

A Study of the Satisfaction of Working Students with Social Work in Schools – Take Beijing As an Example

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Abstract: *The satisfaction of service recipients is an important evaluation index of the effectiveness of social work services, which reflects the positioning and shaping of social workers' professional image from the side. This study through questionnaire survey combined with in-depth interviews, to understand the satisfaction of a total of 50 work-study students in two work-study schools in Beijing with the school's social work and its influencing factors, found that the satisfaction of work-study students with school social work is generally high, affecting the satisfaction of work-study students at three levels of cognitive, evaluative and emotional factors, according to which the researchers proposed six countermeasures to improve the satisfaction of work-study students with school social work: strengthen service publicity, use a variety of ways to enhance social work cognition; combined with the characteristics of work-study students, Innovate service content, increase service interest; based on the needs of work-study students, formulate service plans and provide professional services; emphasize service learning and reflection, enhance service capabilities, and improve service quality; attach importance to the choice of service environment, create a comfortable environment, advocate self-determination of clients; practice the value concept of social work, establish good relationships, and obtain emotional recognition.*

Keywords: Working students; School social work; Satisfaction.

1. RESEARCH BACKGROUND

School social work is an important practical field of social work, aimed at providing individualized and specialized services in the school field, with students as the main service group, assisting schools in carrying out moral education work, promoting the achievement of educational goals, and assisting the healthy growth of young people. As a professional social practice, the concept of prioritizing social work needs, respecting personalized development, and helping others to help themselves has a good fit and embedding space with work study education. In recent years, social work has continuously entered work study schools, carrying out various practical and research work, becoming an important professional support for work study education, and has received unanimous praise from service purchasers, work study schools, and service recipients. However, the author found that researchers have focused more on the study of social work and the embedding mechanism of work study schools, as well as micro level intervention research, and there are very few studies on the satisfaction of service recipients. The satisfaction of service recipients is an important evaluation indicator of the effectiveness of social work services. It reflects the positioning and shaping of social workers' professional image, and directly reflects the service quality and level of social workers. This study explores the satisfaction and related influencing factors of service recipients towards school social work through empirical research, and proposes relevant strategies and solutions to help practitioners position their professional image, evaluate their service effectiveness, promote professional reflection, guide and support school social work practice, help school social work shape a good professional image, and enhance professional reputation (Xu Liya, 2004).

2. FACTORS INFLUENCING THE SATISFACTION OF WORK STUDY STUDENTS WITH SCHOOL SOCIAL WORK

Based on the results of questionnaire analysis and in-depth interview data, this study found that the factors affecting the satisfaction of work study students with school social work mainly focus on three dimensions: cognition, evaluation, and emotion, as well as service content, social work, and service environment. The orientation of evaluation of teaching in Colleges and universities is the first problem to be solved in scientific evaluation of teaching. If the orientation of evaluation is not clear, it will lead to the alienation of its function and lead to many bad consequences. Researchers usually think that there are two views. The former thinks that the purpose of teaching evaluation is mainly to reward and punish, that is to say, the results of teaching evaluation are the basis of whether teachers are promoted or not and whether they get a raise or not. The latter thinks that

evaluation of teaching is to promote development, that is, to provide suggestions for teachers to improve teaching and improve teaching skills. However, from the current implementation of the evaluation of teaching in Colleges and universities, we tend to the former. As the main venue for training high-level skilled talents in enterprises, higher vocational colleges have a direct relationship between the quality of ideological and political education and the quality of talents. Teachers should be able to guide students' thinking and improve their skills, so as to organically combine their moral character, knowledge and skills. The ideological and political teaching work of the university is the main battlefield for the university to cultivate graduate students. The professional head teacher and the ideological and political course teacher jointly shoulder the important task of teaching and educating people. It is necessary for each teacher to have a serious academic style, take the lead in setting an example, and penetrate the professional ideological and political teaching into all aspects of students' professional learning in a reasonable and appropriate way, so as to achieve the goal of cultivating high-level skilled talents in the school and escort the development of education. Based on the integration of "post course competition, certification and innovation", the engineering technology specialty has explored the ideological and political construction of the curriculum, and has formed the ideological and political system of the curriculum. The teaching staff is a strong implementer of the ideological and political reform of the curriculum. In the implementation process, it needs a strong guarantee of ideological and political teachers to achieve the desired quality effect. This paper, based on the training mode of "post course competition, certification and innovation" in the engineering technology specialty of the Institute of Construction and Engineering, proposes the construction of curriculum ideological and political teacher team in higher vocational colleges based on the integration of "post course competition, certification and innovation". It explores the construction of curriculum ideological and political teacher team with the integration of "post course competition, certification and innovation" as the carrier, the improvement of the overall ideological and political ability of the teacher team as the main line, the construction of management training system as the starting point, and the ideological and political evaluation system as the incentive mechanism, It is expected to play a reference value and significance for the construction of other colleges or professional teacher teams.

