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Constructing a Tool for Measuring Common Social Work Activities

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AN ABSTRACT OF THE THESIS OF

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Abstract approved

This thesis is one in a series of studies concerned with the interrelationship of General Systems Theory and social work knowledge. The purpose of this particular study was to develop a questionnaire to test the generic quality of the actions performed among the three traditional specialties of social work -- casework, group work and community organization.

The universe from which the sample of concepts was obtained were the acts performed by people in behalf of others. Specifically, the 421 concepts in the sample were obtained from literature in the fields of social work, sociology, psychology, and counseling and guidance. These concepts were rated on the basis of their clarity

of meaning, their frequency of use and their importance to the specialties. The 44 judges were first year graduate students and professional social workers.

In the study both a 100 and a 5 point rating scale were used for responding to the concepts. It was found that a 5 point scale was too gross and that the 100 point scale was tiring over many responses.

A working assumption was that a generic core of social work knowledge exists. The main null hypothesis was: <u>There are no significant differences in the dimensions tested among the three traditional specialties in regard to the actions that each performs in practice.</u> Testing between the first year graduate students and the professional social worker required a secondary null hypothesis: <u>There are no significant differences between the social work graduate student and the professional social worker in terms of how they view social work action concepts.</u>

Using a .05 level of confidence both null hypotheses were accepted. The statistical measurements showed a wide variance in response by individuals but agreement among the traditional specialties and between the first year graduate student and the professional social worker. Due to the small number of judges these findings tend to be viewed as first approximations.

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CONSTRUCTING A TOOL FOR MEASURING COMMON SOCIAL WORK ACTIVITIES

by

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A GROUP PROJECT

submitted to

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CHAPTER I

INTRODUCTION AND BACKGROUND

Social work has long been interested in establishing a general unity of thought and practice. This has been and continues to be a difficult task. Despite the difficulties, however, the task should be pursued, as its implications for social work education and practice are of major importance.

Social work as a cultural institution is concerned and involved with man's optimum accommodation to his environment within his individual capacities. The social worker's role is to enhance and facilitate this accommodation, and one of the basic tools by which this is achieved is verbal communication.

The Current Study

The current project was concerned with the difficulties found in communication and with the problem of arriving at a core of generic social work concepts. Such a generic population of social work concepts should have relevance to the field as a whole and have some degree of common definition.

The general purpose of the current project was to measure three dimensions of a set of social work concepts. Specifically it was an effort to develop a tool for surveying the frequency of use, the importance, and the clarity for social workers of a number of assumed generic social work concepts.

Among the three methods of social work, there is assumed to exist a common core of concept, principles and practice, but there are also differences in the emphasis and application which distinguish each from one another. To illustrate: Social casework is concerned with the individual; group work is concerned with a group of individuals in a unit; community organization's concern is to mobilize community resources to meet human need.[1]*

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*Hereafter superscript numbers will refer to Chapter Notes.

The general hypothesis for the study was that a generic core of social work action concepts exists. We define social work action concepts as those efforts, purposefully planned, by the social worker, in the exercise of his professional function. This hypothesis was related to our assumption that in social work, a general and common base of theory and philosophy exists, universal and inclusive to social work practice. Also subsumed was that this base of theory and philosophy is applicable to each of the three major areas of social work practice -- casework, group work and community organization. When these conditions exist, we term such concepts as generic.

To test the general hypothesis, 12 sub-hypotheses were formulated. These fell into 2 different categories.

(1) There were 4 sub-hypotheses that tested the significant differences between the specialties in each pre-test. In Pre-Test I these dimensions were casework and group work. In Pre-Test II they were casework and community organization. The variables tested within each dimension were frequency and importance.

(2) There were 8 sub-hypotheses that tested the significant differences of the individual concepts in each of the specialties of and between each pre-test. The means and the variances of 107 concepts in each pre-test were computed for this purpose. The dimensions tested were casework and group work in Pre-Test I and

casework and community organization in Pre-Test II. The variables tested were frequency and importance.

In the rating of concepts, professional and first year graduate students were used; consequently, comparisons between these two groups were made. To test these differences 10 sub-hypotheses were formulated. The dimensions tested between the 2 pre-tests were casework and group work in Pre-Test I. In Pre-Test II casework and community organization were tested. The variables tested in both pre-tests were frequency and importance.

The sub-hypotheses formulated to test the primary and secondary hypothesis will be enumerated and further evaluated in Chapter III.

The Present Problem

Like some professions social work has tended to develop through practice in different fields. Over a period of time these have become welded into a single profession.[2] Although the profession has been enriched by the diversity of thought and methodology that has ensued, this same diversity has posed pressing and long-standing problems. One of the greatest needs would appear to be that of clarification of basic or unitary concepts.

There have been two approaches to the problem of clarification of unitary concepts. One is based on the Milford Conference and the other is based on General Systems Theory. The first has followed guidelines laid down by the Milford Conference in 1921. This group focused on social casework and their final report, Social Case Work, Generic and Specific, published in 1929 posed the premise that, "The outstanding fact is that the problems of social casework and the equipment of the social caseworker are fundamentally the same for all fields."[3]

Although the emphasis of that report limited itself to one field of social work, namely casework, over a period of time its premises became extended to other aspects of the profession, most particularly social work education. However, there was limitation in its effect because research and analysis, though strongly advocated by the Milford Conference, was not pursued. As a result the "generic-specific" concept was widely and loosely interpreted, largely negating its original value and aim of unifying the theoretical base of casework. Harriet M. Bartlett has defined the generic-specific concept thus:

(1) a body of common concepts and methods -- the generic aspects of social case work; and (2) their application in practice, in a wide range of different settings -- the specific aspects of social case work.[4a]

Bartlett further defines the content of generic social casework as:

> Knowledge of norms and deviations of social life;
> methods of particularizing the human individual and
> using community resources in social treatment; the
> adaptation of scientific knowledge and formulations
> of experience to social case work; and a conscious
> philosophy.[4b]

A second approach to unitary concepts and action developed much later along the lines of General Systems beginning in 1955. O. R. Young has described this:

> Some years ago a few scientifically oriented research-
> ers, unhappy with the general tendency to compart-
> mentalize the various scientific disciplines, began to
> search for a body of theory which would give some
> unity to studies in these areas and make available
> insights and theoretical concepts from individual
> disciplines on a widespread basis. The central unify-
> ing concept which they came up with was the notion of
> a system. A system in this instance may be some-
> what loosely defined as a set of objects together with
> relationship between the objects and between their
> attributes.[5]

A definition of General Systems Theory that has possibly the most relevance for social work is that of James Miller:

> General Systems theory is a set of related definitions,
> assumptions and propositions which deal with reality
> as an integrated hierarchy of organizations and energy.
> General Systems behavior theory is concerned with a
> special subset of all systems, the living ones.[6]

Basically, GST*is a frame of reference and a body of thought

for illustrating and discovering attributes and relationships common

to all phenomena when conceived of as systems. This concept has

been researched in a number of diverse disciplines, studies con-

cerning which may be found in the General Systems Yearbook and

Behavioral Science, the quarterly journal.

Social work, a profession which evolved from practice in

specialized areas of endeavor, is in particular need of a rationale

that will reinforce the similarities in practice rather than the dif-

ferences. Gordon Hearn was among the first to apply GST to social

work. In his monograph, Theory Building in Social Work, he stated:

> It has been the contention of this monograph that indi-
> viduals, groups and communities can all be represented
> as organismic systems, since each appears to manifest,
> in one form or another, all the properties of such
> systems.

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*Hereafter, GS will refer to General Systems and GST to
 General Systems Theory in keeping with general usage
 in the literature.

Further, it can be claimed that general systems theory
can be used as a basis upon which to build a generic
theory of social work practice.[7a]

Previous Studies

The current project is the sixth in a series initiated at the
University of California at Berkeley in 1956. The philosophy behind
these studies has been largely based on Hearn's monograph, _Theory
Building in Social Work_,[7b] and his unpublished manuscript, _Theory
of Group Development_.[8] Dr. Hearn attempts to relate theory build-
ing in general to social work theory building. He has been vitally
interested in the relationships between social work and GST.

Five studies have preceeded the present project. Four of
these were completed at the Berkeley Graduate School of Social Work.
The studies in brief review concerned themselves in the following
areas:

Social Work and General Systems Theory

This was an attempt to lay the foundation of study of GST and
its possible application to social work. The method used was of
examining the various aspects of social work from a GST frame of
reference in examining the problems of providing a common language
for communicating with other fields.[9]

Social Work and General Systems Theory

This was an extension of the first study evaluating the importance of the researchers' value orientation. It dwelt on the use of the concept "generic" as used in social work literature, attempting to develop a model of the social work complex and developing preliminary steps for analyzing a case in terms of GST.[10]

Toward a Generic Conception of Social Work Practice --
A Method of Analyzing Teaching Records

This project attempted to develop a method of analyzing case records in terms of what the worker does. It was an examination of case work methodology on a GST frame of reference.[11]

Toward a Generic Conceptualization of Human Systems

This was an attempt to develop a generic conceptualization of social work methods using the approach suggested by GST. The absence of statistical tests made it impossible to evaluate the reliability of this effort at deducing similarities between the three social work areas.[12]

The 1965 project, Development of a Tool to Measure Applicability of the General Systems Theory to Generic Social Work, done at PSC Graduate School of Social Work, attempted to develop a classification to relate GST to social work's traditional action concepts in a relatively simple and meaningful way.[13a] That project was

unable to do so. The present project was a refinement of that attempt.

A problem to the completion of such a classification was the difficulty encountered in ascertaining experimentally, a reliable population of social work concepts. Such a population of concepts should appear generic to the field.

