

Direction of Social Work Education in Malaysia: Strategies to Implement Good Governance

Muhd. Dhamir Audi Azizul¹, Samir Muhazzab Amin²

¹ *Department of Social and Developmental Sciences, Faculty of Human Ecology, University Putra Malaysia*
Corresponding Author: Muhd. Dhamir Audi Azizul

Abstract: The debates on how social work education shapes a good governance widely debated particularly international, but rarely considered together. The author undertook in-depth understanding on this issue by searching related literature to understand how social work education can shapes good governance in Malaysia. This paper analyses five adaptation strategies, namely, restructuring knowledge and skill of academic staff, strengthening social relationship with stakeholder, restructuring pedagogical techniques, implementation community development program, and facilitating the learning of alternative skills. These suggestions are hoped to provide a serious concern to the policy makers, local leaders, and government to concern that social work education is the crucial element to improving good governance in Malaysia.

Keywords: Governance, social work education, strategies of good governance, global standard curriculum

Date of Submission: 12-08-2019

Date of Acceptance: 26-08-2019

I. INTRODUCTION

Social work can be seen in several contexts by academicians and practitioners in the field of social work. Generally, social work is a profession that emphasizes on human services in enlightening the well-being and quality of life (Saparin, 2014). In the context of professionalism, Evetts (2013) states that social work professionalism is a central concept in sociology of work, occupation, profession and organization. The core of activity in social work leads to the improvement of social conditions, plummeting human stress and social problems. The social work profession encourages individuals to improve their social capability, functioning, access resources, social support, empower responsive and humanistic human services, and encompass the social structure of society that provides opportunities for every citizen. As a result of the development and rapidity of the social work profession, there have been several positions such as socialist generalist, case worker, group worker, medical social worker, school social worker, social welfare administrator, correctional social worker, community worker and others (Ginsberg, 1999). The history of social service beginning is thoroughly related to the development of aid and interventions in a very wide field of social wellbeing. The social well-being aspect here refers to policies related to health, education, housing, and community development, or more specifically as social services (Syamsuddin & Azlinda, 2012). The definition of social work approved by the International Social Workers Association (IFSW) and the International Association of Social Work Schools (IFSW / IASSW) in July 2014 is

Social work is 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. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.

Meanwhile in the Malaysian context, the outcome of the discussion by members of the Social Workers Association of Malaysia in the annual meeting on April 30, 2011, a definition of social work has been received, namely:

Social work is a professional guided by a body knowledge, values, and skills, utilizing a bio-psychosocial approach, to facilitate optimal social functioning of individuals, families, groups and communities. Social workers uphold a code of ethics and conduct based on the values of human rights and social justice. The profession also contributes towards social development and social change through the enhancement of social

policies, legislation, programmes and services, appropriate to the needs of Malaysia's diverse socio-cultural population for a better quality of life.

Scourfield et al. (2013) states the description of social work is an activity to develop the social function of an individual or group leading to social development as a result of human interaction within environment. Council on Social Work Education (CSWE) has acknowledged and accepted the above definition as a 'functional'. This activity is 'functional' because it involves three key aspects; restoring existing weaknesses, completing individual and social resources, and preventing social inability. The explanations covered as a whole include basic needs and human physiology indicating the field of social work is a field that has been recognized as a professional field. In reinforcing the credibility of this social work profession, internal elements need to be fundamental values and ethics in practicing professional profession (Syamsuddin & Azlinda, 2012).

Social work education has begun to be established in Western universities before the 20th century. Countries such as the United States and England have identified the role of the social workplace as an indispensable profession to improve the nation. For example, the English Poor Laws published in 1536 in England and later used in the United States, is an early document created to safeguard the welfare of society who need help from health problems, poverty and unemployment (NASW 2013). The necessity for social work continues to grow so programs need to be created at universities to provide more systematic skills training. During 1898, Columbia University in the United States became the first university offered social work program to provide skilled graduates in social work. While in 1920, Bryn Mawr College in United States became the first university offered a doctorate program in social work

