take some action.

Through the conflict approach, change can be achieved with a short period of time because the challenging group may use different strategies, which may prove to be threatening to the other group. The minority group to challenge those in power can use this approach. The role of the community developer is to get people to come together and realize that, when they are more in numbers they can influence those in authority.



This approach is not very popular in community development because some community developers do not want to be associated with conflict. If used appropriately this approach can prove to be very successful.

In using this approach the community developer can use certain conflict management skills which are coercion, contingent reward and indirect persuasion. The community developer needs to impart these skills to the community members so that they can feel empowered to act. The most important skill as mentioned by Christensen and Robinson (1980:91) which can be used by a community developer in managing conflict is indirect persuasion. In using this conflict management strategy, the community developer facilitates the development of mutual accommodation and enforces agreed upon rules of fair play. This conflict management strategy facilitates the process of adversary involvement in solution building.

Christensen and Robinson (1980:91) mention six steps for managing conflict using indirect persuasion:

- Initiate dialogue objectively;
- Involve all parties;
- Assimilate feelings and information;
- Reinforce agreement;
- Negotiate differences;
- Solidify agreements (adjustments).

From the above discussion, one can conclude that conflict might arise in any situation within the community. The community developer can utilize it, prevent it or manage it in a "how to do it" framework.

### **2.6.3 TECHNICAL ASSISTANCE STRATEGY**

Technical assistance is intended to help communities define their problems and needs and potential solutions while allowing for some degree of community autonomy or "ownership" of problem definition and solution. When using this approach, the community developer uses experts to help the community with its needs. Wright (1978:343) defines technical assistance as "the provision of programs, activities and series ... to strengthen the capacity of recipients to improve their performance with respect to an inherent or assigned function".

The community might need technical assistance such as funds, manpower, machinery, inservice training and workshops. This approach can involve the establishment of technical projects like the building of bridges, schools, health care centres and building of roads. This development may involve people in authority like the Government.

Christensen and Robinson (1980:53) mention three types of targets for technical assistance viz: community decision making, community resource development and

community task performance.

### **Community Decision Making**

Technical assistance in this regard is aimed at assisting the community to determine their status as a community, the direction they want to follow and the means for getting there.

### **Community Resource Development**

Technical assistance in this instance the community is helped with the necessary resources i.e. material and human to pursue the new course of action.

### **Community Task Performance**

This element is associated with action implementation of programs. Programs are administered and monitored to maximize client benefit.

From the above discussion it can be observed that the use of this approach is important in community development because it helps the community developer to assess the needs and the most cost effective means of achieving those needs.

## **2.7 COMMUNITY WORK IN RELATION TO COMMUNITY DEVELOPMENT**

A professional practitioner to help a community engage in social problems defines community work as an umbrella term used to refer to various intervention approaches (Mckendric 1987:109). Community work is one of the methods of social work. It has similarities as well as differences with community development, but certainly both concepts are related.

Lombard (1991:118) also maintains that both concepts have similarities which are as follows: both are concerned with enabling people to enjoy a positive and abundant life style; both prefer to have faith in humanity and in the community in which people live; both believe emphatically in people's rights to self determination within a general framework of society; both emphasize self-help.



Dunhum (1975) sees community work as the method closely related to community development. In the sense that both community work and community development aims at involving the community in their upliftment. Community work as a method of social work is also gaining priority in South Africa due to a lot of factors. Casework services enjoyed a prominent place in the allocation of subsidies for welfare organizations. Now the emphasis is on addressing problems of a larger group using fewer resources. This connotes a shift from the remedial intervention method to a community-based method.

Finally Lombard (1991) regards community development as a comprehensive concept which demands a multidisciplinary team approach, while community work (social work) is one of the disciplines contributing to this approach.

## **2.8 SOCIAL DEVELOPMENT**

The social development approach has gained popularity internationally. Gray (1996:12) maintains that social development is becoming increasingly recognised as a mechanism to address the levels of poverty and economic inequality that persists in the world today. This notion is supported by Patel (1992:33) who mentions that social development can only be achieved through the adoption of social development policies. At the World summit held in Copenhagen in May 1995, South Africa committed itself to the eradication of poverty. This shows a commitment at national level, because no positive development can take place if the Government is not involved.

The Democratic Government has adopted a social development stance in addressing social human needs. This is clearly outlined in the White Paper for Social Welfare (1997) which is a policy document for welfare. This document certainly initiated an understanding towards a comprehensive integrative, equitable, multidisciplinary and developmental approach. The vision of the government is to have a welfare system, which facilitates development of human capacity and enabling socio-economic environment.

## 2.8.1 SOCIAL DEVELOPMENT DEFINED

Social development is a process of planned change designed to promote the well being of the population as a whole in conjunction with a dynamic process of economic development (Midgley 1995:25). It implies the emergence of a normative value orientation in which people work towards the best possible society that they can imagine at the time. It has an egalitarian and humanistic vision.

Gray (1996:197) supports the social development approach and sees it as comprehensive solution to poverty involving all social sectors including health, housing, work, welfare and education. She sees it as recognizing the relationship between all sectors of society for the well being of people and society.

The social development approach is an approach, which may be used to promote human welfare. Its distinctive features, its attempt to harmonise social policies with measures designed to promote economic development. This approach transcends the residual and the institutional approach, which have dominated welfare thinking. It links social welfare directly to economic development policies and programs. This approach is relevant to all societies, which are underway to economic development. It stresses on internal interventions, which are compatible with economic development objectives. The approach offers an approach, which not only is cognizant under economic realities but also actively promotes development.

Midgley (1996:7) maintains that renewed interest in social development gives an opportunity to become involved in discussions on economic development and participation in programs and projects having direct link to economic growth. Social workers can contribute to economic development in three ways:

- Firstly social workers can assist in the mobilization of human capital for development.
- Secondly, they can foster the creation of social capital, which also contributes to economic development.

- Thirdly, they can help low income and special needs clients engage in productive employment and self-employment.

In mobilization of human capital formation investment is on education, nutrition and health care products. Many Third World countries use social workers to mobilize communities in the establishment of day care centres, which improve pre-school and nutrition needs of children.

The concept of social capital formation is used for the creation of economic and social infrastructure such as roads, bridges, irrigation and drinking water systems, clinics, schools and other facilities. These communities held assets are of importance to the community. Through social workers' involvement community can learn the spirit of carrying and utilizing these resources appropriately.

By assisting low-income and special needs to engage clients in productive employment and self-employment, social workers can help reduce the level of unemployment and thus reducing dependence on Government resources which are already overwhelmed.

## **2.8.2 STRATEGIES FOR SOCIAL DEVELOPMENT**

The term strategy will be used most frequently to organise the major approaches. It refers to those projects and programs that are similar and advocate similar interventions. The strategies discussed, subscribe to the view that people's welfare can best be promoted within the context of a comprehensive process of economic development.

