

Review Article

The Development of Social Work Undergraduate Programs in Malaysia Public Universities: Issues, Challenges and Opportunities

Samir Muhazzab Amin^{1*}, Mohd Suhaimi Mohamad² and Tunku Latifah Tunku Ahmad¹

¹*Department of Social Science and Development, Faculty of Human Ecology, Universiti Putra Malaysia, 43400 Serdang, Selangor, Malaysia*

²*Department of Psychology Science and Development, Faculty of Social Sciences & Humanities, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia*

ABSTRACT

Since the beginning of twentieth century, social work has become an integral part of higher education systems throughout the world and becoming increasingly important due to globalization and internationalization. Therefore, development of social work program particularly at the undergraduate level in Malaysia's public universities should be given special attention in order to meet the standards. This paper is a review and analysis of the existing literature regarding the development of social work undergraduate program in Malaysia. The rigorous search from Scopus and Web of Science databases identified 15 related studies that examined broader development of social work education including the issues, and challenges as well as opportunities faced by the Malaysia's public universities

in their quest to deliver a cohesive social work undergraduate program. Among the issues identified to be significant in the development of social work program in Malaysia include unqualified educator, non-existence of a professional body and act in social work, influence of western ideology, and governance issue. The issues and challenges addressed in this paper create opportunities to provide solutions including to implement further training on community

ARTICLE INFO

Article history:

Received: 10 September 2018

Accepted: 18 June 2019

Published: 23 July 2019

E-mail addresses:

samir@upm.edu.my; samir_upm@yahoo.com

(Samir Muhazzab Amin)

msuhaimi@ukm.edu.my (Mohd Suhaimi Mohamad)

tunku_latifah@moe.gov.my (Tunku Latifah Tunku Ahmad)

* Corresponding author

development programs for social work educators, social work administration and practitioners, establishment of social work act to regulate and maintain the discipline as well as to strengthen social relationship with stakeholders in order to encourage them in facilitating the learning of alternative skills for social work program to meet the standards that can be recognized internationally.

Keywords: Social work, social work education

INTRODUCTION

The current definition of social work according to the International Federation of Social Workers, 2014 is a practice-based profession and an academic discipline that promote social change, development, social cohesion, empowerment, liberation of people, social justice, human rights, collective responsibility, respect for diversities, engages people and structures to address life challenges and enhance wellbeing. Social work developed in many countries in order to help individuals, families, groups and communities to improve their individual and collective well-being (DuBois & Miley, 2011; Sheafor et al., 2012; Wilson, 2008; Zastrow, 2010). Social work practice is designed to address problems in society and assist individuals to enhance their skills and acquire ability to use their own resources to resolve problems (Wilson, 2008).

Social Work Education (SWE) program was established in western universities before the 20th century. Countries such as

the United States (Lee, 2008) and England (Davis, 2008) have identified the role of the social workers as an indispensable profession to help develop the nation. In 1536, an English Poor Law was documented to regulate and protect the welfare of the people facing with health problems, poverty and unemployment. The same type of law was then established in the United States for the very same reason. In 1898, Columbia University in the United States became the first university to offer social work programs with skilled and expertise in social work (Lee, 2008). The need to train more social workers continue to grow in line with the increasing and complex social issues that require intervention. Bryn Mawr College, United States in 1920, was the first university to offer a doctorate program in Social Work (Lee, 2008), currently known as a Bryn Mawr College Graduate School of Social Work and Social Research. At the present moment, there are 556 institutions in the United States offering Social Work programs at various level.

In developing countries, social work also plays a significant role to facilitating the well-being of the community and has been accepted into the middle-class system of education in the mid-20th century (Nikku, 2011). According to Midgley (1997), a sharp growth in social work programs within the mid-20th century in developing countries has initiated a new dimension. Social work services that used to function more like the charity work are seen to be less relevant to address a wide range of emerging social issues (Sinnasamy, 2006). The

increased complexity in our social related issues require a radical change in social work service delivery for the community. Therefore, Social work education in Asia Pacific countries (mostly developing countries) must respond effectively by transforming the curriculum structure and content to enhance the quality of social work graduates (Noble et al., 2013).

