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### Challenges Faced by Public University Students in Attaining Values Education and Social Work Ethics in Malaysia

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#### Abstract

This study aimed to investigate the challenges faced by students enrolled in social work program in public universities in regard to fulfillment of education values and social work ethics. The study applied quantitative methods which involved 279 final year students who participated in social work program in Malaysian Public Universities. The findings showed that students who enrolled in this program did not face any challenges to fulfill the values education standards and social work ethics. However, the Chi Square result revealed that there is significant correlation ( $P \leq 0.05$ ) between the challenges faced by students and their ability to master the value and social work ethics. The study aspired to produce students who are able to master the values and work ethics standards during their study years. Students' good command in value and social work ethics would help them to be prepared to face the real situations.

**Keywords:** social work standards, social work values, ethics

#### Introduction

Social works refer to social profession that encourage social changes, problem solving and individual freedom in order to achieve peace (Montreal, 2000). Morales and Sheaffer (2007) defined social work as a professional activity that allows individual, group of people or society to be able to achieve their social needs in conducting their social functions. Fuziah and Abd Razak (2001) claimed that social work is a profession that helps a person to fulfill the needs in surroundings and also react towards it. In performing the social work's duty, one needs to ensure the clients' satisfaction; thus, values and social work ethics play an important role as knowledge in delivering the service (Eileen, 2001). Therefore, in producing social workers that are able to follow the social work's values and ethics, they should acquaint to it since they started to join the social works program in university.

Council on Social Work Education (CSWE) (2008) is known as an organization that prepared the values education standards as to ensure students competency of real practice in United States (Zastrow, 2000). One standard of values education that emphasized by CSWE was social work ethics and values. Universities that offer social works course should prepare subjects that focus on social works' values and ethics. Based Ezarina (2006) the students' failure in achieve good command of social work ethics and values will cause them trouble when they have to face the real clients. CSWE (2012) asserted that students should know how to channel personal to professional values. Social work ethics and values are general principles that become the rating scheme or standards for society to assess one's objectives and

actions (Ezarina, 2006). NASW defined social works ethics and values as a general principle that acts as the rating scheme or standard for society to make judgement regarding one's objectives. Meanwhile, work ethics work as guideline in a profession that should be followed. Discussion of this part will follow six social work ethics and values that are required to be followed by students that participated the social works program, (Zastrow, 2004).

## Literature Review

CSWE (2012) addressed students should know how to shift personal values towards professional values. Dudley and Helgott (1990), Collins (2014) and Walls (2007) had done an investigation using quantitative method to identify the conflicts that were faced by social workers in attaining social works' values as assigned by NASW. The study indicated that most social workers were able to overcome values of the conflict. However, there were still some social workers that had undergo the conflict of values practice. Social work values are a common principle that provides assessment tool or standards for society to evaluate the objectives and actions (Ezarina, 2006). National Association of Social Workers (1996) has assigned several social work values that should be attained by social workers. The six social values are as follow:

- i. High commitment values towards clients. Commitment means social workers should be focused and pay attention towards the clients. This matter is important so that the workers will respect clients' dignity and uniqueness. Concentration that is given to the clients will us more trustworthy and they will be ready to share their problems. Gary, Meenaghan et al. (2002) carried out a study on 173 students using questionnaire that looked into students' aptitude to give their commitment without judging the clients. Similar studies were also done by Walls (2007), Riley and Greene (1993) and Dudlt and Helfgott (1990) as they revealed social workers were able to solve clients' problems by giving full attention towards the helping process given.
- ii. Confidentiality values. Confidentially is an important aspect that is needed in every social worker. According to Zastrow (2004) social workers can be penalized by the law if they do not keep the clients' confidentiality. Even so, there are some cases where social workers are allowed to share the client's info such as through the client's permission, to give statement in the court, risk of harm or danger towards them or other people, threaten by the client's, children clients who have tendency to commit crime or used by adult with criminal record, abusive and neglection towards the children and old people, client's emotion and physical that can bring harm towards their works and client that files law action on the social workers because of negligent practice.