In developing countries, social work plays a significant role to assisting 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 drastic growth in social work programs in developing countries during mid-20th century has introduced a new dimension of this welfare service. Social work services that are more focused on charity work are seen to be less relevant to addressing a wide range of new social issues (Sinnasamy 2006). The rapid development has led the community to require more progressive assistance services that meet the needs of the community. The same thing was emphasized by Noble and colleagues who are interested in studying the development of social work education in the Asia Pacific region. According to them, social work education in Asia Pacific countries (mostly developing countries) requires several modifications in the curriculum to meet the needs of aid services that have transformed as a result of rapid development (Noble, 2013). By the end of the 20th century, globalization and internationalization have also changed the setting of social work education. Social work practitioners begin to realize that social work curriculum that using western theories and models need to be given improvements with the local context. Gray & Coates (2010), Payne & Askeland (2008), interpret that the key challenges to social work education in developing countries are to develop a social work curriculum that fits the culture of the local community. However, curriculum development that takes into account the issues of 'indigenization' in developing countries is so sluggish that the lecturers in this area have been exposed to practical theories, models and practices of universities in Western countries (Yuen-Tsang & Wang 2002). Many scholars mentioned the social work curriculum should regulate the situation with current development needs and emphasize practical practices based on the cultural values of the community (Gray & Fook 2004; Law & Gu 2008; Nikku 2010; Huang & Zhang 2008). The report of the General Assemblies of IASSW and IFSW, 2004, states that the commitment to see the international standards of the social work profession created by taking into account the cultural context of the society need to be implement (Sewpaul & Jones, 2004).

In Malaysia, social work education at institutions of higher learning formally began in 1975 when Universiti Sains Malaysia (USM) established a social work program to ensure that welfare officers received a professional training. Currently, Malaysia has six universities offering social work programs at undergraduate and postgraduate degrees. The growth in the number of programs offered indicates the high demand by the job sector that needs to be realized. The increase in the number of jobs in social work was triggered by the changes that occur in the Malaysian life environment which causes various social problems that require more professional assistance services. In addition, the increment of social work programs in Malaysia has clearly shown a great recognition of the development of social work education which is the core of knowledge to the social work profession. However, the increase has led to various issues that indirectly limit the development of social work in Malaysia. A research report titled 'Human Resource Development on Social Work: A Study in Malaysia' has presented a number of major issues that should be addressed by the government (Sinnasamy 2006). According to the report, lecturers who do not have academic qualifications in the field of social work, lecturers who have academic qualifications but have no practical experience, the curriculum developed is a curriculum based on Western model and ideology and lack of research and publications in social work. The element that caught the attention of the report is the failure of the university to provide faculty members in the field of social work with practical experience. The impact is majority of the lecturer might teach the theory of

textbooks mostly published from Western countries. While these areas emphasize elements in the context of the local socio-cultural environment (Gray & Coates 2010; Gray, Bird & Coates 2008; Kee 2007; Zhang & Huang 2008).

Theory of Good Governance

Stewardship Theory

Here, the concept of steward is someone who protects all the needs of others. Under this theory, company executives will protect the interests of the owners or shareholders and make the decisions on their behalf. Their main objective is to create and maintain a successful organization. The manager (or the supervisor) will decide and act in accordance with the principal's interests (Donaldson & Davis, 1989). This regulated relationship is not stimulated by the individual interest of an agent whose motivation is in line with the principal's objective and firm's interests, to maximize the performance of firms that can benefit both parties (principals and supervisors). In addition, Davis et al., (1997) defines the stewardship theory as supervisors protect and maximize the shareholders' wealth through firm performance because the functions of supervisory utilities are maximized. In this case, the manager who serves as a supervisor will work hard to fulfil the principal's interests, and make good decisions for all parties. Assuming that managers want to perform their duties well and act honestly, using organizational resources effectively to generate the best returns to the principal. As a result, the management or the Board and cooperative members are seen as partners. Other than that, the stewardship theory of governance has a strong objective of shareholder satisfaction. This is proof when having a main leader creates one channel to interconnect business needs to the shareholders. Stewardship governance necessitates that a CEO or leader can be trustworthy and willing to put personal gains aside for the good of the organization.

Resource dependency theory

One organization is seen as a group of people and source of organization, ability and competence. The objective of the governance regime is to generate, consolidate, activate and control such resources to achieve organizational objectives. Resource dependency theory was introduced by Pfeffer and Salancik (1978) and already states that the continuity of the organization depends on their environment, whether with other organizations or actors for resources. From this point of view, institutional members or important people in the organization are seen as actors for resources that create linkages between organizations and the environment. Palmer & Barber (2001) and Hillman et al. (2000) sees board members as an important source linking the external environment and generic management of board members with external or sourcing environment (suppliers, information, capital and customers) will offer an organization to access high-level resources and hence contribute to corporate high performance (Nicholson & Kiel, 2007). Not forgetting, resource dependency theory is constructed on the principle that an organization, such as a business firm, need to engage in connections with other actors and organizations in its environment in direction to obtain resources. Although such connections may be beneficial, they may also create dependencies. Resources that the organization needs maybe scarce and not always readily obtainable, or under the control of uncooperative actors. The consequential unequal exchanges produce differences in aspect of power, authority, and access to supplementary resources. In order to avoid such dependencies, organizations need to cultivate strategies to enhance their bargaining situation in resource-related connections. As an example strategies are like taking political action, increasing the organization's scale of production, diversifying, and rising links to other organizations. In addition, strategies such as diversifying product lines may lessen a firm's dependence on other businesses and develop its power.

