

# **A STUDY ON SATISFACTION OF SOCIAL WORK STUDENTS ON THE ADEQUACY AND EFFECTIVENESS OF TEACHING IN SOCIAL WORK COURSE**

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## **Abstract:**

*There is a steep decline in the enrolment of students in social work education, both at undergraduate and post graduate level in the state of Telangana. This is partly owed to the establishment of more no. of institutions offering social work education recently and also on the dissatisfaction of the students regarding the adequacy of teaching regarding the course. To understand the decline the present study is conducted in Telangana state among social work students in selected colleges of social work educational institutions of various Universities. A total of 231 students of both undergraduate and post graduate levels have participated in the study. A structured questionnaire is administered to them and results present that the satisfaction levels of students with regard to adequacy of social work course teaching are quite discouraging. Students were dissatisfied with teaching staff and teaching methodology. There is a need for future research and practice in this domain.*

*Keywords: Social Work Course, Structured Questionnaire, Social Work students*

## **1.Introduction**

A nearly century old educational programme social work education is being offered almost by all the universities in the country. Both theory and field work are the components of social work course enabling it to be called as a professional course. The programme is offered as a diploma, graduation, post-graduation and PhD programmes in Indian universities. Social work education is practice oriented and interdisciplinary in nature. Social work education assists and enables the clients ranging from individuals, groups and communities, empowers them and puts in efforts to enable them for leading a holistic life. The important objective of social work education is in developing the decision-making abilities of the people. Therefore, a systematic understanding of such satisfaction levels among the students is of cardinal concern for revamping the programmes that could produce quality human resources to our service organisations. Encouraged by such gap, the present study is conducted to understand the satisfaction levels among students across all the universities in Telangana state with regard to adequacy of teaching social work.

## **2. Review of literature:**

Mushrooming of universities and programmes in social work education has created surplus of seats and the demand for the students is in decline owing to scarcity of faculty members , inadequacy and ineffectiveness of teaching and scanty job opportunities resulting in dissatisfaction among the students and also the existing faculty (**Varma R.M.,1989**).

The key stakeholders are Social Work educational institutions, students, alumni, faculty practitioners and employers (**Srivastava S.P.,1998**).

The role of government and professional social work associations is very negligible in the current context as stake holders (**Lysack,1998**).

With regard to student satisfaction, Anne and Julie (2008) suggest that practicum is an important part of social work education. What makes pupils happy about this tough learning

experience? To examine parameters linked with happiness, 142 graduate social work students concentrating in direct practise were studied. Students' evaluations of the quality of field instruction, the desirability of and involvement in the agency, and didactic explanations for the field teacher all played a role in satisfaction. The findings emphasise the relevance of readily available supportive supervision, active learning, feedback, and conceptual input in student learning.

As regards placement, A qualitative study on social work students was undertaken by Ching Man Lam et al. (2006) to investigate the significance of social work field education and the learning experiences of social work students during their placement.

### **The Present study**

The Enrolment of students into social work courses In Telangana are dwindling over the last few years, despite the setting up of new colleges. It has become imperative to understand and analyse the causes for this state of affairs. Of late it is also observed that many of the private colleges are winding up for lack of admissions. The study would focus on why the students are not keen on pursuing the courses and what are their assessment and expectations from the courses. One cause of concern is that in University and Constituent colleges also the admissions are declining.

Revamping and restructuring of social work educational programmes is the need of the hour. Such need is to be assessed and analysed periodically so that more useful content could be delivered to the students year after year and also provide competent human resources to the human service organisations. Therefore, understanding the satisfaction levels of the students with regard to their educational programmes need renewed focus by all the concerned with the design and delivery of the programme content. Thus, the present study aims to examine the student's satisfaction with Social Work course with regard to teaching. This study attempts to assess and understand the satisfaction with various facets of social work education according to the students.

### **Objectives**

The following objectives are formulated keeping in view the purpose of the study.

1. To find out the satisfaction levels of students on the adequacy of teaching
2. To find students expectations from social work education.

### **Hypotheses**

Based on the objectives it is hypothesized that –

1. Research Hypothesis (H1): Social work students vary in their levels of satisfaction regarding adequacy of teaching according to the Universities.  
Null Hypothesis (Ho): Social work students do not vary in their levels of satisfaction regarding adequacy of teaching according to the Universities.
2. Research Hypothesis (H2): Social work students vary in their levels of satisfaction regarding effectiveness of social work teaching according to the Universities.  
Null Hypothesis (Ho) Social work students do not vary in their levels of satisfaction regarding effectiveness of social work teaching according to the Universities.