A logico-deductive model for use in relating such social work action concepts to GST was developed and was deemed usable in the 1965 project.[13b] The classification problem of categorizing social work concepts in a reliably generic population of data was not overcome.

Generally the five preceding studies in this series revealed a need for measures of reliability, validity and significance of relationship of social work concepts before conclusions could be warranted. In large part the studies failed to show non-trivial reliability when any attempt at measurement was made.

One instance of unreliability in the 1965 study was "cues" presented as part of the concepts evaluated by the judges led to spurious results.[13c] The results which appeared to indicate reliability were due to "cues" which led respondents to react in a similar manner contrary to actual practice. Reliability in the study was found to be complex and not easily arrived at.

As recommendations toward the solution of this problem, the 1965 project suggested the development of a schedule to test the generic elements in the major divisions of social work practice. The 1965 study emphasized that special care be used in obtaining this core to avoid the use of a modifier-biased sample. It was found that respondents were "cued" in response to specific concepts by modifying factors in the presentation of data. For instance, the concept presented as "to motivate a group" was selected as particular to group work. "Motivate", the concept under consideration, is in reality a concept used in casework, group work, community organization and in fields of endeavor outside the social work profession.

Also suggested was exploration of concepts used in other applied behavioral sciences. Concepts developed outside the field of social work might well have generic character fruitful for the field of social work. They might well have semantic value superior to those concepts used in social work.

Difficulties and Limitations

This study did not deal exclusively with the probl   relat-ing social work concepts to GST nor was it addressed to the degree of this possible relationship.

This project primarily considered only three of the many

possible dimensions of a specific concept.

Other studies attempting relationship had no empirically valid conclusions. Streinings and Richardson suggest that the problem may not be confined to social work.

> The level of development of measurement models in the social sciences is a symptom of the status of the discipline as an empirical science, and the measurement studies done in this area in the last fourteen years suggest, unfortunately, that we have neglected our professional responsibility to measure concepts accurately and comprehensively. If we do not meet this responsibility with more vigor, we will continue, with the help of electronic computers, merely to manipulate empirical cliches at near the speed of light.[14]

All previous studies have been hampered by difficulties encountered in the clarification of terms, isolation of measurable concepts and by lack of uniformity. The employment of statistical methods may help.

Other factors are that social work concepts have many dimensions in practice. For instance, they may be routine or peripheral in terms of actual application in social work practice. Social work concepts need pre-testing to single out those apparently basic or generic. In addition, there are probably several thousand actions that could be candidates for use as generic concepts from the social work discipline.

Decision making was required in choice of action concepts. Concepts chosen came not only from the 1965 project, but also from the fields of psychology, sociology, counseling, interviewing and social work.

Exploration should be made of the reliability and of the validity of concepts prior to their inclusion on a schedule. To date social work has no conclusive knowledge of consistency, reliability and overlapping meaning of its concepts. A major problem was the lack of definition of what constitutes generic concepts.

There is a dearth of literature that deals with the particulars of the generic social work concept. A great deal has been written concerning the application of a generic conceptualizing of social work. Little effort has been made to focus with experimental studies. For example, a recent review of three years of social work literature reveals no such experimental studies.

A factor leading to the current study was the need to ascertain if there was any concensus in response to social work terms by practitioners. It was necessary to see whether there were any common dimension of meaning to social work concepts. This approximation would provide an estimate of the possibility that some concepts might be generic and others might not.

Before polling the profession to ascertain either their opinions or their actual practice, certain persistent questions needed answering. Among those questions were the problems of choosing those concepts that appeared to have a high likelihood of being generic and that probably would have a common definition in practice. A basic and unresolved question is to what extent do all social workers actually utilize those concepts that they attribute to themselves in the literature?

Another question is that in a matter such as human relationship which may be seen as basic to social work, how much of social work's action can be measured by objective indices and how much needs measurement by subjective indices? Which of these indices best describes and illustrates what actually goes on in social work activity? Perhaps a combination of the two will seem in order.

One answer to these problems is posed in the directing of attention to the rethinking of the field of social work's theory and actions. A basic step directly related to this effort is the taking of a generic social work concept and subjecting it to tests of centrality of meaning. This study assumes that social work terms may have centrality of meaning to any of the three areas of social work, while the same term may not be considered a core term in relation to generic applicability to the field as a whole. To have

generic value a concept should have centrality of meaning. This
centrality can be measured by the criteria of frequency of use, im-
portance and clarity for each of the three social work fields.

Each social work concept utilized in our study was evaluated
for generic value by utilizing these three measures. One measure
was that of clarity; or how clear the concept's meaning was as it re-
lates to the activity being performed by the social worker. Another
measure considered was frequency; or how often the concept was
thought to be performed in the activity of the social worker's prac-
tice. The final measure was that of importance or how valuable the
activity was in the social worker's practice.

A step directly related to accomplishing this was taken in this
project by use of a schedule administered to practicing social work-
ers in the various traditional fields. The action concepts used in
this schedule were carefully chosen. Emphasis was placed on choos-
ing concepts with neutrality, with consideration of manifest and latent
characteristics of the word and with regard for positive and negative
valences. An explanation of procedures involved in this will be in-
corporated in the methodology section.

Implications

Presuming that results of the study give evidence of consis-
tency, reliability and similar meanings of concepts, what are the

implications? It should then be possible to proceed with construction

of a schedule which could be administered to a nation-wide sample of

social workers in various fields to determine the centrality of typical

social work activities.

These social work activities might then be ordered into a total

classification of social work activity. This could be done by use of

various levels of abstraction derived from GST. This project acknowl-

edges that there are other approaches to a systematized theory of

knowledge besides GST and the generic. However, the GST frame of

reference is currently being explored in this series. Construction of

such schedules and classifications would await further studies.

If centrality of meaning exists many important questions would

present themselves for social work, social work education, research

and social welfare as well as for other disciplines.

I. With greater definition of social work concepts there would

be clear understanding of the activities involved and social

workers might be able to function effectively in any or all

of the three fields (casework, group work, community

organization) by utilizing a common core of concepts, but

with different degrees and tangents of emphasis.

II. If generic social work concepts exist, these could be

taught at an undergraduate school level. In graduate school

emphasis could be directed toward teaching of refinement

in practice with greater teaching economy.

III. The structure of social welfare might be significantly improved. The agency might need fewer "specialists" in specific areas and possibly by a "generalist" approach some elimination of program duplication might be effected.

IV. More accurate research could be anticipated. Interdisciplinary communication would be facilitated, particularly with other so-called "helping" personnel such as teachers, clergy and counselors. As Meyer and Borgatta suggest:

> Social welfare research should strive for a broader perspective that permits generalization about the classes of behavior that are involved. In this manner each research can become articulated with the social science theories concerned with these classes of behavior.[15]

V. Much improvement of diagnosis and treatment in the social work setting could result. Much of the present scattering of technique and method could be avoided by a more precise initial evaluation of the needs of the case. Time in treatment presently expended could be shortened and casework skills could be focused on problem areas most amenable to the service of the worker.

Should results of the study appear to be inconclusive, some assessment would seem indicated. The basic question, at that point

would appear to be: what direction should be taken in future studies

based on GST? Ludvig von Bertalanffy, one of the founders of the

Society for General Systems Research, had this to say in 1962:

> We have hoped to show in this survey General Systems
> Theory has contributed toward the expansion of scien-
> tific theory; has led to new insights and principles;
> and has opened up new problems that are "research-
> able", i. e., are amenable to further study, experi-
> mental or mathematical. The limitations of the theory
> and its applications in their present status are obvious,
> but the principles appear to be essentially sound as
> shown by their application in different fields.[16]

In view of the limitations, serious consideration could be given

as to whether pursuit in studies related to GST should be attempted,

until GST itself has been more thoroughly researched and social work

concepts are further analyzed. Perhaps relationships between social

work and other developments in the field of applied systems science

could be considered.

The proportion of both art and science in social work will need

further evaluation in terms of what dimensions of each might be used

to create a more fruitful marriage of the various knowledges utilized

in social work.

It may be that at the present time the language of social work

needs revision -- for instance, a new vocabulary. Concepts may be

too vague to be correlated to other bodies of knowledge; if any uni-

formity in practice is to be achieved, unanimity in understanding of

concepts is necessary.

Social work as a field may need to become more research and experimentally oriented than it is at the present time.

Finally the possibility that social work should become more specialized rather than generalized should be carefully considered. At a point in time when some other fields of activity seem to be specializing, should social work be moving toward a generalist approach?

The General Course of Study

In summary, the project continued a series of studies begun in 1956, the purpose of which has been to establish a general unity of thought and practice in social work by using a GST frame of reference. In the past the effort has been largely unsuccessful.

The current study directed itself toward obtaining a body of reliable social work concepts that appeared to be generic to the field. Once a set of generic principles, concepts or actions has been demonstrated, the problem of relating them to GST remains.

Difficulties have been encountered in the classification of social work concepts to a generic base. The study has endeavored to provide an estimate of centrality of meaning of specific concepts by criteria of importance, frequency of use and clarity to the practitioner.

These action concepts were tested in three designated areas of social work; casework, group work, and community organization.

Chapter II will discuss in detail the method of our study.

CHAPTER NOTES

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CHAPTER II

METHODOLOGY

This chapter will give a step by step account of the methods employed to complete the project. Each step usually required several decisions for which two types of decision-making processes were utilized. (1) Decisions were made through a concensus following discussion. (2) Decisions were made through voting, with the majority ruling. Primary considerations for the decisions were the methodology underlying the production of data and the rationale for the selection of statistics. Inferences from these decisions were both deductive and inductive. To elucidate this latter point, consider the following quote from Ernest Greenwood:

> In empirical science both deduction and induction assume
> important functions. A scientist engages in deduction
> when he derives a researchable hypothesis from a theory
> that is to be validated, when he interprets the relevance
> of the findings for the theory, and when he reasons out
> the implications of the validated theory for the total
> theoretical structure of his discipline. A scientist en-
> gages in induction when upon examining many samples
> from a class to detect a pattern among them he draws

inferences about the characteristics of the entire class.
Since only rarely is he able to observe every single mem-
ber of the class, this raises important questions regarding
the ideal size of the sample and the confidence with which
he can infer from samples observed to the unobserved
portion of the class.[1]

Before describing the methods used, operating definitions are
needed. The words defined below will approximate that meaning when-
ever used in this report.

