

科目：社會政策與社會工作

編號：001

考生注意：

1. 依次序作答，只要標明題號，不必抄題。
2. 答案必須寫在答案卷上，否則不予計分。
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第 1 頁

## 壹、申論題（90%，每小題 10%）

一、結構取向的社會工作理論強調問題的生成是結構所導致，而不是個人能力不足或缺失，請舉一結構取向的社會工作理論，回答下列問題：

- （一）該理論的主要論述。（10%）
- （二）從您的實務經驗或觀察說明該理論在台灣實務工作界運用的情形。（10%）
- （三）從您的實務或研究經驗加以評述該理論的優勢與限制。（10%）

二、氣候變遷對生活的影響日益明顯，近年台灣也經歷罕見寒冬和豪大雨所導致的相關災難，請回答下列問題：

- （一）此等氣候變化對社會工作有何意涵？（10%）
- （二）你是否觀察到社會團體與行政部門有何作為？試評述之。（10%）
- （三）對傳統社會工作帶來哪些新的挑戰？（10%）

三、晚近學界和歐盟發展出「社會投資」（social investment）的「生產性社會政策」（productive social policy）的積極性觀點，將社會政策視為一種社會投資，如：對兒少的教育和健康投資，提供各種服務措施支持婦女進入勞動市場、甚至中高齡的活躍老化和再就業設計等。請說明下列問題：

- （一）社會投資論述對過去透過社會保險來達到所得移轉（cash transfer）的政策和傳統福利國家體制提出哪些批判和省思？（10%）
- （二）「社會投資」的理念與意義為何？（10%）
- （三）請試舉一個國內或國外實例加以說明？（10%）

## 貳、解釋名詞，請擇一作答（10%）

- （一）Community Empowerment
- （二）Social Inclusion

科目：社會研究法(含統計)

編號：002

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第 1 頁

## 壹、申論題 (100%)

一、有一個服務中輟少年的 A 機構，每年服務的個案數約 200 人，現在 A 機構想利用冒險體驗，協助這些中輟少年提升自我概念。A 機構規劃了冒險體驗方案活動，方案執行期間為 2 個月，內容包含 6 個冒險體驗單元、以及 2 次的省思討論；而每一次的方案最多可以有 20 位少年參加。基於責信，A 機構被要求說明該冒險體驗方案的成效。

針對上述課題，要如何展現方案成效？請提出一份研究計畫，包括：說明研究問題、研究設計、研究執行步驟、資料蒐集、資料分析以及研究倫理等議題。(70%)

二、請閱讀以下期刊部分全文節錄，並簡要說明該篇文章的統計方法與研究結果。(30%)

## Helping others or a rewarding career? Investigating student motivations to train as social workers in England

Martin Stevens, Jo Moriarty,  
Jill Manthorpe and Shereen Hussein  
King's College London, England

Endellion Sharpe  
Sharpe Research, England

Joan Orme, Gillian Mcyntyre,  
Kate Cavanagh and Pam Green-Lister  
University of Strathclyde, Scotland

Beth R Crisp  
Deakin University, Australia

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### Abstract

Summary: Understanding why people want to be social workers is important both for developing social work education and for the profession as a whole. This article presents evidence about the motivations of students enrolled on social work degree programmes in England and draws on data from 3000 responses of three successive intakes of students responding to six online surveys and 26 focus group interviews involving 168 students from nine different social work programmes in six case study sites. The article locates these data in the context of earlier studies of social workers' motivations, the changing policy context and the changes introduced by the new degree.

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**Motivations to study social work**

There is a longstanding debate about the extent to which social work student motivations are influenced by personal experiences as well as professional or political considerations (Christie, 1998; Christie & Kruk, 1998; Marsh & Triseliotis, 1996; O'Connor et al., 1984; Parker & Merrylees, 2002). However, political or 'social justice' motivations of social work students in several countries over the past 25 years are seen to be decreasingly important (Christie & Kruk, 1998; Marsh & Triseliotis, 1996; O'Connor et al., 1984; Wilson & McCrystal, 2007). The trend has been towards an approach geared at supporting people using services to overcome individual problems (Gilligan, 2007). Gilligan (2007) suggests that students' motivations and perceptions are determined by the dominant cultural 'frames', or internalised ways of seeing the world, which have become increasingly individualistic.

Marsh and Triseliotis (1996) argue that altruistic and career impetuses may co-exist; thus, social work offers the double attraction of a 'meaningful career' which also contributes to 'society's wellbeing' (p. 28). This supports the idea of motivation consisting of a complex mixture of personal, idealistic, and professional intentions (Christie & Kruk, 1998; Christie & Weeks, 1998), representing a mix of autonomous and heteronomous motivations in Breen and Lindsay's (2002) terms.

