

CURRENT DEVELOPMENT OF SOCIAL WORK EDUCATION IN MALAYSIA; VIEWS OF ITS EDUCATORS

**(Perkembangan Semasa Pendidikan Kerja Sosial di Malaysia;
Pandangan Tenaga Pengajarnya)**

Siti Nur Edlyn Nadia Zuraiju¹
(edlynnadia@um.edu.my)

Noralina Omar
(noralina@um.edu.my)

Department of Social Administration and Justice, Faculty of Arts and Social
Sciences, Universiti Malaya, Kuala Lumpur, Malaysia

Abstract

Social work educators play a prominent role in delivering quality social work education, which later is crucial in producing efficient social work practitioners. Their views on social work education development are crucial to explain the real situation and suggest the improvement needed. This paper discusses the current development of social work education in Malaysian public universities, from the perspective of its educators. It provides empirical evidence based on a qualitative study that collected its data from an in-depth interview involving 20 social work educators in Malaysian public universities. The findings indicate that most of the social work educators provide positive feedback on the development of social work education where there are increasing in the number of public universities that offering social work programme as well as the total number of social work educators. However, there are few social work educators responded on the opposite side. The issues reported in this paper would provide valuable inputs to the government in enforcing the social legislation for the betterment of social work education in Malaysia as a whole.

Keywords: social work educators, social work education, social work development, public universities, qualitative research.

¹ Corresponding author

Introduction

Social work educators are essential components of social work development. They play critical roles in the development of social work education of a nation. According to Chan and Ng (2004), social work educators' role is *"to simplify into teaching component, ability to use updated case materials for teaching, promote well-tested models of practice relevant to cultural characteristics, understand person and system, add life to dry theory"* (p.2). National Association of Social Workers (NASW) Code of Ethics applies to all including social workers, social work educators and social work students (NASW, 2017). Based on The Code of Ethics, social work educators are accountable for students' performance where educators need to comprehend the six core values in the learning process which are including service, social justice, dignity and worth of a person, importance of human relationship, integrity and competence (NASW, 2017).

Social work education aims to produce ultimate professional graduates who are competent, capable, skilled, knowledgeable, ethical and confident (AASW, 2015). To support the aim, a competent social work educator is pivotal in delivering the necessary foundation of social work education towards developing quality social workers in the future. Also, competent social work educators can guide students throughout the entire learning process, and as a result, the universities keep on producing high-quality social work graduates. They play essential roles in assisting students through education, influencing deliberately, systematically and in an organised manner his/her development. Educators used the education line as a tunnel for knowledge transmission in carrying out responsibility as a social worker (Costin & Bran, 2016; McKee, Muskat & Perlman, 2015).

Social work educators' views, understanding and knowledge on the development of social work education are essential to provide the latest information on the performance and improvement in the academic programmes of social work for Malaysian public universities. Moreover, progressive development would encourage social work educators always to equip themselves with specific skills to encounter any changes that take place in the social work policy or agenda. Furthermore, social work

educators can provide students with practical approaches and information on complex global social issues.

The statement, as mentioned above, prove that social work educators are vital to the delivering of good social work education. Thus, this paper reports the development of social work educators in Malaysian public universities and issues that they are facing, which need to address efficiently. This paper reveals actual data based on the perspective of social work educators. Findings of the study are essential to further enhance the empowerment of social work educators and education in the future.

Literature Review

Definition of social work

Social work is a field that directly deals with individuals, groups and communities. Social work also addresses multiple and very complex influences between people and environments (Faruque & Ahmmed, 2013). It focuses on the maintenance and improvements of individuals, groups and societies well-being; as well as to respect human dignity and human rights at large (AASW, 2015). Additionally, social work also upholds reliable indicators of cultural relevance, indigenization, localization, and authenticity (Faruque & Ahmmed, 2013).

The International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) define social work as a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work education and practice. It is a practised-based profession that required a student to learn theoretical and fieldwork practices to obtain values, skills and knowledge in practising social work profession (Papouli, 2014).