II. METHODOLOGY

2.1 Research Design

The early stage to understand how social work education program in Malaysia can create good governance was to analyses related paper and document regarding the establishment of social work education program. The author started the review by PRISMA Statement (Preferred Reporting Items for Systematic reviews and Meta-Analyses). Based on Sierra-Correa & Cantera Kintz (2015), the special advantages using this technique are we can describe strong research questions that permit a systematic research, secondly it recognizes inclusion and exclusion criteria and third it will tries to observe a huge database of scientific literature in a defined time. In addition, the review process based on two main journal databases (Scopus and Web of Science. Web of Science is a vigorous database containing of 33,000 journals with analysis of 256 fields of studies related to interdisciplinary social sciences, social issues and development and planning environmental studies. Not only that, Web of Science also includes 100 years of wide-ranging back file and citation data by Clarivate Analytics and ranks them according to citations, papers, and citations per-paper.

Scopus is a second database that also used in this review. It is one of the major abstract and citation databases of peer-reviewed literature with 22, 800 journals from 5000 publishers worldwide. In addition, Scopus

also consists of diverse subject areas such as biological sciences, environmental sciences, social science and agriculture. The review process was completed on January 2018. The first phase is identified keywords used for the searching process. The author used some important keyword such as real governance, social work education, important of good governance, global standard curriculum. The second stage was screening. Through this stage, out of 50 articles suitable to be studied, 20 articles were removed. The third stage is eligibility when the full articles were accessed. After the re-check process 8 articles were excluded as some did not focus on in how social work can shape good governance and did not suitable to apply in Malaysia context. The last stage of review resulted in 12 articles that were used for this study.

Title of research article	Authors	How social work shape a real governance
Motivation and leadership in social work management: A review of theories and related studies.	Fisher, E. A. (2009).	Social work managers are confronted with the responsibilities of leading employees and motivating them to succeed
The tri-sector environment of social work administration: Applying theoretical orientations.	Watson, L. D., & Hegar, R. L. (2013).	Focus to the issues of authority, market exchange and community cooperation, new public management influences promoting market-based management, privatization, and downsized government.
Beyond participation, hierarchies, management and markets: 'New' Governance and place policies.	Reddel, T. (2002).	New local governance 'discourse offers some promise as a policy framework that can re-conceptualize state-community relationship and deliver improved community outcomes, particularly in the context of place based or spatial policies and programs.
Rediscovering social innovation.	Phills, J. A., Deiglmeier, K., & Miller, D. T. (2008).	Social innovation as a response to social problems through social work education to create effective governance
Nonprofits as civic intermediaries: The role of community-based organizations in promoting political participation.	LeRoux, K. (2007).	Social-service nonprofits located in urban areas are significantly more likely to encourage both voting and contacting. Government funding has a positive and consistent effect on nonprofits' efforts to promote both of these forms of participation.

III. FINDING

The Credibility of Social Work Education Shape an Effective Governance

Represent a good cooperation

Elements in social work education are proficient to enhancing good governance in Malaysia in various aspects. Accordance on the National Association of Social Workers (NASW) Code of Ethics (Workers, 2008), social workers are tasked with upholding six core values: social services, social justice, dignity and self-esteem, the importance of human relations, integrity, and efficiency. Social work respectively based on clients' principles in their clinical or administrative environment (Fisher, 2009), and this situation reflects that the role of social workers have been parallel with the administration of an effective governance paradigm. Administrators or social work practitioners strive to ensure that the services rendered to customers are most effective (Rubin & Babbie, 2001). As the governance paradigm emphasizes on communities and cooperation (Hepworth & Walton, 2009), it is in line with the core values of the social work profession. In the social workplace of mental health management, social workers need to know location of their client and focusing on the client as the main actor to suggest the best solution in their problems. This situation illustrates the transformation in leadership aspects and client-centered approaches embodied in the social work profession in parallel with the good governance paradigm. Social work deeply emphasizes client-in-environmental approach (Min & Pincus, 1977; Watson & Hegar, 2013). A successful social worker should have the ability to see the organization in the cultural context and the community and the proposed intervention technique should refer to the organization's environment by referring to the client as the main actor. In this regard, social workers focus on the core value of the core services of the importance of the relationship between human beings. Referring to governance elements, the use of network and horizontal organization structure is in line with the core values of this social work. Referring back to the core values of social work that are integrity and respect for the individual's dignity, the source of authority in social work practices is strongly motivated by the client or organization and the influence that forms the environment (Watson & Hegar, 2013). The process of

