

A Study on the Factors Influencing and Mechanisms Promoting Social Work Participation Among University Students in the Inner Mongolia Autonomous Region from a Systems Theory Perspective

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Abstract

Against the backdrop of the comprehensive implementation of the ‘Five-Community Coordination’ mechanism, university students—as future professionals in social work and a reserve force for community voluntary service—play a crucial role; their willingness to participate is directly linked to the sustainability of grassroots governance and the quality of services provided. This study, which focused on university students in the Inner Mongolia Autonomous Region, employed a combination of questionnaire surveys and statistical analysis to systematically examine the current status, characteristics and influencing factors of university students’ willingness to participate in social work. The findings reveal that whilst university students demonstrate high levels across dimensions such as personal motivation, family and peer support, institutional support, social and environmental support, and life experiences and sense of giving back, their willingness to participate remains relatively low, exhibiting a dichotomy characterised by ‘high recognition but low willingness’; only 17.8 per cent of students participate on a regular basis, with ‘low-intensity participation’ being widespread; first-year students’ total participation scores are significantly higher than those of third-year students, reflecting the existence of a ‘year-group inhibition’ effect. Correlation analysis indicates a strong correlation between developmental experiences and reciprocity, and between social and environmental support and willingness to participate; there are also strong correlations among the various support dimensions, reflecting the interconnection and synergistic effects of factors at different levels emphasised by systems theory. The findings suggest that although the current support system is gradually improving, there are structural bottlenecks in ‘transforming motivation’, with a lack of tiered and progressive design, in-depth practical experiences, and mechanisms for continuous feedback. Based on systems theory, this paper proposes a promotion mechanism comprising ‘micro-activation, meso-integration and macro-coordination’: at the micro-level, short-cycle micro-experience projects and feedback-based placements are used to bridge the gap between knowledge and action; at the meso-level, a three-tier progressive system of ‘experiencers,

implementers and leaders' is established, linking voluntary service with professional placements and final-year projects; at the macro-level, a tangible collaborative platform involving 'universities, communities and enterprises' is established, with permanent placement positions set up at social work stations. The study is limited by its cross-sectional design and sampling from a single geographical area; future research should employ longitudinal tracking and quasi-experimental designs to further elucidate causal mechanisms. Only by deeply integrating young people's developmental needs, professional competencies and grassroots governance tasks can we achieve the organic unity of 'helping others' and 'self-development', thereby supplying grassroots governance modernisation with a young workforce that is committed, capable and resilient.

Keywords: Five-Community Coordination' Mechanism; Willingness to Participate in Social Work; University Students; Systems Theory; Facilitation Mechanisms

1. Introduction

As the focus of social governance in China continues to shift towards the grassroots level, the traditional 'Three-Community Coordination' mechanism (communities, social organisations and social workers) has gradually revealed its limitations in terms of resource integration, coordination among stakeholders and resident participation. Consequently, the Central Committee of the Communist Party of China and the State Council have proposed the 'Five-Community Coordination' mechanism, which builds upon the 'Three-Community Coordination' by incorporating community volunteers and social charitable resources, thereby forming a five-pronged collaborative governance model comprising 'community + social organisations + social workers + community volunteers + community charitable resources'. From the perspective of policy direction and industry trends, the 'Five-Community Coordination' mechanism represents not only an optimisation and upgrade of the social governance framework but also a significant opportunity to advance the professionalisation, specialisation and scaling-up of the social work profession. In response to changes in China's principal social contradictions and to deepen reforms in public services, collaborative governance involving multiple stakeholders has become a key trend in the development of social governance. The social work sector is currently undergoing a period of high-quality development, moving away from dependence on the government towards autonomy and professionalisation, with market demand and social recognition rising year on year. In particular, the comprehensive implementation of the 'Five-Community Coordination' mechanism has provided social workers with a vast field of practice and generated a significant demand for specialised services targeting grassroots governance, support for vulnerable groups and community building. Against the backdrop of this sectoral transformation, whilst the prospects for the professionalisation of social work are promising, higher demands are also being placed on the professional competence, depth of engagement and proactivity of the next generation of professionals. However, as a potential reserve force for both voluntary service and professional social work, the professional service capabilities and willingness to participate of university students are directly linked to the sustainability and quality of services under the 'Five-Community Coordination' mechanism. This study takes university students in the Inner Mongolia Autonomous Region as its research subjects and systematically

analyses the current status and characteristics of their willingness to participate in social work. Building on this, and drawing upon the interpretative framework of systems theory, the study further explores the key factors influencing the formation of this willingness and attempts to construct a targeted set of promotional mechanisms to provide guidance for enhancing university students' participation in social work.