### **2.8.2.1 Development by individuals**

Focus of this approach is fostering small enterprises to promote progress. The focus is on capitalistic economy system, which enable the poor to function more effectively in the market. Promoting small enterprises by providing training of entrepreneurs in

small business management skills. Social workers can work with people on individual level by teaching them life skills to cope with problems in their environment (Midgley1995).

Different policies and programs have been advocated to promote the individualistic approach. They include:

- Large scale intervention that creates an enterprise culture, which is conducive to individuals;
- Small scale interventions that assist low-income families;
- Small business proprietors;
- Those in the informal sector to operate effectively in the market place;
- Some social workers have also promoted an individualist approach by seeking to help individuals to enhance their functioning and interpersonal relations within the context of an enterprise culture.

#### **2.8.2.2 Development by communities**

Midgley (1995:114) in this approach believes that social development can best be promoted by people themselves, working together harmoniously within their local communities. Co-operation and sharing a common purpose are important.

In this approach, people can work together to identify their needs, set goals and find workable solutions to achieve those goals. This can be through accessing external resources to promote social development at a local level. Advocates of this strategy believe that people and communities have an inherent capacity to organize themselves to ensure that their basic needs are met, their problems are resolved and opportunities for advancement are created. In this way the community is able to exert greater control over local resources and local affairs. Community development can be used to enhance materialistic and non-materialistic needs. Non-materialistic may include aspects of enhancing community identity, strengthening democratic participation, fostering self-help, dealing with issues of helplessness, community

empowerment and community self determination.

Strategies for achieving this are:

- Community development as it offers an effective means for promoting social development within a context of economic growth (Gray 1996:18).
- Community action participation and development which rejects Government sponsorship of local and calls instead for the empowerment of local people taking full control over community activities relying on their own initiative. It represents a more political and active approach and targets the poorest and powerless group. Approaches that could be applied are self-help, conflict management approach and technical assistance approach.

### **2.8.2.3 Development by government**

The government can best promote social development through its specialized agencies, policy makers, planners and administrators. Government can promote social development through unifying planning. This can be achieved through redistribution of resources as a basic requirement for social development. Fitzgerald et al (1997:4) support Government involvement in social development by mentioning that sustainable development calls for government to promote the environment and safeguard the interest of future generation. The Government can become involved in social development by doing the following:

- Use their existing social planning and human service programs to address the pressing unmet needs of the poorest group in developing countries;
- These unmet needs consists of basic survival needs such as those for nutrition, safe drinking water and shelter;
- A second group of needs are regarded as social right, which society guarantees for all citizens they are: education, health care and social security (Fitzgerald et al 1997:4).

South Africa has adopted national policies, which are aimed at addressing the above needs.

In conclusion, one can see that social development can play an important role in improving the standards of the poor people in our society. It is an approach, which involve every person in society from the government to communities and to individuals. It is an approach that fosters partnership and participates from all sectors of society.

#### **2.8.2.4 Training for community development**

Training for social workers in South Africa was based on a curriculum, which was Western oriented. This curriculum emphasized theories, which were curative and highly therapeutic. Individual therapy in the form of casework was given first priority. This was enforced by government policies, which advocated for programs, which are aimed at helping individuals deal more effectively and cope with their daily problem. The government supported policies, which were based on racial discrimination, which resulted in training being designed different for different race groups. This included the welfare structures and policies, which were operational.

The political and societal transformation had lead to the change in the training policy for social work students. Nel (1996:159) supports the change in policies by maintaining that consensus has now been reached that the core of the policy must reflect the following:

- A social development perspective;
- Aimed at the development of the community; and
- Sensitizing students to cross-cultural differences.

This view expresses a need for training policies to undergo a paradigm shift so that students are trained to be relevant in addressing people's needs within a certain context and period.

Louw (1996:67) gives input on training and education of student social workers by looking at the aims which are:

- To equip students with the knowledge, values and skills;
- To understand human behavior within its context and represents a response to the needs of people through the selection and use of intervention strategies.

This means that social workers need to always look at people's needs and design appropriate strategies to deal with those needs. This reflects the dynamic status of this profession.

Louw (1996:66) further maintains that there is a re-awakening of community development approach, because people in power have realized that people's needs could not be satisfied through the former development policies. Community development has been identified as an approach, which could be utilized to meet human needs and deals with problems of poverty. This view suggests that there is a need for students to be trained in community development and how it can be used in our South African context to address needs. This will enable the students to be more skilled about community development and how it can be used.

Nel (1996:163) is of the opinion that community development can only be undertaken if students are also trained in cross-cultural sensitivity.

#### **2.8.2.5 Cross-cultural sensitivity**

Nel (1996:163) maintains that training of students in cultural sensitivity should include the following objectives, namely: awareness, knowledge and skills.

##### **Awareness**

The general aim of awareness is to enhance the student's awareness of and sensitivity to, cultural issues in them, the students see community development specific objectives are:

- To enhance self-awareness;
- To enhance awareness of the trainee's own culture;
- To enhance awareness of concepts such as prejudice, discrimination and stereotypes and the effects of these concepts;
- To enhance awareness of the individual differences;
- To enhance awareness of other cultures, especially the Black cultures where this policy is implemented; and
- To enhance awareness of diversity.

### **Knowledge**

The second grouping of objective aims to increase student knowledge on the general field of cross-cultural understanding, which should occur via education and the provision of information to facilitate understanding. Specific objectives are:

- To provide and share information regarding the South African socio-political system and its impact on various cultural groups;
- To provide and share information regarding cross-cultural work in general;
- To educate trainees regarding differing perspectives on cross-cultural work and to provide information about a way in which these perspectives may be integrated; and
- To educate regarding cultural themes that occur in the literature and which may play a role in effective cross-cultural work.

### **Skills**

The third objective aims to develop skills to build on the general competence of the students in their various roles as social workers and to apply culturally appropriate knowledge and awareness in practice. Specific objectives are:

- To strengthen social action skills; and
- To adapt existing micro-skill competencies.



## 2.9 CONCLUSION

In summary, it is evident that to make a difference in addressing problems of development and in specific poverty. Social work as a profession needs to align itself with national policies. Students must be trained within development social work with social development and community development perspective as the primary methods of intervention. Training should include cross-cultural issues, as this will enable students to be cultural sensitive when working within different cultures.



## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

Grinell (1985:27) defines research as the repeated use of objective, rigorous, and systematic procedure by which what we think about reality is tested against what we observe, and conversely what is known. This implies that research is planned and special procedures are employed to undertake a research study. Mouton and Marais (1993:15) agree that research is planned by maintaining that research is a specific way of conducting an investigation. When conducting research, the researcher needs to have a methodology on how the research will be conducted. This methodology includes the research design, data gathering methods, sampling and data analysis techniques to be used by the researcher. This chapter serves as a background to the research process and it aims at orientating the reader to how the research will be conducted.



