

Full Length Article

Open Access

Code: 2594

Exploring the Challenges of Social Work Education from Field Education Perspective in Ethiopia: The Case of Four Public Universities

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Citation: Alemayehu Gebru , Hunde Doja.(2021). Exploring the challenges of social work education from field education perspective in Ethiopia: The case of four public Universities. <i>Ethiop.j.soc.lang.stud.</i> Vol. 8. .No.1, pp.79-89
eISSN: 2408-9532; pISSN: 2412-5180. Web link: http://journals.ju.edu.et/index.php/ejssls
Publication history: Received in revised form 15 June 2021
Subscription(electronics): Submission fee: Free of payment ; Accessing fee: Free of payment
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Abstract

This study has explored the challenges of field education practicum in the Ethiopian context within selected four public universities. The study, therefore, was undertaken with the purpose of exploration via qualitative case study design. The researchers used multiple data collection techniques namely interview, observation, document review, and FGDs. They employed a non-probability sampling method, purposive sampling technique, and the size of the participants was determined based on the principle of data saturation point. The data analysis took place concurrently with data collection since the approach justifies doing so thematically. The trustworthiness of the data was secured via member checking, triangulation, and peer debriefing. Ethical considerations uplifted by informed consent from the participants, and the anonymity of their identity, confidentiality of the information they provided kept in secret through utilizing pseudo-name. The finding revealed lack of awareness and commitment, misconception of fieldwork, limited trained social workers at agencies, absence of field education coordinator, financial constraints, clients and agencies expectations, distance and uncomfortable practice environment, language barriers, and problems in report writings are the challenges to field education practicum. The study suggested the Schools of Social Work to develop trust by having a memorandum of agreement with organizations, provide scholarship to field liaisons, prepare field education conferences, project proposals for grant seeking, to be a member of the Ethiopian social workers professional association and further studies as well.

Keywords: /Challenge/Ethiopia/Field education/Social Work/

1. Introduction

1.1 Background and Rationale of the Study

Field learning occupies a central role in the curricula of social work schools around the world. Indeed, a glance at the history of social work education reveals that since the foundation of the first schools of social work until today, field placement learning has been at the heart of social work education, while approaches to field learning and the criteria used to evaluate students' learning and performance vary across schools and countries (Doel & Shardlow, 2005; Bogo, 2010; Doel, Shardlow, & Johnson, 2011; Reamer, 2012). But, why is field

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learning such a fundamental component of the social work educational process? Field learning is a type of experiential learning that social work students engage in through their placements in social work agencies.

Litvack, Bogo, and Mishna (2010) have conducted a study on the emotional reactions of students in field education at the University of Toronto. They found that the student-field instructor relationship emerged as significant, both as a crucial risk factor and as a crucial protective factor. When the relationship was reported to be negative, minor challenges were often described as overwhelming, and the relationship itself became a stressor. The organizational environment and the relationship with the instructor appear to be interrelated variables with the potential to enhance the positive or mitigate or exacerbate the negative impact of the other.

Han and Lim (2014) conducted research on the issue of current status and future challenges of social work education in South Korea and found that the qualification standards for field experience supervisors in South Korea are insufficient for providing the appropriate practical skills and competencies to students. Furthermore, the field supervisors in the field tend to provide practice-focused supervision only, which does not appropriately link the experience with academic knowledge and skills. In addition to increasing the qualifications of supervisors and the amount of time in the field, the core content of field education should be enhanced to improve the quality of field education. During the orientation, academic supervisors at schools and universities should address the goals, attitudes, ethics, expectations, and emotional feelings of students in relation to their field placements.

Hey (2018) investigated the reality of field education in Aotearoa New Zealand. S/he found that the tertiary educators and students voiced a range of opinions about the availability of social work placements and competition for quality placements. The pressure on tertiary educators engaged in field education was well-traversed with a continual refrain around limited funding and resourcing for this complex and time-intensive work, both for them and the field educators. Organizations that take student placements also face myriad pressures and the impact of this on placement availability and student learning was noted.