2.1 Cognitive level

Is school social work known to the service recipients. For work study students, school social work often includes social workers, social work services, and social work service stations, with their nature being people, services, and environment, respectively. If none of these three are known to the service recipients, then the awareness of work study students towards school social work cannot be discussed, and their satisfaction with school social work cannot be discussed. The questionnaire survey shows that the main way for work study students to learn about social workers and their services is through notifications from school teachers, followed by notifications from social workers, and then through word of mouth from classmates. In the interview, the researchers found that the cognitive connotation of work study students towards school social work is single and even biased, which can be seen.

2.2 Evaluative level

2.2.1 Evaluation of Service Content

Is the service content interesting and innovative. A questionnaire survey shows that most work study students recognize the services provided by social workers, but there are still a small number of students who do not give high ratings to the activities. Interviews have found that the latter are influenced by factors such as the lack of novelty and fun in the activities. Most service recipients express their satisfaction with the service based on whether the game is enjoyable or not. Games play a catalytic role in social work services, making it easier for service recipients to receive services. Games can better introduce the goals and themes of services, facilitating social workers to further carry out their work. Games with unique forms will make service recipients interested, while repeated use of the same game will gradually affect the level of interest of service recipients.

Does the service content respond to the needs of work study students. The social work project teams of the two work study schools that were surveyed relied on the supervision power of universities. Social workers based on the characteristics and needs of work study students at the beginning of their stay on campus, conducted professional service design and development. After entering the service scene and during the process of providing services, they constantly evaluated the needs of service recipients, improved their work plans, and thus gained the satisfaction and recognition of service recipients.

Whether the service content has professional quality. According to a survey, the majority of service recipients reported that they have enhanced their abilities, solved problems, and enriched their extracurricular life after receiving social work services. Almost all service recipients indicate that service quality affects their satisfaction with social workers. Providing services is a fundamental characteristic of social workers, therefore the ability to provide quality services directly affects the satisfaction of service recipients.

2.2.2 Evaluation of Social Workers

Whether social workers have good professional abilities. The professional competence of social workers is specifically reflected in the field of work study schools, and is reflected in whether social workers can utilize their professional service skills to provide practical and feasible service content for service recipients. Research has found that the majority of work study students express their ability to perceive social workers through daily interactions and service activities. The professional abilities of social workers perceived by service recipients mainly include four aspects: planning ability, relationship building and handling ability, problem-solving ability, and hosting ability. The quality of these abilities directly affects the satisfaction of service recipients with social workers.

Does the social worker have a good service attitude. The service attitude of social workers is often reflected in their words and actions during the service process. The service recipients will evaluate the social workers' words, deeds, expressions, and attitudes based on their awareness and evaluation of their enthusiasm, punctuality, and dedication, in order to express satisfaction or dissatisfaction. In this study, most work study students expressed that they could feel the service attitude of social workers through daily contact and service activities.

2.2.3 Evaluation of Service Environment

Is there a good grasp of service time and spatial elements. A questionnaire survey found that 86% of service recipients are satisfied with the time arrangement of social workers, and 86% of service recipients are satisfied with the activity venues of social workers. In the interview, 50% of the respondents were concerned about the service schedule of social workers, and if the schedule of social workers did not meet the expectations of the service recipients, they tended to express dissatisfaction with the social workers. 80% of the respondents are concerned about the spatial arrangement of social workers. Setting up warm and comfortable service locations can encourage service recipients to better accept services or participate in activities, while service recipients may express dissatisfaction with social workers as a result.

2.3 Emotional aspect

Has the school social worker gained emotional recognition from the service recipients. A questionnaire survey shows that the majority of work study students express satisfaction with school social workers, stating that they often participate in activities organized by social workers and seek help from them if they have any problems. The interview found that the service recipients' understanding of emotional identification is reflected in "liking", and the influencing factors of this "liking" are not only the personal traits of social workers, but also the professional abilities of workers, and whether workers are well practicing the professional ethical values of social work. Researchers have found that the main reason why service recipients express their "likes" is due to the value practice skills of social workers, such as attentive listening, non perfunctory, respectful, non critical, caring, sincere, and accepting. It can be seen that the main influencing factor on whether service recipients express satisfaction with social workers is whether workers are practicing the professional ethical values of social work well. Another characteristic presented in the interview data is emotional priority. When service recipients identify with social workers, they are less concerned about their professional abilities.