#### 3.2 GOALS AND OBJECTIVES OF THE STUDY

The goal of this research is to assess the attitudes of Social Work students towards developmental trends in social work. This connotes a paradigm shift.

In order to achieve these goals, the following objectives can be stated:

- To administer a quantitative questionnaire with the purpose of assessing the attitudes of social work students with regard to community development, cross-cultural work and developmental issues versus therapeutic work.
- To link their attitudes with different age, language backgrounds and with the neighbourhood in which the respondents grew up.

- To make a recommendation on how Social Work students can be supported in making a paradigm shift to developmental social work.

### **3.3 RESEARCH GOALS AND OBJECTIVES**

This research is basic and descriptive in nature. It is basic because it is aimed at adding knowledge to the social work profession. Rubin & Babbie (1983:108) maintain that the purpose of descriptive research is to describe situations and events. The goal of descriptive research as discussed by Newman (1994:56) are:

- To provide an accurate profile of a group;
- To describe a process, mechanism or relationships;
- To give verbal or numerical picture e.g. percentages;
- To find more information to stimulate new explanations;
- To present basic background information or a context;
- To create a set of categories or classify steps;
- and to document information that contradicts prior beliefs about a subject.

Mark (1996:393) further mentions that descriptive research is a type of research that seeks to describe a group of persons, families, organizations, communities, events or phenomenon rather than to test hypothesis about them.

### **3.4 RESEARCH APPROACH**

The research approach used for this research is quantitative in nature. Mouton and Marais (1990:155-156) mention the following characteristics of quantitative research:

- It is more highly formalized as well as more explicitly controlled;
- Its range is more exactly defined;
- It is relatively close to the physical science.

Other characteristics of quantitative research are further discussed by Schurink (1998:242-243) and they are as follows:

- Quantitative research uses a deductive form of reasoning: collects data to assess preconceived models, hypothesis and theories;
- Uses an ethic perspective: the meaning is determined by the researcher;
- Is homothetic: aims to objectively measure the social world, to test hypothesis and predict and control human behaviour;
- Sees reality as objective;
- Tests hypothesis that the researcher starts off with;
- Concepts are in the form of distinct variables;
- Seeks to control phenomenon;
- Observations are systematically undertaken in a standardised manner;
- Data are presented by means of exact figures gained from precise measurement;
- The research design is standardised according to fixed procedure and can be replicated;
- Data analysis is undertaken by means of standardised statistical procedures;
- The unit of analysis is variables which are an atomistic (elements that form part of the whole).

### **3.5 RESEARCH METHODOLOGY**

Research methodology refers to the ways and methods in which the research process has been conducted i.e. the actual tools and procedures the researcher is going to use in gathering, selecting and analysing data. Grinell (1985:183) sees a research method as a plan or design for the purpose of finding a solution to the research problem posed by the researcher. He further mentions that in choosing the appropriate method for research, the following 9 steps could be used as guidelines:

Steps in choosing a research method:

- Defining the research question.  
↓
- Gathering knowledge base.  
↓
- Choosing a methodological approach.  
↓
- Gathering data on the research context.  
↓
- Listing alternative methods.  
↓
- Considering practical issues.  
↓
- Deciding of a research method.  
↓
- Ensuring proper implementation.  
↓
- Specifying the strengths and limitation of the method.

### 3.5.1 POPULATION AND SAMPLING

Mark (1996:104) defines a population as a collection of all individuals, families, groups, organizations, communities and events that we are interested in finding out about. To define a population, the researcher needs to specify a set of variables or characteristics. The population for this study is social work students. For the purpose of this study a sample of 152 student social workers was selected. Mark (1996:104) defines a sample as a portion of a population selected for the study.

Rubin and Babbie (1992:226) state that the chief criteria of the quality of a sample is the degree to which it is representative, and the extent to which the characteristics of a sample is the same as those of the population from which it was selected.

The type of sampling used in this study is known as convenience sampling. In convenience sampling the researcher uses participants who are conveniently available. When selecting the sample, the researcher uses her own knowledge of the field to identify people who are relevant to the particular field.

The researcher selected M.A. Social Work students from surrounding previously Afrikaans universities, because the researcher has access to those universities due to relationship with student's own university.

### **3.5.2 RESEARCH DESIGN**

Research design implies that research is planned. It is synonymous to rational decision making in the research process. Grinnell (1981:198) sees a research design as plans, structures and strategies of investigations which seek to obtain answers to various research questions. He further maintains that the purpose of research design is to provide a set of systematic procedures for producing data pertaining to the development, modification or expansion of knowledge.

The research design for this study is the one-shot case study. According to Mark (1996:147), in this design a single individual, family, group, community or other unit is selected at one point in time to determine the effects of a treatment or other independent variable. A scale will be utilised to gain required information from the student social workers.

### **3.5.3 DATA COLLECTION METHODS**

The data collection method used for this research is the Attitude Index Towards New Trends in Social Work (ATNT). The instrument was developed by Faul and Nel (1997) and adheres to the requirement of psychometric requirements in terms of reliability, content validity, construct validity and criterion validity. Mark (1996:224) maintains that a scale is a special type of fixed alternative item. It is a set of questionnaire or interview items to each of which an individual responds by expressing

degrees of agreement or disagreement or some type of response. Scales are commonly used to measure attitudes and personality characteristics. The scale in this research includes gathering background information on the participant's age, language and neighbourhood in which the respondents grew up. The scale further measures the student's attitudes towards community development, cross-cultural issues and development work versus therapeutic work.

Students were given the background as well as the ATNT questionnaires to complete for the study.

### **3.5.4 DATA ANALYSIS**

This study is quantitative in nature and data analysis will be presented by using frequency distributions and described through measures of central tendency and of variability. Mark (1996:318) defines data analysis as the process by which we take a large set of numbers and reduce it to a smaller set of numbers. Data will also be analysed and presented in terms of descriptive and inferential statistics. Mouton (1996:163) mentions that descriptive statistics is concerned with organizing and summarizing the data at hand to render it more comprehensive. He further maintains that inferential statistics deals with the kind of inferences that can be made when generalizing from data, as from sample data to entire population. The Statistical Package for Personal Computer, SPPC (Hudson & Hudson 1994) will be used to analyse and interpret data in this study.