(1) Action concept -- a gerundive verb form used to denote a
task performed by a social worker, to, with, or for, a client.

(2) Specialties -- the three traditional areas of social work
practice -- casework, group work, and community organization.

(3) Casework -- one of the specialties of social work prac-
tice. It refers to all situations that deal with the client individually.
In stating formulae, casework will be designated by CW or cw.

(4) Group work -- one of the specialties of social work prac-
tice. It refers to all situations in which clients are dealt with in
groups. In stating the formulae, group work will be designated by
GW or gw.

(5) Community Organization -- one of the specialties of
social work practice. It refers to all situations involving mobiliza-
tion of community resources to meet human needs.[2] In stating the
formulae, community organization will be designated by CO or co.

(6) Clarity -- a dimension of concern in the testing of the action concepts. It refers to how well defined the meaning of the concept is as it relates to the action being performed in social work practice. In stating formulae, clarity will be designated by c.

(7) Frequency -- a dimension of concern in the testing of the action concepts. It refers to how often the action is performed in social work practice. In stating the formulae, frequency will be designated by f.

(8) Importance -- a dimension of concern in the testing of the action concepts. It refers to how valuable each concept is to social work practice. In stating the formulae, importance will be designated by i.

(9) Generic -- used in reference to social work, meaning that actual practice in casework, group work, and community organization is essentially the same.

(10) Pre-Test I -- a questionnaire given to the first year graduate students of a school of social work. In stating the formulae, Pre-Test I will be designated by I.

(11) Pre-Test II -- a questionnaire sent out to professional social workers, nation-wide. In stating the formulae, Pre-Test II will be designated by II.

The 1965 project attempted to apply social work concepts,

derived from the three specialties of social work, to GST. It was found that this could not be done reliably, pending resolution of several basic factors.

One factor thought to have had an influence on their results was that the action concepts were qualified by modifiers, i. e., adverbs and adjectives. These modifiers tended to act as cues, often indicating in which of the three specialties the concepts belonged. A second major factor was that most of the concepts seemed to be semantically defective. They did not consistently represent the meaning of the action being performed. As these two factors were considered, it became evident that some manner of clarifying the action concepts would have to be devised before they could be applied to GST. Historically, social work concepts have not been sufficiently precise to enable adequate scientific measurements. Ernest Greenwood, in a discussion of the nature and function of concepts, states:

> The concept is the basic element in science, and is the building block from which science is constructed. The primary step in the scientific method is not research, as some mistakenly construe, but conceptualization. The scientist observes the world with the aid of concepts and organizes the observational results in concepts. To understand the nature and function of concepts in science, one should possess a prior understanding of the nature of language. Language itself is composed of concepts and science is no more nor less than a highly specialized language.[3]

One of the most difficult problems in this project was conceptualization, attributed to a lack of an adequately communicable language in social work. The problems this created were many and varied.

The first major step was to formulate a workable hypothesis. Before doing this a working assumption was made: <u>There is a generic core in social work knowledge.</u>

This assumption was made on the basis of the following points. (1) It was impossible to ascertain how much specialized training social workers have had in the three specialties. (2) Workers trained in one specialty may be working in another or even working in two, simultaneously. (3) The three specialties do not take into consideration social work jobs such as supervision or administration. (4) Workers trained in a given specialty, at a given time, may not consider themselves as that kind of worker. (5) Workers trained in an earlier period have had considerably different training and specialization, i. e., psychiatric social workers.

On the basis of this assumption, a main null hypothesis was formulated: <u>There is no significant difference in social work among the three traditional specialties in regard to the actions that each performs in practice.</u>

To test the hypothesis a sample of concepts that appeared to represent actions in the field of social work was obtained. Then two

different pre-tests in the form of questionnaires were created. The first one was given to a class of first year social work students and then upon the basis of these results a second pre-test was formulated and sent to a sample of professional social workers, nation-wide. The responses to these questionnaires were subjected to statistical treatment, testing the hypotheses.

Since both professional workers and non-professional workers (first year social work graduate students) were utilized, testing between these two groups was also done. A secondary null hypothesis was formulated.

<u>There are no significant differences between the social work graduate student and the professional social worker in terms of how they view social work action concepts.</u>

If there were no significant differences between the two pre-tests, in terms of the responses, then it conceivably could be concluded that there are no significant differences between the professional worker and the social work graduate student in how they view social work action concepts. In future projects time could be saved by using social work students for some testing rather than the professional worker in the field.

The first step was to devise a way of selecting the action concepts for the sample. To control modifiers acting as cues, it was

decided that only the verb, i. e., the action, should represent the concept. The selection of the concepts was made on both a subjective and objective basis. For example, in looking for concepts, each member of the group asked himself if this was an action he had performed in practice or whether this was an action that would be performed by others in the field.

In the actual selection of the sample several different methods were utilized. First, each member of the group listed 50 concepts that came to mind. Next, the concepts from the previous study were enumerated, omitting modifiers. There was some question about the concepts selected in the previous study actually representing actions performed in the field, and that there were other concepts than those in the social work literature, that better represented social work. Consequently, sample literature was reviewed from other social science fields such as sociology, psychology, interviewing, counseling, and guidance. One member of the group again reviewed the social casework literature. From these sources 421 concepts were compiled.

Since 421 concepts was too large a number to be tested within the limits of the project, a meaningful way to reduce the number had to be found. Thinking of the ultimate goal of these studies, the formulation of a generic body of knowledge in social work, some concepts

were eliminated through group decision, on the basis of obscurity of meaning, rarity of occurrence, and extreme action. This maneuver reduced the number to 382.

At this point, Pre-Test I was developed. Pre-Test I served two purposes. (1) Through this process a manageable sample of concepts was chosen for Pre-Test II. (2) A foundation of experience and knowledge for the formulation of Pre-Test II was provided.

Fulfillment of these purposes required that several questions be answered. (1) What needed to be known about the concepts in order to test whether they were generic? From many dimensions possible, three variables were chosen for testing. Since one of the main difficulties in all of the previous studies centered around clarification of the meanings of the concepts, it was thought that the <u>clarity</u> of the concept would be one important variable to test. The two other variables chosen were <u>frequency</u> of use of the action in the field, and <u>importance</u> of the concept to the field.

(2) Would first year graduate students be an adequate group to use for Pre-Test I? It was concluded that since most of the students had some social work experience, they would be familiar enough with the concepts to provide provisional judgments. A comparison of their responses to those of the professional workers, i. e., Pre-Test II, could determine any significant difference. Demographical

characteristics, such as age, years of experience, and designation of specialty, were also included.

(3) What would be a reliable and precise scale on which to test the concepts? The difficulty lay in devising a scale that would simply, yet reliably, change a large number of qualitative concepts to quantitative data. In Pre-Test I a 100-point scale was agreed upon and the respondent was asked to visualize this scale and give a subjective opinion of each concept in each of the three areas of clarity, frequency, and importance. These responses were expressed numerically, ranging from 0-100. An example is given below:

	Clarity	Frequency	Importance
Sway	90	75	80
Control	95	75	75
Look	60	60	55

The reasons for selecting the 100-point scale were: (1) To obtain a scale that would give precision and refinement. If the scale proved to be too refined it could be made more gross by considering only the first digit of each numerical response. (2) The 100-point scale bears a relationship to a percentage scale with which most people

are familiar. (3) The concepts are nominal in nature. By applying this 100-point scale the concepts can be measured quantitatively.

This scale was changed to a 5-point scale in Pre-Test II because it was found that the 100-point scale in Pre-Test I offered too much refinement on which to quantify a response. The respondent was asked to express his opinion in the same manner as with the 100-point scale using a numerical score between 1 and 5.

When considering each concept in terms of clarity, frequency, and importance, it was felt that the respondent should view the three variables from left to right for each word. It was reasoned that if the respondent did not have a clear understanding of the concept, he could not respond knowingly to its frequency of use or its importance to the field.

The 382 concepts were too great a number for the first year students because of the element of fatigue. Consequently, the concepts were divided into three samples of 133, with 17 concepts appearing more than once. There were 30 students in the first year class who were divided into three groups of 10. It was arranged so that each group would respond to 266 concepts or two of the samples. This method allowed 20 students to respond to each word.

The pre-test was administered by a faculty instructor during a 2-hour class period under controlled conditions. The students were

given written instructions. (See Appendix IV for an example of instructions.) They were told that their responses were important and would contribute to research in social work. The exact purpose of the project was not revealed because knowing these concepts were being tested for their generic qualities might bias the results. The length of time to complete the questionnaire ranged from 43 minutes to 1 hour and 45 minutes. Students were encouraged to express, in writing, feelings about the questionnaire.

The next step utilized the results of Pre-Test I to obtain a sample of concepts that could be used for Pre-Test II. It was decided all concepts with a mean score below 50 in respect to clarity would be eliminated. This resulted in the elimination of 48 concepts. It was felt that this procedure, if used for frequency and importance, would not reduce the number sufficiently to provide a sample small enough to be practicable. Consequently, a random sample for the remaining 334 concepts was drawn in the following manner.