2. Literature Review

System theory posits that individual behaviour does not occur in isolation, but is embedded within multi-level environmental systems—including micro, meso and macro levels—which are interrelated and mutually reinforcing. Applying this framework to research on university students' willingness to participate in social work allows the various factors influencing this willingness to be clearly mapped to different system levels, whilst illustrating the mechanisms of their interactions. Specifically, the micro-system primarily concerns individual factors such as university students' psychological characteristics, value systems, sense of social responsibility and perceptions of social work; whilst the macro-system encompasses broader social contexts, including the socio-cultural environment, the policy landscape and the degree of societal recognition of social work. Through the analytical lens of systems theory, it is possible to gain a more comprehensive understanding of the process by which university students' willingness to participate in social work is formed, reflecting the interplay between individual and environmental factors, and providing a theoretical basis for enhancing their enthusiasm for social work participation.

2.1. Domestic Research Literature

At the micro level, existing research has primarily focused on the influence of university students' individual factors on their willingness to participate. Luo and Wang (2012) study on university students' participation in teaching support programmes indicated that the sustainability of voluntary behaviour is jointly influenced by altruistic and self-interested motivations, social networks, role identification and institutional incentives, and that voluntary service among Chinese university students exhibits 'non-elitist' characteristics. Lin et al. (2013) in a study of social work students, further found that emotional identification within professional identity was the strongest predictor of willingness to enter the profession, whilst cognitive identification might actually reduce such willingness due to the practical challenges of the profession. He et al. (2024) utilising social cognitive career theory to explain the career choice mechanisms of social work students, pointed out that professional identity and professional competence influence career goals through self-efficacy and outcome expectations, whilst negative factors in the professional and social environments (such as low pay and limited development opportunities) may act as negative moderators. The aforementioned studies indicate that university students' willingness to engage in social work is not only influenced by value alignment and personal capabilities but is also closely related to their assessment of future career pathways.

At the meso level, research has increasingly focused on the role of higher education, practical platforms and organisational support in promoting university students' participation. Zhang (2025)

drawing on the perspective of behavioural public administration, constructed an integrated ‘policy–field–psychology’ framework and found that university volunteer service policies significantly enhance students’ willingness to engage in social service by satisfying their basic psychological needs for autonomy, competence and belonging, whilst field capital—such as the campus atmosphere, university tier and geographical location—exerts a certain moderating effect. Lin and Fu (2009) further point out that the social work principles of ‘helping people to help themselves’, scientific methods, research and evaluation, and the integration of such principles into the curriculum can effectively address issues such as the hollowing out of the spirit of volunteering and a lack of methodology in university students’ voluntary service. Chen (2020) practice-based research, meanwhile, demonstrates how social work interventions, through a pathway of ‘platform building—specialised training—guided practice’, can enhance university student volunteers’ capacity to participate in community governance and alleviate public issues within the community. It is thus evident that the university’s educational system and practical support platforms serve as important mediating factors in promoting university students’ participation in social work.

At the macro level, relevant research has begun to examine the impact of the policy environment, social perceptions and institutional safeguards on university students’ participation in social work. An empirical analysis by Gao et al. (2026) indicates that the overall sustainability of university students’ voluntary service is relatively low, with year of study, political affiliation and academic motivation being significant influencing factors. This suggests that institutional and social support remain key factors affecting the stability of participation. Chen (2017) research in the field of community correction found that university students majoring in law, sociology and related disciplines demonstrate a strong willingness to participate; however, the lack of effective guidance and support mechanisms highlights that participation in social work depends not only on individual willingness but also on a well-developed system of social support. Taken together, domestic research has gradually shifted from a singular focus on individual motivation to an analytical approach that considers the combined effects of multiple factors—including the individual, organisational and social environments—demonstrating the significant influence of factors such as professional identity, self-efficacy, policy support and practical platforms on university students’ willingness to participate in social work. However, existing research still has certain shortcomings: on the one hand, some studies focus primarily on a single influencing factor, lacking a systematic analysis of the interactive relationships between factors at different levels; on the other hand, there remains insufficient exploration of the mechanisms by which university students’ willingness to participate in social work is formed under the combined influence of personal characteristics, organisational environments and social structures. It is therefore necessary to introduce a systems theory perspective to analyse the formation process of university students’ willingness to participate in social work at micro, meso and macro levels.