Ashenafi Hagos (2020) has undertaken a research on being visible in the policy process with experience of the school of social work at Addis Ababa University and found, “*Social workers have been involved in these sorts of activities since the earliest days of the profession. However, the current level of engagement often is very limited as many social workers are focused on their daily routines and feel they do not have the time or skills to work on policy issues*” (Ashenafi, 2020, p. 2402).

Additionally, Ashenafi, Tasse, Emebet, and Zena (2021) conducted a study on “strengthened by challenges: the path of the social work education in Ethiopia”. They found that despite the challenges encountered from inside and outside of the university, the School has been able to alter those obstacles into opportunities. Addis Ababa University has worked firm to network and amend the outlooks of people and agencies to make them partners of the School. They also assured that there is a likelihood of building social work education in the face of severe financial and human resource drawbacks. And there should be committed young prospective students who eager to take a leadership position and experienced social work educators who provide directions to make social work education possible.

Beyond the efforts made to deal with social work field education practicum so far, the concept of field education practicum’s challenges has not been studied in the Ethiopian context yet. Hence, the study aimed to fill these knowledge gaps in the Ethiopian context and address the following three research questions.

1. What are the challenges students faced during field education practicum?
2. What are the challenges schools of social work encounter concerning field education practicum?
3. What are the challenges student hosting agencies encountered concerning field education practicum?

2. Method

2.1 Research Design

Constructivist perspective recognizes that knowledge emerging from the data is not only discovered but also created with participants (Edmonds, Alex & Kennedy, Thomas, 2017). Hence, the challenges of field education practicum were explored as the research participants comprehended and interpreted based on their experiences. This study has employed a qualitative case study research design to address the research questions and achieve the objectives of the study. This study was undertaken with the purpose of exploration because exploratory research extends over unknown or with little knowledge about the concept to be studied (Neuman, 2014). This topic is relatively new and the first in the Ethiopian context as far as the researchers' knowledge exploration of the literature reveals. This is why we preferred to explore it.

According to Baxter and Jack (as cited in Milki, 2014), the case should be clearly specified and identified. Yin (2014) discusses two types of case studies based on the intent of the research, single and multiple case studies. A single case study has two types of approaches, such as holistic and embedded case studies. This study applied a single case study with embedded case units so long as the SSW field education has embedded units.

2.2 Study participants

Participants were from four selected public universities that are well known for commencing and providing social work education with the signature pedagogy of the profession in Ethiopia, such as Addis Ababa University (AAU), University of Gondar (UOG), Jimma University (JU), and Wollega University (WU). These universities have well-organized field education stakeholders and they have firsthand information to enhance the dependability of the findings. Participants were selected based on the non-probability purposive participant selection technique. The size of the participants was determined by the principle of data saturation points in which the researchers discontinued collecting the data when redundancy of information appeared during data collection time (Olsen, 2012). Thus, eight field liaisons and eight faculty liaisons were interviewed and four FGDs were undertaken with students each group having eight members.

2.3 Data Collection Methods

In-depth interview, key-informant interview, focus group discussion, observation, and document review have been employed. With these data collection methods, multiple perspectives and data sources have been involved to attain the purpose of this study. Thus, students, field liaisons, faculty liaisons, the study sites (agencies), reports and field education manuals were our data sources. The researchers have developed in-depth interview guide, FGD guide, and observation, and document review checklists beforehand.

2.4 Assuring Trustworthiness of the Data

Triangulation and member checking are some of the strategies to enhance the credibility of qualitative findings (Andrew, 2004; Creswell, 2017). So, the researchers have triangulated perspectives of the participants and received their confirmation pertaining to the information during data collection. Moreover, the researchers have received inputs from the scientific community of the College of Social Sciences and Humanities at JU through critical comments and perusal of the proposal and the research findings.