### **The Method**

This study is carried out in the state of Telangana which is the youngest state in the country. In Telangana 6 universities are offering Social Work courses at post-graduation level, however



	Mahatma Gandhi University	16	3.00	1.033		
	Kakatiya University	66	2.52	1.256		
Tools	Osmania University	71	2.49	1.206	5.054	0.000
	Palamuru University	25	1.84	1.028		
	Satavahana University	7	2.43	0.976		
	Telangana University	46	2.98	1.125		
	Mahatma Gandhi University	16	2.94	1.340		
	Kakatiya University	66	2.23	0.819		
Cases	Osmania University	71	2.58	1.421	5.656	0.000
	Palamuru University	25	1.92	0.997		
	Satavahana University	7	2.14	1.464		
	Telangana University	46	2.96	1.264		
	Mahatma Gandhi University	16	3.19	1.167		
	Kakatiya University	66	2.05	0.867		
Role plays	Osmania University	71	2.89	1.379	3.162	0.009
	Palamuru University	25	2.04	0.841		
	Satavahana University	7	2.57	1.512		
	Telangana University	46	2.57	1.003		
	Mahatma Gandhi University	16	3.44	1.504		
	Kakatiya University	66	2.59	1.202		
Demo	Osmania University	71	3.55	1.556	4.877	0.000
	Palamuru University	25	2.52	1.262		
	Satavahana University	7	3.43	1.813		
	Telangana University	46	2.76	1.353		
	Mahatma Gandhi University	16	3.94	1.389		
	Kakatiya University	66	2.65	1.504		
Use of Computers	Osmania University	71	3.58	1.618	3.554	0.004
	Palamuru University	25	2.60	1.555		
	Satavahana University	7	3.71	1.890		
	Telangana University	46	2.83	1.403		
	Mahatma Gandhi University	16	3.81	1.424		
	Kakatiya University	66	2.76	1.665		
Internet	Osmania University	71	3.04	1.346	1.735	0.128
	Palamuru University	25	3.56	0.870		

Satavahana University	7	3.14	1.464
Telangana University	46	3.24	1.251
Mahatma Gandhi University	16	3.81	0.750
Kakatiya University	66	3.44	1.111

**Adequacy of Teaching Style**

In terms of teaching style adequacy, students from all universities rated it worse than predicted, with a mean score of less than 3. The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

**Adequacy of Teaching Method**

As regards teaching technique adequacy, students from all universities rated it worse than predicted, with a mean score of less than 3. However, Satavahana University students rated it higher than predicted, with a mean score of more than 3. The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

**Adequacy of Teaching Tools**

When it came to the adequacy of teaching materials, students from all universities rated them lower than expected, with a mean score of less than 3. The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

**Adequacy of Cases**

In terms of case usage appropriateness, students from all universities rated it worse than predicted, with a mean score of less than 3. However, Mahatma Gandhi University students rated it higher than predicted, with a mean score of more than 3. (3.19). The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

**Adequacy of Role Plays**

When it came to the adequacy of role plays, students from all universities rated them lower than predicted, with a mean score of less than 3. However, Mahatma Gandhi University students rated it higher than predicted, with a mean score of more than 3. (3.44). The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

**Adequacy of Demo**

In terms of demo adequacy, students from all universities rated it higher than predicted, with a mean score of greater than 3. (3.14). Students from Palamur University, Telangana University, and Kakatiya University, on the other hand, rated it lower than predicted, with a mean score of less than 3. (2.64). The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

**Adequacy of Use of Computers**

When it came to the appropriateness of computer use, students from all universities scored higher than predicted, with a mean score of more than 3. (3.21). Students from Palamur University, Telangana University, and Kakatiya University, on the other hand, rated it lower than predicted, with a mean score of less than 3. (2.73). The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

**Adequacy of Internet**

In terms of internet adequacy, students from all universities rated it higher than predicted, with a mean score of more than 3. The F-value also supports this conclusion, showing that the mean differences are statistically insignificant.

When it comes to the adequacy of pedagogy for social work education in terms of factors such as teaching style, technique, tools, cases, role plays, and demo, students believe they are ineffective since they are not employed properly. Students, on the other hand, are very satisfied with the effective use of computers and the internet by faculty in teaching because these facilities are widely available in educational institutions and colleges are also wi-fi enabled, but the internet's availability, connectivity, and speed are a hindrance.