### **3.6 CONCLUSION**

In this chapter, the researcher explained the research methodology for the study which is quantitative in nature. The implementation of the above methodology will help in gathering the data required for the study. This data will be analysed and presented in the following chapter.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 INTRODUCTION

This chapter concentrates on the analysis and interpretation of raw data collected during the research. The measuring tool which was used to collect data is the Attitude Index towards New Trends in Social Work (ATNT). The instrument was developed by Faul and Nel (1997) and adheres to the requirements of psychometric requirements in terms of reliability, content validity, construct validity and criterion validity. Data will be presented in the form of charts, graphs and tables.

The sample will be described in terms of participants' background information i.e. their age, gender, language background, years of training and neighbourhood in which the participants grew up. Then a report of the results of the ATNT will be given. Three aspects measured by the scale are:

- Attitudes towards community development;
- Attitudes towards cross-cultural work;
- Attitudes towards developmental issues versus therapeutic work.

A multiple regression analysis will then be given.

#### 4.2 DEMOGRAPHIC CHARACTERISTICS

Data was collected from 152 students studying towards a degree in social work at Rand Afrikaans University. Convenience sampling was used to select the sample.



### 4.3 PERSONAL CHARACTERISTICS

#### 4.3.1 AGE

Table 4.1

AGE	FREQUENCY	PERCENTAGE
20 - 21	66	44
22 - 23	56	37
24 - 25	11	7
26 - 27	6	4
28 - 29	5	3
32 - 33	3	2
Older than 33	4	3
<b>TOTAL</b>	<b>152</b>	<b>100</b>

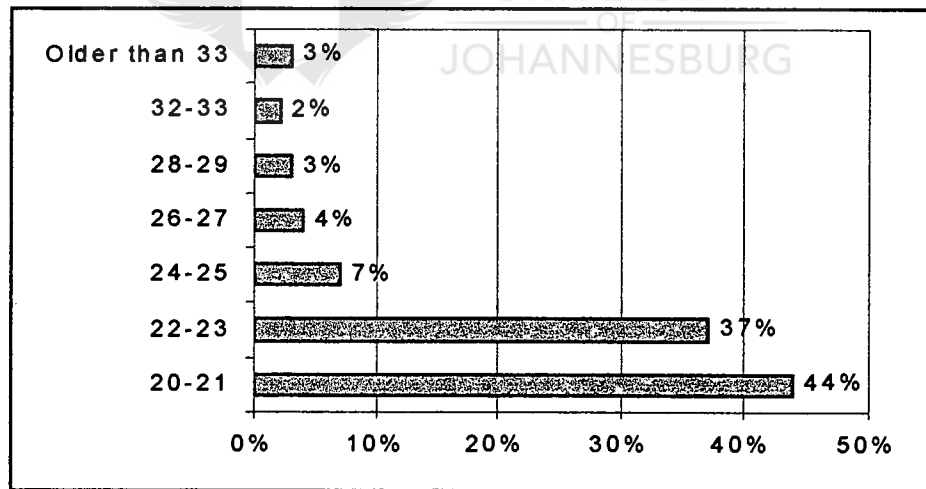


Figure 1: Age

It is clear from the above table that nearly half of the respondents (44%) were between the age of 20 - 21, with 81% of the sample younger than 24 years. The mean age of the group is 21.98 with a minimum age of 20 and a maximum age of 52 years.

### 4.3.2 GENDER

Table 4.2

GENDER	FREQUENCY	PERCENTAGE
Male	9	6
Female	143	94
TOTAL	152	100

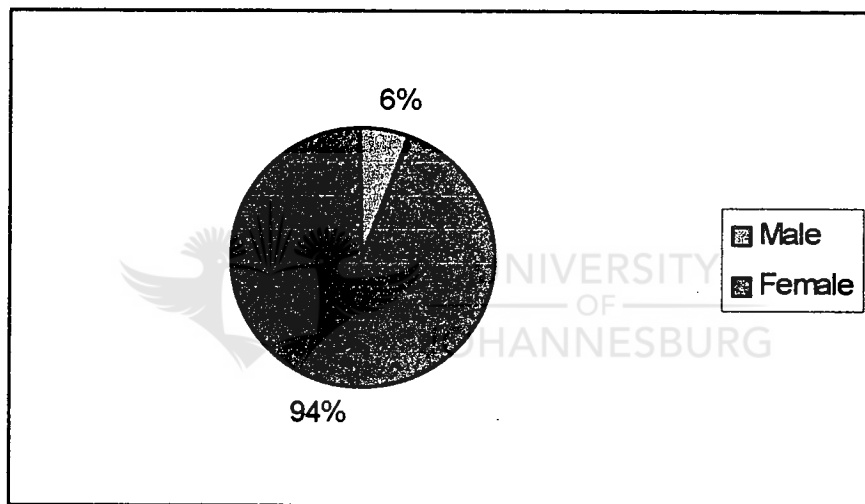


Figure 2: Gender

It is clear from the above table that most of the respondents (94%) were female.

### 4.3.3 LANGUAGE

Table 4.3

HOME LANGUAGE	FREQUENCY	PERCENTAGE
Afrikaans	108	71
English	16	10
South Sotho	2	1
Zulu	12	8
North Sotho	4	4
Tsonga	6	4
Venda	2	1
Tswana	1	1
Xhosa	1	1
<b>TOTAL</b>	<b>152</b>	<b>101*</b>

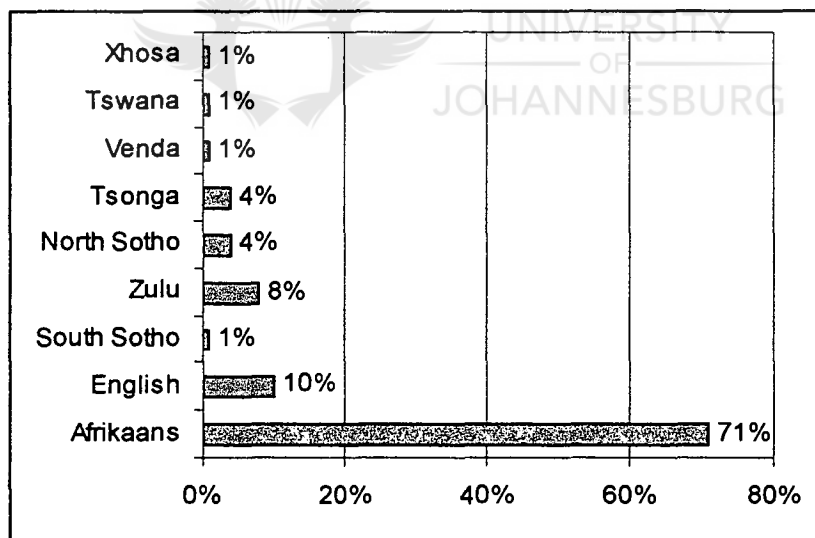


Figure 3: Language

It is clear from the above table that two thirds (71%) of the respondents were Afrikaans speaking, 10% being English speaking, with the other 19% representing a black home language.