In Pre-Test I there were 6 pages of concepts, numbering 66 or 67 to a page. Utilizing a table of random numbers, 2 simple random samples (A and B) were drawn of 10 concepts each from each of the 6 pages. This made two samples of 60 concepts each. The 2 samples were drawn using replacement resulting in an overlap of 13 concepts. The 13-concept overlap was left in the samples for comparative

analysis, and because of the desirability of having twice as many dimensional responses to 13 concepts for statistical testing.

The population tested in Pre-Test II was the professional social workers in the United States. A social worker was designated professional by having obtained a Master of Social Work degree and by having membership in the National Association of Social Workers. Three panels of 30 judges each were drawn from the 1960 Directory of National Association of Social Workers, the latest listing of professional social workers available. Each judge was chosen on the basis of his specialty, resulting in a sample of 30 caseworkers, 30 group workers, and 30 community organization workers. In selecting the judges, consideration had to be given to the fact that when the National Association of Social Workers was formed, incorporated into the membership were workers who did not have a Master of Social Work degree. The selection was made by (1) Starting with the listings under A and proceeding alphabetically until 90 judges had been selected. (2) Selecting only those names that had the designation of Master of Social Work after them. (3) Considering the population centers and the geographical areas of the nation to insure equal representation.

In each specialty, 15 workers were sent sample A (60 concepts) and 15 workers were sent sample B (60 concepts). This was designed to secure responses from all three specialties to both samples.

A frequent comment made by the respondents to Pre-Test I was that the instructions were too lengthy and complicated. To clarify this problem, the instructions for Pre-Test II were given to 3 professional social workers in a nearby agency to read. (See Appendix V for an example of the instructions.) The general purpose of the project was presented, each was independently requested to read the instructions, and then each was independently asked if he would know how to respond. All three felt they would know what to do.

To test the hypothesis several objective and subjective facts about the respondents were obtained. This data included the respondents' specialty training, with what specialty he mainly identified, in what specialty he had most of his work experience, and in what specialty he was presently employed.

Out of the 90 questionnaires of Pre-Test II mailed, only 21 were returned completed. Forty-seven were returned indicating that the addressee could not be located. The low rate of return of completed questionnaires reflects, in part, a high rate of turnover in the profession. This fact was accentuated by having had to use the 1960 directory.

Before testing the hypotheses a number of considerations were necessary. (1) Who responded to the questionnaires? In Pre-Test I 12 students saw themselves mainly as caseworkers and 9 saw themselves mainly as group workers. The other 9 students could not

classify themselves in any of the 3 specialties and were not used in the testing. Consequently, the specialty of community organization workers could not be tested. In Pre-Test II, out of the 21 completed questionnaires, 11 respondents identified themselves as caseworkers, 8 as community organization workers, and only 2 saw themselves as group workers. Two respondents in group work were too small a number for any measurement of significance. Consequently, only the specialties of community organization and casework were tested.

(2) Whether all 3 variables -- clarity, frequency, and importance -- could be used in all the tests of significance. It was concluded that only the variables frequency and importance would be used in all the tests. Clarity was not measured in some tests of significance because in obtaining the sample of 107 concepts for Pre-Test II, those concepts that were unclear in meaning had been eliminated. As a result the importance in testing clarity at this time diminished because: (a) The main reason for using clarity had been accomplished once those concepts that were unclear had been eliminated. (b) The differences in importance and frequency were paramount once low clarity words had been eliminated. (c) Reducing the lack of clarity among the concepts reduces the number of degrees of freedom, or at least affects them. So differences among the specialties are less likely to show as significant.

(3) A third consideration was how many concepts were to be used in the testing. The two pre-tests had 107 concepts in common; consequently, they were the only ones used.

(4) A fourth consideration was evaluation of the means and variances of each of the 107 concepts in regard to frequency and importance. This was done for each of the designated specialties in each pre-test. For item analysis of the two pre-tests the means and variances of clarity were also computed.

The tests of significance used in measuring the main hypothesis were the small t ratio, the F ratio and the Chi-square test. To test for the significant differences between the specialties of the variables, frequency and importance within each pre-test, the Chi-square was selected. To test for significant differences of the individual concepts in each pre-test the small t ratio and the F ratio were used. In measuring the secondary hypothesis the small t ratio, the F ratio and the Chi-square test were used.

In the item analysis of the 107 concepts, it was noted that the concepts with a negative connotation were scored low, whereas the concepts with a positive connotation were scored high. It was thought that this phenomenon should be measured statistically. Consequently, 8 concepts, 4 positive and 4 negative, were identified with unanimous judgments by the group for testing. The concepts were chosen from

the 13 concepts that overlapped in Pre-Test II. The statistical measurement chosen was the exact probability test. The results will be given and evaluated in the following chapter.

In all tests of significance the confidence level was set at .05. The reason the testing was done at this level was because of the possibility of Type I error occurring. Since these studies were relatively new and no conclusive results had been substantiated, it was felt that it would be unwise to be put in the possible position, with a small confidence level, of rejecting our hypothesis when it was actually true (Type I error). Consequently, Type II error, accepting the hypothesis when it was actually untrue, was felt to be a more appropriate position at that time, along with the higher confidence level of .05.

Another test of significance considered was the analysis of variance. However, it was found this could not be used because the variances of the individual items had to be evenly distributed and the data from the pre-tests showed that they sometimes were not.

The next chapter will further detail the statistical methods used and will state and evaluate the results of these methods.

CHAPTER NOTES

[1]Greenwood, Ernest. Lectures in Research Methodology for Social Welfare Students. University of California, Syllabus Series, No. 388, University of California at Berkeley. p. 15.

[2]DeCristoforo, Richard L. et al. Development of a Tool to Measure Applicability of the General Systems Theory to Generic Social Work. Portland State College, June 1965. p. 9.

[3]Greenwood. op cit. p. 43.

CHAPTER III

FINDINGS

This project was developed as part of a series of studies which had attempted to explore the ramifications of GST (General Systems Theory) and relate them to the practice of Social Work. As part of this series the project had the aim of clarifying the action concepts of social work practice. The task was to determine the degree of generic concensus within the three traditional areas of social work on specific social work concepts.

The specific hypothesis developed for this project was: <u>There is no significant difference in social work among the three specialties of casework, group work and community organization, in regards to their ratings of concepts as to clarity of meaning, frequency of use in practice, and importance to the field.</u>

The method developed was centered about the collection of specific concepts, constructing a questionnaire as a measuring tool, identifying a panel of judges, and obtaining quantified responses to

these three dimensions of each action concept. The quantified data were then subjected to various statistical manipulations to test the hypothesis of the study.

More concepts were identified through the search of the literature and much more data collected with the first questionnaire than could be analyzed within the scope of this year's study. This was done partly as a matter of exploration and partly to accumulate data for inter-project analysis. The concepts analyzed in this project were those 107 concepts composing the second questionnaire. These were chosen at random from the 334 concepts identified in the literature and included on the first questionnaire.

In addition it was decided not to study in depth the responses to the category of clarity as this dimension had been used to eliminate forty-eight concepts before the random selection was made. Eliminating concepts due to lack of clarity affected the independent distribution of this dimension and made further analysis difficult. Too, the project had not been designed to study the differences in the conceptualizing ability of social workers. The forty-eight concepts excluded for lack of clarity appear in Appendix III.

The respondents to the two questionnaires, in addition to quantifying their opinion concerning the action concepts, were asked to supply information regarding the traditional fields of social work in

which they had been employed and/or received their education. From these descriptions the respondents were categorized into four groups. Pre-Test I included twelve students with only casework experience and nine students with paid group work experience. Pre-Test II contained eleven professional workers who saw themselves mainly as caseworkers and eight workers who saw themselves mainly as community organization workers. Both pre-tests also had respondents with such varied backgrounds of supervision, administration, and combinations of experience that they were excluded from further testing.

The respondents on each pre-test were categorized into the groups: student caseworkers, student group workers, professional caseworkers, and professional community organization workers. Means and variances were computed for each group on the dimensions of clarity, frequency, and importance for the 107 concepts. These statistics were used for analyzing the differences and similarities among the four groups of social workers.

Inspection of the 428 means revealed a wide range of values among the 107 concepts and a much smaller difference among the four groups. Selecting a Chi-square test of independence, the differences among the four groups' ratings with respect to the number of means above and below the median of the 428 means were analyzed. As the two pre-tests used different rating scales the medians for each

pre-test were determined and both used to dichotomize the means in the contingency table. These two medians were found to be essentially similar when converted to the same scale.

With respect to the dimension of frequency, the result of the Chi-squares was: H_o: $CWI_f = GWI_f = CWII_f = COII_f$, Accepted, $\chi^2 = 3.60$, d.f. $= 3$, N $= 428$, p. $> .30$.

Results for the dimension of importance were very similar. H_o: $CWI_i = GWI_i = CWII_i = COII_i$; Accepted, $\chi^2 = 3.50$, d.f. $= 3$, N $= 428$, p. $> .30$.

No significant differences were found among the four groups' mean ratings of either the frequency or importance for the 107 action concepts as distributed above and below the median. This would imply the three specialties of social workers were able to respond to the same large repertoire of action concepts similarly. It would also imply the student social workers and the professional social workers responded similarly to the 107 concepts. No one group rated the list reliably higher or lower than any other group.

It was felt the small differences above and below the median warranted closer examination. Since the means of the concepts covered a wide range an expanded contingency table might show a significant difference among the four groups' responses with respect to the two dimensions.

While expanding the Chi-square contingency tables, separate statistics were analyzed for the two pre-tests. This decision was made for two reasons: First, because of the different scales between the pre-tests, and second, because 64 per cent of the χ^2 computed for frequency resulted from the CWII group ratings above the median and 57 per cent of the χ^2 computed for importance resulted from the GWI group ratings above the median.

