

The Operational Dilemma and Practical Improvement Path of School Social Work Involved in the Work Mode of Network Ideological and Political Education in Colleges

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Abstract: School social work is an urgent need for colleges to respond to the new changes and requirements faced by online ideological and political education, and to improve the effectiveness of education. At the same time, the two complement each other in terms of work objects, values, work tasks and methods, the growing emphasis on social work and the rapid development of social work have both laid the foundation for the fusion of the two. This paper attempts to analyze the general instability and applicability blind spots in the practice of various social work network service agencies in colleges on the basis of analyzing the concept and characteristics of the work mode of school social work involved in college network ideological and political education, and then puts forward the path to improve the practical effect.

1. Introduction

The popularity of the Internet in the information age has greatly changed the study and living habits and ideological communication methods of college students, and the Internet has become an indispensable part of their life. The current network ideological and political education work in colleges is generally faced with the difficulties of lagging work concepts, poor practical guidance of theoretical research results, insufficient methods, and lack of professional talents, giving birth to a new and more practical working model, which gave new attention and intervention to the complex network environment in which college students live. Both school social work and network ideological and political education work have extensive social science foundations, and they have many similarities in terms of goal function, idea value principle, worker function and method. Studying the path of social work intervening in network ideological and political education in colleges is an important theoretical category of social work research in college. Exploring the similarities and convergence points between school social work and college network ideological and political education will enrich and expand research areas and theories of student work in colleges.

2. Research Summary

From the perspective of research objects, scholars mainly focus on the research of the whole college student work in the selection of the research object of school social work intervention, and the network ideological and political education in colleges is a special kind of internal student work, and academic circles have not paid much attention to the involvement of school social work in their work. Relevant research mainly focuses on the connotation, predicament and path selection of college network ideological and political education in the involvement of school social work in college student work.

2.1. The Connotation of School Social Work's Involvement in the Work of College Students

From the perspective of social work, Dusi Tu and others believe that "school social work intervenes in the work of college students" is a structural relationship between the two systems, its process highlights the cooperative relationship between social workers and service objects, and implements service agreements, to help people and self-help as the goal, to ensure the implementation, execution and change of social work [1]. Sihong Zhang believes that the involvement of social work in the work of college students is to intervene the concepts, principles and methods of social work into the work of college students, which reflects the internal communication and integration of the two systems, work philosophy and methods [2].

2.2. The Dilemma of School Social Work Intervening in the Work of College Students

At present, there are still many constraints on the development of school social work in China.

Firstly, the management system of colleges is not perfect. Wei Shen believes that school social work in China is still in its infancy. After all, college student work and school social work belong to different fields, there are still differences in the scope of educational objects, the focus of educational functions, and the implementation of educational goals. Chinese colleges follow the education model under the planned economy system. The system is dominated by the party committee system and supplemented by administration. Front-line counselors are responsible for ideological and political education and daily management. The main content of school social work is related to the college students' ideology. Political education, mental health education, and community activities also overlap. If a complete system and personnel of school social work are to be re-established, there will be contradictions with the existing system and will be rejected by the existing system and personnel [3].

Secondly, school social workers face awkward roles. Yanmei Miao believes that due to the unclear expectations of the role of school social workers and the disconnection between the teaching and practice of school social work, school social workers are often regarded as "transparent people", "common workers", "psychological teacher", coupled with the short history of social work education, the lack of normativeness, especially the lack of practical opportunities in school, etc., workers generally feel the lack of knowledge reserves and lack of ability in the early stage of work, which leads to role tension and role conflict, students tend to regard them as condescending educators, spokespersons for social norms, and managers who maintain school order, thus affecting the effect of serving students [4].

2.3. Path Selection for School Social Work to Intervene in the Work of College Students

The research on the "introduction by reference" path has attracted the most attention of scholars, and it has the largest number and the most in-depth research among all related researches. The

research content is mainly cut from three aspects:

Firstly, learn from the concepts and methods of foreign social work to carry out the work of college students. For example, Fang Zhao believes that schools in advanced countries and regions use social work concepts and methods to explore the modes, methods and contents of school social work and have accumulated rich experience that can be used by Chinese colleges for reference. It is necessary for colleges in China to combine their own reality and intervene with the unique professional skills of social work to promote the diversification, institutionalization and specialization of student work [5].