**Data Analysis**

In addition to univariate and bivariate analysis, it was considered valuable to reduce the 13 separate items relating to motivations to a smaller number, using Principal Component Analysis (PCA). This provides a means of allocating each of a large number of items to a smaller number of underlying factors. As argued above, motivation is a multidimensional concept, so it is important to identify which aspects are related in order to reduce the dimensionality of the data from 13 items to a more manageable number of latent variables, which can be used to infer rather than observe phenomena (Dunn, Everitt, & Pickles, 1993), thus allowing for more in-depth analysis.

Two variables were derived: one showed the combinations of all motivations mentioned, in terms of items loading on the three factors; the second variable grouped answers to the question asking for students' 'most important' motivations into three categories corresponding to the factors. Following bivariate cross-sectional analysis, not reported here for reasons of space

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(tables available from the authors), variables relating to student characteristics (see below) were entered into separate binary logistic regressions, to explore whether different groups of students were more or less likely to put each of the three motivations identified from the PCA as their most important motivation.

## Finding

**Table 3.** Principal Component Analysis of student motivations (synthetic cohort all students)

Factor	Original item	Factor loading		
		1	2	3
Career factors	Good career prospects	.120	.024	.767
	Well paid jobs	.059	-.008	.763
	Opportunities for flexible working	.134	.148	.586
Altruistic or personal qualities of students	Personal ability to get on with people	.122	.675	.085
	Working in a team	.209	.586	.208
	Wish to tackle injustice and inequalities in society	.266	.459	-.135
	Helping individuals improve the quality of their own lives	.362	.448	-.096
	Especially suitable career for someone with life experiences like mine	-.076	.551	.004
'Day-to-day nature of social work'	Encouragement from family and friends	-.046	.381	.253
	High job satisfaction	.598	.040	.151
	Variety of work day-to-day	.691	.098	.116
	Interesting stimulating work	.765	.037	.028
	Being able to exercise individual responsibility for making my own decisions	.410	.314	.133

Notes: The overall Kaiser-Meyer-Olkin measure of sampling adequacy  $>0.5$ , which means that the sample is adequate for the analysis. Further, from the anti-image matrix, the KMO value for each individual is also  $>.5$ , suggesting a good sample for this analysis (Field, 2000). Bartlett's Test of Sphericity was significant ( $p < .01$ ) which suggests that there is enough correlation between the variables to continue with the analysis.

**Table 4.** Motivations to be a social worker (synthetic cohort, all students)

Most important motivations	N	%	Motivations mentioned	N	%
Altruistic or personal qualities	1960	69	Altruistic or personal qualities, day-to-day nature of social work and career factors	1605	56
Day-to-day nature of social work	555	20	Altruistic or personal qualities and day-to-day nature of social work only	942	33
Career factors	334	12	Altruistic or personal qualities only	170	6
			Altruistic or personal qualities and career factors only	114	4
			Day-to-day nature of social work only	17	1
			Career factors and day-to-day nature of social work only	12	0
			Career factors only	11	0
	2849	100	Total students	2871	100

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**Table 5.** Results of a logistic regression models testing the probability of having different motivations to be a social worker (synthetic cohort, all students)

	Reference category	Career factors		Altruistic or personal qualities		Day-to-day nature of social work	
		p-value	Odds ratio	p-value	Odds ratio	p-value	Odds ratio
Age	<20	.634		.005		.002	
20-24		.981	.994	.392	1.161	.347	.829
24-34		.600	.874	.032	1.428	.040	.676
34-44		.745	1.088	.016	1.512	.002	.527
>44		.324	.694	.001	2.345	.002	.391
Ethnicity	White	.002		.538		.236	
Mixed		.619	.738	.879	.949	.614	1.207
Asian		.621	1.233	.367	1.330	.154	.569
Black		.000	2.331	.142	.772	.070	.640
Other (including Chinese)		.839	1.169	.967	1.023	.840	.876
Gender	Female						
Male student		.016	1.594	.072	.768	.928	1.016
Disability	Does not consider self disabled						
Considers self to be disabled		.942	.984	.951	1.010	.978	1.005
Programme	Postgraduate						
Under grads		.492	1.185	.206	1.256	.042	.643
Highest educational qualification	Degree	.077		.077		.552	
GCSE or equivalent		.233	.674	.534	1.161	.661	1.137
A-level or equivalent		.024	.608	.030	1.427	.565	.889
Prior experiences	Any paid employment by social work employer	.042		.037		.009	
Any paid employment in related field		.919	.983	.005	1.384	.001	.642
Any (relevant) voluntary work		.038	.606	.012	1.460	.160	.787
Any personal experience		.087	2.062	.804	1.094	.103	.414
None of these		.392	1.370	.288	1.366	.054	.464
Constant		.000	.197	.332	1.363	.005	.303
Hosmer and Lemeshow Goodness of fit		p = .121		p = .811		p = .776	
Nagelkerke R-square		.045		.039		.043	
Omnibus Chi square		46.340		55.436		53.940	
		(p < .001)		(p < .001)		(p < .001)	