**University and Use of Audio- Visual aids in teaching**

The utilisation of various audio-visual aids by the faculty can improve the efficacy of instruction. It also introduces new teaching methods. All efforts are made to better present the material to the pupils. Because we are currently living in the digital age, pupils are given a higher emphasis when it comes to utilising technology. Faculty members commonly use blackboards, PowerPoint presentations, overhead projectors, and smart boards. As a result, the data gathered in this regard has been cross-tabulated and displayed in the table below.

**Table 2: University And Use of Audio- Visual Aids in Teaching**

S.NO.	Name of University	Audio- Visual aids					Total
		PPT's	Charts & Diagrams	OHP	Black Board	Others	
1	Osmania University	20	2	4	45	0	71
		28.2%	2.8%	5.6%	63.4%	0.0%	100.0%
2	Kakatiya University	8	7	0	50	1	66
		12.1%	10.6%	0.0%	75.8%	1.5%	100.0%
3	Mahatma Gandhi University	1	0	0	15	0	16
		6.3%	0.0%	0.0%	93.8%	0.0%	100.0%
4	Palamuru University	2	0	5	18	0	25
		8.0%	0.0%	20.0%	72.0%	0.0%	100.0%
5	Satavahana University	2	0	0	5	0	7
		28.6%	0.0%	0.0%	71.4%	0.0%	100.0%
6	Telangana University	10	0	6	29	1	46
		21.7%	0.0%	13.0%	63.0%	2.2%	100.0%
	Total	43	9	15	162	2	231
		18.6%	3.9%	6.5%	70.1%	0.9%	100.0%

**Chi-Square=40.479a df=20 P=0.004**

According to the table 4.53, when asked about the most commonly used audio visual aids by teachers at Osmania University, the majority of students (63.4%) said black boards, followed by a little over a quarter of students (28.2%) said PowerPoint presentations, and the remaining small per centage of students (5.6%) said overhead projector. A huge majority of Kakatiya University students (75.8%) said black boards, with a lesser per centage of students (12.1%) saying PowerPoint presentation and (10.6%) saying charts and diagrams.

The vast majority of Mahatma Gandhi University students (93.8 %) selected blackboards, followed by a lesser number of students (6.3 %) who claimed PowerPoint presentations. A huge majority of Palamuru University students (72%) stated their teachers use a blackboard, followed by nearly one-fourth of students (20%) an overhead projector, and a smaller per centage of students (8%) said PowerPoint presentations.

A huge majority of Satavahana University students (71.4%) answered that teachers utilise blackboards, followed by a little more than one-fourth of students (28.6%) who claimed that lecturers utilise Power Point presentations. The majority of Telangana University students (63 %) said blackboards, followed by nearly a quarter of students (21.7 %) who stated PowerPoint presentation, and a smaller number of students (13 %) who claimed overhead projector.

To summarise, a vast majority of students in Telangana indicated (70.1%) that teachers use a blackboard, followed by a lesser per centage of students (18.6%) stated power point presentation, (6.5%) said overhead projector, (3.9%) said charts and diagrams, and (0.9%) stated others. The utilisation of audio-visual assistance is depending on the university chosen, according to the Chi-square test result.

Teachers use a variety of tools, such as audio-visual aids, to train the students. Teaching aids such as blackboards and PowerPoint presentations are prevalent. Many professors have laptop computers that they utilise in the classroom with a projector. Blackboards, on the other hand, are preferred by teachers since they are more familiar with them.

**Hypotheses Results:**

1. Social work students vary in their levels of satisfaction regarding adequacy of teaching according to the Universities. Hence the research hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected.

**University and effectiveness of teaching**

The purpose of this study is to determine the effectiveness of teaching in social work education, with a focus on differences between universities. The data obtained in this regard is subjected to Means and F-values computations. The following tables show the results in this regard.

**Table 3: University And Effectiveness of Teaching**

S.NO.			N	Mean	SD	F(df=5,225)	P=
1	How effective is Class room teaching	Osmania University	71	2.32	0.858	4.949	0.000
		Palamuru University	25	2.92	1.352		
		Satavahana University	7	2.57	1.134		
		Telangana University	46	3.04	0.942		
		Mahatma Gandhi University	16	2.25	1.065		



When it came to the efficacy of classroom instruction, students from all universities rated it lower than expected, with a mean score of less than 3. However, Telangana University students rated it higher than predicted, with a mean score of more than 3. (3.04). The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

**Effectiveness of cases in teaching**

When it came to the usefulness of instances in teaching, students from all universities gave it a lower score than predicted, with a mean score of less than 3. The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

**Effectiveness of Group Discussion in teaching**

When it came to the usefulness of group discussion in teaching, students from all universities thought it was less effective than predicted, with a mean score of less than 3. The F-value also supports this conclusion, showing that the mean differences are statistically insignificant.

