

Assessing the attitude and behaviors of social work students towards Social Justice

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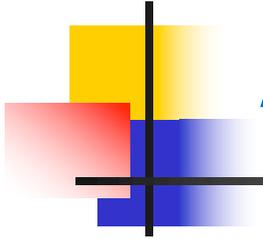
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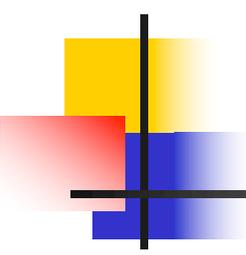
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Meanings of Social Justice

- *Complex & contested*
- *Social justice is a concept of fairness (Rawls, 1999)*
- *A protection of persons' rights*
- *A commitment to equality*



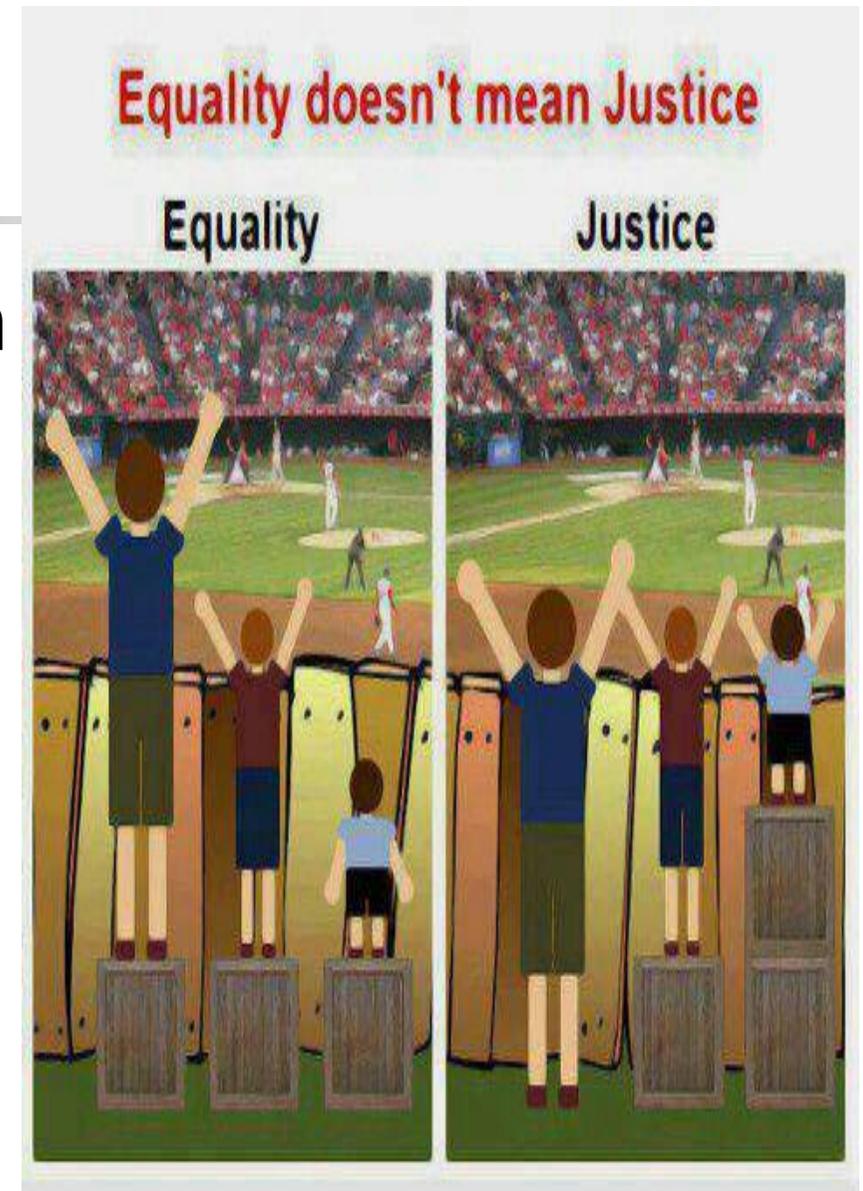
Three Components in Social Justice

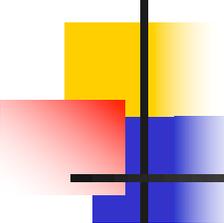
- 1) Legal justice: concerned with what people owe society*
- 2) Commutative justice: addresses what people owe each other*
- 3) Distributive justice: what society owes the people*

Sarah Banks:

Four basic principles (2012)

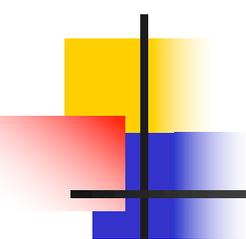
- 1. Respect for and promotion of individuals' rights to self-determination
- 2. Promotion of welfare
- 3. Equality:
 - equal treatment
 - equal opportunity
 - equality of outcomes
- 4. **Distributive justice**





Social Justice in Social Work

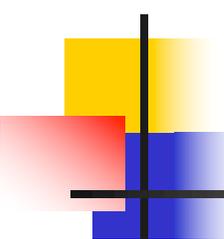
- *One of the core values of social work*
- *Social workers have the responsibility to accept and promote social justice (IASSW, 2004; SWRB, 2013)*
- *Advocating and upholding social justice is the motivation and justification for social work (IFSW, 2014)*



What Social Workers can do with Social Justice ?