2.2. International Research Literature

Research into university students’ willingness to participate in social work began relatively early internationally. Such studies have primarily focused on aspects such as motivation for participation, value alignment, social support and the social environment, and have gradually

shifted their focus from individual psychological factors to the interactive relationship between the individual and their environment.

At the micro level, international research has placed considerable emphasis on university students' intrinsic motivation and value alignment in relation to their participation in community service. Hu et al. (2025) using a sample of 624 social work students from three provinces and municipalities in China and drawing on Self-Determination Theory and the Theory of Planned Behaviour, found that Public Service Motivation (PSM) had a significant positive influence on career choice intentions, with altruistic motivation playing a partial mediating role, whilst professional values positively moderated the relationship between PSM and career intentions, reflecting the complex interplay of altruistic and self-interested motivations in the career decision-making of social work students. A survey by Gage III (2009) of undergraduates at the University of Florida in the United States, drawing on the Volunteer Functioning Index (VFI) and the Leisure Constraints Model, found that 'values and understanding' was the strongest motivational dimension, whilst structural constraints (such as lack of time) were the primary barriers. At the same time, social factors such as gender and peer influence acted as moderators between motivation and constraints, emphasising that the management of voluntary service must balance intrinsic value alignment with external support conditions. It is evident, therefore, that international research has long focused on the psychological mechanisms underlying participatory behaviour and has emphasised the interplay between individual factors and external constraints.

At the meso level, international research has further examined the impact of the organisational environment and social support on university students' sustained participation. Relevant studies have found that factors such as the higher education system, organisational incentive mechanisms, peer relationships and access to information influence university students' opportunities to participate in community service activities and their willingness to continue doing so. Whereas domestic research tends to focus more on university policies, the development of practical platforms and social work curricula, international research places greater emphasis on the alignment between individual student needs and the organisational environment, highlighting the importance of fostering the sustained development of participatory behaviour by enhancing autonomy, a sense of competence and a sense of belonging.

At the macro level, international research has gradually adopted an ecosystem perspective to provide a multi-level explanation of university students' participation in social work. Luo and Peng (2026) further applied Ecosystem Theory (EST) to conduct in-depth interviews with 15 Chinese university students, systematically identifying the driving and limiting factors of sustained participation in voluntary service across four levels: the micro-system (personal traits, peer influence, family role models), the external system (organisational incentives, accessibility of information), macro-systems (pro-social norms, altruistic tendencies) and temporal systems (major historical events such as the pandemic). They systematically identified the drivers and constraints of sustained participation in voluntary service and innovatively introduced a 'controllability' analytical framework, providing an operational pathway for the targeted design of intervention strategies. It highlights that university students' behaviour is influenced by a combination of factors, including personal capabilities, organisational support and the social

environment. This study moves beyond single-factor explanatory models and provides a systematic analytical approach to understanding university students' willingness to participate in social work.

2.3. Review of the Literature

A synthesis of domestic and international research reveals that university students' willingness to engage in social work is influenced by a combination of factors, including personal characteristics, organisational environments and social contexts. Domestic research has primarily focused on factors such as professional identity, self-efficacy, policy support, university training models and the development of practical platforms, emphasising the crucial role of the institutional environment and practical support for participation within the Chinese context; international research, on the other hand, places greater emphasis on the interactive relationships between participation motives, value alignment, social support and the ecological environment, gradually developing a multi-level analytical perspective. In summary, university students' participation in social work is not determined solely by individual willingness, but is a dynamic process shaped by the combined influence of multiple factors, including the family, the university, social organisations and the macro-policy environment. It is therefore necessary to adopt systems theory as an analytical framework to examine the factors influencing university students' willingness to participate in social work at micro, meso and macro levels, focusing on the interconnections and mechanisms of action between different systems. This approach will provide a more comprehensive explanation of the formation process of such willingness and offer a theoretical basis for enhancing the level of participation in social work among university students. The interactions between these subsystems collectively determine whether young volunteers can make the transition from a 'fleeting enthusiasm' to a commitment that endures 'for ten years as if it were a single day'.