**Effectiveness of role plays in teaching**

When it came to the usefulness of role plays in teaching, students from all universities gave it a lower score than predicted, with a mean score of less than 3. The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

**Effectiveness of demo in teaching**

When it came to the usefulness of demo in teaching, students from all universities gave it a lower score than predicted, with a mean score of less than 3. The F-value also supports this conclusion, showing that the mean differences are statistically insignificant.

**Effectiveness of visual aids in teaching**

In terms of the usefulness of visual aids in teaching, students from all universities gave it a lower rating than predicted, with a mean score of less than 3. The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

When it comes to the effectiveness of teaching in terms of criteria such as class room teaching, cases, and role plays, students believe they are more effective since the faculty uses them appropriately due to their competency, interest, skill, and knowledge of the subject.

**University and adequacy of instructional teaching**

The purpose of this study is to determine the extent of instructional adequacy in social work education, with a focus on differences between universities. The data obtained in this regard is subjected to Means and F-values computations. The following tables show the results in this regard.

**Table 4: University And Adequacy of Instructional Teaching**

S.NO.			N	Mean	SD	F(df=5,225)	P=
	The teaching hours per week	Osmania University	71	2.34	0.861	3.879	0.002
		Palamuru University	25	1.80	0.816		

1	for each paper / subject are	Satavahana University	7	1.71	0.488		
		Telangana University	46	2.74	1.021		
		Mahatma Gandhi University	16	2.06	0.574		
		Kakatiya University	66	2.47	1.280		
2	The course content for each paper covered by the teacher is	Osmania University	71	2.34	0.925	2.084	0.068
		Palamuru University	25	2.64	0.995		
		Satavahana University	7	2.14	0.690		
		Telangana University	46	2.63	0.771		
		Mahatma Gandhi University	16	1.94	0.443		
		Kakatiya University	66	2.36	0.955		
3	In your view the class room instructions are	Osmania University	71	2.07	0.976	3.598	0.004
		Palamuru University	25	2.68	1.108		
		Satavahana University	7	2.57	0.976		
		Telangana University	46	2.80	1.088		
		Mahatma Gandhi University	16	2.00	0.894		
		Kakatiya University	66	2.47	1.153		
4	Is Social work education taught in english language adequate?	Osmania University	71	13.00	4.239	1.030	0.400
		Palamuru University	25	13.04	3.034		
		Satavahana University	7	12.57	4.429		
		Telangana University	46	14.04	3.091		
		Mahatma Gandhi University	16	14.69	2.120		
		Kakatiya University	66	13.70	3.646		

**Adequacy of the teaching hours per week for each paper / subject are**

Students from all universities rated the adequacy of teaching hours per week for each paper / subject as being less than expected, with a mean score of less than 3.

The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

**Adequacy of the course content for each paper covered by the teacher is**

The sufficiency of the course content for each paper addressed by the teacher was rated lower than predicted by students from all universities, with a mean score of less than 3. The F-value also supports this conclusion, showing that the mean differences are statistically insignificant.

### **Adequacy of the class room instructions are**

When it came to the sufficiency of classroom instructions, students from all universities gave it a lower score than predicted, with a mean score of less than 3. The F-value also supports this conclusion, demonstrating that the mean differences are statistically significant.

### **Adequacy of Social work education taught in English language**

When it came to the adequacy of social work education taught in English, students from all universities thought it was better than expected, scoring a mean of more than 3.

When it comes to the sufficiency of teaching hours and classroom instructions, students believe they are sufficient since their expectations are met. The number of teaching hours and the length of each lesson are sufficient to cover each paper and the syllabus. The professors explain the subject in both English and the local tongue in a way that the students can understand.

### **Hypotheses Results:**

1. Social work students vary in their levels of satisfaction regarding the effectiveness of social work teaching according to the Universities. Hence the research hypothesis(H2) is accepted and the null hypothesis (Ho) is rejected.

### **Conclusions**

*Satisfaction levels are essential for any student with regard to the course which he is pursuing and it is more important at post-graduation level, after which they progress into their jobs. Hence in this context this study is conducted in social work colleges across Universities in Telangana. More than two hundred students participated in this study by responding to a structured questionnaire which included a pilot tested standardised scale to measure their satisfaction on adequacy and effectiveness of teaching social work education. The findings are not encouraging as the levels of satisfaction are dropping very rapidly. Therefore, implications for the university administration, departmental heads and also to the faculty members, in addition to the government authorities for their involvement in decisions to improve the quality of social work education have been of utmost priority.*

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