In this paper, the authors attempt to highlight a few issues and challenges in social work undergraduate education programs in Malaysia's universities and propose opportunities to the issues and challenges addressed.

The Situation of Social Work Practices in Malaysia

The past four decades have seen an accelerated pace of socio-economic development in Malaysia and have been a time of considerable strain to many Malaysian families. The strain faced by many Malaysian families happen because of an escalating threat of social problems in the society including baby dumping, teenage pregnancy, domestic violence, substance abuse, illegal migration, refugees and many others. This situation is worsened by the seamless communication due to the advancement of communication technology particularly through the social media. Furthermore, the rural-urban migration phenomenon has transformed our social-cultural structure which led to a change in traditional family patterns and loosened networks for support. The vulnerability and resiliency of these families have been

tested by disturbances caused by violence, illiteracies, unemployment, chronic illnesses and disabilities (Zulkarnain, 2009). Social work has been regarded as one of the possible solutions to address these emerging problems for Malaysian society. Aware of these emerging social problems, the government seeks to strengthen the social work profession as a response to promote positive social change as well as addressing problems to enhance the well-being of the population.

Initially, social work services in Malaysia were established as a joint collaboration between the government, voluntary organizations and the extended family system. The service back then was deeply embedded within a social welfare paradigm rather than that of social work services (Baba, 2002; Kee, 2007; Sinnasamy, 2006). The history of the profession can be traced from 1912, when a special department was created to attend to the well-being of migrant workers by the colonial administration (Baba, 2011). Since then, the education for social work in Malaysia slowly makes its way into becoming a formal training or program within Malaysian universities. At the moment, there are 6 social work programs offered in Malaysia's public universities and 1 (one) program in a private university.

Social work education in Malaysia is in a stage of transition. There are visible attempts to bring it the profession into closer alignment with the global benchmark in order to uplift the standard of the profession through social work education and training

(Turner, 2017). To ensure quality, the programs must meet the standards set by the professional body in the field of social work provided by legislative authority by the government. However, there is no professional body established in Malaysia to serve the purpose. At the present moment, Social Work Education Programs are accredited by Malaysian Qualification Agency (MQA), a general accreditation body for all higher education program in the country, not by a specific professional or recognized body for social work.

As mentioned earlier, Malaysia has no related professional body to regulate or monitor the development and implementation of social work undergraduate programs causing disparities and variations in its curriculum structure. The development of social work curriculum in Malaysia is also lack in its own identity as most of them are heavily influenced by the western culture. Baba (2002) emphasized that the three-year social work degree program offered in Malaysia served to move the discipline more firmly into the professional arena, which is now struggling and searching for its identity. At the same time, social work service is also under pressure to serve a commitment towards improving the well-being of multi-faith society in Malaysia that is progressively complex in nature.

Malaysia established a premier social work program at University of Science Malaysia (USM) in 1975 resulting from United Nation Conference of Social Welfare Ministers to ensure that its officers received professional training. Since 1975, there has

been a rapid development in the number of social work programs at various universities influenced by the needs of the society (Ali, 2005). In response to the accelerated pace of socio-economic development and the emerging social problems in the country, several universities are incorporating a loosely structured social work curriculum within a more established field for example, the Human Development Bachelor Degree Program from University Putra Malaysia (UPM) and Administration and Social Justice Bachelor Degree Program from University of Malaya (UM). Social work courses in these universities are often taught by those without specific qualifications and possessing very limited experience in social work (Sinnasamy, 2006). Despite the situation raised by Sinasamy, universities offering social work related programmes in Malaysia show an increment where six (6) from eighteen (18) public universities and one (1) private institution are currently offering such programs at tertiary level. The numbers are believed to keep increasing in the near future (Baba, 2011).

