

**THE SIGNIFICANCE OF SOCIAL WORK EDUCATION  
IN THE INNOVATIVE DEVELOPMENT OF SOCIAL SERVICES**

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**Abstract.** The study continues to search for importance of social work education in the context of the development of social services in Russia. The aim of the study is to study the significance of social education in the preparation of entities capable of operating under the conditions of the development of the institution of new providers of social services, specialists ready to work in public and private organizations.

Research based on sociological survey of specialist of governmental and non-governmental organization of sphere of social services (141 employees, 2018). We conducted a comparative analysis of the educational characteristics of specialists working in state (103 employees) and non-state (38 employees) organizations.

Despite the fact that social work education was mostly oriented towards governmental organizations of social services, there are specialists in this ratio who do not have professional social work education and more people without any higher education. In governmental organizations specialists have opportunity to work as a specialist in social work. In governmental organizations, there is the possibility of vertical career mobility for specialists with higher social work education.

In non-profit non-governmental organizations, there is no vertical career mobility per se, specialists with higher education work here as social work specialists, educational psychologists, family counselors and others. But here there is the possibility of creative work, occupying positions of project coordinators, public relations managers, etc. In private organizations, higher education specialists in the “social work” profile more often occupy the positions of managers and perform the roles of other specialists.

Reasons of working in governmental organizations: “helping people”; comfortable working environment; good relations in the team”; social significance of the activity; opportunity to work, no matter where; possibility of self-development; the possibility of career growth; relationship with management.

Reasons of working in non-governmental public organizations: opportunity to self-development; altruistic orientation; the social significance of the activity;

Reasons of working in private organizations: possibility of self-development; altruistic values and understanding of the social significance of the activity; working conditions and relations in the team.

Reasons of working in public and private organizations contribute to enhancing the value of helping, which is combined with the need for self-development. The absence of an accidental, irrational choice of place of work indicates that a conscious mechanism lies at the heart of the choice of activity. In combination with altruistic values and the desire to fulfill socially useful activities and self-development, this characterizes the core of new social service providers.

Non-governmental organizations attract subjects that are ready for an active social role in the form of realizing a significant social function. Higher social work education contributes to the development of greater adaptability among specialists, awareness in activities and readiness for self-development. It develops the ability of specialists to overcome difficulties in the process of their activities, to act effectively under conditions of uncertainty. New areas of activity in relation to the value of social education are a value perspective for the development of the profession, social work, clarification and increase of its social significance.

For the Russian specificity, this stage of development of the social services sector is characterized by communication between the governmental and non-governmental sectors. Nevertheless, new areas of activity are attractive for the most promising university graduates. They are also actors developing these areas of activity due to their motivation and readiness for self-development. Through this process, it is possible to reveal the tendency of development of education, which is determined by the subjects interested in it.

**Keywords:** Social work education, non-governmental organizations, motivation, social changes.

### **Introduction**

The study examines the prospects for the transformation of the significance of education, which is constructed in the context of social changes. (Gergen, K.J. and Wortham, S., 2001). In this context, education is understood through the prism of the opinions and actions of various actors (Lewis, D., 2003). At present, such radical social changes lead to the need for fundamental changes concerning the foundations of education (Robinson,

M.A., Cross-Denny, B., Lee, K.K., Werkmeister Rozas, L.M. and Yamada, A.M., 2016).

Changes in social education in Russia are primarily associated with the development of the activities of non-governmental organizations as new agents in the sphere of social services. The process of institutionalization of new providers of social services is quite controversial, often the goals stated at the level of social policy are not realized (Borodkina, O., 2019).

Research of the factors the quality of social services is the most important issue in relation to the study of the activities of non-governmental organizations (Vakhtina, M.A.E. and Simonova, M.V., 2019). In order to work in these new areas specialists have to develop new personal characteristics that allow them to use more effective methods with doing considerations conditions of uncertainty and risk. On the other hand, it is not enough altruistic motivation of work in social service organizations, in this case there is another problem named as “philanthropic dilettantism”. (Mersiyanova, I. and Benevolenski, V., 2017). The problem of dilettantism means that it is believed that in the field of helping activities, specialists can work without professional education, working as a manager or specialist. This leads to the impossibility of developing sphere of social services and satisfy of social expectations from activity of new agents of social services. We consider the prospect of research through the development of social education, which is connected with changing social trends.

#### **Objectives / Purpose of the study**

The study continues to search for the changing importance of social education in the context of the development of sphere of social services. The aim of the study is to study the significance of social education in the preparation of entities capable of operating under the conditions of the development of the institution of new providers of social services, specialists ready to work in public and private organizations.

#### **Methodology**

Research based on sociological survey of specialist of governmental and non-governmental organization of sphere of social services (141 employees, 2018). We conducted a comparative analysis of the educational characteristics of specialists working in state (103 employees) and non-state (38 employees) organizations: their connection with the level and profile of educational, with working motivation of employees.

#### **Results / Findings**

##### ***Educational Characteristics of Specialists in Organizations***

Despite the fact that social work education was mostly oriented towards governmental organizations of social services, there are specialists in this ratio who do not have professional social work education (SWE) and more

people without any higher education (59.3%). In non-governmental organizations, to a greater extent in proportion there are specialists with a higher level and an appropriate education (SWE). There are most specialists have higher education of SWE (35.0%) and close to it (30.0%).

***Career prospects in governmental and non-governmental organizations***

Relationship of the position and education in organizations characterizes the possible career, that is, the prospects for professional mobility of a specialist, which are possible depending on education.