3. Research Methods and Results

3.1. Research Design and Data Collection

This study focused on university students in the Inner Mongolia Autonomous Region. The questionnaire was designed around six dimensions: personal motivation, family and peer support, institutional support, social and environmental support, life experiences and feedback, and willingness to participate, comprising a total of 27 items.

The questionnaire, which utilised a Likert scale, was distributed via an online platform, and a total of 214 valid responses were collected. The data were organised and analysed using SPSS 27.0, and assessments of reliability, validity, descriptive statistics and correlation analysis were carried out. The results indicated that the scale possessed good reliability and construct validity, and was suitable for subsequent statistical analysis.

3.2. Sample Characteristics and Levels Across Dimensions

Women accounted for 62.6 per cent of the sample, whilst men accounted for 37.4 per cent. First-year undergraduates accounted for 23.4 per cent, second-year undergraduates for 53.7 per

cent, third-year undergraduates for 16.8 per cent, and fourth-year undergraduates for 3.7 per cent; postgraduate students (Master's degree and above) accounted for 2.3 per cent. The distribution across academic disciplines was relatively balanced. With regard to experience of social service activities, 7.0 per cent had never participated, 48.1 per cent participated occasionally (1–3 times), 27.1 per cent participated sometimes (4–6 times), and only 17.8 per cent participated frequently (7 times or more). This indicates that the majority of students participate infrequently, reflecting a phenomenon of ‘low-intensity participation’.

