

A Study on Influencing Factors of Working Willingness of Social Work Major Based on SEM Model

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Abstract-Based on the theory of adversity resistance, the table of adversity resistance of college students is compiled. Using stratified sampling, 110 students majoring in social work were selected to construct a structural equation model to study the effects of optimism, sense of meaning, and self-competence on the willingness to engage in work counterparts. The mediating effects of professional behavior on optimism, sense of meaning, self-competence and willingness to engage in work counterparts were studied. It is found that the overall willingness of social work majors is low ($M=2.83$, $SD=0.57$), and optimism has a significant positive effect on their willingness to engage in their work ($B=0.403$, $P<0.05$). Professional behavior has a complete mediating effect between sense of meaning and willingness to engage in corresponding work ($B=0.211$, $P<0.05$), and professional behavior has a complete mediating effect between self-competence and willingness to engage in corresponding work ($B=0.452$, $P<0.05$). In order to better improve the willingness of social work students to engage in related work, it is necessary to pay attention to the aspects of optimism, sense of meaning and self-ability, so as to cultivate more excellent social work talents for the society.

Keywords-resistance to stress; social work students; willingness to work; mediating effect; SEM model

1 Introduction

Social work students graduated from colleges and universities are the fresh blood to promote the development of social work. There are nine colleges and universities in Yunnan province alone. There are about 500 graduates every year, and the proportion of students engaged in social work related work is relatively low. The phenomenon that professionals are unwilling to engage in the corresponding professional work is quite serious. The inability of social work agencies to recruit quality social workers is one of the major reasons for the slow development of social work agencies. Therefore, it is necessary to explore the influencing factors of social work students' willingness to engage in professional work. Social work students have great changes in their study stage in colleges and universities, so we should find out the reasons why social work students are not willing to engage in the work related to their major from the current situation of social work students in the training stage in colleges and universities. Adversity resistance is also known as "resilience", "mental resilience", "toughness" and "pressure elastic". It is about self-improvement and environmental adaptation, supported by personal and other forces, when the individual is in a difficult situation. The resilience can be

divided into three dimensions: optimism, sense of meaning and support, and self-competence. Optimism refers to an individual's optimistic attitude towards the current situation; sense of meaning and support refers to the significance of the current participation and the relevant support received by the individual; and self-competence refers to the comprehensive level of the individual. In the study of resilience, researchers mostly adopt quantitative analysis method. The resilience scale has been revised several times and used in different groups of people. However, there is no mature resilience scale among social work students. Hownet input in China social work students employment search word art force, only a piece of art force under the perspective of professional social work of graduate employment difficulties and deal with research, the article will art force and social work students employment together, but the lack of rigorous, scale of districting without inspection, can not accurately explore art force and the relationship between social work students employment. The research on the influencing factors of social work students' willingness to work in their corresponding majors basically starts from the perspectives of social environment, social support and students themselves, mainly centering on the improvement of students' own ability, the reform of the curriculum system in colleges and universities and the acquisition of more social support. Research from the perspective of qualitative, a small number of combination of qualitative and quantitative, quantitative part lack credibility, the force of the art theory, art editing the social work students power table, which is based on structural equation model, to develop social work students engaged in professional work will influence factors of oral confession, mining problems behind, put forward the corresponding suggestion, It provides reference for better training of professional talents.

2 Materials and methods

2.1 Statistical methodology

By stratified sampling, 30 students from freshman to senior year of Yunnan Agricultural University were selected as the research objects, and the formal scale was determined by SPSS25.0 pre-survey analysis. The subjects of the formal investigation are 110 students in the first to fourth grades of Yunnan Agricultural University. The basic situation of the subjects, the adjustment effect of professional behavior between optimism, sense of meaning and support, self-ability and willingness to engage in professional work. AMOS24.0 constructs the structural equation model to study the influence of optimism, sense of meaning and support and self-ability on the willingness to engage in professional work, and the intermediary effect of professional behavior between optimism, sense of meaning and support, and self-ability and willingness to engage in professional work.

2.2 Preparation of Resistance Questionnaire

According to Liu Dongqiao's questionnaire of higher vocational students' resilience level and the adult psychological resilience scale compiled by Friborg, combined with the actual situation of college students majoring in social work, A questionnaire on resilience level of social work students was compiled. According to external support, self-internal advantage and self-efficacy, three dimensions of optimism, sense of meaning and support and personal ability are divided. The dimension of professional work intention is compiled according to the

observation of social work students at ordinary times, and the dimension of professional behavior is quoted from Lan Shaoru's Master of Social work Professional identity scale. The item uses the Likert five-point scoring method, with five options, assigned in order to 1,2,3,4,5, and 2 reverse scoring questions.