Social Work Development in Malaysia

Social welfare in Malaysia had started since Malaysia, before this known as Malaya, was colonised by the Portuguese, Dutch, British and Japan. During the British

(first landed in Penang in 1786 through East India Company) rule, social welfare was targeted only on the immigrants from China and India. The British were very particular in providing welfare to these groups because they worked for the British. Chinese immigrants work in the tin mining sectors, while Indian immigrants were working in the estate. Some associations established to cater to the needs of immigrants from China and Indian (Noraini, 2008; Pathmanathan & Siti Hajar, 2013; & Siti Hajar, 2002). Both China and Indian associations have almost similar functions in providing needs and protection to the immigrants. Chinese association is known as Chinese Protectorate. Meanwhile, Indian association is known as the Indian Immigration Committee (Noraini, 2008 & Siti Hajar, 2002). On the other hand, the welfare system in Malaya also developed by Christian missionary and women voluntary from Federated Malay State in which they were very active in assisting the community especially children and poor people from the year 1815 until 1845 (Pathmanathan & Siti Hajar, 2013).

During that particular time, the colonial only priorities on the economy and trade. The colonial government abandonment on the local welfare resulted in the spreading of various communicable diseases, particularly malaria, beriberi (malnutrition disease) and dysentery in the community (Noraini, 2008). The diseases keep on spreading due to excessive numbers of immigrants came to Malaya. From 1896 until 1914, malaria disease was the central disease that was actively spreading in the Federated Malay States. Another disease affected in Malaya during the colonial period were dysentery and diarrhoea diseases. Both of these diseases due to infected food and water supply. The other reason for these diseases was because of the high density of population at one place (Noraini, 2008). The situations (beriberi, malaria and dysentery) then resulted in the establishment of the Medical Research Institute in Kuala Lumpur in 1900 (Noraini, 2008), which the main aim was to reduce diseases in the community. The institute managed to control and reduce cases of infectious diseases in the Malay state.

Later, in 1941, Japan had invaded Malaya. At first, the community believed that the Japanese were able to end the British rule due to the Japanese 'Asian for Asian' slogan (Hatta & Saad, 2018). However, the Japanese overlook the issue of social

welfare. It resulted in severe life conditions among the local. Impoverishment was excessive. The communities were in poor conditions due to the critical deficit of basic need (Hatta & Saad, 2018). Communicable and infectious diseases increase. The diseases were including cholera, malnutrition and malaria. The imperial government of Japan only focused and took care of their army's health rather than the community at large (Siti Hajar, 2002).

After World War II ended, the British came back to colonised Malaya; however, with a different agenda. This time, the British was thoughtful with the effort to develop Malaya to an independent state and helped the country to establish relevant ministries (including social welfare) to respond to the nation's need. In term of social welfare, the British through its religious bodies voluntary agencies lead by British officials in Malaya initiated the social work effort by training some local women to address the issue of poverty, prostitution, and child welfare (Hatta & Saad, 2018). Then, the British also established significant welfare organisations such as the Welfare Council of Malaya, the Malayan Women's Service League, the Ipoh Women's Association and the Penang's New Democratic Youth League. Those organisations administer and providing welfare for the community members who were in need (Hatta & Saad, 2018).

The profession of social work (particularly medical social work) started in 1950, and most of the trained social workers located in the government hospital. Together with the British expatriate known as 'Almoners', these social workers train the local until they can replace the expatriate. At this early stage, social workers were also sent for specialized training in overseas to maintain and produce social work professionals in juvenile delinquents' unit. British Almoners established the first professional body for social workers in 1955, known as the Malaysia Association of Almoners (MAA). In the late 1960s, it was renamed the Malaysian Association of Medical Social Workers (MAMSW) which successfully fought for a professional scheme of service within the civil service (MASW, 2018).

Eleven years before the independent, which was in 1946, a prominent Department of Social Welfare was established to cater to social issues, juvenile

delinquency, poverty, children and women issues. Department of Social Welfare at that time coordinated with several aspects of social services which were including Minister for Labour and Social Welfare, who was responsible to the Federal Legislative Assembly. In 1948, the Department of Social Welfare was reshuffled due to the formation of the Federation of Malaya. Then, the Federal Government and State Government shared similar responsibilities after the decentralisation took place in the department in 1951 (Jones, 1958). After independence, the Department of Social Welfare has enlarged its services in providing protection and rehabilitates people, including poor people, natural disaster victims, children, older people, disabled people and homeless groups. Later, in 1973, the Malaysian Association of Social Workers (MASW) was formed, after medical social workers have agreed to include social welfare, prisons and social work education in the association. MASW is then established as a body to support social workers. The mission is to promote standards of professional competence in the practice, education and research of social work towards the efficiency and effectiveness of social services for the well-being of the community.