implementation of the consultations in the perspective of effective governance is in great alignment with the core values of social work. In addition, one of the elements in social work (Hepworth et al, 2009) to enhance the dignity and value of an individual clearly in line with the effective governance paradigm through the decentralization concept which empower clients for mutual prosperity. Social work administration, such as other activities influenced by tradition of management theory, is still dominated by internal organizational orientation.

External Network

The social work administration seeks to better support good governance by looking for more external networks as the number of organizations is increasing from year to year (Thomas, 2007; Meier, 2006; McGuire, 2002; Feldman & Khademian, 2001). As Malcolm Gladwell (2002) states in his book "The Tipping Point" the main element for social worker is the connector skills. This skill is able to bring people from different environments to address social and other public issues that occur (Goldsmith & Eggers, 2004). This skill is to improve the restructuring of previous social work skills in order to be relevant to the state's governance situation.

Social Innovation

In addition, the practices and values in social work education are also capable to forming good governance through social innovation. Social innovation is a new concept to explore and address social issues that emerged among the people (Howard & Schwarz 2010; Murray, Caulier-Grice, & Mulgan 2010). The concept of social innovation has been heavily criticized for the current economic and financial crisis (European Commission 2010a, 2011; European Union 2012; Pol & Ville 2009). Contemporary issues or issues such as unemployment, climate change, and migration of foreigners, social phenomena and so on have caused rising tensions in a country. This situation demonstrates that we are on the verge of a challenging social transformation and social innovation should be implemented to address the social issues that have taken place. There is little research linking between social innovation and effective governance through social work education (Lévesque 2012; Moulaert et al., 2007, Novy, Hammer, and Leubolt 2009). At the governance level, social innovation is practicing the concept of open innovation (Chesbrough & Di Minin 2014). This open concept of innovation is based on collaboration between the central government and universities, technology centers, professionals, consumers, and various stakeholders for the development of joint innovation (Bossink 2002; Lee, Olson, & Trimi 2012). Social work education through its core values is able to demonstrate four contributions in social innovation (Bossink 2002; Lee, Olson, and Trimi 2012). First, social work education emphasizes the use of one's ideas and knowledge to create new solutions. Second, social innovation applies the element of participation and cooperation between social networks and organizations to create effective governance. Third, the result of social innovation is to improve existing techniques to deal with the same social problems. The last is the result of intervention or problem solving, it is possible to create a social standard that can be applied in five strategic areas where complex social problems often occur, namely education, health, employment, culture, environment, and social services.

Leadership

In addition, social work education seeks to establish good governance through leadership. Leadership in the social work profession has an important impact on social, cultural, economic, and political aspects that create the best social service (Gabel 2001; Menefee, 1997; 2000; Rank & Hutchison, 2000). There are 10 competencies or features needed to make the organization work and high-quality (Wimpfheimer, 2004). As stated by Wimpfheimer, social workers should have the competence in internal and external relationships. External knowledge refer to the current public and social policies and how these issues affect agencies and the community, advocacy skills, agency marketing capabilities, program and service efficiency, the ability to connect with the community and the public, and efficient governance skills . While internal relationships consist of budgeting skills, skills for planning and management, knowledge on human resource management, employee development, and financial management.

Politics

Social work education also directly involved in the political aspects domestically or internationally. Non-profit service organizations such as business management and operations, and human services are often regarded as political activities that do not contribute to the good governance. Non-profit service are involved in making critical decisions about who should be assisted, where assistance needs to be provided, and planning how resources are distributed across local security networks (Allard, 2009; Lipsky, 2010). The social security aspect also enlarged through non-profit service activities (Fyall, 2016). As such, nonprofit organizations such as human services are referred to as parties that assist in facilitating political activities of the community in a wider environment (Salamon, 1995; Smith & Lipsky, 1993). Past researchers have also acknowledged that human services are capable of carrying out community participation activities to vote in elections (LeRoux, 2007). Non-profit service organizations such as human services are able to mobilize the less fortunate and marginalized