Secondly, Introduce relevant concepts and principles of social work and reform the original model. For example, Qingmin Sun believes that the embedding of school social work at the system level and service level can be adopted to introduce the concept of social work and innovate the model of ideological and political education in colleges. Establishing a pilot model school, conducting evaluation and feedback, and then comprehensively promoting the four aspects, increase the social recognition of the school's social work [6].

Thirdly, By learning from the concepts, methods and principles of social work, we will expand the work model of social work involved in the work of college students. For example, Yi Cheng believes that the embedding of social work concepts and methods and the construction of work models can make up for the absence of the traditional "matrix-equipped" student work models and methods, so that they can better evolve towards the basic direction of "full participation" [7]. Many scholars also put forward the path concept of "system reconstruction". Dongen Chen believes that the construction of school social work service system in China can be divided into final positioning (government purchasing service model combining the government and social organizations), stage positioning (established and independent professional institutions in colleges) and recent positioning (in-school associations)) three stages. At present, the general environment is still in the exploratory stage. He proposed that teachers and students could be actively used temporarily, and the departments in charge of student affairs in colleges (such as the Youth League Committee and the Student Affairs Office), the school social work department, or majors could be used as the supporting institutions for school social workers to carry out work [8]. In view of the fact that the vast majority of domestic colleges are currently not equipped with social work positions, Liu Yang proposed that the government or education authorities should promote the development or establishment of special social work positions within the framework of the existing student management system in colleges [9]. Junfang Feng put forward the theory of "path dependence". He believes that there are two main ways for social work to intervene in colleges: one is to train talents through the establishment of professional courses within the current college system, to establish social work associations to carry out activities, and to recommend professional talents, constantly promote the growth of internal change factors and create conditions conducive to the existence of school social work; the other is to directly carry out the institutional arrangement of school social work with the help of powerful external intervention forces, such as the foreshadowing of social work professionalization, the development and setting of social work positions in colleges, and the strong support of supporting policies, etc. [10].

Although there are not many research results related to the involvement of school social work in network ideological and political education in colleges, its theoretical and empirical value is obvious. This paper will start with the analysis of the characteristics of the school social work involved in the network ideological and political education work model in colleges, explore the common problems and reasons in the operation of the model, and propose countermeasures to improve the effectiveness of the model.

3. The Concept and Characteristics of School Social Work Involved in the Work Mode of Network Ideological and Political Education in Colleges

School social work intervention in college network ideological and political education work mode can be defined as: a higher education institution establishes a cooperative relationship with social work institutions or reforms the original internal institutions, using the value concept of social work, using professional methods of social work, Taking the network as the carrier, using various network and social resources to coordinate the relationship between students, schools and families, so that students and schools can achieve a good state of adaptation, an application mode of social work work, which is mainly characterized by the following aspects :

3.1. It is Still Essentially a Social Work Model

The rapid development of network information technology has provided many new platforms and new media for the development of school social work. It has the characteristics of extensive connectivity, expansion, and rapidity of information, which can greatly improve the effectiveness of school social work. The school social work intervention mode of network ideological and political education in colleges came into being, but it is still a new social work model based on the modern social work concept. A correct understanding of its essence can make the intervention mode have pertinence and accuracy of self-social role positioning in actual operation, and can also carry out work more quickly, efficiently and deeply.

3.2. Diversity of Participants

In the intervention mode, the subjects involved are different from the traditional social work mode, including university functional departments, university network social work institutions, professional social work institutions, professional network media, third-party evaluation agencies and students.

With the increasingly diversified demands of teachers and students in colleges, some of the service functions of colleges are handed over to social organizations in various ways and channels. In a sense, it is more reasonable and will greatly save administrative resources. As one of the leading participants in the intervention mode, the functional department of the university guides and supervises the daily operation activities of the network social work organization of the university. Network social work institutions in colleges have the roles of both project implementers and intermediaries, providing new social practice topics for colleges, and providing college students with more opportunities to contact the society and understand the society. College students are active in thinking and have a strong ability to learn and accept new things. It is more advantageous to absorb them into the social work service team to help solve some social problems that appear among their peers. Professional social work institutions, professional network media and college network social work institutions maintain a good cooperation and guidance relationship, and realize resource interaction and sharing through project cooperation. Finally, the third-party evaluation agency takes "professional social work teachers" as its core strength and intervenes as an "independent agency" to provide feedback on the results of the entire project operation and provide sufficient impetus for the virtuous cycle of the model.