Research Objective

The main objective of this article is to provide a brief overview on the development of social work undergraduate program in Malaysian universities. This paper also attempts to highlight issues and challenges within the development and implementation of social work undergraduate programs in Malaysian public universities and to propose resolution to the issues and challenges identified.

MATERIALS AND METHODS

This article is a systematic review on issues and challenges related to the establishment of social work education program in Malaysian universities. It is conducted through rigorous search of related research based on several characteristics including instituting social work undergraduate program, issues and challenges that occurs within the development and establishment of social work education program, opportunities as well as solution assumed by the more developed countries to address the issues that could be adopted by Malaysian universities. The process to look for these particular articles were sought from two main journal databases which are Scopus and Web of Science. The search on Web of Science identified N33,000 journals with 256 disciplines including themes interrelated to environmental studies, interdisciplinary social sciences, social issues and development and planning. It contains over 100 years of comprehensive back file and citation data by Clarivate Analytics and ranks by three main part (citations, papers, and citations per-paper). Meanwhile, Scopus, the second database used in this study identified the major abstract and citation databases of peer-reviewed literature with N22,800 journals from 5000 publishers worldwide. The search from Scopus also comprises diverse subject areas such as agriculture and biological sciences, environmental sciences, and social science. Four stages were involved in the review process. The review process was performed in April 2017. The first phase

was identification of keywords used for the searching process. The authors used some important keyword such as social work education, challenge in social work education, impacts of social work education, social work curriculum, and global standard curriculum of social work in this process. The second stage, which was the screening stage identified out of 45 articles suitable to be studied, 19 articles were found less relevant and removed. The third stage was eligibility when the full articles were accessed. After the re-check process was conducted, 11 articles were excluded as some did not focus on challenges in Social Work Undergraduate Programs in Malaysia Universities and were found not suitable to create opportunities to overcome the challenges in the Malaysia context. The last stage of review concurred on 15 articles as most relevant and appropriate to be reviewed for this study.

CHALLENGES IN SOCIAL WORK EDUCATION

Unqualified Educator

A research entitled 'Human Resource Development on Social Work: A Study in Malaysia' has pinpointed a number of major challenges that should be addressed by the government (Sinnasamy, 2006). One of those most crucial challenges are unqualified educator within social work education program. Lecturers or educators in the field of social work are found to be professionally unqualified, lack of fieldwork practical experience and publication in social work area. Sinasamy (2006) stated

Table 1
Selected articles to identify challenges in the development of social work undergraduate programs worldwide

Title of research article	Authors	Challenge in the development of social work education program	Thematic Arises
Human resource development on social work: A study in Malaysia.	Sinnasamy (2006)	Lecturers doesn't have an appropriate academic qualification in social work field, less experience in fieldwork practice, lack of publication in social work	Issue and challenges
Revisiting the landscape of professional social work in India	George and Krishnakumar (2014)	The failure to establish a professional body given the legal provisions to regulate the development of social work education in Malaysia.	Issue and challenges
Information technology and social work education in Malaysia: Challenges and prospects	Chong (1998)	No specific act and development of social work curriculum in institutions of higher learning are different	Issue and challenges
Promoting reciprocal international social work exchanges: Professional imperialism revisited.	Midgley (2008)	Developing countries that depend on western theories and ideology to improve the social work profession	Issue and challenges
Strategic planning direction of Malaysia's higher education: University autonomy in the midst of political uncertainties	Sirat (2009)	Governance issue, less support from government to implement social work education program, unclear explanation from government view regarding social work education	Issue, challenges, and opportunities

Table 1 (Continued)