Michelle (2016) interviewed social workers and found that they needed to be good in taking the client's trust. Trust that was given by the client to them should be preserved. Students who were trained with interview techniques will help them in real practice in the future. Similar findings were reported by Gary, Meenaghan (2002), Moon (2004) and Killen (2007) as they found that students has learned the communication and interview skills while joining the social work program. This would definitely help them in their practice.

- i. Committed towards the social change. This value requires the worker to be dedicated in improving the clients' social life. Social worker's duty is to protect and sustain their right to avoid any affliction. They should work together with other social institution such as shelter home, rehab or nursery to help their client's welfare. Gary, Meenaghan et. al (2002) and Costello and Taik (2015) indicated that students agreed that they were exposed with supervision of their service and involvement of other institution to improve the client's function. Students' knowledge about the social institutions allows them to be knowledgeable and reduce any challenges that connect the client and suitable social institution that can improve their welfare (Eileen, 2001).

- ii. Separation between personal feelings and relationship with clients. Professionalism is important to be practiced by all social workers. They cannot involve their personal feelings in their worker-client relationship. Personal feelings involvement should be under-controlled and full empathy. Intimate relationship between social worker and client is wronged in professionalism norm in social work. Ezarina (2006) said that professional relationship should be retained to ensure social work professionalism and effective intervention.

Michelle (2016) interviewed social workers and found they agreed that social work course was enough to help them with their practice with clients. The workers believed they may encounter problems such as to contain their emotion. Yet, through social work course in university they were taught to maintain their professionalism in delivering their service and this has been very helpful. Often, the workers did not have any issues to be more professional when handling the clients and they also able to separate their personal feelings while handling the case (Eileen, 2001). Many studies that were done to investigate this point such as Berger (2010), Barlow (2007), Walls (2007), Christensen (1992), Deardorff (2008), Dudley and Helfgott (1990) and Gutierrez, Fredericksen, and Soifer (1999).

- i. Give them their right. Social work intervention process should not be dominated by the worker but the clients also have the same right during the process. The workers should trust their clients' decision in solving the issues. Moreover, clients also have the same right to accept or to reject the intervention given to them (Gary, Coates and Yellow Bird, 2008; Hepworth, 1997). Often, the social workers only give guidance and suggestions. Study done by Gary, Meenaghan et al. (2002) showed that students agreed they had given their clients' right during the process. This study also stated that social workers should give right to their clients in finding the solution of the problem. Pre-Post Change value was increased at 20.2 in 1999 to 23.0 in 2000.
- ii. Respect the differences of religions and culture. Ezarina (2006) said Professional Social Work Education Curriculum had assigned that students should be enrolled in this course so they will be exposed with different culture, religion and beliefs from their clients. This value is important to be applied by them so that they are able to deliver a good service despite of the differences (Kreitzer, Abukari, Antonio, Mensah, and Kwaku, 2009; Lough, 2009; Marger, 2000; Magnus, 2009 dan Payne and Askeland, 2008).

Social workers should respect their clients' beliefs. Failure to accept the differences can cause misconception, discrimination, bias and conflicts. Dudley and Helfgott (1990) using quantitative method had identified this value was taught in Bachelor level. The study also involved lecturers who taught this program and they said students were exposed with issues they may face regarding to religions and culture differences. For them, this issue should be emphasized to the students so that they can accept all these differences in their real practice.

Walls (2007) used quantitative approach had identified social workers stated they had no problem in handling clients from different religions and culture. Such findings revealed that by following the social work course at the Bachelor level they were prepared to face such challenges (Gutierrez, 1999; McMahan and Meares, 1992; Bracy, 1995).

## Research Methodology

This study applied quantitative approach through descriptive survey. Descriptive study is useful to draw the population's characteristics such as opinion, knowledge and attitude towards the something (Fraenkel and Wallen, 1996).

The participants were selected based on study location as it involved 6 Public Universities in Malaysia that offer social work program such as University of Science Malaysia (USM), North University of Malaysia (UUM), University of Sultan Zainal Abidin (UnisZA), University of Malaya (UM), National

University of Malaysia (UKM) dan University of Malaysia Sabah (UMS). All students selected were in their final year in the respective universities. Sample technique used for this study was purposive sampling. Respondents were selected based on these characteristics: final year students or in industrial training in the data collection period. The reason behind this selection was because they were at the end stage of the program. Students must have experience in practicum and also clear understanding regarding social work education standards as taught to them throughout the course (Ezarina, 2006).