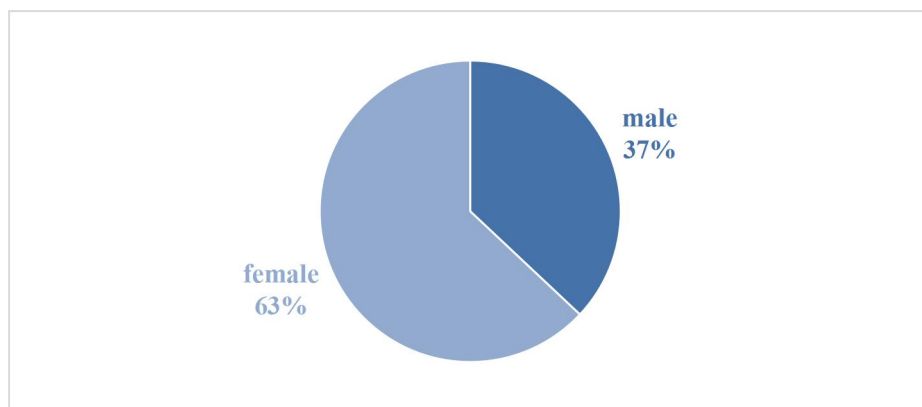


Figure 1. Gender distribution of survey respondents

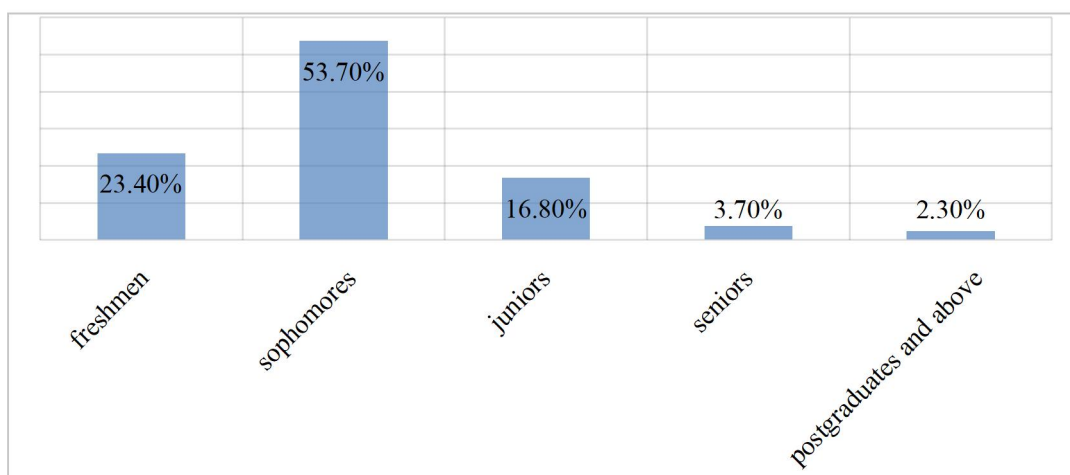


Figure 2. Percentage of Survey Respondents by Grade Level

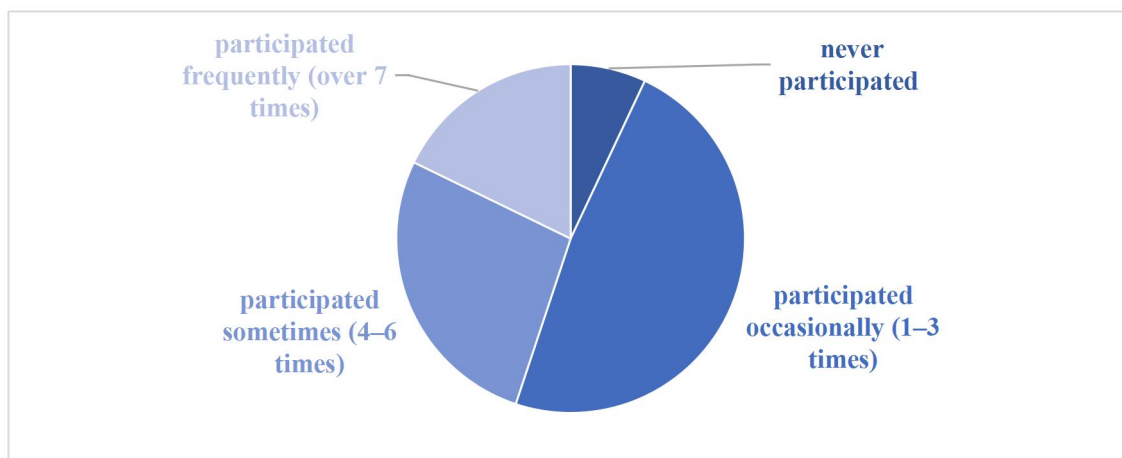


Figure 3. Survey Participants' Experience with Social Service Activities

Descriptive statistics for each core dimension show that personal motivation ($M = 4.20$), family and peer support ($M = 4.20$), institutional support ($M = 4.20$), social and environmental support ($M = 4.14$), and developmental experiences and reciprocity ($M = 4.15$) were all at relatively high levels (on a scale of 5), indicating that university students generally recognise the value of community service at a conceptual level and perceive positive support from multiple sources. Among these, the mean score for willingness to participate was relatively low ($M = 3.97$), and the cumulative proportion of respondents selecting ‘3 points or below’ reached 18.2 per cent. In terms of standard deviation, the standard deviations for each dimension ranged between 0.87 and 0.98, indicating that the responses from the surveyed university students were relatively concentrated across all dimensions, with a generally consistent level of perception. Although the mean score for willingness to participate reached 3.97, it remained lower than that of the other five dimensions, suggesting that positive perceptions have not yet been fully translated into actual willingness to participate. The above results reflect a dichotomy in university students’ willingness to participate in social work, characterised by ‘high recognition but low willingness’, which is broadly consistent with the findings of existing research.

Table 1. Descriptive statistics for the six core dimensions

		Personal Motivation	Family and Peer Support	Institutional Support	Social and Environmental Support	Developmental Experiences and Reciprocity	Willingness to Participate
Num ber of cases	Valid	214	214	214	214	214	214
	Missing	0	0	0	0	0	0
Average		4.1986	4.2033	4.1974	4.1414	4.1526	3.9685
Standard Deviation		0.92737	0.87219	0.89264	0.90457	0.92016	0.97978
Minimum value		1	1	1	1	1	1
Maximum value		5	5	5	5	5	5

3.3. Correlations Among Influencing Factors

The results of the Pearson correlation analysis indicate that there are significant positive correlations ($P < 0.001$) among all six core variables, with correlation coefficients ranging from 0.681 to 0.917, representing a moderate-to-high to high level of correlation. Among these, developmental experiences showed the highest correlation with willingness to participate ($r = 0.906$), followed by social and environmental support ($r = 0.854$). This indicates that the greater a university student’s previous participation experience and the higher the level of social support they receive, the stronger their willingness to participate in social work. At the same time, there were generally high levels of correlation between the various dimensions of support, reflecting strong synergy among the components of the support system; this is consistent with the

perspective of systems theory, which emphasises the interconnection and joint action of various subsystems.