communities through political activities such as voter registration, voluntary participation, and so forth. Political activities through the above actions can build social capital in the high poverty community, enhance relationships, commitments, and enhance relationships between local communities and institutions (Small, 2006). Under the scope of improving the smoothness of the country's political system, public education is part of a political activity undertaken through public education campaigns or activities by non-profit-based parties. This activity directly raises greater awareness towards the central government's policy among the general public. Public awareness activities by human service workers vary in scope and the purpose of their implementation begins part of social transformative education initiatives (Guo & Saxton, 2014; Shier & Handy, 2015). This community or public education is capable of enhancing community relationships with the federal government as a direct political activity (Shier, McDougale, & Handy, 2014). Activities that promote civic awareness among the community and social advocacy are part of the process of policy implementation and development. Although the term social advocacy has some definitions (Reid, 2000), but the term advocacy in human services refers to public actions aimed at enhancing support for certain policies. Appeals directly or indirectly to the governing body to influence them against the implementation of certain laws is part of the social advocacy action (Internal Revenue Service, 2016).

IV. DISCUSSION

Due to the profound impacts of social work education shapes good governance, there is a crucial need for addition effective adaptation strategies. In addition, although some previous scholars have focused on this issue, there still a paucity of research which focusing in local setting especially in Malaysia. To narrow this gap, this paper mentioned five adaptation strategies specifically aimed towards social work education in Malaysia. The strategies are parallel with those proposed by a number of previous scholars.

Strategies to implement good governance through social work education in Malaysia

Restructuring knowledge and skill of academic staff

In developing a field into an effective profession, Abbott profession system emphasizes the weakness of actors in a field of work. Actor in this context means a lecturer or academic staff. When an educator does not have the credibility of the leadership in terms of personality, skill, ethics, and attitudes towards the interests of the student, educator seems failed to become a role model to the student (Ibrahim, 2013). Therefore, educators should master internal and external expertise such as learning, thinking, planning, teaching, facilitating, evaluating, communicating, information and communication technology expertise (Rohaan et.al, 2010). When educators are successful in mastering all of the above skills, the human capital construction in a country will be effective as the quality of the instructor's results in higher student learning quality (Ministry of Education, 2012). The previous research stated that the need for professional development was often neglected (Suhaimi et.al, 2011) and resulted in the achievement and excellence in affected education, the community also lost confidence and credibility to instructors (Salleh, 2005; Idris & Hamzah , 2013). This is due to the attitude of the instructors themselves who do not have the desire to achieve the level of self-realization of the importance of professional development. This is why the position and expertise of educators have become lesser in the public's view (Arshad & Mohamed, 2009). As a conclusion, educator plays an important role in enhancing the important of good governance among graduates.

Strengthening Social Relationship with Stakeholder

Exploring the context of social work education, and stakeholder perceptions and perceived goals of social work education in different countries is essential for the profession globally. Stakeholder is the main party that we can't left behind to explain how social work education can create good governance. By exploring key issues such as standards, governance, accreditation, and the direction of social work educational program through government policies we can minimize the challenge in the future. Malaysian Association of Social Workers can play the important role to strengthening the relationship with respective stakeholder. Simultaneously, this is a technic to increase the confident of stakeholder to support the implementation of social work professional body in Malaysia. However, this relationship should be further strengthened, 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. According to Dominelli (2010), various factors that influence the development of social work education program such as the history of nation formation, stakeholder perception, national education policy and the development of the social work profession itself. In this situation, stakeholder is the parties who can acknowledge the importance of social work programs to the government.

Restructuring pedagogical techniques

Teaching activity is no longer the main mechanism for an educator, but educators today need to exploring, researching and formulating the concept of professional development in education (Hunzicker, 2011). As known, the in-service training program (LDP) is a step in increasing the competence of educators practically (Baharun et. al, 2010; Harris & Sass, 2011). Through LDP learning, educators are required to clearly understand the syllabus of education programs, taught, provide effective curriculum management, efficient pedagogical techniques, and the ability to apply the concept of best classroom practices in teaching. Restructuring the techniques of teaching can shape an openness thinker among the graduates and won't depending too much on theoretical aspect.

Community Development Program

Authors agreed that a lot of welfare policy mentioned about the important of social work education program such as community development need to implement in the university. These kinds of program can strength the credibility of student to apply all the skills and knowledge in the social work field. Rigorous program should be provided that results in graduates who are competent at a beginning level, effective, skilled, knowledge-based, ethically aware, confident practitioners as well as able to participate in the development of appropriate social welfare policies (AASW, 2008; Hepworth, 2009; Mwansa, 2010). Authors believe this is a bottom up approach that can be used to spread the importance of social work education to the community. Besides educator and stakeholder, community also a main party that we can't leave behind to provide understanding how element in social welfare can shape a good governance.