Title of research article	Authors	Challenge in the development of social work education program	Thematic Arises
Advancing social work education.	Baba (2000)	Social work educator needs to be prepared theoretically and practically	Opportunities
Medical social work in Malaysia: Issues in practice	Crabtree (2005)	Challenges of competencies of social work graduates in Malaysia in medical settings.	Challenges
The working definition of social work does not work very well in China and Malaysia.	Fulcher (2003)	The issue of unclear definition of social work in Malaysia and China social service	Issue and challenges
Social work education in developing countries: Issues and problems in undergraduate curricula	Hammoud (1988)	Lacking of interpersonal skills among social work graduates	Issue and challenges
The quest for universal social work: Some issues and implication. Social Work Education	Gray and Fook (2004)	Opportunities to overcome the upcoming challenges in developed country	Opportunities
Community against government: the British community development project, 1968-78: a study of government incompetence	Loney (1983)	The lacking and unclear explanation regarding the importance of social work in governance aspect.	Issue and challenges
Social work competencies: Core knowledge, values and skills.	Meeemeduma (2005)	The upcoming challenges to revisiting social work core knowledge, values and skills	Challenges and opportunities

Table 1 (Continued)

Title of research article	Authors	Challenge in the development of social work education program	Thematic Arises
Beyond participation, hierarchies, management and markets: 'New' governance and place policies.	Reddel (2002)	Issues of social work in governance setting	Issues
The professionalization of social work: a cross-national exploration	Weiss-Gal and Welbourne (2008)	Issues and opportunities for developing country to learn from developed country regarding professionalization social work	Issue and opportunities
Social work training or social work education? An approach to curriculum design.	Ring (2014)	Issues and challenges of social work educator to modify the curriculum design	Issues and challenges

that the university's management failed to provide faculty members in the field of social work with practical experience. This situation leads to unhealthy development in social work education and services when unqualified lecturers or educators only have the ability to teach theories plucked from the text books which are mostly designed for the Western communities, whereas social work service is heavily socio-cultural centered discipline and should be designed to fit the surrounding (Gray & Coates, 2010; Gray et al., 2008; Huang & Zhang, 2008; Kee 2007). A concern linked closely with the issue of social work educators is not directly involved in social work practice, hence the teaching and linking of theory and practice are said to be mere academic exercises. Baba (2002) and Kee (2007) argued that a major element lacking in Malaysian social work was that training needed to incorporate both an indigenous practice approach and a multicultural approach. Payne (1991) convincingly argued theory and practice complemented one another '...being able to specify what we should do and why, is an important purpose of theory and a vital necessity to anyone working with and trying to help human beings.' Practice based research is vital to guide and enhance local service provision and for teaching (Dominelli, 2010).

Non-existence of a Professional Body

Other developing countries such as India (George & Krishnakumar, 2014), and Nepal (Nikku, 2011) claimed the same experienced. A social worker from Japan,

Yoshimura studied the history of social work profession development from the Tokugawa shogun era and stated that the interruption in creating a professional body to regulate the social work education curriculum would cause disruption to the social work education system (Yoshimura, 2009). According to him, the professional body can play a significant role in determining the rules and direction that should be taken by its members based on current requirements. In Malaysia, social work education standards implemented through the accreditation system by the Malaysian Qualification Agency (MQA). However, several weaknesses were identified when social work education fully accredited by MQA without professional body. One of the weaknesses is MQA is not directly involved in ensuring that the developed program will be able to meet the needs of the community and at the same time enforce the legislative power that has been provided (Nsonwu et al., 2013). Professional body is the responsible actor to ensure the well-being of education program particularly to fulfill the needs of community (Nsonwu et al., 2013). Other than that, in the public service position there is no social worker's position in the social services scheme offered by the Malaysian Public Service Commission, which is the commission authorized to appoint civil servants.

No Specific Act to Monitor and Regulate the Development of Social Work Undergraduate Program

According MacDonald (2010) the third

challenge is there is no specific act to protect the interests of the social work profession. He clarified that the task of the social worker should be comprehensive in terms of both practical and educational. This situation leads to the variations of social work curriculum in institutions of higher learning in Malaysia. Hence, the inability of the government to develop social work acts has led to the development of social work education in a non-uniform manner. Several universities offering social work programs based on their criteria. Without clear policies and acts of social work, education not only fails to meet international standards but also raises the confusion of society towards this profession (Crabtree, 2005). Without a specific Act to monitor and regulate the development of social work undergraduate program, public can see a lot of social work curriculum in Malaysia operating in a different way.