Table 2. Descriptive statistics for the six core dimensions

Dimension	Personal Motivation	Family and Peer Support	Institutional Support	Social and Environmental Support	Developmental Experiences and Reciprocity	Willingness to Participate
Personal Motivation	1					
Family and Peer Support	0.733	1				
Institutional Support	0.740	0.902	1			
Social and Environmental Support	0.745	0.888	0.913	1		
Developmental Experiences and Reciprocity	0.762	0.858	0.869	0.917	1	
Willingness to Participate	0.681	0.811	0.797	0.854	0.906	1

A comprehensive analysis of the descriptive statistics and correlation analysis reveals that, overall, university students demonstrate a high level of identification with social work values and a strong sense of support; however, their willingness to participate remains somewhat limited. Factors such as upbringing and social support are highly correlated with willingness to participate, as is practical experience. Consequently, the formation of university students' willingness to participate in social work is not driven by a single factor, but rather results from the combined influence of personal factors, institutional support, family support and the social environment, thereby providing empirical evidence to inform the development of future promotion mechanisms.

4. Issues revealed by the findings of this study:

4.1. Students perceive a high level of support, but this has not yet been translated into effective momentum

The findings show that university students rated their personal motivation, family support, institutional support and social support highly, indicating that the respondents generally perceive a favourable supportive environment. However, the mean score for willingness to participate remains lower than that for other dimensions, suggesting that support resources have not yet been fully transformed into the practical motivation required for sustained participation in social work, and that there remains a certain degree of inefficiency in the support system.

4.2. The Structural Dilemma of the ‘Discrepancy between Knowledge and Action’ and the ‘Year-Group Inhibition’ Phenomenon

One noteworthy finding from the study is that ‘low-intensity participation’ has become the norm amongst university students, with only 17.8 per cent of students reaching the ‘frequent participation’ level. A deeper contradiction is evident in the differences between year groups: first-year students’ levels of participation in social work are significantly higher than those of third-year students. This reflects the ‘year-group inhibition’ effect in social work practice. The root cause lies in the fact that, as students progress through their studies, the academic anxiety, competition for employment and pressure regarding future career planning they face increase dramatically, whilst existing social service programmes lack a ‘progressive design’. In the absence of in-depth experiences and links to career development, the ‘enthusiasm’ of lower-year students is eroded over time by the pressures of reality. This phenomenon highlights the lack of targeted arrangements within the current social service practice system that cater to the student life cycle—the failure to provide tiered, specialised practical opportunities tailored to different stages of university students’ development may lead to the ‘erosion’ of what was originally a deep-rooted spirit of volunteerism under the utilitarian pressures of academic and career pursuits.

4.3. The Challenges of ‘De-stigmatisation’ and ‘Deepening’ in Systemic Intervention Approaches

Research indicates that there are no significant differences in willingness to engage in social work based on gender or professional background ($p > 0.05$), suggesting that the value of social services has already achieved a preliminary level of ‘disciplinary generalisation’. On the one hand, this indicates that social services enjoy a strong grassroots foundation; on the other, it places higher demands on promotion mechanisms: the development of such mechanisms must not rely solely on ‘targeted outreach’ to specific groups, but should instead shift towards structural optimisation at the systemic level. However, the current issue lies in the fact that for the majority of university students, their involvement is limited to occasional, ‘check-in-style’ participation, lacking the ‘sense of achievement’ and ‘value feedback’ that deeper engagement brings. In the correlation analysis, the highest correlation coefficient ($r = 0.906$) was found between personal development experiences and feedback, on the one hand, and willingness to participate, on the other, suggesting that university students’ past service experiences and personal development are closely linked to their willingness to participate. Although correlation analysis cannot directly establish a causal relationship, it does indicate that personal development experiences may be a significant factor influencing willingness to participate, thereby providing a reference for subsequent practical interventions.

The issues outlined above all point to a single core bottleneck—namely, that against the backdrop of the ‘Five-Community Coordination’ mechanism macro-policy framework, whilst the external environment’s capacity to supply resources is improving, the ‘depth of interaction’ between individuals and the system remains insufficient. To break the vicious cycle of ‘high recognition but low willingness’ and ‘age-related constraints’, it is essential to drive a shift from ‘fragmented provision’ to ‘ecosystem-based empowerment’.

5. Mechanisms for Enhancing Participation

Drawing on the statistical and correlation analyses described above, and in accordance with the fundamental principles of systems theory—namely ‘wholeness, interconnection and dynamism’—this paper proposes specific pathways to foster university students’ willingness to participate in social work at the micro, meso and macro levels.