3.3. The Main Body of Implementation is College Student Social Workers

In the intervention model, college student social work is the final performer and plays an important role in the operation of the model. Although college student social workers are less familiar with professional social work skills, operation mechanisms and processes than traditional social workers ,

may only be some targeted training carried out by the school for a certain project. The restraint of self-social responsibility makes it easier for college students to understand responsibility and learn to grow in social work services. Therefore, compared with other social work models, one of the innovations of this model is to boldly introduce college students into social work, practice the concept of "helping others and help themselves", and help themselves achieve comprehensive development.

4. Analysis of Existing Problems and Causes

Objectively, the existing practice of various social work network service agencies in colleges provides valuable experience for improving school social work's involvement in college network ideological and political education work, but the problems existing in the operation of service agencies are also obvious. For example, there are certain instability and certain applicability blind spots.

4.1. Institutional Operation and Management Dilemma

The irregularity of the operation of network social work institutions in colleges is one of the unstable factors of the intervention model. First, the legal status dilemma. Network social work organizations in colleges have developed relatively late in China, and many are positioned as non-governmental organizations with the nature of social work organizations. They are usually entrusted by colleges to implement social service projects. This greatly limits the activity scale and capacity of social work organizations, resulting in low social awareness and lack of credibility. Second, the operational management dilemma. Network social work institutions in colleges have been faced with the problem of defining organizational attributes since their birth. The matching of college funds, venues, equipment and other resources makes them vulnerable to the intervention of school administration in their daily operations, with poor autonomy, and it is easy to evolve into colleges student organization or affiliated department. In actual operation, the contradiction between too much attention to the sensational effect and the bottleneck of activity cost is very prominent. Due to the evaluation pressure of the functional departments and evaluation centers of the university, and the relative lack of activity funds, the network social work organizations in colleges often focus on the development of activities that are convenient for publicity. , greatly reducing the investment in some professional services, such as social worker home visits, casework, etc.

4.2. The Predicament of the Role of Institutional Social Workers

First, in the intervention model, the proportion of professional resident social workers and teacher social workers is lower than that of student social workers. On the one hand, when it intervenes in online ideological and political education in colleges, the phenomenon of unclear responsibilities with existing student workers is still common. In addition, the role and status of school social workers are not clearly understood by the service objects, and it is easy to communicate with students. Workers are confused, so they blindly follow, guard or despise them, which deepens the uncertainty of the source of projects in the intervention model, so that many times social workers must rely on the power of the administration to complete the overall planning and coordination, and can not ensure that the social services implemented are all effective implementation can be carried out through entrusted purchases, which obviously weakens the quality and due role of the school's social work's outstanding professional services. On the other hand, in actual work, it is difficult for professional resident social workers and teacher social workers to play the role of "resource linkers", and it is easy to ignore the school-family-community resource relationship and fall into the traditional habitual management mode. Of course, we must also realize that some teacher social workers have strong

school social work theories, but their practical abilities are relatively weak. In addition, in the intervention model, professional teachers in colleges are usually part-time as institutional managers. The special occupational nature of teachers makes it difficult for them to devote themselves to the operation and management of institutions. In addition, there is a shortage of full-time project development and design personnel. As a result, the development of network social work institutions in colleges is relatively lagging behind, which directly impacts the vitality and existence value of institutions, and also becomes a barrier that restricts the growth of institutions.

At the same time, as the main body of the implementation of the intervention model, the problem of differences in the quality of college students' social workers is still relatively difficult. Student participation is a significant feature of the innovation of the intervention model, and it is a reasonable interpretation of the "participatory management" in colleges. Students with a certain foundation and relative advantages are trained and selected as the core members and final performers of the network social work team in colleges. Compared with the employees of professional social work institutions, the professional social work knowledge and skills are relatively lacking, resulting in the implementation of social work. The social effects of the project are greatly reduced. In addition, the diverse needs of college students make it difficult for them to devote themselves to temporary social work skills training and social work services. The lax entry threshold and abnormal exit greatly weaken the stability of the intervention model.