Western Ideology

The fourth challenge that arises in the development of social work education programs is too much concentration on western theories and ideology to improve the social work profession. The social work profession in Malaysia like many others has adopted a Western social-cultural perspective (Baba, 2011; Fulcher, 2003). This is not surprising as, in many developing countries, social welfare services were initially established by the colonial administrators in response to mass disorganization because of the aftermath of World War II and because of industrialization (Midgley,

1997). According to Midgley (1997), the earlier expansion of social welfare services in developing countries is based on a Western model. In response, Fulcher (2003) suggested that Malaysia must shape and outline its own definition of social work where greater consideration was given to how culture influenced both help to give and help to receive instead of solely relying on western social work definitions and theories and practice. The future for the social work profession in Malaysia would be bleak if indigenous definitions and theories are not developed and fitted appropriately to inform social work practice (Fulcher, 2003). Social work's literature on multicultural social work practices has emphasized that the effectiveness of interventions relies on the social worker's acquisition of a particular body of local cultural knowledge, values, and skills (Lyons, 2006). It has been argued that the development of indigenous social work in Malaysia should be based on local cultural and social institutions (Crabtree, 2005; Fulcher, 2003). According to Kee (2003), indigenization is a creative synthesis between local and Western ways of helping, advocates for integration between local traditional helping practices and social work practice.

Governance Issue

During 1990s, the government had intervened in academic affairs and minimize the autonomy of the university (Morshidi, 2010). The university as a statutory body that implements national interests is required to comply with the rules established by the

government. However, in the late of 1990s there was a change of government and university relations. Globalization and internationalization (Knight, 2008) are new challenges that governments and universities need to pay attention to ensure that higher education continues to be relevant. At that time, the Malaysian government found that the financial dependency of the university to the government had to be reduced. The university needs to generate its own financial resources by implementing collaborative programs with the industrial community to develop new programs that meet current development needs. The effect of this situation is government seems unclear regarding the importance of social work education towards Malaysian society. Without spending too much time to understand the entire of social work programs, Malaysian government failed to understand the concept of social innovation that is being practiced in social work profession (Chesbrough & Di Minin, 2014). Social innovation is a process to understand and overcome societal problem between government, higher authority, and stakeholder. When government fails to see the contribution of this profession to the local setting, social work education seen as a course that has no privilege compared to other courses.

OPPORTUNITIES TO OVERCOME THE CHALLENGE IN THE DEVELOPMENT OF SOCIAL WORK EDUCATION IN MALAYSIA

Drawing from the issues and challenges,

resolution or opportunities below could be appropriated.

Short Training Courses for Social Work Educators

In order to overcome the issue of unqualified social work educator, social work lecturers need to clearly understand the whole context of social work locally and internationally. Higher education and universities need to emphasize short training courses for social work lecturers that focusing on both elements of theories and practices. The short courses could be offered or held during semester breaks or could be offered through-out the year. The universities should also impose some conditions on these lecturers to ensure they have attended the course successfully via some elements of evaluation for example examinations on theories and practices. Through this effort, social work lecturers may be able to increase their knowledge on social work service and can overcome their weaknesses in their teaching. However, this effort will not contribute in solving issues related to social work professionalism, rather providing short term solutions in order to improve the social work service.

Community Development Program

Government today has introduced many community programs and emphasize the importance of social work education as the most appropriate tools to steer the communities' understanding on social work services. Hence, it is important for the universities to strengthen their

program structure and produce credible social work graduates who are competent, effective, skilled, knowledgeable, ethically aware, confident practitioners as well as able to participate in the development of appropriate social welfare policies (Hepworth, 2009; Mwansa, 2010). The authors believe this is a bottom up approach that can be used to spread the importance of social work and social welfare to the community. In this case, social work students would be able to demonstrate what they learnt during their undergraduate years and are able to apply the knowledge and skills into the community development programs. Students could act as the catalyst to spread social work knowledge through community development program in a more holistic manner. The effect from this effort is community would be able to distinguish between the role of social worker as a profession as compared to the role of volunteers in social welfare.