Overall, 1,238 students who had followed the social work program in six public universities were selected (Table 1.0). This study only involved 340 as the respondents and the total number of final year students who had followed the social work program in the 6 selected public universities. All final year students were selected however only 279 were involved.

Table 1.0. Number of Respondents

Study Location	Number Of Students	Respondent
The Department of Administration and Social Justice, the Faculty of Arts and Social Sciences, University of Malaya	Year 1: 30	10
	Year 2: 52	
	Year 3: 10	
	Year 4: 16 (Has graduated)	
	Total of students: 109	
Faculty of Social and Humanities, National University of Malaysia	Year 1: 41	75
	Year 2: 77	-68
	Year 3: 75	
	Total of students: 193	
Faculty of Psychology and Education, University of Malaysia Sabah	Year 1: 56	59
	Year 2: 84	-45
	Year 3: 59	
	Total of students: 199	
Faculty of Applied Social Science, UNISZA	Year 1: 96	75
	Year 2: 107	-56
	Year 3: 154	
	Year 4: 75	
	Total of students: 432	
School of Social Sciences, University of Science Malaysia	Year 1: 56	72
	Year 2: 72	
	Year 3: 50	
	Year 4: 72	
Total of students: 250		
Center for Applied Psychology, Policy and Social Work (SAPSP), North University of Malaysia	Year 1: 82	49
	Year 2: 77	-28
	Year 3: 46	
	Year 4: 49	
Total of students: 254		
Total	1,238 students	279/340 respondents

At the beginning, the data collection was done to test the reliability of the questionnaire prepared by researchers. Pilot Study was done to graduate students who had followed the social work program in Social Administration and Justice of University Malaya. 33 students participated in this pilot study. After the pilot study was done, researchers collected the real data with involvement of 279 final year students that enrolled in the social works program at the 6 selected universities.

The data collected use two approaches. First, the researchers will distribute the questionnaires to the respondents. Second, the questionnaires were given through online platform via email. However, both ways used the same questions. Even questions were given to the students who involved in this investigation.

Data that was gather through questionnaires will be analyzed through Statistical Package for the Social Sciences (SPSS) version 20. Researchers had done the analysis using Crosstabs. The dependent variable for this study the level of command for social work ethics and values education standards; whereas the independent variable would challenges faced by students in mastering the standards of social work ethics and values education. Result provided was based on Crosstabs analysis.

## Result and Discussion

### *Students' background*

This study involved 24 years old students (53.0%) whereas 36.6 percent of the students age 23 years old (Table 1.1). Next, majority of them were girls (78.5%) and only 21.5% of them were boys. The findings revealed that majority of the students enrolled in this program were Malay (84.2%). As for the Bumiputera Sabah and Sarawak the percentage score was 11.5%. the study also revealed only 3.2% were Chinese and 1.1% were Indian and they were currently doing their industrial training in the time of this study. Findings showed that half (52.3%) of the students had 4 months of industrial training and over 17.2% of the students only undergo 2 months of training. There were also students who undergo the training for 3 months (16.8%) and 6 six months (13.6%). The training duration was different according to the graduate requirements stated by the universities.

Table 1.1. Students' Background

Student Demographics		Total	Percentage (%)
Age	22 years old	17	6.1
	23 years old	102	36.6
	24 years old	148	53.0
	25 years old	8	2.9
	26 years old	3	1.1
	47 years old	1	0.4
Sex	Male	60	21.5
	Female	219	78.5
Races	Malay	235	84.2
	Chinese	9	3.2
	Indian	3	1.1
	Bumiputera Sabah Sarawak	31	11.1
	Others (Brunei)	1	0.4
Industrial Training Institution	Welfare	120	43
	Education	27	9.7
	NGO's	67	24.0
	Medical	22	7.9
Industrial Training Period	Security	43	15.4
	2 months	48	17.2
	3 months	47	16.8
	4 months	146	52.3
	6 months	38	13.6