4.3. There are Certain Applicability Blind Spots

The mode of school social work involved in network ideological and political education in colleges is relatively complete, but it cannot cover all social service projects, and there are certain blind spots in applicability.

On the one hand, the rich network information platform has laid a good foundation for school social work to intervene in network ideological and political education in colleges. However, sometimes the client is not familiar with the network information platform, and the platform network hardware support is immature, which may greatly reduce the effect of intervention, and sometimes the traditional face-to-face social work model with higher cost but better effect becomes a more reasonable choice.

On the other hand, the mode of intervention adopted is beyond the reach of social services. First, the cost advantage is not obvious. For the purpose of saving administrative resources and reducing administrative costs, colleges procure projects for social work institutions. If the application of the intervention model causes the expected increase in the purchase cost of colleges, which significantly exceeds the cost of using other resources to implement the project, the college will naturally make more sensible choice. Second, the lack of professional services. From the case of service practice, the proportion of professional casework and group work is relatively low, and social services are mostly presented in the form of "theme activities", which are difficult to meet the deep and individual needs of college students. Third, the formalization of social work services. In the process of implementing social work services, the color of "administrative orders" is obvious. Social work services are often carried out around "task indicators". The content and time of activities need to meet the needs of colleges. Group photos that focus on activities are used for project evaluation archives. The phenomenon is endless. Fourth, the coverage of service objects is narrow. Some social work service projects only involve college students, and often neglect to include college teachers, student work managers, logistics workers and other college personnel and family members into the service. Fifth, the cold attitude of the civil affairs department. If the regional civil affairs department treats the promotion value of the intervention model coldly, it will make the nascent college network social work model face many difficulties such as identification difficulties and weak resource matching.

Sixth, the service capacity is limited. Sometimes the projects entrusted by colleges are relatively large and complex, which cannot be completed by a single network social work organization, and it is difficult to give full play to the advantages of its intervention mode.

5. Countermeasures to Improve the Effectiveness of the Model Work

5.1. Create a More Relaxed University Environment and Consolidate the Development Achievements of Online Social Work

Colleges, as the main positions for using network social workers and cultivating social workers, play an important role in the network social work of colleges. The growth of network social work institutions in colleges not only depends on their own independent innovation at the micro level, but also requires colleges to actively provide public goods to potential innovative subjects to induce their realistic innovation behaviors, and constantly absorb and summarize the basis of independent innovation achievements of network social work institutions in colleges. On the other hand, it is recognized and promoted in the form of institutions, and it provides enough institutional incentives and policy space for its internal reformation to carry out a clear connotative transformation and an external extensional transformation to introduce new subjects, as shown in Figure 1.

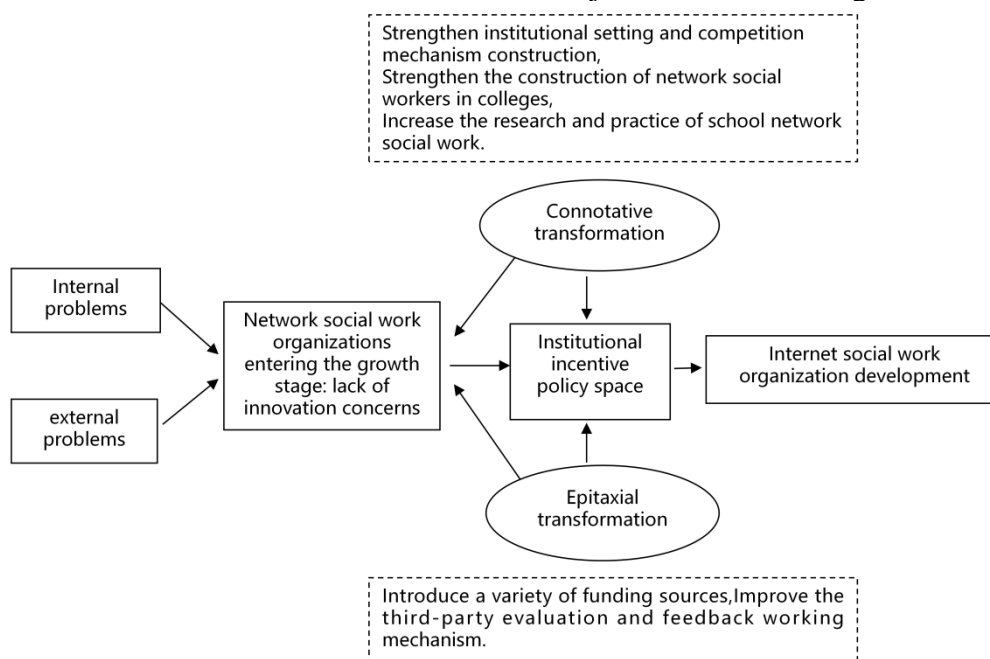


Figure 1: The analysis framework of the innovation process of the network social work organization in colleges