2.5 Data Analysis

Qualitative studies give data meaning, translate them, or make them understandable (Neuman, 2014). We began with the perspective of study participants and then found out how they understood and defined their experiences of field education's challenges. In qualitative research, data analysis begins at the time of data

collection while the researcher is in the field with participants. We interpreted the data with participants throughout the process of data collection by requesting clarification and confirmation questions from the participants. These processes have immense contribution in constructing and discovering knowledge with combining efforts of the researchers and participants as a qualitative research approach stresses. Likewise, thematic analysis was utilized with six phases to reach the last emerging themes (Braun & Clarke, 2006). Thus, the data which were collected through audio-recorders, analytic memos, and note-taking were listened to, transcribed, coded, categorized, and patterned to identify the major themes of the finding.

2.6 Ethical Consideration

Informed consent was secured after explaining the purpose of the study to the participants (NASW, 2017). And, confidentiality of the information is kept in secret since the participants remained nameless by employing codes instead of their names. For instance, participants of key informants represented with KI, Field liaisons with FL, and the like (Neuman, 2014).

3. Result

Triangulated results from all four data collection techniques came up with ten major themes: lack of awareness, lack of commitment, misconception about field education practicum, limited trained field instructors/liaisons, the absence of field education coordinator, financial and material constrains, shortage of hosting and mentoring agencies, human service agencies' expectation, distance and uncomfortable practice environment, language barrier, and report writing. In what follows, we present the themes sequentially.

3.1 Lack of Awareness

Field liaisons and immediate administrators' lack of awareness: The finding revealed that field liaisons and immediate administrators lack awareness about the social work profession in general, and the field education practicum in particular; this is the major challenge to properly implement the fieldwork because most of the practitioners and leaders in the human service agencies are not from social work background. For instance, KI: I stated that agency personnel always requested them, “*who are you?*” and “*what is the social work profession mean?*” and they expect them to explain every time they go to the practice settings. According to the informant's (KI: II) understanding, authorities at the top level have no clue about the social work profession and its practice-based orientation and this is why they failed to respond and understand the SSW requests in general and the field education coordinator in particular.

During the researchers' observation at the agencies during interview sessions with field liaisons, they understood that there is a huge gap in comprehending social work profession and field education practicum. Their document review like field education manuals, field work reports and process records indicated the lack of awareness immensely.

3.2 Lack of Commitment

Students and faculty liaisons lack of commitment: Although faculty liaisons and students have the knowledge, skills and values of social work profession, their commitment to execute their field education practicum appropriately was low. KI: III indicated that they do not come to the orientation of field education practicum sessions and field education symposium presentation of the students; they failed to escort students at their very first day to the placement, they lack the commitment to give feedback timely, and they conduct supervision halfheartedly as well as with seldom bases. KI: IV asserted, “*Students failed to seek support and consultation from their supervisors [and] they rather prefer presenting their work in the final symposium to getting comments and improve themselves*”.

Moreover, FL: II affirmed that students are usually absent from the fieldwork and if they come they waste their time just sitting idle or wandering here and there. Our observation also confirmed such behavior and practices of the students at the practice settings. Equally, FL: III said, “*Faculty liaisons sent students to agencies without guidelines and plan before they start the field education practicum*”.

Participants from FGDs mentioned how students made field education practicum become difficult. These include being late/ not punctual, absenteeism, failure to work collaboratively, lack of agreement in group work, dependence on those students who try their best to develop group reports and inability to find a solution through group discussions. As the finding from FGDs shows, their misconception about field education practicum makes them negligent and inattentive not to work properly. KI: VIII also said, “*Supervisors give less attention and value to field education practicum than to other class base courses because of its fewer rewards and attention from immediate and higher officials*”.

3.3 Misconception about Field Education Practicum

The findings indicated that students and supervisors have a misconception about field education and do not take it seriously as equal to other courses. For instance, KI: II explained that the students did not think as classroom learning and field education practice are placed in balanced weights. Rather, they considered it going out and back without giving due emphasis to the fieldwork. FGD participants confirmed that supervisors leave the whole responsibility to the students instead of supporting them in the process of the practicum. Thus, there is a misconception about the field education practicum by students and faculty liaisons.