Industrial training institutions were divided into 5 which are welfare, education, NGO organizations, health and safety. Students did their training at welfare institutions such as District or County Department of Social Welfare, special kids and old people care center. The result indicated 43.0% of them did their training at the social welfare institutions; whereas 9.7% did at educational institutions such as schools and District Department of Education. Over 24.0% of the students did their training with NGO organizations such as telecommunication institutions, tourism offices and companies and private sectors. Medical institutions such as hospital and health centers provide medical social workers

positions and 7.9% of students did their training in this sector. Furthermore, 15.4% students did their training with safety departments such as Police District department and National Anti-drug Agency (AADK). These institutions are related with social works such as welfare, school social worker, medical social worker, industrial social worker and private social worker (Faizah, 2006; Amna 2000).

## **Students challenges in fulfilling the standard requirements for Social Work Education**

There were several challenges faced by students in mastering the standardized requirements of social work education. Challenges faced by them include problem sharing, confidentiality, social institutions, emotion control when handling the clients, professionalism with the clients, allow clients to solve their problems and work with clients from different background, religion, culture and uniqueness, defend clients' right from politics, economy and social, client selection based on religion and ethnic and also keeping a good relationship with clients.

### ***Sharing problem with the clients***

Nagy and Falk (2000) stated that social workers should be prepared to listen and share problem with the clients without prejudice. They should be committed to show their dedication to help them in solving their problem. Their ability to show dedication to help clients will be helpful for the clients to share their problem (Michelle, 2013; Gary, Meenaghan et al., 2002; Norul Huda, Ezarina, Fauziah, et al., 2017). Overall, the findings revealed that big number of students disagree (45.2%) and strongly disagree (34.8%) regarding the statement, "*I was unable to share problem with my clients*" (Table 1.2). Some of the them were not sure (12.5%), agree (5.4%) and strongly agree (2.2%) with the statement. Such findings suggested that students did not face any challenges to share problem with their clients. In spite of that there were still several students who still feel unable to share problem with their clients. This view maybe be influenced by students lack experience in social works. Students only joined several weeks of industrial training and have not been in the real practice yet. Michelle (2016) showed the real work practice is more helpful for them to apply the social work ethics and values effectively. Nonetheless, social workers should be equipped with knowledge regarding social works ethics and values ever since they started joined the program in the university.

Analysis on social work education standards identified that majority of the students had low level of command on social work ethics and values (59.7%), 50.7% of them scored moderate and 43.7% of them had high command; they also strongly disagree and disagree with the stated statement. Chi Square test revealed that there was significant correlation between challenge for students to share problem with clients and their level of command towards the social work education standards ( $P \leq 0.000$ ). Result also showed that as the challenge for students to share problem with their clients decreased, the higher their level of command towards the social work education standards. This finding was identical with Collin (2014) and Walls (2007) as they found that students who did not face any conflict in carry out the social works values will have better command of standards in the program and also the real practice.

### ***Confidentiality***

According to Zastrow (2004) social workers should be penalized with law act of the clients' confidentiality is not preserved. Social workers should keep the confidentiality in several aspects such as clients' information, expose their problem with outsiders, reveal sensitive issues to others and taking any actions without the clients' knowledge (NASW, 1996). All in one, the findings indicated that major of students strongly disagree (50.5%) and disagree (38.4%) with the statement 'I was unable to keep the clients' confidentiality as assigned by NASW' (Table 1.2). However, there were several students rated strongly agree (1.1%) and agree (2.9%) with the stated statement. There were 7.2% of students rated unsure for this statement. The result provided that students did not face any challenges to keep the confidentiality of the clients while handling their cases. Students also had proper understanding

regarding information confidentiality such they cannot reveal any info without the clients' consent, provide law statement in the court, clients or other people can be at risk for harm and danger, social workers feel threaten by them, children that have tendency to commit crime or used by adults for crime, abusive and negligence towards children or old people, physical and emotion harm towards the job and clients that file complaint for any misconduct practice (Zastrow, 2004).