5.2. Strengthening the Establishment of Institutions and the Construction of Competition Mechanisms

The network social work organization in colleges generally has two forms: external and built-in, and colleges make choices according to their own conditions. Peripheral equipment means that colleges use the form of purchasing services and social workers stationing, and introducing professional network social worker service agencies outside the campus to carry out network social work in colleges. The built-in means that colleges improve the functional settings of the original institutions, introduce social work professional direction and work division, and equip leading

institutions to guarantee and "social work service stations" to attract full-time school social workers and student social workers to settle in and carry out online social work.

After colleges have established the institutional setting form, they must also clearly adopt the project purchase competition based on factors such as the cost accounting and price determination of social work services, the number and professional ability of social work organizations, the bargaining power of social work organizations, and the timeliness of procurement. The mode mainly includes the competitive purchase mode, the negotiation purchase mode and the agreement commission mode, and is determined in the form of a system.

5.3. Strengthening the Construction of Network Social Workers in Colleges

The construction objects of social workers in colleges include teacher social workers and student social workers. Colleges can set up teachers' network social worker teams on campus by introducing and transferring jobs on the spot, and by regulating their post setting, job responsibilities, promotion mechanism and staffing situation, so that they can obtain job recognition and obtain stable professional titles and positions at the same time. Promotion channels to mobilize the enthusiasm of the entire team. Colleges should also strive to build a team of teachers and network social workers who have relevant social work majors, students' ideological and political education skills, and are proficient in network technology and familiar with the characteristics of college network culture through regular academic exchanges and training courses. Social work is involved in the effective promotion of the network ideological and political education work model.

The training of online social workers in professional colleges is the basis for the development of online social work in colleges, and it is also an important means for student social workers to improve their professional quality and achieve self-development and improvement. The specific training paths are as follows: First, introduce school social work courses To enrich the social work education system, focus on using the environment and human resources such as on-campus social work positions, campus volunteers, social practice and other environmental and human resources as platforms to carry out practical courses, cultivate school network social work professionals who develop side by side with theory and practice. Second, formulate a training system for online social workers in colleges. Network social workers in colleges often set a certain working period for students' network social workers. A perfect training system can create a platform for them to exchange experience and update knowledge in a relatively short period of time, and accumulate necessary professional quality for standardizing their work during their tenure.

In addition, colleges should also focus on cultivating the backup force of school network social work. Some social organizations in colleges, such as youth volunteer associations, etc., most of the work they carry out belongs to the category of "school-like social work". Colleges can guide and train them to develop professional network social workers by assigning social work expert consultants or teacher social workers. Colleges can also establish social work associations in a timely manner to attract students who are interested in studying and exploring in the field of social work to improve their professional level and practical ability while serving their classmates. They will undoubtedly become an important backup force for the school network social work team.

5.4. Boldly Innovate and Explore the Transformation of Traditional College Network Social Work Institutions to Social Enterprises

Social enterprises, as an innovative non-profit organization, in order to achieve certain public welfare demands, promote the operation of the organization by introducing commercial means, advocate the abandonment of the "give-style" assistance method of traditional social work organizations, and emphasize providing more self-reliance for the recipients. Opportunity can be

described as an effective combination of business model and public welfare spirit; the business model it advocates can effectively improve the efficiency of the organization, ensure that the economic benefits generated by moderate economic activities continue to feed back the public welfare, break through the financial difficulties that have plagued non-profit organizations, and get rid of the need for non-profit organizations. The problem of over-reliance on third-party resources can achieve sustainable development of the organization. At the same time, it can also provide stable material guarantees and realize the value of social work to attract and retain more and more professional talents.