Dividing the range of means into three equal parts, six cell contingency tables were constructed and Chi-square tests among the four groupings were computed. These results were:

H_o: CWI_f = GWI_f; Accepted, χ^2 = .20, d.f. = 2, N = 214, p. > .80.

H_o: $CWII_f$ = $COII_f$; Rejected, χ^2 = 6.5, d.f. = 2, N = 214, p. < .05.

H_o: CWI_i = GWI_i; Accepted, χ^2 = .59, d.f. = 2, N = 214, p. > .70.

H_o: $CWII_i$ = $COII_i$; Accepted, χ^2 = 1.09, d.f. = 2, N = 214, p. > .50.

The Chi-square statistics from this new grouping identified a significant difference at the 5 per cent level between professional case-workers and professional community organization workers in their judgments of the frequency they use the 107 activities in their practice.

In examining the contingency table it was found this difference occurred from the COII group's tendency to rate the frequency lower than the CWII group. The theoretical expectations were that 34 per cent of the 107 concepts would be rated below 2.60 by each of the two groups. The observed distribution found the COII group rating 42 per cent of the concepts below this value and the CWII group rating only 27 per cent this low. The three other Chi-squares indicated no difference larger than would be expected by chance.

The statistical work to this point indicated a great deal of similarity in the four groups of social workers relative to their ratings of the 107 concepts as a whole. That is, the groups rated about the same number of concepts as having about the same value in frequency or importance, with the one exception mentioned above.

This raises the next question of whether the four groups rated the same concepts independently. To test this question the project's hypothesis was restated. There is no relationship in social work among the three specialties of casework, group work, and community organization, in regards to their ratings of individual concepts as to frequency of use and importance to their field.

A Chi-square test of independence was selected to test this general hypothesis. Again the group means were trichotomized and the statistic computed.

Comparing the groups to determine their degree of relationship involved pairing the four groups. The combination of four taken in pairs led to six sub-hypotheses for each of the two variables of frequency and importance. These sub-hypotheses and their Chi-squares are shown below.

H_o: $P_{cwI/gwI} = P_{cwI} P_{gwI}$; Rejected with reference to the dimension of frequency, $\chi^2 = 52.3$, d.f. $= 3$, N $= 107$, p. $<$ .001.

H_o: $P_{cwI/cwII} = P_{cwI} P_{cwII}$; Rejected with reference to the dimension of frequency, $\chi^2 = 49.1$, d.f. $= 3$, N $= 107$, p. $<$ .001.

H_o: $P_{cwI/coII} = P_{cwI} P_{coII}$; Rejected with reference to the dimension of frequency, $\chi^2 = 21.7$, d.f. $= 3$, N $= 107$, p. $<$ .001.

H_o: $P_{gwI/cwII} = P_{gwI} P_{cwII}$; Rejected with reference to the dimension of frequency, $\chi^2 = 60.1$, d.f. $= 3$, N $= 107$, p. $<$ .001.

H_o: $P_{gwI/coII} = P_{gwI} P_{coII}$; Rejected with reference to the dimension of frequency, $\chi^2 = 20.9$, d.f. $= 3$, N $= 107$, p. $<$ .001.

H_o: $P_{cwII/coII} = P_{cwII} P_{coII}$; Rejected with reference to the dimension of frequency, $\chi^2 = 17.1$, d.f. $= 3$, N $= 107$, p. $<$ .01.

H_o: $P_{cwI/gwI} = P_{cwI} P_{gwI}$; Rejected with reference to the dimension of importance, $\chi^2 = 27.3$, d.f. $= 3$, N $= 107$, p. $<$ .001.

H_o: $P_{cwI/cwII} = P_{cwI} P_{cwII}$; Rejected with reference to the dimension of importance, $\chi^2 = 56.1$, d.f. $= 3$, N $= 107$, p. $<$ .001.

H_o: $P_{cwI/coII} = P_{cwI} P_{coII}$; Rejected with reference to the dimension of importance, χ^2 = 17.1, d.f. = 3, N = 107, p. < .01.

H_o: $P_{gwI/cwII} = P_{gwI} P_{cwII}$; Rejected with reference to the dimension of importance, χ^2 = 42.3, d.f. = 3, N = 107, p. < .001.

H_o: $P_{gwI/coII} = P_{gwI} P_{coII}$; Rejected with reference to the dimension of importance, χ^2 = 18.1, d.f. = 3, N = 107, p. < .01.

H_o: $P_{cwII/coII} = P_{cwII} P_{coII}$; Rejected with reference to the dimension of importance, χ^2 = 34.6, d.f. = 3, N = 107, p. < .001.

Each of the Chi-squares was found to be highly significant. This underscores a strong tendency for the four groups to rate the individual concepts similarly regarding the two dimensions of frequency and importance.

In each paired relationship the observed distribution of the group means indicated an association greatly different than would be expected by chance. This association causes rejection of the null hypothesis and acceptance of its alternative. That is, There is a significant relationship in social work among the three specialties of casework, group work and community organization, as measured by their ratings of individual concepts on frequency of use and importance to their fields.

These results would seem to indicate the three specialties of social workers are closely related in many of the activities they perform. In addition to performing many similar acts, the individual

specialties indicated using these actions with about the same degree of frequency and gave them about the same degree of importance to their fields. Conceptually at least, the three specialties of social work share a large number of actions in common.

The statistical work treating the action concepts as a group was discontinued as it had shown a generic core of social work activities existed. It had been demonstrated statistically the centrality of the 107 action concepts was similar regardless of the social work specialty.

The analysis was now turned to the individual concepts to identify and study those which did not appear generic to all three specialties. Emphasizing those few concepts with differences among the four groups would at the same time underscore the many concepts with no differences among the groups.

An added feature of the contingency tables developed by pairing the four groups of social workers was the identification of those individual action concepts with the greatest disparity between the group means. Each table, by virtue of its construction, contained two cells where the group means were at extremes. These cells contained those action concepts which one group had rated in the upper third of frequency or importance and the paired group had rated in the lower third.

Having identified a list of concepts which appeared to have a difference among the mean responses of the groups, the analysis of this difference was extended. The statistic chosen to test for significant differences between group means was a Student's t test. This is a parametric statistic used to determine whether a difference between two means is sufficiently large to accept the hypothesis that the means have come from different populations. The confidence level was set at the five per cent level for a two-tailed test.

Two formulae of the Student's t were used to test for differences. This became necessary due to the lack of homogeneity between variances in a very few cases. The comparisons between means of the two scales required arithmetic manipulation of the five point values to equate them with the one hundred point values.

The hypothesis tested for each pair of group means for the same concept where a large difference was noted took the general form: There is no significant difference between the means of Group A and Group B in regards to the dimension of frequency or importance of action concept Y.

This hypothesis was tested using the Student's t statistic for the 95 instances where a large difference had been identified among the four groups' mean ratings on specific concepts by the contingency tables and also in 32 other cases where inspection showed a moderate difference between group means.

The analysis reduced the list to 28 concepts with a significant difference between group means on the dimension of frequency and 30 concepts on the dimension of importance. It is significant to note that on each dimension there were 642 possible paired relationships and less than five per cent of these were found to have a significant difference. A percentage this small could be expected by chance alone. These findings, especially when one considers the additional power of the Student's t, further support the generic quality of the individual action concepts. These few concepts where a significant difference was found are listed in Appendix VI and VII.

Examination of those cases where a significant difference between group means for frequency were found, identified two patterns. The paired relationships with the smallest percentage of the total differences observed were among the student caseworkers, the student group workers and the professional caseworkers. These three paired relationships accounted for only 25 per cent of all cases with a significant difference. The paired relationships with these three groups and the professional community organization workers accounted for 75 per cent of the total significant differences. By chance only 50 per cent of the differences would be expected for these two sets of paired relationships. The second pattern found the professional community organization workers rating the means of frequency lower than the three other

groups. In those instances where the community organization group differed from the other three groups, 64 per cent of the time they had the lesser mean.

The first pattern also operated with respect to ratings on importance. The professional community organization group gave the highest mean ratings. Where differences existed, this group had the higher mean in 71 per cent of the comparisons.

Any speculation about these minor differences is tenuous due to the small panel of judges for the community organization group. However, these patterns bring up five points of consideration. The majority of the community organization workers are men. A large part of the duties of community organizers are administrative in nature. Community organization workers probably have fewer activities with client systems. The clients of community organizers are very different from the other specialties. The panel of judges identified for the study tended to be individuals high in the agency structure.

While the three specialties tend to be more similar than different these five points might indicate how the subtle differences noted have developed. These are real differences among the demographic characteristics of the populations under study.

Returning to the statistical work, a need for further analysis

of the individual concepts was recognized. While computing the Student's t statistics to determine significant differences between the group means it was found many of the large numerical differences were not statistically significant. Examination indicated this resulted from the large individual variances about each of the group means. These large variances indicate a lack of concensus within the groups. The disagreement within each group was so large that it led to considerable overlap among the individual judges' ratings among groups -- even in those cases where the group means were quite different.

At this point the decision was made to compare the variances to determine which action concepts had the least overlap between the groups. Comparing the variances in this manner would identify those concepts where one group had a significantly greater concensus about the value of the individual concept. An F test was selected to test for these differences and a confidence level set at five per cent.

Again the two scale values being compared required arithmetic adjustment. This was accomplished by increasing the five point scale values to one hundred point scale values. Specifically it required multiplying each five point variance by the constant 400.

The general hypothesis for these individual tests of the concepts was: There is no significant difference between the variance of Group A and Group B in regards to the dimension of frequency or importance of action concept Y.

Testing only those variances where a difference appeared larger than would be expected by chance all 107 action concepts were considered for each of the six possible paired relationships for both the dimension of frequency and importance. The analysis identified 65 instances where there were significant differences between group variances on the dimension of frequency and 77 instances of significant differences of importance. As with the differences between means these significant differences are only a very small minority of instances. That is, of the 642 comparisons of frequency less than 10 per cent had a significant difference and of the 642 comparisons of importance less than 12 per cent were found significant. These cases are listed in Appendix VIII and IX.