Strengthening Social Relationship with Stakeholder

Stakeholder plays a significant role and responsibility to overcome the challenge in social work education. In order to overcome the governance issues, it is essential to explore the key issues of social work education from the context of stakeholder's perceptions and perceived goals from different countries. It is indicated that key issues arise due to standards, governance, accreditation, and the direction of social work education programs could be mitigated through government policies. In

Malaysian context, Malaysian Association of Social Workers could play vital role in strengthening the relationship with the stakeholders in effort to create opportunities, trust and support towards the establishment of social work professional body in Malaysia in line with the strategy outlined by the Joint Consultative Council on Social Work Education (JCCSWE) in forming a National Policy and Standard for Social Work Education in Malaysia.

Facilitating the Learning of Alternative Skills

Facilitating the Learning of Alternative Skills may be the best opportunities to overcome the issue of Western ideology. Providing skills and information on new areas can attract the attention of government and stakeholder as a feasible opportunity for them to concern about the overall development of social work education program (Agranoff, 2003; Gladwell, 2002; Reddel, 2002; Salamon, 2002; Sehested, 2003). Some of the additional skill sets were required of social work administrators operating in a governance paradigm. The expertise needed in effort to mitigate social issues requires additional training for example, framing which refers to placing and facilitating agreement on the respective roles, responsibilities, and values that are to be maximized in governance undertakings. Secondly the orchestration skills that refer to keeping all the parties are working together cooperatively. Not forgotten the activation skills that refer to the activities needed to bring government, nonprofits, for-profits,

faith-based and other organizations to jointly address social issues, as well as the ability to maintain these coalitions, partnerships, and networks once they are in place. Mobilizing skills refer to maintaining support for cooperative interaction between the parties. Synthesizing skill is also needed to address and create environments that enhance the cooperative interaction between parties and finally, the modulation skills which refers to the sensitive utilization of rewards and penalties to solicit and maintain cooperative interaction between sectors and actors. These are referred as a set of meta-governance skills by Seheted, (2003), claimed to be useful in attracting government's support towards the establishment of social work professional body.

The Establishment of Social Work Act

From the author' perspective is, Malaysian government needs to revise the current social policy and seriously consider the importance of the establishment of a professional body to regulate social work education and service delivery in Malaysia including creating, reviewing and maintaining the act. Non-existence of social work act is causing detrimental effect on social work discipline- be it from the education nor service delivery. Malaysia may need to endure the struggle in dealing with a rapid development of social related issues, in which is increasing in its complexity, if the situation is not restored and regulated immediately in the near future. Therefore, the establishment of social work act should be the most crucial agenda

to focus on in order to help transform social work discipline in Malaysia.

CONCLUSION

Social work education in Malaysia needs to take aggressive transformation to address the issues and challenges identified in this article in order to survive and stay relevant in delivering its service to the community. Upcoming researches need to focus on a developing social workers' skill through short training courses for educators, administrators and practitioners involved in the implementation of community development program. This article also emphasized the importance of establishing the social work act to regulate and maintain the social work discipline accordingly. In order to achieve that, related social workers associations need to establish networks and relationship with stakeholders, as part of the effort in facilitating the learning of alternative skills for social work program to meet the standards that can be recognized internationally. Though social work education in Malaysia is still very much in its formative stage, it has already come a long way since formalized programs are established in the late 1975. We need to focus on the crucial issues at the center of current and ongoing social work education reforms, which is characterized by its close partnership with government in educational and service development, a strong sense of commitment to the indigenization of social work theory and practice in the Malaysia context. Finally, it is very important for social work education in Malaysia to have

direction as well as to develop its own standards.