3. SUGGESTIONS FOR COUNTERMEASURES

3.1 Cognitive level

Strengthen service promotion, use various methods to enhance social workers' awareness. Starting from direct means, social workers should strengthen service publicity, and use offline outreach, posters, display boards, service walls and other methods in combination with online WeChat official account, Tiktok videos and other

publicity methods to improve the awareness of school social work. On the other hand, fully utilizing services with social work elements for self promotion, driving service reputation with service quality, thereby enhancing the awareness and recognition of school social work among work study students. Starting from indirect means, social workers should strengthen interaction with work study students' schools and families, provide relevant professional services, and do a good job in communication and publicity work between these two influential groups closely related to work study students, in order to gain recognition and recognition of the school's social work from these two support systems. School social workers should integrate service and publicity, use excellent service to drive professional reputation, and stimulate service recipients to spontaneously and consciously promote. At the same time, through solid publicity, more work study students should understand and recognize the school's social work, and encourage more work study students to raise service needs with school social workers.

3.2 Evaluative level

3.2.1 Based on the characteristics of work study students, innovate service content and increase service interest

Social workers in the field of youth need to understand the unique physical and mental characteristics of young people and what they are currently interested in. This is especially true for the special group of work study students. School social workers should have a deep understanding of the basic characteristics of this group, establish relationships with service recipients, participate in observation, gradually summarize and generalize, and design scientifically reasonable and innovative service content based on this. Focusing on the game that provides the most intuitive experience for service recipients, social workers should implement innovation in the meaning of the game, the rules of the game, and the props needed in the game. On the other hand, on the basis of active learning, appropriate adjustments should be made to the services used for different themes and types to increase their fun.

3.2.2 Based on the needs of work study students, develop service plans and provide professional services

Social workers should closely integrate the unique physical and mental characteristics of work study students, continuously evaluate the needs of service recipients, explore the breadth and depth of needs, and gradually extend the scope and level of services. At the same time, it should also be noted that the needs of service recipients are changing and elastic. Social workers should not only evaluate their needs before entering the service scene or at the beginning of the service, but also dynamically evaluate them in different stages and processes of the service, in order to grasp the most real, comprehensive, and multi-level needs of the service recipients. Based on this, they can develop scientific service plans and provide diverse and in-depth professional services. In addition, social workers should actively establish channels for service recipients to express their needs, while shaping a positive and comfortable service environment and creating an open service atmosphere, so that service recipients are more willing to open themselves up and actively express their own needs.

3.2.3 Emphasize service learning reflection, enhance service capabilities, and improve service quality

Social workers should strengthen the dynamic process of service reflection learning service, consolidate professional service knowledge and skills, and enhance professional service capabilities. Reflect on service issues and extract service experience through service records and discussions. Projects and institutions should encourage and advocate for service exchange, invest in reflective professional services from top to bottom, and continuously improve service quality. Institutions and project managers should strengthen supervision and support for frontline social workers, explore their needs, collect and analyze their growth needs, and provide timely supervision. Finally, the managers of the service team should standardize the supervision and evaluation of service capabilities and quality, establish incentive mechanisms, and promote the development of social workers' abilities.

3.2.4 Emphasize the selection of service environment, create a comfortable environment, and advocate for the self-determination of clients

The visualization of social work professionalism is not only reflected in service effectiveness, but also in social workers' sensitive awareness and effective grasp of the service environment. The choice of service time should not affect the normal life plan of the service recipient. The selection and setting of service venues should be safe, warm, comfortable, and in line with the service context for the service recipient. On the other hand, the choice of service environment should also be based on existing resources and reality. When the choice of social workers conflicts with the service recipients, they should sincerely inform the reasons and coordinate to obtain the

understanding of the service recipients. On the other hand, the power to give meaning and value to the service environment should be handed over to the service recipients, so that all participants can become a part of it, rather than just visitors.

3.3 Emotional dimension

Practice the values of social work, establish good relationships, and gain emotional recognition. Social work is a value based profession, and value is the soul of the social work profession. As a professional social worker, one should possess professional values such as equality, respect, non criticism, acceptance, and self-determination. It requires social workers to reject non professional concepts such as professional hegemony, disrespect, criticism, exclusion, and paternalism, and to empathize and care for every service recipient around them. It should be noted that work study students experience a life journey of being labeled and stigmatized, lacking respect, companionship, care, affirmation, and support. Therefore, social workers should take action to address this issue. Social work is a life and social practice that influences life. The closer the integration of professional values and actions, the more consistent the influence of social workers on service recipients, and the more helpful it is to obtain emotional recognition from service recipients.

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