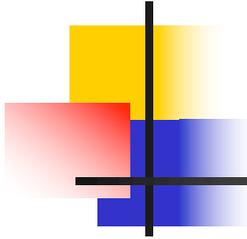
IASSW (2004) specified 5 areas:

- 1. Challenging negative discrimination*
- 2. Recognizing diversity*
- 3. Distributing resources equitably*
- 4. Challenging unjust policies and practices*
- 5. Working solidarity towards an inclusive society*



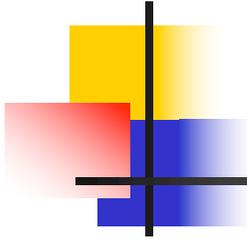
What we can do for Social Justice

- *Promote distributive justice and social fairness*
- *Reduce barriers and expanding choice and potentials for all (in particularly those disadvantaged and vulnerable)*
- *To change social structures or sytems that preserve inequality and injustice*



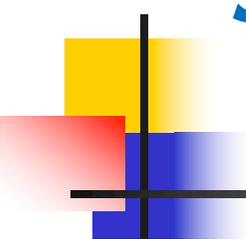
Teaching Social Justice

- *Social work students are expected to share such value and realize it in their lives.*
- *However, while there are frequent discussion over how social justice should be taught and included in the curriculum, there are little local researches studying on the extent social work students share the value of social justice and the way it is realized.*



Social Justice Scale (SJS)

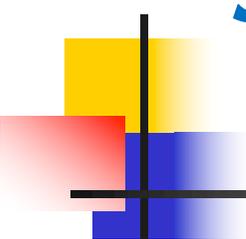
- *Developed by Torres-Harding, Siers & Olson (2012)*
- *Based on a four-factor conception of Ajzen's theory (1991)*
- *44 items to measure social justice-related values, attitudes, perceived behavioural control, subjective norms and intentions*



Social Justice Scale (SJS)

Four subscales/domains:

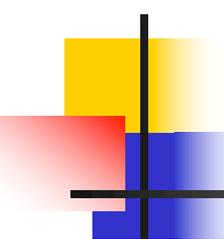
- 1) Attitudes towards social justice (ATT)
- 2) Perceived behavioural control (PBC)
- 3) Subjective norms (SN)
- 4) Behavioural intentions (BI)



Social Justice Scale (SJS)

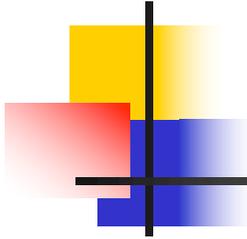
Validation based on four hypotheses:

- 1) Individual with favourable social justice-related attitudes and intentions, less likely to believe that the world is a just or fair place;
- 2) People who express more racist or sexist attitudes might express less favourable social justice-related attitudes and intentions;
- 3) People with favourable attitudes towards social justice may also indicate a greater willingness to engage in public service;
- 4) Individuals who express more favourable attitudes towards social justice activities would be more likely to identify as a social activist.



The tasks of this study (2019)

- To explore:
 - ① What the SJS scale can tell us **about our students'** commitment and participation in social-justice related activities.
 - ② Whether the four domains **predict the behavioural performance** of social-justice related activities.
 - ③ Whether we can measure the **outcomes of educational efforts** through our training programmes.



Methods

- The Social Justice Scale translated in Chinese.
- Administered to undergraduates (Year 2 to Year 4) of CIHE in May, 2019,.
- 146 participants completed.
- An exploratory study, not a validation of the scale in Chinese, no examination of the convergent and discriminate validity.
- Groundwork for future study of social justice and social work values.