Examination of those few cases where significant differences were found between the paired variances identified a tendency for the two student groups to have the greater variances in the majority of cases. This was seen in their accounting for 75 per cent of all the greater variances for the dimension of frequency and 67 per cent of the greater variances for the dimension of importance. Opposed to this the two groups of professional workers accounted for 75 per cent of the lesser variances for the dimension of frequency and 65 per cent of the lesser variances for importance. The pattern for the professional groups to have less variation in their responses extended beyond

these few cases to include a large majority of all the paired relation-
ships between professional and student groups.

This tendency with respect to the size of the variances might
reflect the element of practice. It would seem to follow that with
additional practice in using the many concepts their individual value
in frequency and importance becomes more concrete for the practi-
tioner. The lesser variances might also reflect the different scales
to some extent. The two professional groups were limited to a five-
point scale while the two student groups were responding to a one-
hundred point scale.

The larger variances for the student groups were also affected
to some extent by the practice of two respondents to periodically rate
a concept radically different than the group as a whole. When ques-
tioned these respondents indicated they had attempted to confuse the
study.

The study of the variances about the group means requires
further comment. With only a few exceptions the variances tended to
be large. At first this was seen as coming from two possible sources.
First the problem of responding to a verb which could have several
meanings, and second, the indistinctness of social work concepts.
These factors may have played a role in the disagreement within the
groups about the value of the concept but a third possibility seems

equally conceivable. That is, within each of the three specialties of social work there is a large number of different situations which require different uses of the action concepts. Using this third possibility as a criterion it was possible to predict by inspecting the concept which group would vary the most or have the larger variance.

This question of the large variations needs further study. Perhaps a later study will develop more sophisticated questions about when or where the action concepts are used or are important and help clarify this area.

A second question arose early in the statistical work of the project. What seemed to be a pattern of responses was noted while computing group means. This pattern was the tendency of the judges to respond to the positive or negative tones (valences) associated with the concept. If a concept might be considered punitive it was rated low or if a concept might be considered benevolent it was rated high.

This question of the concepts' positive or negative valence would require further study but as a first approximation the project examined this pattern. Eight concepts were classified by the members of the project as either negative or positive in valence. With these categories, twelve tests of exact probability were computed to study the responses of the four groups. Although only one group, the professional caseworkers differed from chance at the five per cent level,

all tests showed a strong tendency for the groups to respond to the

valence of the concept.

In summary, the major finding of this project was the demon-

stration that a generic core of social work concepts with considerable

probability, exists. This core is large and the concepts appear to be

common to the various social work specialties as measured on two

dimensions. This generic core of concepts relates quite closely the

specialties of social work. Other findings include the identification

of concepts which possibly are not generic, the overlap among groups,

and the possibility of concepts having positive or negative valences.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

This project developed out of a series of studies which had attempted to develop a relatively simple and meaningful relationship between social work concepts and General Systems Theory. No group has been able to accomplish this. The previous groups found that one of the basic problems encountered was that they did not know which, if any, social work concepts were generic.

With this in mind, effort was directed toward attempting to develop a tool which would help determine those concepts which were generic to social work practice.

A general hypothesis was developed. It was that there is a generic core in social work knowledge.

Hypotheses

To support the general hypothesis a number of secondary hypotheses and assumptions were developed. The first of these

assumptions was that the literature of social work and closely allied

fields presents concepts which are actually used by professional

social workers. The second assumption was that a judge could re-

spond to these concepts in a quantitative manner. From these assump-

tions, a sub-hypothesis was developed. This hypothesis was that

there would be no significant difference between the responses of the

student social workers and those of the professional social workers.

The main hypothesis was that there would be no significant

difference among the three traditional specialties of casework, group

work, and community organization in regard to the clarity of meaning,

the frequency of use, and the importance to social work practice of

the action concepts. If no significant difference existed among the

three traditional specialties, then the beginnings of a generic core

could be established.

Major Findings

An evaluation of the questionnaires and of the statistical results

indicated several important findings. The statistical results indicated

that there were a considerable number of concepts generic to the field.

This conclusion was reached after the statistical findings indicated

acceptance of the hypothesis that no significant difference existed

among the traditional specialties, indicating a significant association

among the traditional specialties.

Another finding which was drawn from the statistical results
was that there was no significant difference between the responses of
the student social workers and those of the professional workers.

Limitations of the Study

Before accepting these conclusions, limitations of the study
must be considered. The first of these is the small number of judges
used in the final analysis. An attempt was made to have approximate-
ly the same number of judges for each of the specialties, but because
of poor response from professional social workers and the difficulty
in establishing six discrete categories, the number of respondents and
the number of categories were reduced. Therefore, in the first test
there were 12 casework judges and 9 group work judges, and in the
second test there were 11 casework judges and 8 community organiza-
tion judges.

One further point should be added in order to place this limita-
tion in its proper perspective. It is recognized that because of the
small size of the sample used in this study, the results obtained from
this sample cannot be wholly generalized to the larger population.
However, when one considers that these judges were selected from
various parts of the country and had varied backgrounds and

experiences, and they still responded in a significantly similar way,
it appears as though some common factor had to be operating.

The second limitation or, rather, influence was that the cate-
gories of judges were not discrete. As was mentioned, an attempt was
made to place the judges into discrete categories, but it was found
that by using the three traditional specialties of casework, group work,
and community organization, that there was considerable overlap.
The majority of judges had, and were presently having, experiences
in more than one of the specialties. Therefore, the judges were
categorized primarily by their self-conceptualization.

The third limitation of the study was that only three dimen-
sions of the action concepts were intensively studied. Those dimen-
sions were clarity of meaning, frequency of use, and importance in
social work practice, with major emphasis directed toward frequency
and importance. It was felt that these dimensions would more readily
give the information sought by this project. One other dimension was
examined for part of the concepts during the latter stages of the pro-
ject. That dimension was the influence of the positive or negative
valence of the concept.

As this is one in a series of studies regarding the relationship
between GST and social work practice, many of the problems incurred
and the questions raised in this project may be dealt with in subsequent

studies. The next project in the series has selected casework and group work concepts for more detailed scrutiny.

Implications of the Findings

With the limitations of the study in mind, the meaning and possible implications of the findings can be viewed. The major finding of this study was that there is no significant difference among the three traditional specialties in regard to the dimensions studied. If, as the statistics indicated, the chances are less than 1 out of 1,000 that a significant difference does exist, some interesting speculations can be made.

Of major importance is the possible effect of this finding on professional education and training. At the present time many schools of social work are emphasizing other than a generic approach. The curricula are so designed as to produce specialists. The question may now be raised whether this is the most adequate or desirable approach. Since this study seems to indicate that practitioners from the three specialties reflect that they use the same concepts similarly, would it not seem desirable to teach from a generic base?

These speculations and plausible implications were further reinforced by several secondary findings. One of these was that there appeared to be considerable discrepancy between the professional's

official and unofficial designation. Most professional social workers

have an official title such as Psychiatric Social Worker. This desig-

nation implies that the worker deals with clients on a one-to-one

basis, when examination shows he is also involved to some degree with

groups, community organizational activities, consultation, and admini-

stration.

Another interrelated finding was that social workers tend to

report that they have had experience and/or training in other than

their current specialty. The majority of professional social workers

do not stay within one specialty but tend to gather experience from the

many areas of social work practice.

Another finding which might have contributed to the lack of a

significant difference was the overlap of concepts found in the litera-

ture. The overlap was observed both in the current as well as the

1965 project. This tended to indicate that possibly the literature had

some generic concepts, but the conclusion of whether these were

generic in practice had to be proven by a sampling of the profession.

A second major finding was that there was a considerable

number of concepts generic to the field of social work practice in

regard to clarity of meaning, frequency of use, and importance to

social work practice. The statistical tests indicated that 66 per cent

of the concepts used in this study were generic. By this was meant

that the judges responded to these concepts in a significantly similar
manner. The possible effect of such a finding lends itself to several
interesting speculations.

If this apparent generic core of social work concepts can be
further defined and refined, then a clearer understanding of the activi-
ties could be developed. Social workers should then be able to func-
tion equally effectively in any or all of the three fields (casework,
group work, community organization), by utilizing a common core of
concepts, but with different specific emphases.

Another possible implication based on the high proportion of
concepts that appear to be generic is that the structure of social wel-
fare could be significantly improved. The agency would need fewer
"specialists" in specific areas and possibly by a "generalist" approach
some elimination of program duplication could be effected.

Another important finding of this study was in regard to the
semantic preciseness of social work concepts. Social work concepts
tend to be dependent rather than independent. By this is meant that
although the concept itself may have a consistent meaning, the way in
which it is administered is dependent upon the situation. For example,
the concept of help may have the same basic meaning regardless of
the situation, but the method used in helping is dependent upon the in-
dividual situation. Therefore, it is difficult to determine whether a
person is referring to the general concept or to one of the many

methods used in its administration.

The vagueness of social work concepts seems to be related to another variable which was often noticed. This variable was the social acceptability or valence given to the concept. This dimension was noticed late in the study and therefore was not exhaustively examined. Of the concepts examined regarding their valence, statistical indications were that although the judges seemed to be responding in accordance with the concept's valence, the association was not significant.

One further point in regard to the semantic preciseness of social work concepts is the large variances which were noticed. Large variances were recorded for a considerable number of concepts in all three dimensions. There are several possible explanations of why this occurred. One explanation may be that social workers are using different words in different situations to mean the same thing. Another explanation might be the judges' frame of reference used in responding to the concept. For instance, community organization workers and caseworkers would probably attach an entirely different meaning to the social work concept contribute.