Social work at the beginning started without any proper formal education programme. Due to rapid industrialisation which resulted to various social problems, there was urgency on the importance of having higher education to nurture the social worker from the beginning, which at least knows the basic principle of social work education. The social work training programme in Malaysia (Malaya, then) started as early as before independence. According to Harper (2001), ex-Red Cross members and missionaries provided training programmes for local women to expose them with Western education and also teach them to do things in the right ways. The training programme proved that it was effective in combating issues of local women, prostitution and child welfare. On 10 June 1946, the Malayan Governor of Malaya appointed J.A. Harvey to head the formal Welfare Department with the help of Captain Mohamed Salleh (the first local to be appointed). The department aimed to overcome famine, poverty and aid war victims. London School of Economics provided social work training programme to teach on basic skills in youth, industrial and rural welfare (Shaffie, 2000). The institute also conducted training programmes to train social worker in becoming a professional social worker.

The social work programme was first started in the University of Malaya. It was focusing on specialised training in social work. The University of Malaya, the first university of the nation, offered two courses of Diploma in Social Studies, which consists of Part One and Part Two (Jones, 1958). University graduates and non-graduates who took Special Entrance Examination and have suitable social work experience may enrol into Part One of Diploma in Social Studies. Jones (1958) further explained that Part One of Diploma in Social Studies is an essential qualification for the social work profession. Coherently, this two-year course focused on the theoretical component of Social Casework, Sociology, Social Medicine, Psychology and also any allied subjects closely related to social work. The subjects combined with practical work under experienced supervision (Jones, 1958). Meanwhile, part Two of Diploma in Social Studies offers more advanced nature courses. The overseas graduate who has equivalent qualifications and Part One Diploma holders can enrol into this programme. The first programme of Part Two Diploma began in 1957 and the course designed to provide further general training in Social Studies as well as specialised training (Jones, 1958: 17). The present course allows for specialised training in medical social work and holders of the Part Two Diploma will be eligible for membership of the Malayan Association of Almoners. There was also a mutual agreement on the general policy between the Social Welfare Department and the Department of Social Studies, the University of Malaya in training social caseworkers. The training aimed to provide social worker with a broad general training entitles to deal with cases of many different kinds (Jones, 1958).

The Science University of Malaysia (USM) became the pioneer university in Malaysia, offering an academic programme in social work in 1975 (Sinnasamy, 2006). The establishment of the academic programme was to respond to the gradual need of providing remedial to the poor communities, victims of natural disasters, protection and rehabilitation of children, elderly persons, disabled persons, and homeless persons, young offenders and under-aged girls involved in prostitution (Ling, 2002). The situation then encouraged the appointment of more trained social workers.

From time to time, numbers of public universities offering social work as an academic programme increased. The public universities offered social work programme are the *Universiti Sains Malaysia* (1975), *Universiti Malaya* (1992), *Universiti Malaysia Sarawak* (1993), *Universiti Utara Malaysia* (1997), *Universiti Putra Malaysia* (1999), *Universiti Malaysia Sabah* (2000), *Universiti Kebangsaan Malaysia* (2000) and *Universiti Sultan Zainal Abidin* (2014). Table 1 consists of the list of social work programme offered in the public universities in Malaysia. There are universities offered social work programmes with different names such as Bachelor of Social Administration in *Universiti Malaya* (UM), and Bachelor of Science (Human Development) in *Universiti Putra Malaysia* (UPM). However, social work offered in UPM is as an elective course. Besides these public universities, there were many voluntary organizations established to provide social services and deliver social work practice to the unfortunate groups.