Results

Basics-1: Sex, Age

性別

	Frequency	Percent	Valid Percent
男	55	37.7	37.7
女	91	62.3	62.3
Total	146	100.0	100.0

年齡

	Frequency	Percent	Valid Percent
1 8 - 2 0	22	15.1	15.1
2 1 - 2 3	70	47.9	47.9
2 4 - 2 6	38	26.0	26.0
2 7 - 2 9	9	6.2	6.2
2 9 以上	7	4.8	4.8
Total	146	100.0	100.0

Results

Basics-2:

Religion, Status of Study

宗教

	Frequency	Percent	Valid Percent
天主教	7	4.8	4.8
基督教	41	28.1	28.1
佛教	2	1.4	1.4
道教	1	.7	.7
沒有	94	64.4	64.4
其他	1	.7	.7
Total	146	100.0	100.0

現就讀年級

	Frequency	Percent	Valid Percent
二年級	34	23.3	23.8
三年級	36	24.7	25.2
四年級	73	50.0	51.0
Total	143	97.9	100.0
Missing	3	2.1	
Total	146	100.0	

Results

Basics-3:

ADHD, Work Experience



是否曾在社福機構工作			
	Frequency	Percent	Valid Percent
是	73	50.0	50.0
否	73	50.0	50.0
Total	146	100.0	100.0

是否完成 ADHD			
	Frequency	Percent	Valid Percent
已完成社工 ADHD	57	39.0	39.0
已完成其他 副學士	46	31.5	31.5
沒有修讀 副學士	43	29.5	29.5
Total	146	100.0	100.0

SJS: Reliability statistics

Reliability Statistics

ATT:
Attitudes towards social
justice

PBC:
Perceived behavioural
control

SN:
Subjective norms

BI:
Behavioural intentions

	Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of items
Attitude	0.910	0.918	11
Perceived-BC	0.890	0.891	5
Subjective norms	0.880	0.880	4
Be-Intentions	0.924	0.924	4
Valid N (listwise)	146		



SJS: Descriptive statistics

ATT:
Attitudes towards social
justice

PBC:
Perceived behavioural
control

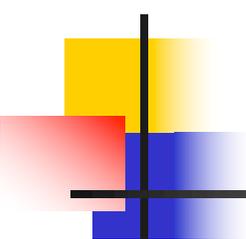
SN:
Subjective norms

BI:
Behavioural intentions

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Attitude	146	43.00	77.00	66.68	6.68
Perceived-BC	146	14.00	35.00	26.21	4.22
Subjective norms	146	8.00	28.00	19.96	4.17
Be-Intentions	146	4.00	28.00	22.07	3.42
Valid N (listwise)	146				

Discussion (1):

What the SJS scale can tell us **about our students**



- 1) Our students had **fairly high scores** in the four subscales of SJS, reflecting that they tend to endorse social justice values, goals and behaviours.
- 2) They also **tend to support** engagement in social justice-related activities.
- 3) In our students' social context, there were **good support for their engagement** in justice-related activities.

Correlations with social work activities

			Attitude	Perceived_ BC	Subjective	Be_Intent
Kendall's tau_b	第2.25題	Correlation Coefficient	<i>.124</i>	<i>.283**</i>	<i>.308**</i>	<i>.285**</i>
	我經常做義工，參與 各種義工活動。	Sig. (2-tailed)	<i>.050</i>	.000	.000	.000
		N	146	146	146	146
		第2.28題	Correlation Coefficient	<i>.172**</i>	<i>.346**</i>	<i>.358**</i>
	我經常接觸社工，並 參加他們舉辦的活動	Sig. (2-tailed)	<i>.007</i>	.000	.000	.000
		N	146	146	146	146

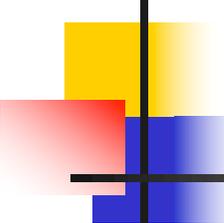
Correlations with commitment in social work

			Attitude	Perceived_ BC	Subjective	Be_Intent
Kendall's tau_b	第2.33 題 我正在努力裝備自己 好成為一個社工。	Correlation Coefficient	.389**	.286**	.187**	.352**
		Sig. (2-tailed)	.000	.000	.005	.000
		N	146	146	146	146
	第2.35 題 我喜歡做服務人的工 作。	Correlation Coefficient	.370**	.189**	.147*	.318**
		Sig. (2-tailed)	.000	.005	.028	.000
		N	146	146	146	146

Discussion (2):

How the four domains **predict the behavioural performance** of social-justice related activities

- There are **correlations** of the four domains with respondents' **performance** of social work activities and **commitment** in social work.
- There is potential that the results of the four SJS subscales can **predict** the **behavioural performance** of social work related activities.
- The four SJS domains also have potential to **assess** the respondents' **commitment** in social work.



Conclusion

- We should consider **more efforts** to encourage students to engage in social justice-related activities, through **strengthening their ability** and creation of a **facilitating environment**.
- Future research should be conducted to develop a **Chinese SJS scale** to assess the practitioners' attitude and behaviors towards social justice.
- **More rigorous discussion** of the ideas of social justice should be encouraged.