Facilitating the Learning of Alternative Skills

Providing skills and information on new areas can attract the attention of government and stakeholder as a feasible opportunity. (Agranoff, 2003; Sehested, 2003; Gladwell, 2002; Reddel, 2002; Salamon, 2002) mentioned some of the additional skill sets required of social work administrators operating in a governance paradigm. Social issue that happened in the Malaysia need to address this kind of additional skills. . Firstly is framing skills that refer to the placing and facilitating agreement on the respective roles, responsibilities, and values that are to be maximized in governance undertakings. Secondly, the orchestration skills that refers to keeping all the parties 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 also need to address and this skill refer to the creating environments that enhance the cooperative interaction between parties and modulation skills that refer to the sensitive utilization of rewards and penalties to solicit and maintain cooperative interaction between sectors and actors. Within this kind of skills, Sehested (2003) claimed this is a set as meta-governance skills that can attract the government to support the professional body of social work.

V. CONCLUSION

Several of international and local studies identified how social work education can shape good governance. This issue is expected to worsen in the future if there are no strategies implement to improve the quality of social work education. It is suggested that several strategies should be intensified in the five main issue; restructuring knowledge and skill of academic staff, strengthening social relationship with stakeholder, restructuring pedagogical techniques, community development program, and facilitating the learning of alternative skills. These kinds of strategies can be a basis for policy makers, local leaders, and government itself to concern social work education is the crucial element to improving a good governance and simultaneously alert to the development of social work programs in future.

REFERENCES

- [1]. Allard, S., & Allard, G. (2009). Transdisciplinarity and information science in earth and environmental science research. *Proceedings of the Association for Information Science and Technology*, 46(1), 1-9.
- [2]. Arshad, I. & Mohamed, R. (2009). Keberkesanan Latihan Dalam Perkhidmatan (Ldp) Peringkat Sekolah Untuk Meningkatkan Kualiti Pengajaran Dan Pembelajaran. *Seminar Kebangsaan Jawatankuasa Penyelarasan Pendidikan Guru 2009*
- [3]. Baharun, K., Basar, M. N., Mat Sam, M. & Lee, L. H. (2010). Kelestarian KualitibGuru : Satu Model Kontinuum Pembangunan Guru. *Jurnal Penyelidikan Pendidikan Guru*, 5 ms. 247-256
- [4]. Bossink, B. A. (2002). The development of co-innovation strategies: stages and interaction patterns in interfirm innovation. *R&D Management*, 32(4), 311-320