Table 1
Social Work Academic Programmes Offered by Public Universities in Malaysia

University	Name of Programme
Universiti Sains Malaysia (USM)	Bachelor of Social Work
Universiti Malaya (UM)	Bachelor of Social Administration
Universiti Malaysia Sarawak (UNIMAS)	Bachelor of Social Sciences (Hons) Social Work Studies
Universiti Utara Malaysia (UUM)	Bachelor of Social Work Management
Universiti Putra Malaysia (UPM)	Bachelor of Science (Human Development)
Universiti Malaysia Sabah (UMS)	Bachelor of Social Work with Honours
Universiti Kebangsaan Malaysia (UKM)	Bachelor of Social Sciences with Honours (Social Work)
Universiti Sultan Zainal Abidin (UniSZA)	Bachelor of Social Work with Honours

Currently, there are 74 social work educators in Malaysian public universities that teach social work courses. Most of them are from social work background who are at least earned their degrees in Master of Social Work. Nevertheless, there are still a few of them who are coming from another social sciences field. Apart from that, social work educators have formed a committee knows as the National Joint Consultative Committee for Social Work Education (NJCCSWE). This committee is a critical body to support the social work field in Malaysia. It was established in 2000

to ensure minimum standards of social work education curriculum in order to prepare students for professionally competent practice. NJCCSWE also participated in the drafting of National Policy and Standards for Social Work Education in Higher Institutions of Learning.

Methodology

Research approach and design

The researchers designed a qualitative study that employed a case study approach to collect real data about social work educators in Malaysian public universities. The researchers viewed the qualitative approach as a holistic picture in gathering extensive and detail information from the chosen respondents.

Sample and technique of sampling

The researchers utilised the purposive maximal variation sampling technique to choose the participants of the study. Maximal variation sampling aims at capturing and describing the central themes or primary outcomes that cut across many participants or programme variation (Patton, 1990). The researchers interviewed 20 social work educators from seven Malaysian public universities that offered social work programme or courses which are UM, UKM, UPM, USM, UUM, UniSZA and UNIMAS.

Data collection technique

The researchers conducted an in-depth interview method to collect data from the study participants. The researchers also used a semi-structured interview protocol as a guideline in conducting the interview. Probing method was also used throughout the interview session to gain extra information from the participants. The in-depth interview took approximately about 1 hour to 1 hour and a half for every session. The researchers recorded the whole interview session using an audiotape recorder with the permission of respondents to ensure all critical points recorded.

Research ethic

The participants signed the consent form before data collection started to obtain their agreements for participation. Also, the study does not reveal the participant's name to keep them confidential and replaced their names with codes. Moreover, the University of Malaya Ethical Committee approved the study.

Results

One of the essential questions asked was related to the development of social work education in Malaysia. The question was “what is the current scenario of social work educators in Malaysian public universities?”. The intention to ask the question was to know the current development and changes that took place within social work education as a whole. Almost all the social work educators participated in the study provide positive feedback on the development of social work education in the country. As a whole, the development of social work education in Malaysia is steady. All the participants, who are social work educators in all the public universities that are offering the social work academic programmes, believe that the social work education programmes development is promising due to these justifications:

(1) Establishment of social work programmes in all public universities of the country

All the participants of the study know about the historical development of social work academic programmes in Malaysia. They not only realise the increasing establishment of the social work programme in many public universities in Malaysia but also aware on many of the initiatives taken by the government, ministry of education and the public universities to achieve the current performance.

“USM is the first university offered social work programme and then followed by UNIMAS and UMS. Slowly there are other universities which also offered the programme, and the latest one is UniSZA. We can see the needs of producing professional social workers in Malaysia.”

(SWE12/ 18th April 2018)

“Currently, the development of social work education in public universities in Malaysia is encouraging. Earlier, USM is the first public university which offered pure social work education programme. Then,

other public universities, including the University of Malaya, also offer the programme. Even though the University of Malaya does not offer pure social work programme, the main component in social administration is social work. Then, UUM, UKM, UniSZA and other few universities are also interested in offering social work course.”

(SWE19/ 9th July 2018/ 10.20am)

(2) Increasing number of social work educators

The other active feedback on the scenario of social work educators is the total numbers of social work educators are kept on increasing. Most of the social work educators graduated from local and overseas universities. Most of them are generalist social work; not majoring in any specific social work practice. When asked what specialisation they would choose to, surprisingly, many of them would like to specialise in family social work. However, there is a limited vacancy for them to become one.