3.4 Limited Trained Field Instructors/Liaisons

The biggest of all challenges for fieldwork in Ethiopia is the scarcity of trained social work professionals in the field. The finding revealed that because of the limited number of trained field instructors in the organization, students failed to get the appropriate mentor at the fieldwork. KI: VIII said, “*Government organizations like schools and hospitals have no social work professional in their structure and that makes it difficult for students to get enough knowledge and skills from field education practice*”. Besides, KI: VI elaborated that field liaisons in the agencies are not social workers and they do not have the necessary social work competencies to support students. The participant said, “*ሳይተርፈው የደገሰ እና ሳይማር ያስተማረ ከፀፀት አይደገም*”; the English equivalent can be translated as ‘*He who feasted with insufficiency and taught without learning can’t escape the remorse*’ so does untrained field liaisons.

Document review particularly group reports and field education manuals indicated that lack of professional social workers to act as field instructors, poor supervision of students by non-social workers at the agency, and little recognition and familiarity with social work as a whole are the challenges to the field of education practicum. Our field visit where the students were placed for fieldwork confirmed the finding of the limited number of trained field liaisons.

3.5 The Absence of Field Education Coordinator

Even though the SSW in UOG secured the position of the field education coordinator by intensive influence, the SSW at Addis Ababa, Jimma, and Wollega universities have no designated field education coordinator as the finding uncovered. KI: VIII asserted that the field education coordinator has equivalent benefits with the head of the school, such as 6 cr.hrs load, 500 ETB mobile cards, and 2000 ETB for the position. However, the remaining three schools of social work still struggle without a field education coordinator to manage the practicum. Nevertheless, KI: VI stated that teachers do not want to be field education coordinators according to the data obtained from the AAU SSW because of the workload. According to this participant, “*it is difficult to be a teacher, a researcher, supervisor, field coordinator, etc. at once*”. Therefore, many teachers refused to be field education coordinator. The participant also mentioned that some teachers

want to leave the university rather than taking the position of a field education coordinator. Likewise, KI: V specified that *“there should be separate field education coordinator without additional assignments like teaching and extra- curricular activities to run the program effectively”*. The participant stressed that in their school field education, a coordinator has a responsibility to teach, conduct research, engage in community services, and coordinate field practicum which is tedious.

3.6 Financial and Material Constrains

The finding identified that budget and material constraints are the challenges for fieldwork success. As to the KI: IV’s explanation, social work department at WU, Gimbi campus is challenged with unfair treatment from the college’s admin and finance department to access students' and supervisors' stipends. The informant said, *“Availability of budget and the good will of top management have determined the success of field education practice than the requirements of the practicum set in the manual”*. KI: II said, *“Even we are afraid to ask payment for the works that we have already done because of their irresponsive feedback and I think the position of field education coordinator has budget implication and this is why the college impedes this from approval?”*

FGDs participants explained that the SSW is unable to provide materials like gloves, gowns with students while they are on practice in health care settings. Especially, the lack of providing these materials with schools on a timely basis has challenged the students from performing the field education tasks properly.

3.7 Shortage of Hosting and Mentoring Agencies

The findings found that except AAU SSW, the other universities are challenged with the shortage of agencies hosting and mentoring their students. For example, KI: IV noted that SSW at WU, Gimbi campus is highly challenged in finding agencies used for student placement. It is because in Gimbi there are only two NGOs that can be used for social work students’ practicum attachment. Consequently, the department uses Nekemte and Assossa towns as its students’ destination for field education placement. Thus, the triangulated result of the study confirmed the shortage of human service agencies in the areas where social work education has been given.