***In governmental organizations*** specialists have opportunity to work as a specialist in social work (53% of respondents with higher education). In addition, a specialist can work here, depending on education, as a teacher-psychologist, social teacher, etc. (20.0%). In governmental organizations, there is the possibility of vertical mobility, that is, you can “grow” to the senior, main, leading specialist (16.7% with higher education, social work and 20.0% with other higher education, close to social work). Specialists who have a higher education of SWE are more likely to become top managers (20% of those with higher education of SWE and 10% with another higher education).

***In non-profit non-governmental organizations***, there is no vertical career mobility per se, specialists with higher education work here as social work specialists (28.6% with higher education, social work and 33.3% higher education with close social work), educational psychologists, family counselors and others (42.9% higher education social work and 33.3% higher education close social work). But here there is the possibility of creative work, occupying positions of project coordinators, public relations managers, etc.

***In private organizations***, higher education specialists in the “social work” profile more often occupy the positions of managers and perform the roles of other specialists (educational psychologist), specialists with a different education profile are in demand: lawyers and non-higher education specialists: a nurse, a nurse.

***Characteristics of work motivation depending on education.*** In governmental organizations, specialists talk about the primary reason that prompted them to work here - “helping people” (28.6%). At the same time, this motivation was most pronounced among specialists without higher education SWE (41.7%), and a close to SWE (42.9%). To a lesser extent, the motivation to “help people” is expressed by specialists with higher education SWE (23.3%) and with a higher education close to SWE (30.0%). The second attractive reason to work in these organizations is a comfortable working environment (18.4%). Most often, this is the motive by which specialists explain their choice without a higher education SWE (42.9%)

and a non-core higher education (46.2%). Least of all, this reason is characteristic of specialists with a higher education SWE (0%).

The third reason that attracts working here is “good relations in the team” (17.3%). Most of all, this motive is expressed by specialists without higher education, with non-core education (28.6%).

The fourth reason attracting to work in governmental organizations is the social significance of the activity (13.3%). Most of all, this motive was revealed by specialists with a higher education SWE (20.0%).

The fifth reason for work is the opportunity to work, no matter where (11.2%). Most often this motive is manifested in specialists with non-core higher education (21.4%) and in specialists with non-higher education (16.7%).

The sixth significant reason is the possibility of self-development (8.2%). This motive is characteristic of specialists with higher education SWE (16.7%) and close to it (20%).

The seventh reason is the possibility of career growth (2%). This motive is peculiar only to specialists with higher education SWE (6.7%).

The last reason to work in a governmental organization is the relationship with management (1.0%). This motive is peculiar only to specialists with higher education SWE (6.7%).

Work in governmental organizations is attractive on the basis of altruistic orientations for specialists with a low and non-core education. For specialists with higher education working here means not only helping people, but it is an opportunity for self-realization, to carry out socially significant activities. And some of the specialists with higher education SWE are interested in career opportunities.

In non-governmental public organizations, the main motive for working is the opportunity to self-development (55.0%). Most of all, it is expressed by specialists with higher education with not-core SWE (66.7%) and in specialists with a low level education SWE (66.7%).

The second reason to work in a public organization is an altruistic orientation (30.0%). Significant part of specialists with higher education SWE (42.9%) showed altruism here.

The third reason for working in a public organization is the social significance of the activity (5.0%). This motive is characteristic only for specialists with higher education SWE (14.3%).

In private organizations, the main motive for encouraging work is the possibility of self-development (33.3%). This motive is characteristic for specialists with higher education non-core SWE (50%), and specialists with higher education SWE (33.3%).

The second significant reason working here is associated with altruistic values and understanding of the social significance of the activity (25%). Altruistic motivation is more characteristic of specialists without higher education. Understanding the social significance of activity is the motive characteristic of specialists with higher education.

The third reason is related to the working conditions and relations in the team (8.3%). These reasons are characteristic of specialists with higher education.

Working in public and private organizations contributes to enhancing the value of helping, which is combined with the need for self-development. On the other hand, the absence of an accidental, irrational choice of place of work indicates that a conscious mechanism lies at the heart of the choice of activity. In combination with altruistic values and the desire to fulfill socially useful activities and self-development, this characterizes the core of new social service providers. At the core of the motivation of workers, there is no formal, coercive mechanism (work - as it is convenient or there is no other choice of work) that is present among specialists working in government organizations. This means, at the level of workers, the presence of high motivation, the likelihood of developing self-determinate social subject, which means a combination of the importance of one's own professional role, the use of effective activity and an awareness of social significance.

Non-governmental organizations attract subjects that are ready for an active social role in the form of realizing a significant social function. Higher education SWE contributes to the development of greater adaptability among specialists, awareness in activities and readiness for self-development. It develops the ability of specialists to overcome difficulties in the process of their activities, to act effectively under conditions of uncertainty. New areas of activity in relation to the value of social education are a value perspective for the development of the profession, social work, clarification and increase of its social significance.

### **Discussion**

For the Russian specificity, this stage of development of the social services sector is characterized by communication between the governmental and non-governmental sectors. (Benevolenski, V. and Toepler, S., 2017). New areas of activity are attractive for the most promising university graduates. They are also actors developing these areas of activity due to their motivation and readiness for self-development. Through this process, it is possible to reveal the tendency of development of education, which is determined by the subjects interested in it.

On the one hand, in non-governmental organizations, activities are characterized by a high degree of instability and uncontrollability of the volume of tasks performed. But, in such organizations, specialists are more motivated, because they feel the importance of their activities, as they are more involved in solving problems. In addition, the availability of innovations in such organizations allows specialists to realize their activities more efficiently, based on new, innovative approaches. Due to this, workers are more motivated to overcome difficulties encountered in their work (Claiborne N., 2011).

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