“We have more and increasing in numbers of social work educators in Malaysian public universities. However, many of them are doing comprehensive research, and also, they are from the local university. Probably there are some of them obtained their masters overseas. Most of the social work educators continued doing their PhD in local universities. Many PhD graduates would like to become an SWE. Is just that we cannot absorb everyone because of the limited number of programmes in public universities. Each programme has its quota.”

(SWE17/ 16th May 2018)

Another participant also commented on the increasing number of social work educators in the local scene.

“Social work educators keep on increasing in other universities as well, and they start to add and develop a new programme which is related to social work. Even though we do not have any act at the moment, but so far, it is encouraging.”

(SWE10/ 17th April 2018)

Meanwhile, another current scenario is that Sabah and Sarawak universities do not have enough social work educators to teach social work course due to their geographical factor. They even asked for potential candidates to be recruited and to be fit into the programme. The condition is quite a tension to cater hundreds of students

in the programme. Meanwhile, another current scenario is that Sabah and Sarawak universities do not have enough social work educators to teach social work course due to their geographical factor. They even asked for potential candidates to be recruited and to be fit into the programme. The condition is quite a tension to cater to hundreds of students in the programme.

“Each university has its quota in recruiting educators. As been told, universities in Sabah and Sarawak have critical educator resources in teaching social work education. Even they have requested us to suggest the best potential candidates that can teach the programme. It seems that there is an urgency of recruiting new educators to cater to numbers of social work students.”

(SWE10/ 4th April 2018)

(3) Establishment of agencies and committee to regulate and control the social work education standard

One of the participants mentioned the establishment of the Social Work Educators Committee to look at the social work education standard. Previously there is no platform for the social work educators to discuss the right standard to improve social work education.

“The current scenario is better than when I start doing my masters. When I start doing my masters, social work education in Malaysia have no standards. However, when I came back from my PhD study, they already have a joint force which is a joint committee for social work educators. So that is a good platform for all the social work educators to see what the standards of social work education in Malaysia are.”

(SWE3/ 13th March 2018)

Another social work educator also agreed that social work education in Malaysia is improving. It is because two bodies support the social work profession as a whole. The comment is as below:

“Currently, the social work profession, including social work education, are becoming more systematic. The social work scenario is getting stronger nowadays. It is because the Malaysian Association of Social Work (MASW) and also the Department of Social Welfare (DSW) is acting as the pillar of the social work profession in Malaysia.”

(SWE11/ 17th April 2018)

However, one social work educator who participated in this study has an opposite opinion about the committee. The committee is indeed an excellent platform to discuss, to argue and to come out with a final decision on an issue, but it was before. Now the committee is no longer active to further discuss the development of the social work programme to a better level. The social work educator pointed out the disappointment as below:

“We do have social work education committee. We gather social work educators from all public universities to discuss one particular issue of the social work programme, especially on the practicum. It is not only a good platform for social work education development but also social work students. However, it was before. Now we do not gather and discuss any more. Every university has its issue, but there is no single solution. For example, issues in UKM would be different from issues in UUM. So, the solution for every problem is solved within the university only. Other universities do not have chances to meet and discuss in finding the solutions.”

(SWE4/ 16th March 2018)

(4) Collaboration among universities offering social work programme

Another social work educator stressed the importance of having an annual meeting between the public universities to discuss current social work development. A round table meeting will produce at least guidelines for social work educators to refer to teaching the course.

“There is no meeting or discussion between the programme and also institutions. At least, the institutions take the initiative to establish a social work programme. We have a committee, but it is not active in which that committee supposed to organize the annual meeting for all social work educators. There will be guideline as reference for all social work educators resulted from the annual meeting. We can also have a sharing knowledge. Unfortunately, there is none of it.”

(SWE8/ 4th April 2018)

The other social work educator also emphasised on the similar issue which is to conduct a meeting between educators at least once. The social work educator commented as below:

“I think social work educator can sit together and discuss to make sure that people aware what is happening...We can have a sit together at least once because everyone has their own task and responsibilities.”