3.8 Human Service Agencies’ Expectation

The findings indicated that agencies expect a lot from the SSW and reject hosting students unless they get what they have expected of the school. In this regard, KI: III said, *“Especially, in health settings, there are field liaisons who requested that unless your school gives us incentives, we regret to host and mentor the students”*. As to the informants, field liaisons and agencies questioned about the benefit of hosting and mentoring students. They all posed, *what is in it for us?”* Agencies have given more emphasis for the rewards and incentives for their cooperation with the SSW than the potential benefit that students and faculty liaisons bring to their situations. Contrary, FL: IV said, *“Students are resources for human service organizations by sharing their burdens and motivating clients for a better life. But, students lack the creativity to solve problems and wait simply for direction from their field liaisons”*. Moreover, satisfying the immediate needs or expectations of clients and agencies were challenging for the students and the schools.

3.9 Distance and Uncomfortable Practice Environment

The findings showed those agencies’ settings did not encourage and invite students to have group discussions and to conduct deskwork. The agencies have no available space and accommodation such as office, bench, and table allowing students to undertake group discussion and deskwork. KI-II asserted, *“agencies’ personnel don’t have a welcoming face to our students and some of the students hated and got frustrated when*

Thursday and Friday arrived, to go out for field education practicum because of the settings and the personnel's' response". FGD participants believed that most of the agencies are narrow and are not compatible with the number of students assigned to them.

FGDs participants described that most of the agencies are far from the schools of social work and challenging students to get there as early as expected and charges them transportation fees. Some of the agencies' rules and procedures to enter are strict and boredom like correctional administration as JU's experience shows. Similarly, they stated that there are students with visual and physical impairments and their case is ignored to be considered. And our observation and document review results indicated the distance and uncomfortable practice environment are the challenges for the success of fieldwork at the study areas.

3.10 Language Barrier and Report Writing Difficulties

The findings asserted that the language barrier is the major problem that students encountered to practice effectively in agencies with clients. For example, KI: VII said, *"there are students who are assigned to our department from Gambela, Southern Nation and Nationalities Regional State, and Oromia National Regional State, and they always complain about the language barrier in their stay at fieldwork"*. FGD participants said that students from Amhara National Regional State are assigned at universities in Oromia National Regional State and students from Oromia National Regional State are assigned at universities in Amhara National Regional State. Due to that, they have suffered from language barrier to exercise their field practicum efficiently. In an attempt to address the challenge, the schools have tried to assign at least one bilingual student for translation purposes. However, this has not helped to manage the language barrier.

KI: VI described that students throughout the country are identical as they are products of the colors of the country; literally the informant stated, *"ተግራ የሀገር ቀለም ነው"*. He clarified, students coming from preparatory schools are found to be poor in their skills of communication and writing. As a result, they are challenged to write their daily process record and group report with the University's medium of communication, English. The participant said, *"You asked me whether they are integrating theories with practice; let alone the integration, it would be great if they can communicate effectively through writing and speaking. He added, 'መረቅ ቀርቶብኝ በቅጡ በኮነኝ።"* It means, *deprived of the blessing, I wish to get condemned properly*. Thus, language barrier is the most challenging issues in SSW to execute field education properly. FGD participants mentioned that though writing daily process records and fieldwork group reports helped them to improve their report writing skills, still they are challenged to properly write their intended concepts. During document review of their process recordings and fieldwork group report, we have noticed their drawbacks regarding language and report writing with fragmented, incomplete and pointless sentences.

4. Discussion

All through the discussion, we have analyzed the challenges of field education practicum in four selected public universities with particular attention to field education actors. And, we have tried our best to show its relation with the literature and previous research findings documented. Hereunder, we discussed the shortage of awareness, loss of commitment, scarcity of expert social workers, economic constraints, and absence of field education coordinator, distance and uncomfortable practice environments, the expectation of agencies, and scarcity of field placements.