The community organization worker when using this concept may be concerned with the size of a financial donation. The caseworker may be concerned with the amount of personal involvement on the part of a client. Both persons would essentially be correct in their

use of the concept but because of their individual frame of reference

they may rate the significance of the concept differently. The point

being that as a concept moves from one frame of reference to another

it may take on different tangents, and it may be these different tan-

gents that the judges are responding to. These explanations seem to

indicate one general conclusion; social work concepts are not seman-

tically precise, and therefore are probably often not completely under-

stood.

Further research regarding the semantic precision of social

work concepts and terminology seems indicated. To completely dis-

card the current social work vocabulary and develop a new one would

probably not insure that the end result would be any more adequate.

Such an approach would be extremely time consuming and would pro-

bably eliminate those concepts which actually are semantically pre-

cise.

A more feasible approach might be to discard those concepts

which, based on experimental findings are not semantically precise,

and develop new, more precise concepts and terminology.

The one obvious limitation to either of these suggested reme-

dies is that the field of human behavior at this time has many uncon-

trollable variables. It would appear that for the foreseeable future,

almost any concept describing human behavior will contain subjective

interpretation because of the present inability to measure and control all relevant variables. However, it certainly seems plausible -- and essential -- that some attempt be made to revise social work concepts, to study them further and to seek greater predictability.

Recommendations for Future Studies

Several recommendations for the future can be advanced. The first is the selection of the judges. The method used by this study did not prove very successful. Only 23 per cent of the professional judges completed their questionnaires. A large proportion of the uncompleted questionnaires were returned because the social worker was no longer at that address. Some were returned with an enclosed statement to the effect that the judge was unwilling to complete the questionnaire. Therefore, this method of acquiring a panel of judges was not as successful as had been anticipated.

The questionnaire needs further refinement. Further consideration should be given to the size of the scale and the number of concepts to which a judge is asked to respond. The students were given the first pre-test and asked to respond to 266 concepts on a 100-point scale. The professional social workers were later given a refined questionnaire and asked to respond to 60 concepts on a 5-point scale. The variances for the students' responses were frequently larger than those for the professionals' responses. The difference in the size of

the scale and the number of concepts may have contributed differentially to the degree of concensus which existed.

The use of professional social workers has several limitations. It is quite time consuming and expensive. Approximately one month was used in securing responses from the professional social workers. When responses were not returned, it was difficult to ascertain why. When using students as judges, these limitations can be better controlled. More work needs to be done to determine the effects of training and experience, however.

Recommendations for the Field of Social Work

Considering the findings of this study, several recommendations can be made. Regarding professional social work education and training, a reevaluation of current practices seems indicated. Based on the findings that a large proportion of social work concepts are generic, that professional social workers tend to move readily from one specialty to another, and while in one specialty the worker is involved in the functions of all three traditional specialties, the value of emphasizing divided education and training seems questionable.

Progress has been made toward the ultimate goal of developing the interrelationship between General Systems Theory and social work knowledge, if such a relationship can be established.

This study has provided answers to several questions raised

by previous research projects regarding the interrelationship of General Systems Theory and social work knowledge. These points are: that previous failure was probably not due to differences in training and experience; that previous failure might have to do with the variability of response or imprecision of the concepts in social work, rather than solely defects in GST categories; that the preponderance of evidence favored the idea that there is a commonality to working with groups as systems; that there was an ability for all social workers to respond meaningfully to these concepts at a high level of abstraction; and that the significant differences are a matter of degree only. It will be difficult to scale these concepts along the dimensions studied because of the overlap in variances among individuals.

Summary

Although this project has raised many questions which need to be dealt with in future studies, the findings of this study dispute the long held notion that casework, group work, and community organization exist as individual and independent entities. These traditional specialties tend to be much more similar than different.

The body of social work knowledge is not well defined and contains many nebulous concepts. Rigorous attempts should be

made to develop a body of knowledge which will contain concepts with much greater precision of meaning.

Finally, since the traditional division into specialties does appear to be artificial, a generic approach in education might be more valid than a specialized approach.

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APPENDICES

APPENDIX I

SOCIAL SCIENCE LITERATURE
FROM WHICH TERMS WERE SELECTED

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APPENDIX II

LIST OF TERMS USED IN THIS PROJECT

A's	*alleviate	arrange	broaden
accept	*allow	ascertain	
accommodate	alter	*assemble	C's
accompany	ameliorate	assess	call
acculturate	*amplify	assimilate	censor
actuate	answer	assist	*challenge
adapt	anticipate	*assume	*change
admit	*applaud	assure	clarify
admonish	appraise	attach	coax
advise	*approve	authorize	coerce
*advocate	arbitrate		collaborate
agree	argue	B's	command
aid	arouse	bring	*comment

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*Indicates one of the 107 terms appearing on Pre-Test II which were subjected to statistical analyses.

communicate	converse	define	*discover
compel	convey	deliberate	disenchant
compensate	cooperate	demonstrate	displace
compete	*coordinate	depreciate	*dispose
compliment	*cope	*describe	dissemble
comprehend	counsel	desensitize	disseminate
conceptualize	counteract	design	*dissuade
*concern	counterpose	*destroy	divert
conciliate	create	*detect	does
condition	criticize	*deter	*doubt
conduct	cue	*determine	
conflict	cultivate	develop	E's
confront	*cure	diagnose	*ease
connect		differentiate	*educate
*conserve	D's	direct	elaborate
*consider	*deal	discern	empathize
construct	*decide	discipline	enable
contact	*deduce	disclose	enact
contradict	defeat	discount	encounter
*contribute	*defend	discourage	encourage

*Indicates one of the 107 terms appearing on Pre-Test II which were subjected to statistical analyses.

engage	*flatter	help	initiate
enjoin	focus	hid	inject
*enlist	follow	hinder	innovate
*entice	forbid		*insist
estimate	form	I's	*instigate
*evaluate	*foster	identify	institute
*examine	function	ignore	instruct
exchange	*frustrate	*illustrate	*interact
exhort		impel	intercede
experiment	G's	implement	interest
*explain	generalize	imply	interpret
explore	*generate	impose	intervene
	gesture	improve	interview
F's	get	indicate	*introduce
*face	give	individualize	introject
facilitate	grasp	*indoctrinate	*inquire
father	guide	*induce	invest
*feel		*infer	invite
fine	H's	*influence	*involve
fire	handle	inform	isolate

*Indicates one of the 107 terms appearing on Pre-Test II which were subjected to statistical analyses.

J's	maintain	occupy	*persuade
joust	manipulate	offer	*persecute
judge	maximize	operate	place
	measure	*oppose	plan
K's	mediate	optimize	praise
kindle	*minimize	order	*predict
know	*modify	organize	*prepare
	modulate	*orient	prescribe
L's	mother	ostracize	*press
lead	motivate	outline	pressure
lecture		overcompensate	prevail
limit	**N's**		prevent
listen	notice	**P's**	*proceed
lobby	*nourish	participate	*process
*look	*nurture	paternalize	*prognosticate
love		*pattern	*program
	O's	*pay	*progress
M's	observe	*perceive	promote
*manage	obtain	permit	prompt

*Indicates one of the 107 terms appearing on Pre-Test II
which were subjected to statistical analyses.

propagandize	recondition	*resist	separate
propel	reconstruct	resolve	serve
propitiate	*recover	respect	set
*propose	redirect	*respond	*settle
*protect	reduce	restate	shape
provide	reeducate	restore	*shift
provoke	refer	*restrict	shock
publicize	reflect	reveal	*shorten
punish	refocus	reword	*show
push	reform	ridicule	situate
	refute		sizes
Q's	rehabilitate	S's	*socialize
qualify	*reinforce	*satirize	solicit
question	relate	see	*solve
	relieve	scoff	sort-out
R's	remark	scrutinize	specify
read	reorganize	secure	speculate
*reassure	repeat	seduce	spur
receive	*repudiate	segregate	stabilize
*recommend	require	sense	start
*recognize	reshape	sensitize	*state

*Indicates one of the 107 terms appearing on Pre-Test II
which were subjected to statistical analyses.

stimulate	T's	*use	Z's
strengthen	talk		zero
*stress	teach	V's	zig-zag
structure	terminate	vary	
*study	threaten	ventilate	
*subject	think	*verbalize	
substitute	time	vest	
subvert	*train	voice	
*suggest	*transfer		
*sum-up	treat	W's	
supervise	try	*word	
suppress	tune	/ork	
supply		write	
support	U's		
survey	uncover	Y's	
sustain	understand	yield	
*sway	uphold		
sympathize	urge		

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*Indicates one of the 107 terms appearing on Pre-Test II
which were subjected to statistical analyses.

APPENDIX III

CONCEPTS ELIMINATED AS BEING
UNCLEAR ON RATINGS OF PRE-TEST I

Acculturate	Design	Kindle	Zero
Actuate	Displace	Modulate	
Attach	Dissemble	Paternalize	
Broaden	Does	Place	
Call	Enjoin	Propitiate	
Censor	Enact	Provoke	
Compete	Exhort	Seduce	
Condition	Fine	Sense	
Construct	Fire	Set	
Converge	Form	Situate	
Counterpose	Handle	Sizes	
Create	Inject	Subvert	
Cue	Institute	Tune	
Depreciate	Introject	Vary	
Desensitize	Joust	Vest	

APPENDIX IV

INSTRUCTIONS FOR PRE-TEST I

Please complete the following:

Age_____   Sex   M F

How many years of Social Work experience have you had?

Paid_____   Unpaid_____

In what Social Work capacities have you worked?

	Paid	Unpaid
Casework	_____	_____
Group Work	_____	_____
Community Organization	_____	_____
Other_____	_____	_____
Specify		

What proportion of your Social Work experience has been in dealing
with the following?