\* Total adds up to 101% due to rounding off the %.

#### 4.3.4 NEIGHBOURHOOD

Table 4.4

NEIGHBOURHOOD	FREQUENCY	PERCENTAGE
Big city	59	54
Small town	26	23
Rural areas	26	23
<b>TOTAL</b>	<b>111</b>	<b>100</b>

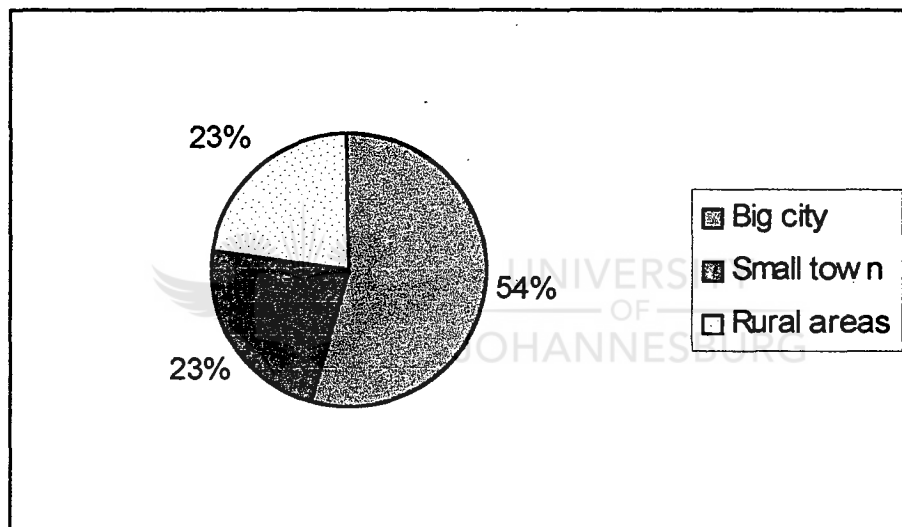


Figure 4: Neighbourhood

It is clear from the above table that 54% of the respondents (59) grew up in a big city, with the other 46% of the respondents coming from a small town and a rural neighbourhood.

### 4.3.5 YEARS OF TRAINING COMPLETED

Table 4.5

NUMBER OF YEARS	FREQUENCY	PERCENTAGE
12 - 14	3	2
15 - 16	61	41
17 - 18	74	50
19 - 20	9	6
21 - 22	3	1
<b>TOTAL</b>	<b>150</b>	<b>100</b>

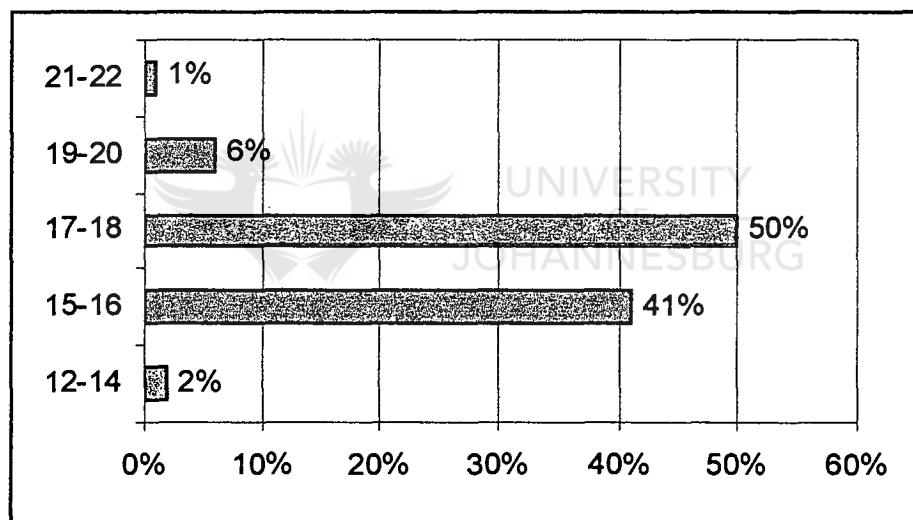


Figure 5: Years of training completed

It is clear from the above table that 91% of the respondents had between 15 - 18 years of training. The minimum years of training being 12 years and the maximum years of training being 21 years. The mean years of training was 15,7 years.

#### 4.4 RESULTS OF ATNT

For the purpose of interpreting the results regarding the attitude. A score lower than 50 shows a positive attitude whilst a score higher than 50 shows a negative attitude.

##### 4.4.1 ATTITUDE TOWARDS COMMUNITY DEVELOPMENT

**Table 4.6**

INTERVAL	FREQUENCY	PERCENTAGE
0 - 9	15	10
10 - 19	27	18
20 - 29	45	30
30 - 39	28	18
40 - 49	21	14
50 - 59	11	7
60 - 69	4	2
70 - 79	1	1
<b>TOTAL</b>	<b>152</b>	<b>100</b>

It is clear from the table that the mean score for attitude towards community development is 28.3, with a minimum score of 0 and a maximum score of 72. A third of the sample (30%) had a score between 20 - 29. It seems that most of the respondents (89%) scored lower than 50. This indicates a fairly positive attitude towards community development. Eleven percent felt more negative towards community development.

#### 4.4.2 ATTITUDE TOWARDS CROSS-CULTURAL WORK

Table 4.7

INTERVAL	FREQUENCY	PERCENTAGE
0 - 9	1	1
10 - 19	6	4
20 - 29	19	12
30 - 39	44	29
40 - 49	39	26
50 - 59	25	16
60 - 69	12	8
70 - 79	3	2
80 - 89	3	2
<b>TOTAL</b>	<b>152</b>	<b>100</b>

It is clear from the table that the mean score for attitude towards cross-cultural work is 48.2, with a minimum score of 8 and a maximum score of 87. A third of the sample (29%) had a score between 30-39. Seventy-two percent of the respondents had a score lower than 50. This indicates a positive attitude towards cross-cultural work. Twenty-eight % of the respondents felt more negative towards cross-cultural work.

#### 4.4.3 ATTITUDES TOWARDS DEVELOPMENTAL ISSUES

Table 4.8

INTERVAL	FREQUENCY	PERCENTAGE
0 - 9	4	7
10 - 19	17	11
20 - 29	26	17
30 - 39	44	29
40 - 49	27	18
50 - 59	27	18
60 - 69	6	4
70 - 79	1	1
<b>TOTAL</b>	<b>152</b>	<b>100</b>

The above table indicates a mean score of 36.8 for attitudes towards developmental issues, with a minimum score of 8 and maximum score of 75. A third of the respondents (29%) had a score less than 50. This indicates a fairly positive attitude towards developmental issues. Twenty-two percent of the respondents had a negative attitude towards developmental issues.