The finding revealed that field liaisons lacked awareness about the social work profession generally and field education practicum particularly. Due to this, they have underestimated what students can contribute to their organization. What's more, the field liaisons have missed opportunities that students can bring to their agencies. Consequently, they refused to accept, host, and mentor students. The study further indicated that faculty liaisons have poor dedication to offer regular supervision in field education practicum. For instance, they did not attend the orientation of fieldwork practicum sessions and fieldwork symposium; they failed to

escort students on their first day to the placement; they lacked the commitment to provide remarks timely and are found to supervise halfheartedly as well as rarely. Sunirose (2013) acknowledged that many students felt the absence of supervision by their faculty supervisors, especially during block placement. Therefore, if faculty liaisons are not committed enough to follow-up and guide students at their fieldwork, the outcome will be a bundle of theories without practical and skill-oriented education, and learning by doing becomes lifeless. Wassie Kebede indicated that inconsistent follow up by social work educators assigned to liaison the field placement, absence of on-going seminars on field placements and absence of trained social workers in the placement agencies to supervise students are found to be major challenges for field education (2019). Therefore, findings of our study complied with the findings of the aforementioned contributors.

The findings indicated that most of the positions of social workers in Ethiopia are held by untrained professionals from different science backgrounds. Therefore, the absence of trained social work professionals within the human service organizations hindered to acquaint students with crucial field education practicum knowledge, skills, and values. Consistently, the lack of skilled social workers in some agencies is another challenge faced by a number of scholars. And, lack of trained social work personnel in most of the agencies, challenges the coaching in social work education (Sunirose, 2013; Tippa, 2018). Students sought field instructors with a degree of social work to guide and mentor them properly. So, they will acquire sensible management from field experiences and become productive. Then the signature pedagogy of the social work profession provides a chance for educators to analyze the training and teaching processes that lie behind this in-depth remark (Wayne et al., 2010).

The findings confirmed that field education is measured by the availability of money and the assents of administrators rather than the distance that students went, practiced, and the supervisions that faculty liaisons have done. For example, the SSW at JU has challenges in getting and securing financial support to the students in time. Even though it is known and logical to obtain the allowance for students' field education practicum facilitation, the college finance always lags from the proper time of provision and hinders the practicum's success. Similarly, one study confirmed that the majority of students reported that fieldwork results in financial constraints. Some students were also forced to use their own money to go to the field to conduct group work sessions. They complained that the once-off stipend paid by the University at the commencement of fieldwork placement was insufficient to cover all the costs (Shokane, Nemitandani, & Budeli, 2016).

The absence of field education coordinator is the other challenge to SSW. The finding indicated that except for UOG SSW, others have not yet secured the position to field education coordinator that can run and manage the program with necessary facilities. Similarly, Wassie (2019) acknowledged that the lack of an independent team/unit to coordinate the field education activities is the challenge. So, absences of the independent unit to coordinate social work field education contribute to poor quality of coordination and follow-up of students' performance in their field practicum. Contrary to our experiences, the finding from the western study shows that field education coordinators are heavily reliant on the signature pedagogy of social work and neglected other aspects of social work education, such as coursework and research. Thus, literature indicated the need for integrating office deskwork, fieldwork, and classroom activities in line with coordinating the field (Wayne et al., 2010).

The findings revealed that most of the agencies are far from the schools of social work and challenge students to get there as early as expected and charge them transportation fees. Some of the agencies' rules and procedures to enter are strict and boredom like correctional administration as JU experience shows. Similarly, they stated that there are students with visual and physical impairments and their case is ignored to be considered. And, all students get similar payment whether they are assigned nearby the university or very far practice settings. Consistently, Doel (2009) discussed this is true of programs that are situated in an urban setting, so do not assume that a city-based course might not involve placement travel. In line with travellers with disabilities, placements have a duty and responsibility to provide for all students who have been admitted to a social work program regardless of their background such as, disability, etc. Scholars believed that the organizational atmosphere was another factor that could potentially mitigate or exacerbate the participants'