- [5]. Chesbrough, H., & Di Minin, A. (2014). Open social innovation. In *New frontiers in open innovation* (Vol. 16, pp. 301-315). Oxford: Oxford University Press
- [6]. Dominelli, L. (2010). *Social work in a globalizing world*. Polity.
- [7]. Evetts, J. (2013). Professionalism: Value and Ideology. *Current Sociology* 61(5-6): 778-796.
- [8]. Feldman, M., & Khademian, A. (2001). Principles for public management practice: From dichotomies to interdependence. *Governance: An International Journal of Policy and Administration*, 14(3), 339-361
- [9]. Fisher, D. (2009). Transformations in environmental governance and participation. In *Ecological Modernisation Reader* (pp. 141-155). Routledge.
- [10]. Gabel, J. R. (2002). Tracking health care costs: growth accelerates again in 2001. *Health affairs (Project Hope)*, W299-310.
- [11]. Ginsberg, J. R. (1999). Conserving the African wild dog *Lycaon pictus*. II. Is there a role for reintroduction?. *Oryx*, 33(2), 143- 151.
- [12]. Goldsmith, R. L., & Eggers, W. D. A. (2004). *Use of Technology in Interventions for Children with Autism*. *JEIBI*, 1.
- [13]. Gray, M., Coates, J., & Bird, M. Y. (Eds.). (2008). *Indigenous social work around the world: Towards culturally relevant education and practice*. Ashgate Publishing, Ltd..
- [14]. Gray, M., & Coates, J. (2010). 'Indigenization' and knowledge development: Extending the debate. *International Social Work*, 53(5), 613-627.
- [15]. Gray, M., & Fook, J. (2004). The quest for a universal social work: Some issues and implications. *Social work education*, 23(5), 625-644.
- [16]. Guo, C., & Saxton, G. D. (2014). Tweeting social change: How social media are changing nonprofit advocacy. *Nonprofit and Voluntary Sector Quarterly*, 43(1), 57-79.
- [17]. Harris, D. N., & Sass, T. R. (2011). Teacher Training, Teacher Quality and Student Achievement. *Journal of Public Economics*, 95(7) ms. 798-812.
- [18]. Hepworth, M., & Walton, G. (2009). *Teaching information literacy for inquiry-based learning*. Elsevier
- [19]. Hunzicker, J. (2011). Effective Professional Development for Teachers: A Checklist. *Professional Development In Education*, 37(2), ms.177-179
- [20]. Ibrahim, M., S. (2013). Peranan Guru Kanan Mata Pelajaran Dalam Mempertingkatkan Kualiti Pengajaran Guru-Guru. *Jurnal Kurikulum & Pengajaran Asia Pasifik*, 1(1)
- [21]. Idris, N., H. & Hamzah, R. (2013). Nilai Profesionalisme Bakal Guru Berteraskan Indikator Standard Guru Malaysia (SGM). *Jurnal Teknologi*. 60 ms. 31-37
- [22]. Kee, L. H. (2007). *Indigenising social work: Research and practice in Sarawak*. Strategic Information and Research Development Centre (SIRD).
- [23]. La Porta, R., Lopez-de-Silanes, F., Shleifer, A., & Vishny, R. (2000). Investor protection and corporate governance. *Journal of financial economics*, 58(1), 3-27
- [24]. Law, A. K. C., & Gu, J. X. (2008). Social work education in mainland China: Development and issues. *Asian Social Work and Policy Review*, 2(1), 1-12.
- [25]. Lee, S. M., Olson, D. L., & Trimi, S. (2012). Co-innovation: convergenomics, collaboration, and co-creation for organizational values. *Management Decision*, 50(5), 817-831
- [26]. LeRoux, K. (2007). Nonprofits as civic intermediaries: The role of community-based organizations in promoting political participation. *Urban Affairs Review*, 42(3), 410-422.
- [27]. Lévesque, B. (2012). Social Innovation and Governance in Public Management Systems: Limits of NPM and search for alternatives?. *Crises*
- [28]. Lipsky, M. (2010). *Street-level bureaucracy, 30th ann. Ed.: dilemmas of the individual in public service*. Russell Sage Foundation.
- [29]. Moolaert, F., Martinelli, F., González, S., & Swyngedouw, E. (2007). Introduction: social innovation and governance in European cities: urban development between path dependency and radical innovation.
- [30]. Gladwell, M. (2002). The social life of paper. *The New Yorker*, 25.
- [31]. McGuire, M. (2002). Managing networks: Propositions on what managers do and why they do it. *Public Administration Review* 63(5), 599-609
- [32]. Meier, K., & O'Toole, L. (2006). *Bureaucracy in a democratic state: A governance perspective*. Baltimore: The Johns Hopkins University Press.
- [33]. Menefee-Libey, D., Diehl, B., Lipsitz, K., & Rahimtoola, N. (1997). The historic separation of schools from city politics. *Education and Urban Society*, 29(4), 453-473.
- [34]. Middleton, M. J., & Midgley, C. (1997). Avoiding the demonstration of lack of ability: An underexplored aspect of goal theory. *Journal of educational psychology*, 89(4), 710.
- [35]. Minahan, A., & Pincus, A. (1977). Conceptual framework for social work practice. *Social Work*, 22(5), 347-352.