Analysis based on social works education standards identified majority students scored low (66.2%), moderate (54.1%) and high (49.3%) on their level of command of social works education standards. Chi Square analysis shows there were significant correlation between challenges face by students in keeping clients' confidentiality and their level of command in social work education standards ( $P \leq 0.01$ ). The data analysis also proofed that as the challenges faced by students in keeping the confidentiality decreased, the level of command will be increased. Collin (2014) and Walls (2007) showed that students who joined the social work program had no conflict in keeping the clients' confidentiality while conducting the practice. They were well educated in their Bachelor years regarding this aspect in conducting their duty.

### ***Social institutions***

The third challenge is 'I did not aware that social institution can solve the clients' problem'. Overall, the findings showed majority of students disagree (45.2%) and strongly disagree (9.0%), agree (4.3%) and strongly agree (2.9%) towards the statement. Findings showed students did not face any challenges to realize that social institutions can help solve the clients' problem. Students who had joined the social work program are well aware with this and social institutions that can be found would be Social Welfare Department, hospitality, School Social work, social organizations and NGO (Sheafor and Horejsi, 2012). These institutions would be social organization that can help the clients achieve their functionality. Students' knowledge regarding these institutions be helpful if they need to pass their clients to these institutions who would be responsible to help them (Gary, Meenaghan et al., 2002). This is aligned with values and ethics commitment towards social change.

Analysis according to level of command of social work education standards revealed majority of student had low (56.5%), moderate (45.9%) and high (54.9%) and they also strongly disagree and disagree with this statement. Chi Square analysis also showed there is significant correlation between challenges faced by students in awareness of social institutions as solution with their level of command on social work ethics and values ( $P \leq 0.01$ ). This finding proved that the lesser the challenges faced by students in identifying related institutions to solve problem the higher the level of command. This aligned with studies done by Collin (2014) and Walls (2007) as it revealed that students did not faced any trouble to identify related social institutions with social work field. Rusimah, Ahmad Syukri and Jusmawati (2014) showed that students had been given great amount of exposure with social institutions made the students more knowledgeable about service provided to the clients.

### ***Emotion control when handling clients***

Social workers should apply this value to ensure separation between their personal feelings and professionalism at delivering their task. Among the aspects that maintain the separation would be caring, love, anger, hatred or grief towards the clients (Zastrow, 2004). Other than that, social workers also should not judge their clients' mistakes. For example, an addict cannot be considered criminal instead they should be seen as someone who requires treatment and care, so they can be cured. Michelle (2016) stated that students who were able to control their emotion while handling clients would have more tendency to be involved in social works. In conclusion, the study findings showed majority of the students disagree (49.1%) and strongly disagree (31.9%) against the statement 'I was unable to handle my emotion when handling clients' (Table 1.2). This finding showed that students did not have any difficulties in handling their emotion when handling clients.

Analysis based on social work education standards revealed that majority student score low (48.4%), moderate (45.9%) and high (56.3%) also disagree with the statement. Chi Square analysis also revealed there is significant correlation between challenges faced by students in emotion control when handling

clients with level of command in social work education standards ( $P \leq 0.01$ ). this also means that the lesser the problem in emotion control faced by students when handling clients the higher the level of command in social work education standards. Result like this is aligned with Collin (2014) and Walls (2007) that claimed students would not have any problem in emotion control if they have better command of this standard.

### ***Maintain professional relationship with clients***

Another challenge faced by students in mastering the values and ethics of social work is 'I was unable to maintain the professional relationship with clients'. Overall the findings showed majority of students disagree (48.0%) and strongly disagree (40.1%) with the statement (Table 1.2). Some of them rated strongly agree (2.2%), agree (1.4%) and not sure (8.2%) regarding the statement. Such result showed that students did not have any difficulty in maintaining professional relationship with clients. Social workers need to build professional relationship with clients without involving love or hatred feelings towards the clients. Michelle (2016) in the study identified there were still some workers who were unable to maintain professional relationship with their clients because it hard to get their cooperation. Often, the clients dislike social workers who have difficulty in offering their service. Even so, Walls (2007) concluded that students who participated in social work program would understand the code in keeping professional relationship with the clients. Zastrow (2004) said social workers should maintain professional relationship and always keep their professional attitude while handling case. Social worker should have overboard feelings such as love or anger with clients in handling their case.