distress which is consistent with our findings (Litvack, Bogo, and Mishna, 2010; Gelfand, Steinhouse & Sullivan, 2000). Mupedziswa and Sinkamba (2014) identified that the social work field education has problems in generating indigenous teaching materials, lack of resources, lack of appropriate field placements, etc. Similarly, Safari (as cited in Mupedziswa, 2001) has identified some challenges associated with the choice of placements in social work education and training institutions in Africa such as shortage of suitable staff, lack of suitable accommodation for students and supervisors, and lack of financial resources which limits the placement choices. Consistently, our findings showed that there is a huge problem in finding field placements for students particularly in JU, WU and UOG cases except for AAU; SSW has immense opportunities concerning field placements. Accordingly, Njau (1986) stated that yet as the number of social work education institutions increases, there will be a need to focus on rural placements as urban placements cannot absorb everyone. Also, as institutions move in the direction of a developmental social work approach, rural placements become imperative. We agreed on the suggestion forwarded by this author since the case of the three public universities indicated that.

5. Conclusion

The general objective of this study was to explore the challenges of field education practicum in four selected public universities of Ethiopia. The conclusion has been made based on the findings of this study and corresponding with the research objectives. Accordingly, we can conclude the study with these two major focal points.

For the first question related to the challenges of field education practicum, the SSW in these four public universities has been facing a shortage of placements for its students except AAU SSW which has immense GOs and NGOs that work with different client systems. And, the schools are challenged with a lack of motivation by students and supervisors to run and manage field education practicum. Though the schools of social work at AAU, JU and WU are challenged to facilitate the field education practicum with the absence of financial input and cooperation from administrators, UOG has managed its field practicum properly by having a designated field education coordinator's position and the smooth collaboration of top managements. Moreover, the schools have challenges concerning lack of professional social workers in the agencies, the imbalance between agencies expectations and schools, lack of commitment from faculty liaisons side, students' incompetency to execute their practices and uncomfortable practice environments.

Regarding the second and third research questions, the schools of social work and agencies have faced enormous challenges, such as absences of field education coordinators, shortage of trained field liaisons, distance and uncomfortable practice sites, financial and material constraints, and lack of awareness about field education. Moreover, lack of commitment from the side of students, faculty, and field liaisons has hindered the field education practicum immensely.

6. Recommendations

Based on the findings of this study, the following way outs are forwarded.

- The schools of social work ought to have field education coordinators with a separate position to run field education practicum efficiently with the necessary accommodation.
- SSWs have to provide allowance and academic scholarship to field liaisons every year as an incentive.
- SSWs ought to organize and administer regular field education practicum workshops to aware of the importance of field education practicum with concerned bodies.
- To overcome financial constraints, field education actors should have to develop project proposals for field education practicum grant.
- SSWs should have to have a memo of understanding with GOs and NGOs by specifying their respective responsibilities.

- The universities should work towards owning a well-organized Ethiopian social work Association to accredited field education practicum.
- Student hosting agencies should have to inform their workers concerning professional conduct and moral responsibilities in guiding novice practitioners.
- We suggest further studies with a comprehensive research design regarding this subject.

Acknowledgments

First, we want to extend our heartfelt gratitude to the participants for their precious time and valuable information. Second, we would like to acknowledge JU's College of Social sciences and Humanities Research and Postgraduate Coordinating Office for funding and approving our study through IRB of the college.

Letter of Declaration

We would prefer to demonstrate responsible bodies to use electronic code for sleuthing plagiarism of this document's contents as a result we tend to be sure enough to let everybody grasp that it's our original work. The study has been funded by JU college of Social Sciences and Humanities and reviewed by the college's postgraduate and research ethics board to be approved. Thus, research participants and therefore the college's scientific community got the prospect to access the report in hard and soft copy.

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Competing interest: The authors declared there is no conflict of interest.

Consent for publication: We have agreed to submit for Journal of Social Sciences and Language Studies and approved the manuscript for submission. Signature: **A.G. (Alemayehu Gebru)**

Funding: The corresponding author disclosed that he has received staff research funding from Jimma University.

Publisher's Note. Jimma University is neutral with regard to jurisdictional claims in published material and affiliations.

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