Firstly, at the micro level, we can narrow the gap between knowledge and action and stimulate students’ intrinsic motivation. For groups characterised by ‘high recognition but low willingness’, relying solely on publicity campaigns and appeals is unlikely to break through the barrier between knowledge and action. We should design short-term, low-threshold ‘micro-experience’ programmes (such as short-term community practice activities and community volunteering initiatives) to enable students to develop their understanding through practical experience. Through guided reflection after the event (such as sharing interesting experiences and reflections on their service), we can promote the internalisation of values, using these experiences to awaken the factor most closely linked to participation motivation: ‘Developmental Experiences and Reciprocity’. Furthermore, linking the assessment of financial aid and hardship support to the student volunteering system—not as a mandatory requirement, but by providing recipients with dedicated ‘giving back’ roles and training support—enables former recipients to become volunteers. This transforms their natural sense of gratitude into a sustainable commitment to service, thereby further facilitating the transition from a willingness to participate to actual participation.

Secondly, at the meso-level, we can establish a tiered, progressive framework that adapts to changes in year group. Systems theory emphasises that a system must dynamically adapt as individuals grow. Given the significant decline in participation among third-year students ($p=0.012$) and the fact that 48.1 per cent of students remain only occasional participants, the university’s support network must be designed in a tiered manner. A ‘three-stage progressive’ service role framework can be adopted from the first to the third year. First-year students prioritise emotional experiences and assume the role of ‘experiencers’; second-year students require professional skills and act as ‘implementers’ in team coordination; third-year students take on the role of ‘leaders’, responsible for project management, programme design and mentoring new recruits. This helps ensure that the complexity of tasks remains consistently aligned with the growing capabilities of the students’ microsystems. As for senior students, given that academic and employment pressures often encroach upon the time available for participation, voluntary service activities should be closely integrated with professional placements and final-year projects. For example, students in disciplines such as social work, law and medicine could be encouraged to provide services relevant to their specialisms within local communities, enabling them to fulfil their academic obligations whilst addressing real-world community issues, thereby effectively resolving the conflict between ‘voluntary service’ and ‘personal development’ in terms of time allocation.

Thirdly, at the macro level, we must translate this virtual perception into a tangible collaborative platform. The findings of this study indicate that there is a high degree of correlation between the various dimensions of external support ($r > 0.88$); however, if this generalised

perception cannot be translated into a concrete network of usable resources, it may lead to a disconnect where ‘there is fanfare at the top but no sense of it at the grassroots’. We must strengthen the ‘university–community–enterprise’ partnership, with university Youth League organisations taking the lead in establishing direct links with communities, social organisations and charitable resources. Communities should be responsible for publicising genuine service needs, social organisations for providing professional supervision, universities for offering credit accreditation, and charitable resources for providing necessary small-scale project funding. This will transform the vague concept of ‘social support’ into practical opportunities that are clearly defined and within students’ reach. At the same time, in the development of social work stations, permanent positions such as trainee social work assistants and youth volunteers should be established, enabling university students to transition from providing temporary support to becoming a sustained and stable reserve force within the governance structure.

6. Conclusions

In summary, drawing on a systems theory perspective, this study has identified the core challenge facing university students in the Inner Mongolia Autonomous Region regarding their participation in the ‘Five-Community Coordination’ mechanism initiative: it is not a general lack of willingness, but rather a failure to establish effective links and dynamic alignment between micro-level motivations, meso-level support and macro-level resources. It should be noted that, due to the cross-sectional design and single-region sampling of this study, it is as yet difficult to fully capture the entire chain of causal evolution across multi-level systems. Future research should focus on advancing longitudinal tracking and quasi-experimental designs to explore in depth how micro-, meso- and macro-level systems are transformed into sustainable pathways for participation through specific mechanisms, rather than remaining at the level of describing correlations. In summary, only by deeply integrating young people’s developmental needs and professional capabilities with the practical tasks of grassroots governance can we truly achieve the organic unity of ‘helping others’ and ‘self-development’, thereby providing grassroots governance modernisation with a contingent of young people who are committed, capable and resilient.

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Conceptualization, data collection, statistical analysis, writing—original draft preparation, writing—review and editing, Yue Siying. The author has read and agreed to the published version of the manuscript.

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Conflict of Interest:

The authors declare no conflict of interest.

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