	%
Client individuals	_____
Client groups	_____
Non-client individuals	_____
Non-client groups	_____
	100%

Please read the following carefully:

We are constructing a tool to measure common Social Work activities. Below you will find a list of words which are related to actions that are performed in the field of Social Work. Relating these actions to your personal experience in Social Work we would like you to consider the following questions. (1) How clear is this word to you? (You will notice that we are asking you how clear is the word and not how clear is the action.) (2) How frequently have you used this action in your Social Work practice? (If you have not had prior experience in Social Work relate this question to how frequently you think you would use this action in your Social Work practice.) (3) How important do you feel this action is to the success of Social Work practice?

Instructions:

You are asked to rate each of the following items on a hundred-point scale by placing in the proper column to the right of the word a number which most represents your reaction. Have in mind a scale such as this:

NONE   SUPREME

|◄——►|

0   100
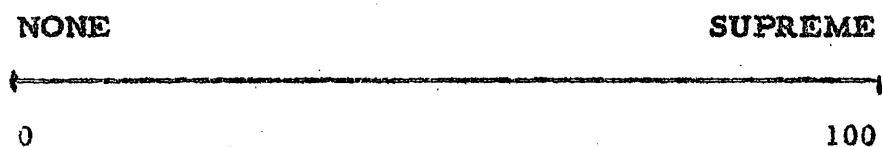
For example, if you have little doubt about the meaning of a term, you might write in 97 in the clarity column. If you have performed that act, but very seldom, you might write in 7 or 12 or whatever you feel describes best. If you consider that act to be more important than average but not of high importance you might write some number above 50.

EXAMPLE:

	clarity	frequency	importance		clarity	frequency	importance
interview	98	98	98	facilitate			
assure				relate			

IT IS EXTREMELY IMPORTANT THAT YOU RESPOND TO EVERY ITEM! WORK RAPIDLY!!

APPENDIX V

COVER LETTER AND INSTRUCTIONS FOR PRE-TEST II

GENERAL SYSTEMS RESEARCH GROUP
Portland State College
School of Social Work
Portland, Oregon

John Doe, NASW

The enclosed questionnaire is part of a continuing General Systems
research you may recognize as related to studies at the University
of California at Berkeley and St. Louis University or similar studies
in other fields. This is the sixth year of this particular series and a
critical one from the point of view of the direction such studies must
take.

Each member of our small panel has been carefully selected and not
drawn at random. Our research design calls for a person with your
professional characteristics to act as one of the judges. If our group
fails to obtain your judgments on this sample of concepts, a difficult
process of replacement will be necessitated. The study is an impor-
tant one and your role is important because of the particular set of
characteristics you represent in the study. Your immediate response
will provide information essential to our goal.

We hope very much that you will respond to the needs of the study and
that you may receive some satisfaction by being part of our effort at

further defining the Social Work discipline.

Sincerely,

General Systems Research Group

Frank F. Miles, MSW, PhD, ACSW
Research Director

Complete the following:

My educational emphasis was mainly in the area of:

Casework_____   Group Work_____
Community Organization_____
Other (Specify)_____

I see myself mainly as a:

Caseworker_____   Group Worker_____
Community Organization Worker_____
Other (Specify)_____

My work experience has been mainly in:

Casework_____   Group Work_____
Community Organization_____
Other (Specify)_____

My present employment is mainly in:

Casework_____   Group Work_____
Community Organization_____
Other (Specify)_____

Read the following carefully:

Below you will find a list of 60 words which we would like you to view as activities performed by social workers in the field of social work. As you view each word as an activity, refer to your own social work practice and consider the following:

(1) Clarity: How clear is the meaning of the word as it relates to the activity being performed?

(2) Frequency: How often do you perform this activity in your work?

(3) <u>Importance</u>: How valuable is this activity to your present
work?

In making your judgment of the words in these three areas, visualize
five different categories numbered one through five. We would then
like you to respond to each word viewing <u>category one</u> as being your
lowest possible response, <u>category five</u> as being your highest possible
response, and categories 2, 3, and 4 as being your other degrees of
response.

You will notice on each of the following pages two columns of words.
To the right of each word there are three boxes which are for

    (1) Your response to clarity;
    (2) Your response to frequency;
    (3) Your response to importance.

As you consider each word in regard to these three areas, mark in the
appropriate box your opinion expressed numerically according to the
categorical scale outlined above.

       Example: Clarity   Frequency   Importance

      <u>Imply</u>   [   ]   [   ]   [   ]

CONCEPTS WITH SIGNIFICANT
DIFFERENCES BETWEEN GROUP MEANS ON
THE DIMENSION OF FREQUENCY

Action Concept	Greater Group Mean				Lesser Group Mean			
	CWI	GWI	CWII	COII	CWI	GWI	CWII	COII
Dispose	x						x	
Foster	x							x
Illustrate	x		x	x		x		
Interact	x	x	x				x	
Recommend	x						x	
Verbalize	x	x						x
Perceive		x	x					x
Conserve		x	x					x
Challenge		x			x			
Recognize			x					x
Resist			x					x
Nurture			x					x
Stress			x		x			
Discover			x					x
Program				x	x			
Infer				x		x		
Recommend				x		x	x	
Solve				x	x			
Train				x		x		
Shorten				x			x	

APPENDIX VII

CONCEPTS WITH SIGNIFICANT DIFFERENCES BETWEEN GROUP MEANS ON THE DIMENSION OF IMPORTANCE

Action Concept	Greater Group Mean				Lesser Group Mean			
	CWI	GWI	CWII	COII	CWI	GWI	CWII	COII
Deduce	x	x						x
Cure	x					x		
Infer	x					x		
Conserve		x			x		x	
Explain		x			x			
Perceive		x						x
Face		x						x
Subject		x					x	x
Suggest		x			x			
Challenge			x	x	x			
Interact			x					x
Assemble			x			x		
Advocate			x		x		x	
Conserve			x		x		x	
Doubt			x			x		
Influence			x				x	
Insist			x		x	x		
Introduce			x		x			
Manage			x				x	
Reveal			x			x		
Shorten			x				x	
Socialize			x			x		

CONCEPTS WITH SIGNIFICANT
DIFFERENCES BETWEEN GROUP VARIANCES
ON THE DIMENSION OF FREQUENCY

Action Concept	Greater Group Variance				Lesser Group Variance			
	CWI	GWI	CWII	COII	CWI	GWI	CWII	COII
Alleviate	x						x	x
Allow	x	x					x	
Amplify	x						x	
Cure	x		x		x			
Challenge	x	x					x	
Coordinate	x					x		
Deal	x	x						x
Dispose	x						x	
Evaluate	x					x	*x	
Induce	x	x						x
Instigate	x	x		x			x	
Introduce	x						x	x
Involve	x		x		x			
Involve	x	x	x					*x
Illustrate	x	x	x					*x
Protect	x							x
Process	x							x
Propose	x							x
Persecute	x	x		x			*x	
Pay	x	x		x			*x	
Reassure	x							x

*Variance equal to zero

APPENDIX VIII (Continued)

CONCEPTS WITH SIGNIFICANT
DIFFERENCES BETWEEN GROUP VARIANCES
ON THE DIMENSION OF FREQUENCY

Action Concept	Greater Group Variance				Lesser Group Variance			
	CWI	GWI	CWII	COII	CWI	GWI	CWII	COII
Shift	x					x		x
Solve	x	x	x					*x
Shorten	x						x	
Sway	x						x	
Verbalize	x	x		x			*x	
Alleviate		x					x	x
Discover		x					x	
Destroy		x			x			
Evaluate		x					x	
Insist		x			x			
Introduce		x					x	x
Consider			x		x	x		
Destroy			x		x			
Examine			x		x			
Inquire			x	x	x			
Inquire			x	x		x		
Consider				x	x	x		

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*Variance equal to zero

APPENDIX IX

CONCEPTS WITH SIGNIFICANT
DIFFERENCES BETWEEN GROUP VARIANCES
ON THE DIMENSION OF IMPORTANCE

Action Concept	Greater Group Variance				Lesser Group Variance			
	CWI	GWI	CWII	COII	CWI	GWI	CWII	COII
Assemble	x	x						x
Amplify	x					x	x	x
Cure	x		x			x		
Cope	x		x	x		x		
Contribute	x					x		
Conserve	x					x		
Defend	x					x		
Doubt	x	x					x	
Educate	x	x	x					*x
Evaluate	x	x		x			*x	
Introduce	x	x						x
Involve	x		x		x			
Involve	x	x	x					*x
Minimize	x	x					x	
Minimize	x	x						x
Nurture	x	x	x					*x
Oppose	x	x	x					*x
Perceive	x	x		x			*x	
Persecute	x			x			*x	
Pay	x							x
Perceive	x					x		

*Variances equal to zero

APPENDIX IX (Continued)

CONCEPTS WITH SIGNIFICANT
DIFFERENCES BETWEEN GROUP VARIANCES
ON THE DIMENSION OF IMPORTANCE

Action Concept	Greater Group Variance				Lesser Group Variance			
	CWI	GWI	CWII	COII	CWI	GWI	CWII	COII
Suggest	x							x
Subject	x						x	x
Show	x							x
Verbalize	x						x	
Alleviate		x					x	
Allow		x			x			
Consider		x	x	x	x			
Destroy		x			x			
Induce		x					x	
Infer		x						x
Inquire		x						x
Recognize		x			x			
Satirize		x			x			
Sum-up		x						x
Examine			x		x			x
Entice			x					x
Explain			x					x
Inquire			x	x	x			
Insist			x	x	x			
Involve			x					x
Respond			x					x
Satirize			x		x			x
Indoctrinate				x		x		