Analysis based on social work education standards provided that majority of them have low (50.0%), moderate (47.3%) and high (54.9%) on level of command and strongly disagree and disagree with the statement. Chi Square test that there is no significant correlation between challenge faced by students in maintaining professional relationship and level of command on social work ethics and values standards ( $P \geq 0.05$ ). this also mean the higher the challenge faced by students in maintaining professional relationship the lesser their level of command. Collins (2014) and Walls (2007) also reported the same findings as students who did not have any conflict towards social work values would have better command of the standards in real practice.

### ***Give clients chance to solve their problems***

The sixth challenge is 'I was unable to give the client chance to solve the problem'. This challenge is giving his/her right to the client (Zastrow, 2004). Social workers cannot force the clients to accept the solution or treatment given to them. Clients should be given the right choose which intervention should be used (Ezarina, 2006). The overall finding showed that big number of students disagree (47.3%) and strongly disagree (43.7%) towards the statement (Table 1.2). Some of them rated not sure (6.8%), agree (1.4%) and strongly agree (0.7%) with this statement. This finding showed that students did not face any challenges to understand this value as the should give the clients' right to solve their problems. Analysis based on level of command for social work education standards showed low (58.1%), moderate (45.9%) and high (62.0%) also strongly disagree and disagree with the statement. Chi Square analysis revealed significant correlation between difficulties faced by students to let the client solve their problem and level of command for social work education standards ( $P \leq 0.05$ ). Such revelation proves that the lesser the challenges faced by students to give their client chance in solving the problem the higher the level of command. It is aligned with studies done by Michelle (2016), Collin (2014), Gary, Meenaghan et al. (2002) and Walls (2007) as they claimed students understand that they should give the clients right to solve their own problem.

### ***Work together with clients from different backgrounds, religions and uniqueness***

Difficulty that is often faced by students would be handling clients from different background, religion, ethics and clients' uniqueness (Collins, 2014; Berger, 2010). Zastrow (2004) said the social workers should not be biased towards their clients. They should accept the differences while carry out their duty. Overall, the finding recorded big number of students strongly disagree (49.1%) and disagree (41.9%) with this statement 'I was unable to work with clients from different background'. Some of them rated not sure (6.5%), agree (1.4%) and strongly agree (1.1%) with the statement (Table 1.2). For 'I was unable to work with clients from different religious' challenge, majority of the students rated strongly disagree (51.3%) and disagree (39.1%) regarding the mentioned statement. Some of them rated not sure (6.8%), agree (2.5%) and strongly agree (0.4%).

Next, the findings also revealed most of the students rated disagree (50.2%) and disagree (42.7%) with statement 'I was unable to work together with clients from different ethnics'. There are some students who rated not sure (4.3%), agree (2.2%) and strongly agree (0.7%) with this statement. As for the statement 'I was unable to accept clients' uniqueness' showed that most students strongly disagree (50.9%) and disagree (41.9%) with the statement. Some of the them rated not sure (5.0%), agree (1.8%) and strongly agree (0.4%) with the statement. These challenges occurred in fulfilling the need for acceptance value. The acceptance aspect for social workers and clients from different background, religion, ethnic and uniqueness. Collins (2014) stated that social workers often faced conflict in this acceptance aspect. There are still some of them who are still unable to accept the differences in this aspect (Berger, 2010; Magnus, 2009). Such finding proved that students did not faced any challenges to cooperate with clients from difference background, religions, ethnics and uniqueness. Students had learned the acceptance values that was underlined by NASW which requires them to be professional towards their clients even though they have different background, religion, ethnic and uniqueness.

Analysis based on level of command for social work education standards revealed that majority students scored low for background (59.7%), religion (61.3%), ethnics (62.9%) and clients' uniqueness (59.7%) as they also rated strongly disagree and disagree. This is similar with level of command for social work education standards which is high in background (54.9%), religion (56.3%), ethnics (59.2%) and clients' uniqueness (59.2%) also strongly disagree and disagree with statement. Chi Square analysis showed that there is significant correlation between challenge faced by students to work together with clients from different background, religion, ethnics and uniqueness with level of command for social works education standards. Collin (2014) and Walls (2007) showed students who joined the social work program will face conflict with background, religion, ethnics differences and uniqueness if they did not acquire this acceptance values as stated by NASW. Due to that, the knowledge on acceptance value can be helpful for them to comprehend the differences concept between clients and able to carry out their duty as social workers.