#### 4.5 ESTABLISHING RELATIONSHIPS BETWEEN BACKGROUND INFORMATION AND ATTITUDES

In this section a multiple regression analysis was done to indicate how much the background characteristics of the sample (age, language and neighbourhood) contribute to the variance in the total score on the different subscale of the ATNT.



#### 4.5.1 MULTIPLE REGRESSION ANALYSIS OF ATTITUDES TOWARDS COMMUNITY DEVELOPMENT AS A FUNCTION OF BACKGROUND INFORMATION

Variable	rpb	rpb <sup>2</sup>
Age	-0,13	0,02
Language	-0,15	0,02
Neighbourhood	-0,22	0,05
<b>For this set</b>	<b>0,30</b>	<b>0,09</b>

F ratio = 4,7761

p = 0,0037

SD of Y = 19,47

The background variable accounts for 9% of the variance in the attitude towards community development total score for this sample. This contribution is significant ( $p = 0,0037$ ) and can be generalized beyond the sample.

#### 4.5.2 MULTIPLE REGRESSION ANALYSIS OF ATTITUDES TOWARDS CROSS-CULTURAL ISSUES AS A FUNCTION OF BACKGROUND INFORMATION

Variable name	rpb	rpb <sup>2</sup>
Age	-0,05	0,00
Language	-0,31	0,10
Neighbourhood	-0,01	0,00
<b>For this set</b>	<b>0,31</b>	<b>0,10</b>

F ratio = 5,3258

p < 0,02

SD of Y = 18,23

The background variable accounts for 10% of the variance in the cross-cultural work issues total score for this sample. This contribution is statistically significant and can be generalized beyond the sample.

#### 4.5.3 MULTIPLE REGRESSION ANALYSIS OF ATTITUDES TOWARDS DEVELOPMENTAL WORK AS A FUNCTION OF BACKGROUND INFORMATION

Variable name	rpb	rpb <sup>2</sup>
Age	-0,00	0,00
Language	-0,18	0,03
Neighbourhood	-0,15	0,02
<b>For this set</b>	<b>0,24</b>	<b>0,06</b>

F ratio = 2,8989

p = < 0,04

SD of Y = 12,3138



UNIVERSITY  
OF  
JOHANNESBURG

The background variable accounts for 6% of the variance in the developmental work total score for this sample. This contribution is statistically significant ( $p = < 0,04$ ) and the results can be generalized beyond the sample.

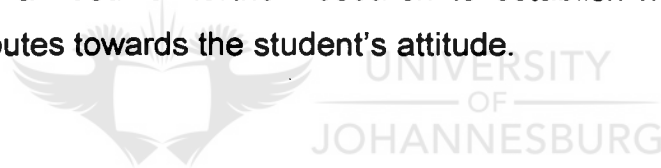
#### 4.6 CONCLUSION

The results of the study show that social workers have a positive attitude towards new developmental trends in social work. Their attitude is positive towards community development, cross-cultural issues and developmental work versus therapeutic work. Baron and Boyrne (1997:147) have found that attitudes can influence behaviour. They maintain that attitudes seem to guide behaviour through two distinct processes which are:

- If people have enough time to engage in careful thought about their attitudes and their behaviour, then attitude guides behaviour primarily by affecting their intentions;
- Secondly, when people do not have an opportunity to engage in such reasoned thought, in contrast, attitudes seem to influence behaviour in a more automatic manner involving their perceptions of the attitude object and their knowledge about what is appropriate or expected in a given situation.

Attitudes can also change in relation to the environment and new changes. The research concludes that the fact that the students are positive towards new trends in social work, this might influence their behaviour in engaging in the new methods.

The background information which includes age, language and neighbourhood in which the respondents grew up does contribute towards the student's attitude. However, there is a need for further research to establish how the background information contributes towards the student's attitude.



## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

Social work as practised in South Africa and other Third World countries is linked to social work as practised in the Western society. Although social workers gain knowledge on therapeutic and community intervention skills, more emphasis was placed on individual therapeutic work. This was supported by the previous Government, as it operated on policies which favoured the minority group. In spite of this intervention, a large majority of people experienced poverty and other social problems, showing that social work intervention was not relevant. This notion is supported by Louw (1966:69) who explains that in the past employment of social workers was available only on the basis of them practising casework as a method of intervention. Thus University curriculum had to be dominated by the requirements of the employing bodies, so as to ensure that students are relevantly trained for employment requirements.

Previously social workers never worked cross-culturally due to the welfare system which was fragmented. Due to recent changes which took place in South Africa, there has been major changes in various policies including welfare policies and structures. Emphasis is now placed on the developmental aspect. This is supported by the White Paper for Social Welfare (1997).

Louw (1996:66) sees the re-awakening of community development away of recognizing that previous developmental policies failed to meet the needs of the majority of people. Gray (1996:9) supports the concept of developmental social work because she sees it as strategic intervention method in those contexts where poverty and underdevelopment are major concerns.

Social work now as a profession has to again train students in strategies which are relevant for the present context. Again this will ensure that students are trained to meet the needs of and demands of prospective employers. This shows that there is need for the profession to undergo a paradigm shift to be more relevant to the context in which Universities train students.

Working cross-culturally is another challenge facing the Social Work profession as students need to go into the field being prepared to work with diverse cultural groups. A study on attitude of student social workers towards new developmental trends in social work is relevant for this research as it will enable the researcher to get an understanding of how prepared social work students feel to enter cross-cultural environment where developmental issues and community development will form an important part of their work. Bernstein (1991:229) maintains that the ecosystem perspective is of particular importance in the new South Africa, especially in the training of student social workers. Educators need to consider the relevance and appropriateness fo their curricula and courses. He further maintains that without individual and social awareness and without responses to change at every level and in all areas of practice social workers will not meet the challenge.

The goal of the research was to do a descriptive study into the attitudes of student social workers towards developmental social work. This goal was achieved through administering an Attitude Index Towards New Trends in Social Work (ATNT) scale to 152 social work students. The goal was achieved through acquiring knowledge from the students on three aspects which are:

- Attitude towards community development;
- Attitude towards cross-cultural issues; and
- Attitude towards developmental work versus therapeutic work.

## **5.2 DISCUSSION AND IMPLICATION OF FINDINGS**

### **5.2.1 ATTITUDES TOWARDS COMMUNITY DEVELOPMENT**

It was evident from the findings that two thirds of the students had a positive attitude towards community development. A positive attitude shows that the students were prepared to practise community development. This is in line with new developmental trends in South Africa.