B16 and B18 were removed from the item analysis of the prediction questionnaire, and B5, B9, B10, B12, B14 and B15 were removed from the exploratory factor analysis, and the KMO was 0.723, $P < 0.05$, indicating that the factors had good aggregation validity. Cronbach's Alpha coefficient of the total scale is 0.885, and most of the Cronbach's Alpha coefficient of the subscale is between 0.8-1, indicating good reliability of the scale. The KMO of the formal survey scale was 0.839, $P < 0.05$, and the factor aggregation was good. Cronbach's Alpha value of the formal survey scale was 0.919, indicating good reliability of the scale.

3 Results

3.1 Current Situation of Willingness and Resistance of Social Work Major Students to Work in Counterpart Major

Table 1 shows that optimism ($M=2.8$, $SD=0.69$) and self-ability ($M=2.88$, $SD=0.63$) are poor in stress resistance levels, with the mean below 3 points. Sense of meaning and support ($M=3.11$, $SD=0.81$) is more general. The total average score of stress resistance ($M=2.93$, $SD=0.6$) was less than 3 points, which showed that the overall stress resistance level of social work students was relatively low. The situation of counterpart work intention ($M=2.83$, $SD=0.57$) is also poor, so students are unwilling to engage in counterpart work.

Table 1 Analysis of Resistance Level of Social Work Students

Variable	Min	Max	M±SD
Optimism	1	4	2.8±0.69
Sense of meaning and support	1	4.6	3.11±0.81
Self-efficacy	1	4	2.88±0.63
Total average stress resistance	1	3.92	2.93±0.6
Willingness to work with counterparts	1	4	2.83±0.57

3.2 The mediating effect of professional behavior between resistance to stress and willingness to engage in professional work

3.2.1 Model of Intermediary Effect

In order to explore the influence of optimism, sense of meaning and support and self-ability on students' willingness to engage in professional work and the mediating effect of professional behavior between optimism, sense of meaning and support and self-ability and professional work intention, the following assumptions are made:

H1: optimism has a significant positive impact on the willingness to engage in professional work;

H2: sense of meaning and support has a significant positive impact on the willingness to

engage in professional work;

H3: self-ability has a significant positive effect on the willingness to engage in professional work;

H4: professional behavior in the sense of optimism and the willingness to engage in professional work intermediary effect;

H5: professional behavior has intermediary effect between sense of meaning and support and willingness to work in counterpart specialty;

H6: professional behavior has intermediary effect between self-ability and willingness to work in counterpart specialty.

3.2.2 Model Estimation and Analysis of Intermediary Effect

The maximum likelihood estimation method is used to test the model. The estimated results are shown in Table 2. An estimation of the X of the model $\chi^2=478.366$, $df=160$, $X^2/df=2.98$, fitting index $GFI=0.700$, $AGFI=0.607$, $IFI=0.814$, $CFI=0.811$, $RMR=0.050$, $RMSEA=0.135$.

Table 2 Path analysis results

Variable	B	S.E.	C.R.	P
Professional Behaviour<- Optimism	0.052	0.082	0.437	0.662
Professional Behavior <- Sense of Significance and Support	0.269	0.074	1.993	0.046
Professional behavior <- Self-ability	0.582	0.116	4.289	***
Professional willingness to work <- Self-ability	-0.105	0.183	-0.696	0.486
Professional Willingness to work<- Optimism	0.403	0.115	3.451	***
Career Willingness<- Sense of Significance and Support	-0.07	0.098	-0.555	0.579
Professional Willingness to work<- Professional Conduct	0.781	0.262	4.239	***

Table 2 shows the path analysis, optimism has a significant positive effect on professional willingness to work ($B=0.403$, $P=0.000$). Sense of meaning and support have a significant positive effect on professional behavior ($B=0.269$, $P=0.046$), Professional conduct has a significant positive effect on professional willingness to work ($B=0.781$, $P=0.000$), A sense of meaning and support has no significant positive effect on professional willingness to work ($B=-0.07$, $P=0.579$). Self-ability has a significant positive effect on professional behavior ($B=0.582$, $P=0.000$). Self-ability has no significant positive effect on professional willingness to work ($B=-0.105$, $P=0.486$). The hypothesis H1, H5 and H6 of the structural equation model are established.