### ***Defend the clients' right from politics, economy and social***

This next challenge would be related to ethical value which is social injustice. According to Zastrow (2004), social workers should always rely on this value. Their responsibility is to improve the clients' functionality and their right in social and economy justice (Ezarina, 2006; Christensen, 1992). Overall, the study's finding showed that most students rated strongly disagree (40.5%) and disagree (39.8%) with the statement 'I was unable to defend the clients' right from political aspect' (Table 1.3). There were some students stated not sure (12.9%), agree (5.7%) and strongly agree (1.1%) with the statement; whereas for the statement 'I was unable to defend my clients' right from economical aspect' showed majority of them strongly disagree (42.7%) and disagree (40.9%). However, there are some students who unsure (11.8%), agree (3.2%) and strongly agree (1.4%) with the statement. Next, this finding recorded big number of students strongly disagree (45.9%) and disagree (40.5%) with the statement 'I was unable to defend my clients' right from social aspect' (45.9%). Finding like this proved that students did not face any difficulties to defend their clients' right from political, economic and social aspects.

Wang, Guo, Findley et al (2015) showed that students were able to fulfill social injustice ethics and values in social work education standards. Michelle (2016) believed that students' knowledge regarding social injustice while joining social work program would help them to be more

understanding with this aspect. Unfortunately, not all students are able to apply this while handling case. Michelle (2016) studied that most social worker had a bit of trouble when solving cases that involve politic, economy and social. Social, politic and economy injustice cause trouble to workers in handling the cases (Costello and Taik, 2015). Analysis based on level of command on social work education standards was low on clients' right against politic (58.1%), economy (47.3%) and social (50.7%) and also strongly disagree and disagree. Next, high level of command was identified in clients' right from politic (50.7%), economy (50.7%) and social (47.9%) also strongly disagree and disagree with the stated statement. Chi Square analysis showed that there is significant correlation between challenge faced by students in defending clients' right against politic, economy and social with level of command for social work education standards ( $P \leq 0.05$ ). The study's findings showed that the lesser the challenge to defend the clients' right in politic, economy and social aspect, the higher the level of command for social work education standards. This circumstance is aligned with the studies done by Michelle (2016) and Costello and Taik (2015) that identified students' competency to defend their clients' right from politic, economy and social aspects is related with the stability of politic, economy and social in a country. Such stability would affect the resources distribution and social service offered in this field to achieve weal in community.

### ***Client selection based on religion and ethnics***

Internal conflict would often appear among students when handling clients from different religion and ethnics background. NASW (1996) stated that social workers cannot pick their clients based on religion and ethnics. They cannot be biased in selecting the clients. Zastrow (2007) and Sheafor and Horejsi (2012) mentioned social workers should follow the self-worth and acceptance conflict management aspects that are assigned by NASW (1996). Overall, the study found most students strongly disagree (54.1%) and disagree (38.0%) with the stated statement 'I select my clients based on religion' (Table 1.3). Some of them rated not sure (4.7%), agree (2.9%) and strongly agree (0.4%) with the statement. Moreover, this finding also showed most students strongly disagree (54.1%) and disagree (38.0%) with the statement 'I select my clients based on ethnics'. Some of students not sure (4.7%), agree (2.9%) and strongly agree (0.4%) with the statement. Such finding indicated that students did not have issue with this point. Most of them understand that they cannot select their clients based on religion and ethnics.