### **5.2.2 ATTITUDES TOWARDS CROSS-CULTURAL WORK**

The results of data analysis show that the students' attitudes towards cross-cultural issues were positive. This is important as studies done in South Africa (Mashaba 1997), (Tromp 1999), (Ngobese 1998) and (Gerrand 1998) emphasize the importance of understanding diverse cultures as the basis for working with families, children, communities and organizations in terms of cultural competence. Although the students' attitudes were positive towards cross-cultural work, Oliphant and Faul (1999) maintain that developing a model for cultural competence within a developmental context is relevant. The authors developed a model for cultural competence based on their experiences with students at Rand Afrikaans University regarding cross-cultural work. In this model the main phases leading to cultural competence is presented, together with the key elements of each phase and the skills that are required for each phase. The phases follow each other chronologically and according to the authors of this model. If the skill is not mastered in each phase, it will not be possible for the person to move to the next phase.

### **5.2.3 ATTITUDES TOWARDS DEVELOPMENTAL WORK**

It is evident from the findings that students' attitudes towards developmental work is positive. This is important for our context because at the United Nations summit of Social Development held in Copenhagen, the President of South Africa, Nelson Mandela and Mr Jay Naidoo informed the world about South Africa's commitment to

social development embodied in the Reconstruction and Development Programme (Grey 1996:vii). A positive attitude in itself does not mean that the students will be able to become involved in social development, but the environment with its resources also play an important role. The Government supports a social development approach. This makes the environment conjusive for students to move towards the developmental approach.

### **5.3 RECOMMENDATIONS**

Developmental Social Work should be regarded as an important intervention strategy in the training of student social workers. This should be implemented early in training of students.

Student social workers should become aware of themselves as cultural beings, they should understand different cultures and they should learn to become competent in dealing with different cultures. The cultural competence model by Oliphant and Faul (1999) becomes relevant in this context. There is a need for social work students to question everyday racism and to realise how their attitudes and behaviour perpetuate racism.

Universities need to adopt a developmental approach by putting a balance amongst the different approaches. Students need to be equipped with strategies and skills for indirect work which will help them to deal with discriminatory practices, prejudice, environmental pressure, social and economic inequality at institutional and societal level.

## BILIOGRAPHY

AGERE, S.P. 1982. Promotion of self-reliance and selfhelp organisations in community development in Zimbabwe .. a conceptual framework. Community Development Journal. 17(3) 208-215.

BARON, R.A. and BOYRNE 1997. Social psychology. United States of America: Allyn and Bacon.

BATTEN, T.R. 1967. The non-directive approach in Group and Community Work, Oxford University Press.

BERNSTEIN, A. 1991. Social work and a new South Africa: Can Social Workers meet the challenge? Social Work/Maatskaplike werk. 27 (3/4).

BRUNO, F.J. 1986. Dictionary of key words in psychology. London: Routledge and Kegan Paul.

CAWOOD, L. and POTTER, A. 1996. Women and Development. Social Work Practice. 1 14-17.

CHRISTENSEN, J.A. and ROBINSON, J.R. 1980. Community Development in America. AMES: Power State Press.

COETZEE, J.K. 1989. Development is for the people. Pretoria: Sigma Press.

DUNHUM, A. 1970. The New Community Organization. New York: Thomas Crowell and Song.

FAUL, A and NEL, J.B.S. 1997. Attitude towards New Trends in Social Work (ATNT).



FERRINHO, M. 1981. Towards theory of Community Social Work. Juta and Company.

FITZGERALD et al. 1997. Managing sustainable Development in South Africa. Second edition. Cape Town: Oxford University Press.

FOUCHE, C.B. and DE VOS, A.S. 1998. Selection of a research design in; De Vos, A.S. (1998) Research at grass roots: A primer for the caring professions. Pretoria: Van Schaik.

GERRAND, P.E. 1997. An African Community's attitude towards modern, western adoption. RAU Dissertation.

GRAY, M.M.A. 1996. The Importance of Community Development. Social Work/Maatskaplik Werk. 32 (3) 193-204.

GRAY, M. 1996. Towards an Understanding of Developmental Social Work Practice. 1, 9-13.

GRAY, M.M. 1996. The role of social workers in developmental social welfare: Is there a place for them. Social Work Practice 2 : 96

GRINNELL, R.M. 1985. Social Work Research and Evaluation. Itasca: Peacock.

LOMBARD, A. 1991. Community Work and Development, Perspective on Social Development. Pretoria West: Autenbers Book Printers.

LOMBARD, A. 1996. Developmental Social Welfare in South Africa: A Theoretical Framework. Social Work/Maatskaplike Werk. 32(2) 162-172.

LOUW, L. R. 1996. Training in Community Development: A University perspective with Special reference to Social Workers. The Social Worker Practitioner-researcher. 9 (1).

MARK, R. 1996. Research made simple: A handbook for social workers. United States of America: Sage Publication.

MASHABA, J.V. 1998. Guidelines for Family Therapy with Tsonga families. RAU Dissertation.

McBURNEY, D. 1994. Research Methods: 3<sup>rd</sup> edition. Pacific Grove California Brooks / Cole Publishers.

McKENDRIC, B. 1987. Introduction to Social Work in South Africa. Pinetown: Owen Burgess Publishers.

MIDGLEY, J. 1995. Social Development: The Developmental Perspective in Social welfare. London: Sage Publication.

MIDGLEY, J. 1996. Special Issue: Social Work and Economical Development. 39. 5-25.

MOUTON, J. 1996. Understanding Social Research. Pretoria: Sigma Press.

MOUTON, J. and MARAIS, H.C. 1990. Basic Concepts in the Methodology of the Social Services. Pretoria: HSRC.

MOUTON, J. and MARAIS, H.C. 1990. Social Work research and evaluation. Itasca: Peacock.

MULLER, R. 1989. Social Work in the mid-eighties: The perception of Black social workers regarding the role and relevance of social work among Black families in South Africa. Pretoria: HSRC.

NATRASS, J. 1983. Plenty Amidst Poverty. University of Natal Press: Pietermaritzburg.

NEL, J. B. S. 1996. A Cross-cultural Development Training Policy for Community Development in South Africa. The social work practitioner-researcher. 9 (3). 159-168.

NEUMAN, W. 1994. Social Research Methods: Qualitative and Quantitative Approaches. Needham Heights Massachusetts: Allyn and Bacon.

NGOBESE, A.S. 1998. The needs of squatter settlement in Kwazulu Natal. RAU Dissertation.

OLIPHANT, E. and FAUL, A.C. 1999. Integration of human diversity and cross-cultural training in academic programs. RAU: Johannesburg: South Africa.

PATEL, L. 1989. Towards a democratic welfare system: Options and Strategies. Pro.

PATEL, L. 1991. Principles, Guidelines and Programs in Democratic South Africa. University of Witwatersrand: South Africa.

PHIYEGA, M.V. 1992. Indigenous community development workers and their professional consultants: An experiment by the South African National Council for child and family welfare. Johannesburg: RAU Dissertation.