4 Conclusion

The results of this study show that the overall level of stress resistance of social work students is poor, and the situation of optimism, sense of meaning and support and self-ability is poor. Optimism affects the willingness of social work students to engage in counterpart professional work, and the students of social work major are not optimistic about the development of social work, and think that the social work major can not be better recognized by the society for a period of time. There are also great concerns about the situation after graduation, that social work major can not bring social work students the necessary skills to graduate. For most of the students majoring in social work, some students are not happy to study social work because of the transfer to social work major. The optimism of social work students is low, which leads to the low willingness of social work students to engage in professional work. The empirical results show that professional behavior has a complete intermediary effect between sense of meaning and support and professional work intention. It can be seen that enhancing the sense of meaning and support of social work students is the key to enhance the willingness to engage in professional work. Indirect explanation of sense of meaning and support has an impact on the willingness of social work students to engage in professional work. Social work students think that social work professional courses and social practice are meaningless, social work related activities also think that they have no gains, students' sense of meaning is relatively low. The connection between schools and social work institutions is poor, which does not bring more practical knowledge to students, and the teachers of social work major are also rigid. With low sense of meaning and support, social work students will not study professional courses seriously, nor will they consult professional documents and participate in related activities after class, which will eventually lead to students unwilling to engage in social work related work. The low sense of meaning and support leads to poor professional behavior, which affects the willingness of social work students to engage in counterpart professional work.

Self ability affects the willingness of social work students to engage in counterpart professional work, and the lack of self ability of social work students will affect their professional behavior, which will lead to the reduction of their willingness to engage in counterpart professional work. The theoretical basis of social work students' social work is generally poor, the activities related to social work are also relatively few, and the theory and practice are relatively lacking. Students with insufficient self-ability do not want to participate in the practical, theoretical basis, do not want to promote, and then do not want to engage in social work related work. Professional behavior has a regulatory effect between self-ability and willingness to engage in professional work. Social work students seriously study professional courses and actively participate in social work related practices, pay more attention to the development of social work, It can effectively strengthen the theoretical basis of social work students and master the knowledge of professional courses. Through the usual practice, strengthen their own comprehensive ability. The comprehensive ability of social work students will be improved, and they will be full of more confidence in the social work industry. In the process of social practice, we can understand the true meaning of social work and how to be a social worker. In order to improve the social work students' willingness to engage in professional work, we can start from the following aspects:

4.1 Improving the optimism of social work students

The optimism of social work students is one of the important influencing factors of social work students' willingness to engage in professional work. Social work students are not optimistic about the social work industry, do not like social work, and are not happy to study social work. Basically do not want to engage in social work major related work. Students are not optimistic that the social work industry comes from the common influence of colleges and universities and social work institutions. Many college teachers do not have more practical experience and can not bring more knowledge of integrating theory with practice. The system of social work organization itself is not perfect, and the way of treating interns and social workers is unreasonable. From the point of view of improving students' optimism, colleges and universities should strengthen the practical level of teachers and convey the concept of real social workers to students. Social work institutions should strengthen the construction of their own institutions, strengthen the management of institutions, especially in the improvement of the salary and treatment mechanism of social workers, and implement the treatment of social workers. Although the concept of social workers is to help others to help themselves, but the social workers can not meet the most basic survival needs, their own difficulties can not be effectively solved, must not help the service object to solve the difficulties.

4.2 Increased support and sense of meaning for social work students

The low sense of significance to the related work of social work major is the situation of most students, and the students of social work major have a low sense of support for professional courses. This is directly related to the way teachers teach, some college teachers lack flexibility, students are difficult to have a strong interest in the classroom. The rapid development of society has not taught students the latest theoretical and practical knowledge. Schools and social work institutions less docking, students seriously lack practical knowledge. Some people refer to the problem of social work students directly due to the students themselves do not work hard, as the government, colleges and social work institutions have the responsibility to train social work students. Colleges and universities need to strengthen the link with social work institutions, so that students more contact with practice, really understand the effect of integrating theory with practice. After integrating theory with practice, students will feel the significance of social work more. At the same time, teachers need to strengthen their own ability, to teach content innovation, enhance the ability of professional practice.

4.3 Empowerment and professional behaviour of social work students

The improvement of students' own ability of social work major is helpful to enhance their willingness to engage in professional work, students' own ability is insufficient, theoretical knowledge is lacking, and they do not understand social work activities and projects. Gradually lose expectations for social work major, pay less and less attention to social work related knowledge and information, and reduce the willingness to engage in professional work. Based on certain resources and conditions, social work students should improve their professional knowledge, actively participate in social work related activities, connect theory with practice, and improve their comprehensive ability.

The sense of optimism, support and sense of meaning, self-ability and professional behavior of students majoring in social work are important factors affecting the willingness of students majoring in social work to engage in professional counterpart work. Raising the level of stress resistance of social work students and strengthening the professional behavior of social work students will enhance the willingness of social work students to engage in corresponding professional work. Therefore, it is necessary for schools, social work institutions and students to work together to improve the resistance level of social work students and strengthen their professional behavior, and further strengthen the willingness of social work students to engage in counterpart professional work.

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