(SWE16/ 25th April 2018)

5) Social Work Act

At the moment, Malaysia does not have a specific Social Work Act that can govern social work education. Social Work Act would better guide and highlight the actual standard of social work and how it can be applied and benefit the community as a whole. Furthermore, it would further guide the roles of social work educators and social work practitioners in Malaysia. According to one respondent:

“...we do not have any Act yet. We need to have an Act to strengthen our discipline...”

(SWE5/ 14th April 2018/ 9.40am)

Besides guiding the structure of the social work field, which involved both social work educators and social work practitioners, this Act can further provide better working opportunities for social work graduates. By having the social work Act, more social work-related careers would be opened to the graduates and government would recognise social work professions. Her comment is made known below:

“...we are hope this Social Work Act is gazetted because it will bring huge opportunities to the students...”

(SWE13/ 19th April 2018/ 10.00am)

Institutional issues (i.e., election and reshuffling of top management in the government) resulted in delays in the discussion of the Act. During the previous government administration, this Act has been actively debated, but again no further actions are taken. Most of the social work educators hope the new government would approve the Social Work Act in the parliament as it would benefit the society at large. One of the participants shared his comment, below:

“We have prepared everything, but then we need to wait for Act to be discussed in the parliament. It will take some times because of the election. Although we were fighting for it a long time ago. However, the problem is the top management keeps on changing, keep on retiring, and

there is no continuity to fight for the social work Act. That is why this Act is yet to be gazetted.”

(SWE15/ 24th April 2018/ 1.40pm)

Discussion

The results conveyed the development of social work education and issues faced by social work educators in Malaysian public universities. Most of the social work educators portrayed encouraging description of the current growth in the social work field. From year to year, the number of public universities offers social work programme are increasing. USM became the first public university who offered social work academic programme in 1975 then followed by others. The latest public university offers social work programme was UniSZA in 2014. It shows that there is a demand for social work education in the market even though the societies still have little knowledge about social work field. Social work education is pivotal to produce qualified social workers in the future to combat pressing social issues in communities. Moreover, social work students are required to undergo fieldwork practicum or internship in social agency or organization to get the chances to deal with challenging social cases with clients, agency and policy practice (Onyiko, Nzau & Ngendo, 2017).

Due to positive development in social work education, social work education committee, which is the NJCCSWE, plays an essential role in monitoring and controlling issues regarding social work curriculum content. This committee is an excellent platform for social work educators to discuss current guideline consistent with international social work basis. Besides that, social work is improving when getting strong support from MASW and the government. However, this committee is currently inactive according to the respondent of this study. The committee does not conduct any discussion among the members to review the development of the social work curriculum of the higher institution that offers social work programme. The NJCCSWE should be reactive to debate the current issue of social work education. NJCCSWE should take the initiative to become the sole accreditation body for social work education. This initiative is crucial to ensure that the current social work curriculum follows the right standards.

Also, good coordination between social work educators is vital in promoting an active social work programme in Malaysia as a whole. It is because coordination is a medium for interaction between individuals or things to attain a goal or effect (Mishra & Mishra, 2009). Social work needs standard coordination in making sure the social work educators and the practitioners practice the right social work skills and values.

For the issue involving the limited capacity of social work educators in Sabah and Sarawak public universities, both public universities request to add the number of social work educators. The current number of educators are inadequate to cater to the numbers of social work students. Thus, there is a need to strengthen the capacity of social work educator in Malaysian public universities. For instance, they were hiring new competent and credibility social work educators because there are numbers of graduated students who would like to become one of the social work educators. Consequently, social work educators can reach maximum capability in delivering syllabus to students with adequate hands-on training exposure. One of the parameters set out in Zaki and Rashidi (2103) study that contributes to quality in higher education is teaching staff. The quality educators are those who have extensive knowledge, skills and supports current social work curriculum follows the right standards.

Concerning the structural intervention, both government and agencies should play their part and work together in providing practical assistance to contribute towards the development of social work education. At the moment, Malaysia does not have the Social Work Act to protect and guide the social work profession. Social Work Act is very crucial to social work educators and practitioners because the critical and complex issues are kept on increasing in society. Social Work Act can help social work practitioners to deal with complex issues with excellent solutions. Meanwhile, social work educators can teach students with complete examples of cases and social work Act during the lecture. In this scenario, the Malaysian government should give more attention to implement the Social Work Act in the country. Government need to enforce the law into the national plans to empower social work profession throughout the nation.