The development of network social work institutions in colleges is still in its infancy as a whole. How to make the network social work organization in colleges enhance the ability of self-management while receiving the support of government and college resources, the unique business philosophy and mode of social enterprises are worth learning, absorbing and transforming. Kim Alter believes that traditional social work organizations and purely for-profit enterprises will gradually converge to the intermediate state of "social enterprises" under the circumstances of market changes. The author believes that traditional online social work organizations can gradually recognize their own positioning by participating in income-generating activities, and gradually transform into social enterprises by introducing the operation model of "administrative support + enterprise management + public welfare goals". As shown in Figure 2, college network social work institutions can clarify the basic driving force and organizational framework for the operation of the post-transition social enterprise model by reconstructing the capital flow within the institution. For foundations established through public or non-public fundraising, the allocation of financial funds generated by government and university procurement and the fees charged for providing paid services to service objects are the main sources of funds for college network social work institutions after the transformation; On the basis of the original social work service department, the network social work organization of colleges has gradually differentiated social enterprise operation projects to provide better services. While collecting returns to satisfy the operation of their own organizations, they also provide dignified and more positive services to the recipients. Charity, so that it can realize the transformation from "passive acceptance of funding" to "active creation of value".

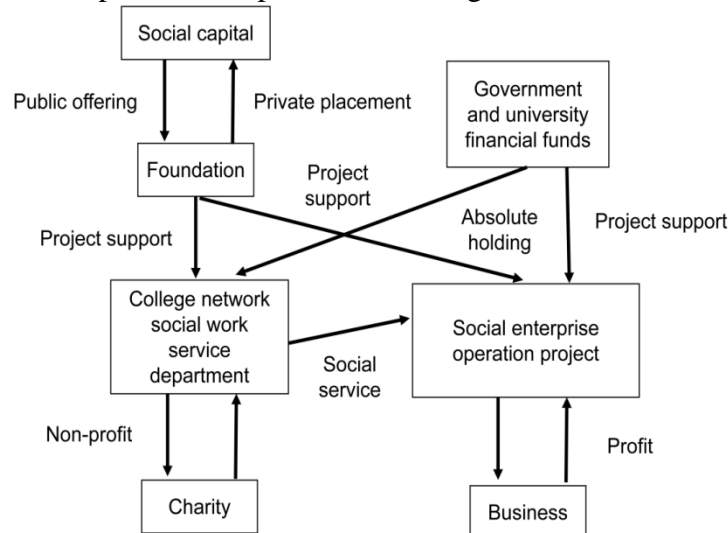


Figure 2: The organizational structure of the social enterprise model of the network social work organization in colleges

6. Conclusions

Based on the research results of relevant experts and scholars, this paper analyzes the concept and characteristics of school social work involved in the work mode of network ideological and political education in colleges. Afterwards, based on research and practice, the general instability and applicability blind spots of the interventional model are analyzed. Finally, based on the above research and analysis, countermeasures to improve the operational effectiveness of the model are proposed.

The work model of school social work involved in college network ideological and political education is still a social work model in essence, and the subjects involved are different from the traditional social work model, including college functional departments, college network social work institutions, professional social work institutions, Professional network media and students, of which college students are the main body of implementation.

There are still certain instability and applicability blind spots in the traditional intervention model, including the operation and management dilemma of network social work institutions in colleges, the dilemma of social work role positioning, the service objects are not familiar with the network information platform, and the platform network hardware support is immature. The obvious disadvantages of the model, as well as the lack of obvious cost advantages of the intervention model, the lack of obvious cost advantages, the formalization of social work services, the narrow coverage of service objects, and the limited service capacity, which are beyond the scope of social services, are universal and worthy of the society of colleges.

At present, the work of social work in colleges to intervene in college network ideology and politics is still in the exploratory stage. To improve the effectiveness of the initial construction, promotion and implementation of the intervention model requires the coordination of multiple subjects such as college network social work institutions, civil affairs departments, colleges and industry associations. Colleges as the main positions for using network social workers and cultivating social workers, should actively promote their own independent innovation at the micro level, strengthen the establishment of institutions and the construction of competition mechanisms, strengthen the construction of network social workers in colleges and universities, and increase the research and practice of network social work in schools. Efforts will be made to implement a clear connotative transformation within it, actively explore the "administrative support + corporate management + public welfare goals" operation model, and realize the transformation of traditional college network social work institutions into social enterprises.

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