ACKNOWLEDGEMENT

We are thankful to our faculty members who provided insights and expertise that greatly assisted the writing of paper. We would also like to extend our greatest gratitude to The Department of Welfare, Ministry of Women, Family and Community Development of Malaysia for their support and cooperation in providing related information for this paper.

REFERENCES

- Agranoff, R. (2003). *Leveraging networks: A guide for public managers working across organizations*. Washington D.C.: IBM Center for the Business of Government.
- Ali, S. (2005). The influence of globalisation on the national education policies of developing countries. *Journal of Educational Research*, 8(1), 14-21.
- Baba, I. (2000). Advancing social work education. *Jurnal Kebajikan Masyarakat*, 22(1), 1-6.
- Baba, I. (2002). *The establishment of council on social work Malaysia. First round-table meeting council on social work education at school of social sciences*. Penang, Malaysia: Universiti Sains Malaysia.
- Baba, I. (2011). *Kerja sosial di Malaysia: Perkembangan, hala tuju dan cabaran. Kertas kerja Seminar Pendidikan Kerja Sosial [Social work in Malaysia: Developments, directions and challenges. Work papers seminar on Social Work Education]*. Bandung, Indonesia: Sekolah Tinggi Kerja Sosial Bandung.

- Chesbrough, H., & Di Minin, A. (2014). Open social innovation. In H. Chesbrough, W. Vanhaverbeke, & J. West (Eds.), *New frontiers in open innovation* (pp. 169-188). Oxford, UK: Oxford University Press.
- Chong, G. (1998). Information technology and social work education in Malaysia: Challenges and prospects. *Journal of Technology in Human Services, 15*(2-3), 171-184.
- Crabtree, A. S. (2005). Medical social work in Malaysia: Issues in practice. *International Social Work, 48*(6), 732-741.
- Dominelli, L. (2010). *Social work in a globalizing world*. Cambridge, UK: Polity Press.
- DuBois, B., & Miley, K. K. (2011). *Social work: An empowering profession* (7th ed.). Boston, MA: Allyn & Bacon.
- Fulcher, L. C. (2003). The working definition of social work doesn't work very well in China and Malaysia. *Research on Social Work Practice, 13*(3), 376-387.
- George, M., & Krishnakumar, J. (2014). Revisiting the landscape of professional social work in India. *Social Development Issues, 36*(2), 53-64.
- Gladwell, M. (2002). *The tipping point: How little things can make a big difference*. New York, USA: Little, Brown and Company.
- Gray, M., & Fook, J. (2004). The quest for universal social work: Some issues and implication. *Social Work Education, 23*(5), 625-644.
- Gray, M., Coates, J., & Bird, M. Y. (2008). *Indigenous social work around the world: Towards culturally relevant education and practice*. Hampshire, UK: Ashgate Publishing Limited.
- Gray, M., & Coates, J. (2010). Indigenization' and knowledge development: Extending the debate. *International Social Work, 53*(5), 613-627.
- Hammoud, H. (1988). Social work education in developing countries: Issues and problems in undergraduate curricula. *International Social Work, 31*(3), 195-210.
- Hepworth, D. H. (2009). *Direct social work practice: Theory and skills*. Belmont, California: Brooks/Cole, Cengage Learning.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2010). *Operationalizing the cardinal social work values. Direct social work practice: Theory and skills* (8th ed.). Belmont, California: Brooks/Cole, Cengage Learning.
- Huang, Y., & Zhang, X. (2008). A reflection on the indigenization discourse in social work. *International Social Work, 51*(5), 611-622.
- Kee, L. H. (2007). *Indigenising social work: Research and practice in Sarawak*. Petaling Jaya, Selangor: Strategic Information and Research Development Centre (SIRD).
- Knight, J. (2008). *Higher education in turmoil: The changing world of internationalization*. Rotterdam, The Netherlands: Sense Publishers.
- Loney, M. (1983). *Community against government: The British community development project, 1968-78: A study of government incompetence*. London, UK: Heinemann Educational.
- Lyons, K. (2006). Globalisation and social work: International and local implications. *British Journal of Social Work, 36*(3), 365-380.
- Macdonald, G. (2010). *A textbook of social work*. New York, USA: Routledge.
- Meeemeduma, P. (2005). Social work competencies: Core knowledge, values and skills. *Australian Social Work, 58*(1), 106-108.
- Midgley, J. (1997). *Social welfare in global context*. California, USA: Sage Publication.