Conclusion

Comprehensive development of social work education would strengthen the knowledge and skills of social work students to compete with the existing competent social workers in the job market. Social work educators would prepare the students with adequate theories and approaches to solve many social issues involving individuals, groups, family and community. Issues related to the development of social work educators in the local sphere need to be emphasised extensively as the increment of educators' competency will lead to a better performance of social work education, develop an influential profession of social work and produce competent social workers. Also, the government should struggle and do their best to enforce the law because it would further boost up the development of social work education in Malaysia.

References

- Australian Association of Social Work (AASW) (2015). *Australian social work education and accreditation standards (ASWEAS) 2012 v 1.4*. Canberra: Australian Association of Social Work.
- Chan, C. L. W. & Ng, S. M. (2004). The social work practitioner-researcher-educator. Encouraging innovations and empowerment in the 21st century. *International Social Work*, 47(3), 312-320.
- Costin, A. & Bran, L. (2016). The social worker's role of educator. *Journal Plus Education*, XIV (1), 285-292.
- Faruque, C. J. & Ahmmed, F. (2013). Development of social work education and practice in an era of international collaboration and cooperation. *Journal of International Social Issues*, 2(1), 61-70.
- Hatta, Z. A. & Saad, Z. M. (2018). Social work in Malaysia. Retrieve from https://ebrary.net/2159/sociology/social_work_malaysia.
- Harper, T.N. (2001). *The end of empire and the making of Malaya*. Singapore: COS Printers.
- Jones, K. (1958). *Social welfare in Malaya*. Singapore: Donald Moove, Ltd.

Ling, H. K. (2002). Social work practice in Malaysia: A vision of direction. *Social Work Around the World II*, 82-99.

Malaysian Association of Social Work (MASW) (2018). A brief history. Retrieved from <https://www.masw.org.my/>.

McKee, E., Muskat, T., & Perlman, I. (2015). Students today, educators tomorrow: shaping the social work curriculum to enhance field education. *Field Educator*, 5(2), 1-6.

Mishra, D. & Mishra, A. (2009). Effective communication, collaboration and coordination in eXtreme programming: Human-Centric perspective in a small organisation. *Human Factors and Ergonomics in Manufacturing*, 19(5), 438-456.

National Association of Social Workers (NASW) (2017). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW Delegate Assembly.

Noraini Mohamed Hassan (2008). *Penyakit tropika di Negeri-Negeri Melayu Bersekutu 1896-1914*. Kuala Lumpur: Penerbit Universiti Malaya.

Onyiko, K. K., Nzau, J. M. & Ngendo, A. (2017). The relevance of social work education for social development in Kenya. *Research on Humanities and Social Sciences*, 7(10), 86-96.

Papouli, E. (2014). Field learning in social work education: Implications for educators and instructors. *Field Educator*, 4(2), 1-15.

Pathmanathan R. Nalasamy & Siti Hajar Abu Bakar Ah (2013). *Hak kanak-kanak dalam jagaan institusi awam*. Kuala Lumpur: Penerbit Universiti Malaya.

Patton, M. (1990). *Qualitative evaluation and research methods*, 169-186. Beverly Hills, CA: Sage.

Shaffie, F. (2000). Satu tinjauan mengenai latar belakang kerja sosial di Malaysia (A Study of Social Work Background in Malaysia). In Jamaluddin, Z. (Eds.), *Pengurusan perkhidmatan kerja sosial di Malaysia (Social Work Services Management in Malaysia)* (pp. 19-34). Sintok: Penerbit Universiti Utara Malaysia.

Sinnasamy, M. (2006). *Human resource development on social work: A study in Malaysia (Working Paper Series WP-2006-01-E)*. Kuala Lumpur: Malaysian Association of Social Work (MASW).

Siti Hajar Abu Bakar Ah (2002). *Pengantar dasar sosial Malaysia*. Kuala Lumpur: Penerbit Universiti Malaya.

Zaki, S. & Rashidi, M. Z. (2013). Parameters of quality in higher education: A theoretical framework. *International Journal of Social Science and Education*, 3(4), 1098-1105.