Walls (2007) showed that students were more positive in accepting clients without considering their religion and ethnics. Michelle (2016) mentioned in the study that there are still some workers who pick their clients based on their skin color and religion. This situation is considered as bias in social work field and totally against the social work values and ethics. Hence, students' understanding with conflict management and acceptance values is important, so they can handle the clients without discrimination on religion or ethnic in real practice (Gary, Meenaghan et al., 2002). Analysis on the level of command in social work education revealed that majority of students scored low in clients' selection based on religion (58.1%) and ethnic (59.7%) is strongly disagree; whereas moderate level of command in clients' selection based on religion (61.0%) and ethnics (60.3%) and also strongly disagree and disagree. High level of command can be seen in clients' selection based on religion (53.5%) and ethnics (54.9%) also strongly disagree and disagree with the statement stated. Chi Square analysis showed that there is significant correlation between clients' selection based on religion and ethnic with their level of command in social work education ( $P \leq 0.05$ ). It means that the lesser clients' selection based on religion and ethnic challenge, the higher the level of command.

### ***Maintaining good relationships and trust with clients***

Next is to deliver the ethics in maintaining relationship with people. Overall, the findings indicated a large number of students who were strongly disagreed (52.7%) and disagree (38.0%) with the statement, 'I was unable to establish good relationships with the clients' (Table 1.3). There were students who stated not sure (5.7%), agree (2.9%) and strongly agree (0.7) against the statement. Furthermore, it also showed that a large number of students strongly disagree (52.3%) and disagree (39.8%) with the statement, 'I was unable to keep my client's trust'. There were a few students who expressed uncertainty (6.5%), agreed (1.1%) and strongly agreed (0.4%). In this study, it showed that

students did not have difficulties in understanding the importance of human relationships with clients. Gary and Meenaghan (2002) found out that students who took courses in social work have no problems in maintaining good relations and trust from clients. Zastrow (2004) stressed that when dealing with cases, the social worker is compelled to establish a good relationship with the client.

According to the analysis of the social work standards, a large proportion of students had a low level of social work education standards in maintaining good relationships with clients was (59.7%) and strongly disagree (58.1%) for trusting clients. The result for maintaining proper client-worker relationships moderately was strongly disagree by (59.6%) and disagree with customer trustworthiness (58.9%). Meanwhile, the results of high mastery in maintaining a good relationship with customers were (50.7%) and trusting customers (54.9%) who disagreed with the statement. Analysis of the Chi Square test revealed that there was a significant relationship between the obstacle of the student in maintaining good relationships and the confidence of the clients in the level of their mastery of social work education standards ( $P < 0.01$ ). The findings of this study showed that the lesser the obstacles in keeping good relationship and trust towards the client, the greater the control over the mastery of social work education standards. These findings were consistent with studies done by Michelle (2016), Collins (2014), Abrams and Moio (2009) and Gary and Meenaghan (2002) that showed that students did not have problem with social work values and ethics that were listed by the NASW (1996). Students who had undergone social work courses had been given early exposure to social work values and ethics. This revelation led to the student being able and willing to serve as a social worker (Michelle, 2013). Reviews from Michelle (2016) have shown that they were incapable of following the course of social work because they did not choose social work as their profession. Studies by Nagy and Folk (2000) showed that most social workers were still facing with the dilemma of values and the ethics of social work. In contrast to their self-worth, they have taken into consideration the values and ethics of social work listed by NASW. However, social work education has given prior knowledge of the values and ethics of social work, which enabled students to apply it through their social work program in facing any dilemmas in social work values and ethics.

## Conclusion

Values and ethics of social work are practically necessary in order for social workers to be more professional in the delivery of services. In addition, social work values and ethics capable of regulating social workers in delivering services to the client. Similar to confidentiality aspect, personal value is separated with professional value and acceptance. The practitioners of social work need to know the values and ethics of social work because they pursued at university level. CSWE described the values and ethics of social work as one of the standards of social work education so that students who follow social work programs were exposed and fully aware of the values and ethics of social work. Students who partake in social work programs often have different backgrounds, practices, and cultures that expose them to different backgrounds, practices, and cultures among their clients. Students will be trained to pursue further acceptance and openness as a social worker to accept a variety of customers and cultures. A conflict of values that social workers often experience will decrease when they practice social work values and ethics. The lack of barriers between students to grasp the values and ethics of social work shows that they have achieved the standards of social education. This enables students to be competent to serve as social workers. Preparation courses on the values and ethics of social work will improve the social work profession for professionals in the delivery of services to clients.

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