- Midgley, J. (2008). Promoting reciprocal international social work exchanges: Professional imperialism revisited. In M. Gray, J. Coates, & M. Y. Bird (Eds.), *Indigenous social work around the world: Towards culturally relevant education and practice* (pp. 31-45). Hampshire, UK: Ashgate.
- Morshidi Sirat. (2010). Strategic planning directions of Malaysia's higher education: University autonomy in the midst of political uncertainties. *Higher Education*, 59(4), 461-473.
- Mwansa, J. (2010). Challenges facing social work education in Africa. *International Social Work*, 53(1), 129-136.
- Nikku, B. R. (2011). Social work education in South Asia: Insights from Nepal. *Revista de Asistență Socială*, 2, 51-60.
- Noble, C., Henrickson, M., & Han, I. Y. (Eds.).(2013). *Social work education: Voices from the Asia Pacific* (2nd ed.). Sydney, Australia: Sydney University Press.
- Nsonwu, M. B., Casey, K., Cook, S. W., & Busch Armendariz, N. (2013). Embodying social work as a profession: A pedagogy for practice. *SAGE Open*, 3(3), 1-8.
- Payne, M. (1991). *Modern social work theory: A critical introduction*. London, UK: Palgrave Macmillan.
- Reddel, T. (2002). Beyond participation, hierarchies, management and markets: 'New' governance and place policies. *Australian Journal of Public Administration*, 61(1), 50-63.
- Ring, C. (2014). Social work training or social work education? An approach to curriculum design. *Social Work Education-The International Journal*, 33(8), 1101-1108.
- Salamon, L. (Ed.). (2002). *The tools of government: A guide to the new governance*. New York, USA: Oxford University Press.
- Sehested, K. (2003). Cross-sector partnerships as a new form of governance. In L. Kjaer (Series Ed.) *Local partnerships in Europe: An action research report* (pp. 89-95). Copenhagen, Denmark: The Copenhagen Center
- Sheafor, B. W., Morales, A., & Scott, M. E. (2012). *Social work: a profession of many faces*. Boston, MA: Allyn & Bacon.
- Sinnasamy, M. (2006). *Human resource development on social work: A study in Malaysia* (Working paper WP-2006-01-E). Kuala Lumpur: Malaysian Association of Social Workers (MASW).
- Sirat, M. (2009). Strategic planning direction of Malaysia's higher education: University autonomy in the midst of political uncertainties. *Higher Education*, 59(4), 461-473.
- Turner, F. J. (2017). *Social work treatment: Interlocking theoretical approaches* (6th ed.). Oxford, New York: Oxford University Press.
- Weiss-Gal, I. & Welbourne, P. (2008). The professionalization of social work: A cross-national exploration. *International Journal of Social Welfare*, 17(4), 281-290.
- Wilson, K. (2008). *Social work: An Introduction to contemporary practice*. New York, USA: Pearson Education.
- Yoshimura, H. (2009). *The formation of social work professions in Japan* (Doctoral thesis), University of Chicago, USA.
- Zastrow, C. (2010). *Introduction to social work and social welfare: Empowering people* (10th ed.). Belmont, USA: Brooks/Cole, Cengage Learning.
- Zulkarnain, H. (2009). Towards establishing school social work in Malaysia. *Asian Social Work and Policy Review*, 3(3), 187-197.