- [36]. Murray, R., Caulier-Grice, J., & Mulgan, G. (2010). *The open book of social innovation* (p. 2). London: National endowment for science, technology and the art.
- [37]. Nikku, B. R. (2011). Children's rights in disasters: Concerns for social work—Insights from South Asia and possible lessons for Africa. *International social work*, 56(1), 51-66.
- [38]. Nikku, B. R. (2010). Social work education in Nepal: Major opportunities and abundant challenges. *Social work education*, 29(8), 818-830.
- [39]. Noble, I. (2013). Policy: Sustainable development goals for people and planet. *Nature*, 495 (7441), 305.
- [40]. Novy, A., Hammer, E., & Leubolt, B. (2009). Social innovation and governance of scale in Austria. *Social Innovation and Territorial Development*, 131-148.
- [41]. Payne, M. Askeland (2008) *Globalization and International Social Work: Postmodern Change and Challenge*.
- [42]. Phills, J. A., Deiglmeier, K., & Miller, D. T. (2008). Rediscovering social innovation. *Stanford Social Innovation Review*, 6(4), 34-43
- [43]. Pol, E., & Ville, S. (2009). Social innovation: Buzz word or enduring term? *The Journal of Socio-Economics*, 38(6), 878-885.
- [44]. Rank, M. G., & Hutchison, W. S. (2000). An analysis of leadership within the social work profession. *Journal of Social Work Education*, 36(3), 487-502.
- [45]. Reddel, T. (2002). Beyond participation, hierarchies, management and markets: 'New' governance and place policies. *Australian Journal of Public Administration*, 61(1), 50–63.
- [46]. Reid, T., (2000). *An inquiry into the human mind on the principles of common sense: a critical edition* (Vol. 2). Penn State Press.
- [47]. Rohaan, E. J., Taconis, R., & Jochems, W. M. G. (2010). Analysing Teacher Knowledge for Technology Education In Primary Schools. *International Journal Of Technology And Design Education*. (22): ms. 271–280
- [48]. Rubin, A., & Babbie, E. R. (2001). *Research method for social work*. Pacific Grove, CA: Wadsworth.
- [49]. Salamon, L. M. (1995). *Partners in public service: Government-nonprofit relations in the modern welfare state*. JHU Press.
- [50]. Salleh, (2005). *Pemikiran Profesional Keguruan Terhadap Kurikulum Dan Pengajaran*. Universiti Malaysia Sabah.
- [51]. Saporin, N. H. B. (2014). Malay Muslim Worldviews: Some Thoughts for Social Work Practice in Singapore. *Journal of Religion & Spirituality in Social Work: Social Thought* 33(1): 73-94.
- [52]. Shier, M. L., Handy, F., & McDougale, L. M. (2014). Nonprofits and the promotion of civic engagement: A conceptual framework for understanding the "civic footprint" of nonprofits within local communities. *Canadian journal of nonprofit and social economy research*, 5(1), 57.
- [53]. Shier, M. L., & Handy, F. (2015). Social change efforts of direct service nonprofits: The role of funding and collaborations in shaping social innovations. *Human Service Organizations: Management, Leadership & Governance*, 39(1), 6-24
- [54]. Schwarz, S. G., Aron, C., Karlin, M. S., Machecha, C. M., Chirico, F., Pelland, C., & Graves, J. C. (2010). *U.S. Patent Application No. 12/826,513*.
- [55]. Scourfield, J., Warden, R., Gilliat-Ray, S., Khan, A. & Otri, S. (2013). Religious Nurture in British Muslim Families: Implications for Social Work. *International Social Work* 56(3): 326-342.
- [56]. Sewpaul, V., & Jones, D. (2004). Global standards for social work education and training. *Social Work Education*, 23(5), 493-513.
- [57]. Shleifer, A., & Vishny, R. W. (1997). A survey of corporate governance. *The journal of finance*, 52(2), 737-783
- [58]. Sinnasamy, J. (2006). Information skills programs: implementation and evaluation. *Kekal Abadi*, 25(1/2), 6-15.
- [59]. Smith, S. R. Lipsky, M., & (1993). *Nonprofits for hire: the welfare state in the age of contracting*. Harvard University Press
- [60]. Small, M. L. (2006). Neighborhood institutions as resource brokers: Childcare centers, interorganizationalties, and resource access among the poor. *Social Problems*, 53(2), 274-292.
- [61]. Suhaimi, N., Hamzah, R. & Udin, A. (2011). Profesionalisme Guru PTV Dalam Membentuk Insan Sedar Kendiri (Self-Actualization). *Journal of Edupress*, 1(2), ms. 230-237
- [62]. Syamsuddin & Azlinda, A. (2012). Memahami Dimensi Spiritualitas Dalam Praktek Pekerjaan Sosial. *Informasi* 17(No.02)
- [63]. Thomas, P. (2007). The challenges of governance, leadership and accountability in the public services. In M. Wallace, M. Fertig, & E. Schneller (Eds.), *Managing change in the public services* (pp. 116–135). Maldon, MA: Blackwell Publishing

- [64]. Watson, L. D., & Hegar, R. L. (2013). The tri-sector environment of social work administration: Applying theoretical orientations. *Administration in Social Work*, 37(3), 215-226.
- [65]. Wimpfheimer, S. (2004). Leadership and management competencies defined by practicing social work managers: An overview of standards developed by the national network for social work managers. *Administration in Social Work*, 28(1), 45-56.
- [66]. Yuen-Tsang, A. W., & Wang, S. (2002). Tensions confronting the development of social work education in China: Challenges and opportunities. *International Social Work*, 45(3), 375-388.
- [67]. Yunong, H., & Xiong, Z. (2008). A reflection on the indigenization discourse in social work. *International Social Work*, 51(5), 611-622.

Muhd. Dhamir Audi Azizul. " Direction of Social Work Education in Malaysia: Strategies to Implement Good Governance." IOSR Journal of Humanities and Social Science (IOSR-JHSS). vol. 24 no. 08, 2019, pp. 42-51.