RUBIN, A. and BABBIE, E. 1993. Research methods for social work. California: Pacific Grove.

RUBIN, H. J. and RUBIN, I. S. 1992. Community Work and Community Organizing and Development. New York: Mcmillan Publishing Company.

SANNDERS, D.S. 1982. The development perspective in social work. University of Hawaii, School of Social Work Hawaii.

SING, D. 1996. The Nature and Management of Paradigms. Social Work/ Maatskaplike Werk. 32 (2). 137-141.

TERBLANCHE, S. S. and TSHIWULA, L. 1996. Developmental Social Welfare and Developmental Social Work. 2. 18-23.

The Draft White Paper for Social Welfare (1995). Pretoria: Government Printers.

TODARO, M. 1982. Economics for a developing world. New York: Longman.

TROMP, M. 1999. Description of family functioning in the Batong Tribe. Johannesburg: RAU MA Dissertation.

White Paper for Social Welfare. No.51 of 1997 Government Gazette. 16943 Government Printers: Pretoria.

WILSON, F. and RAMPHELE, M. 1989. Uprooting poverty. Cape Town: Creda Press.

WRIGHT, D.S. 1978. Understanding intergovernmental relations. Duxbury: Massachusetes.

# ATNT

## ATTITUDE INDEX TOWARDS NEW TRENDS IN SOCIAL WORK

This index is designed to get an indication of your attitude towards new trends in social work. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and as accurately as you can by placing a number beside each one as follows:

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

When you begin to complete the items on this questionnaire you will see that you can very easily manipulate your attitude towards these new trends. **Please do not do that.** It is extremely important for you to provide the most accurate answers possible even though you may feel embarrassed or uncomfortable. If you provide incorrect or misleading information to those who are doing the research, it will be very difficult to direct strategies for the enhancement of the profession in the right direction.

Please provide us with the following **background information** before you complete the questionnaire.

1. What is your present age? \_\_\_\_\_
2. What is your gender? \_\_\_\_\_
3. What is your home language? \_\_\_\_\_
4. How many years of education have you completed?  
(School years included) \_\_\_\_\_
5. What is your total family take home income each month? \_\_\_\_\_
6. What is your current marital status?
  1. Single
  2. Married
  3. Divorced
  4. Separated
  5. Widowed
  6. Other\_\_\_\_\_
7. How long have you been with current spouse or partner?  
(Specify as months or years) \_\_\_\_\_
8. How many children do you have? \_\_\_\_\_
9. What is the total number of persons living with you?  
(Other than yourself) \_\_\_\_\_
10. In what neighbourhood did you grow up? \_\_\_\_\_
11. In general, what is your attitude towards community development?  
Pos = 1      Neg = 2 \_\_\_\_\_
12. In general, what is your attitude towards cross-cultural work?  
Pos = 1      Neg = 2 \_\_\_\_\_
13. In general, what is your attitude towards the developmental paradigm in  
social work as a replacement of the more individual therapeutic paradigm?  
Pos = 1      Neg = 2 \_\_\_\_\_

## ANSWER KEY

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

### ATTITUDE TOWARDS COMMUNITY DEVELOPMENT

1. \_\_\_\_\_ I like the thought of community development.
2. \_\_\_\_\_ The process of community development will stimulate development in a community
3. \_\_\_\_\_ I don't like community development at all.
4. \_\_\_\_\_ I wish I could start immediately with a community development project.
5. \_\_\_\_\_ I think community development is very difficult to do.
6. \_\_\_\_\_ I hate to do community development.
7. \_\_\_\_\_ I do not understand what community development is all about.
8. \_\_\_\_\_ I wish community development was more like working with individuals.
9. \_\_\_\_\_ I like the thought of implementing a community development project.
10. \_\_\_\_\_ I think it is wonderful to implement a community development project.
11. \_\_\_\_\_ I think community development asks too much patience from me.
12. \_\_\_\_\_ I am feeling excited to do community development.
13. \_\_\_\_\_ I am furious when I think about the fact that I have to do community development.
14. \_\_\_\_\_ I think community development is very boring.
15. \_\_\_\_\_ Community development opens new perspectives on social work for me.

### ATTITUDE TOWARDS CROSS-CULTURAL WORK

16. \_\_\_\_\_ I am afraid to work with other culture groups.
17. \_\_\_\_\_ I like to explore knowing other culture groups.
18. \_\_\_\_\_ I am scared to go out to communities which are totally different from mine.
19. \_\_\_\_\_ I think that one will get better results in working with your own culture group.
20. \_\_\_\_\_ The thought of doing social work with different culture groups excites me.
21. \_\_\_\_\_ The thought of going out to violent black communities frightens me.
22. \_\_\_\_\_ I think that all culture groups do have the same basic needs.
23. \_\_\_\_\_ I am feeling excited to work cross-culturally in total different communities to what I am used to.
24. \_\_\_\_\_ I think it is wonderful to work cross-culturally.
25. \_\_\_\_\_ I am furious when I think about the fact that I will have to work in communities culturally different from mine.
26. \_\_\_\_\_ I think I must first know my own culture before working with other culture groups.
27. \_\_\_\_\_ I prefer working with people from more or less the same culture group as mine.

## ANSWER KEY

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

### **ATTITUDE TOWARDS DEVELOPMENTAL ISSUES VERSUS THERAPEUTIC WORK**

28. \_\_\_\_\_ I feel excited about social work moving away from individual therapeutic interventions to developmental community-based interventions.
29. \_\_\_\_\_ I am positive about the idea that social work is re-orientated itself towards social developmental interventions.
30. \_\_\_\_\_ I am against social work moving away from a therapeutic towards a developmental paradigm.
31. \_\_\_\_\_ I am excited about social work re-emphasizing working with the poor and deprived sections of society.
32. \_\_\_\_\_ I think that the intervention techniques and methods regarding the developmental paradigm are very challenging.
33. \_\_\_\_\_ I think that there is no scope for me in the social work profession because of the movement towards a developmental paradigm.
34. \_\_\_\_\_ I don't like to be involved with deprived and underprivileged people in a developmental context.
35. \_\_\_\_\_ I will feel better when both a developmental orientation to social work and a therapeutic orientation remains part of the profession.
36. \_\_\_\_\_ I think that the developmental-orientated interventions are effective in the upliftment of poverty.
37. \_\_\_\_\_ I think the time is ready for social work to shift from casework to developmental work with community development methods as the main focus.
38. \_\_\_\_\_ To be an effective social worker one must be more social developmental-orientated with community development as the main focus.
39. \_\_\_\_\_ I am afraid that social work will loose its scientific base with the focus that is placed on grassroots developmental work.
40. \_\_\_\_\_ It scares me to think that social work as a profession will no longer develop their therapeutic skills with the new developmental community orientated focus.