THE UNIVERSITY OF HULL

The Social Work Role in the Secondary Schools of Saudi Arabia

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of Philosophy in Social Work

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By

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Dedication

إهداء

This work is dedicated to the memory of my father, who passed away

in March 2000, during my study at Hull.

I also dedicate this work to my mother for her love, care, and prayers,

To my wife Afaf,

To my daughter Abeer and my son Abduallah.

Acknowledgements

Abstract

The overall aim of this research is to contribute to cross-cultural knowledge and skills on the development and practice of social work in schools, by identifying and comparing the actual and ideal roles of school social workers in Saudi Arabia, ascertaining the major problems facing the social workers and learning their views regarding improvement of the counselling service in secondary schools in Saudi Arabia.

The target populations of this study were third year public secondary school students, social workers in public secondary schools and officials. In order to gather data from the three groups, questionnaires and interview schedules, were used. The validity and reliability of the instruments were tested and piloted.

Social workers, officials and students ranked twenty-six possible roles of the school social worker on a Likert scale for both actual and ideal practice. The results of the two-tailed paired T-tests conducted to analyse the actual versus ideal functions of the social workers in Saudi Arabian secondary schools, as perceived by social workers themselves, and by students, indicated that there were significant differences at the .005 level for all except two items, though the non-significant items differed between the two groups. The result of the two-tailed paired T-tests conducted to analyse the actual and ideal functions, as perceived by the officials showed statistically significant difference for all but four items. Thus, the data revealed many significant differences in perceptions of the actual and ideal functions of the social workers in secondary schools in Saudi Arabia. In general, social workers, students and officials thought that, ideally, social workers should do more work in relation to almost every function of the social worker's role.

The interviews with social workers revealed some factors, which they thought constrain their role as social workers in the secondary schools. The main factors were burden of other tasks unrelated to their job, such as clerical work, interference in their work from head teachers and sometimes from teachers, and lack of trust. Therefore, problems faced them in performance of their role with teachers, school administrators, education supervisors, parents, and students. Furthermore, social workers complained that students do not seek help from them, even if they are in need of it.

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List of Abbreviations

CCETSW   Central Council for Education and Training in Social Work

CSWGE   College of Social Work for Girls' Education

CQSW   Certificate of Qualification in Social Work

DGEQD   Directorate General of Education of Al-Qassim District

EPA   Education Priority Area

ESW   Education Social Worker

EWO   Education Welfare Officer

FSU   Family Service Unit

HMSO   Her Majesty's Stationery Office

IMSIU   Al-Imam Mohammed ibn Saud Islamic University

KFU   King Faisal University

KSU   King Saud University

LEA   Local Education Authority

NASW   National Association of Social Workers

NASSW   Notional Association of School Social Workers

SD   Standard Deviation

SPSS   Social Package for Social Science

SRS   Simple Random Sample

UAU   Umm Al-Qura University

UNDPTCO   United Nations Development Programme and Technical Co-operation Office

UNESCO   United Nations Educational, Scientific and Cultural Organisation

UNICEF   United Nations International Children's Emergency Fund.

WIS   Waterloo Information Services

CHAPTER ONE

INTRODUCTION

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CHAPTER ONE

INTRODUCTION

Introduction

Most developing societies are undergoing accelerated social change under the impact of decolonization, revolution, urbanisation, industrialisation, and education. The pace of change generally and in school and family patterns particularly varies from one society or segment of the population to another (Al-Thakeb, 1985). Indeed, since the discovery of oil, the Kingdom of Saudi Arabia has experienced major and extremely rapid economic, social and cultural change, reflected in the sudden evolution from a tribal society to a modern nation. While this rapid development has brought many advantages, it has also faced Saudi Arabian people with number of difficulties. Among the advantages has been the establishment and development of some important ministries such as the Ministry of Education and the Ministry of Labour and Social Affairs, whose efforts have increased social welfare and decreased illiteracy. Among difficulties has been an increase in youth problems such as drug abuse, dropping-out, truancy, and social and psychological and adjustment difficulties. Social work is one resource to deal with these problems.

The government of Saudi Arabia realises the vital significance of basic education to the individual and the society and recognises the pressing need for qualified human resources to execute the nation's development plans. To achieve this, the problems and needs of these young people need to be determined and addressed. One way this can be done is through the planning and development of guidance and counselling programmes and social services programmes in Saudi Arabian schools. Although, at the present time, social work is undertaken in various societies with various economic, political, social and cultural characteristics, the practitioners or workers still should have a largely similar professional foundation encompassing the fundamental values, norms, knowledge and skills essential for entry and practice into the profession or the field (Midgley, 1983).

1.1. Statement of the Problem

The Kingdom is a developing nation, and the desired development in the social, cultural and economic fields requires the wise use of both human and material resources. The Minister of Education in Saudi Arabia, Dr. Al- Rasheed (1996) in *Future of our Education* stated that there are still a host of serious problems requiring prompt solutions. Some of the outstanding problems are the prevalence of widespread illiteracy, the imbalance between general education and technical education, and unfavourable environmental factors affecting pupils' attitudes and achievement. Also to be addressed are

the implications of plans to integrate students with special needs into normal classes. The

most serious problem facing the Ministry of Education is the waste of human resources in

the form of students dropping out of school. Statistics in the Kingdom show that each

year an average of 16% of the students drop out of high school before completing their

courses of study (Al-Buraikan, 1988).

In the past, the number of students in schools was small. With small class sizes, teachers

had no difficulty maintaining discipline. Today, some secondary schools have 600 to 900

pupils (Ministry of Education, 1998). Schools used to be able to call home during their

planning period if they wanted to contact parents. This is no longer the case. In Saudi

Arabia the role of the parents and family members has changed. Many jobs are available

and often, mother and father both go out to work. Therefore communication between

school and home has become increasingly difficult. Additional problems arise when

uneducated parents have no appreciation of the value of public education (Al-Fozen,

1980). Changes in family structure are also occurring and the rate of divorce has increased.

The education system in Saudi Arabia is still unable to cope with the demands, needs and

problems of pupils in schools. According to Al-Shithry (1993) approximately 78% of

juveniles leaving school were unemployed. The same study found a lack of beneficial

relationship between school and home; more than 50% of parents did not visit their

children' schools. Family problems and ignorance have often been blamed for pupils'

failure. Moreover, changes in social values and norms in Saudi Arabia are increasing the

degree of anxiety and frustration among young people who are looking for self-identity

(Almangour, 1985). Development of school guidance and counselling problems is one

way in which it is hoped to address such problems. Social workers in secondary schools in

Saudi Arabia, however, have been described as incapable of achieving the objectives of

the service and contributing to the solution of such difficulties (Al-Shithry, 1993).

Guidance and counselling services in Saudi Arabian schools have changed several times

since being established in 1981, in the attempt to achieve a balance between society's

socio-economic development needs, and the desires and aptitudes of pupils in schools.

However, criticisms of a lack of clarity of social workers' role, including school

counselling services, continue to be made. Indeed, when guidance and counselling

services are implemented, there is often a discrepancy between what is desired and what is

realised.

Developing world cultures differ in their definitions of social problems and their systems

of belief, their religious and social attitudes, and the institutional context of education and

social work services for example. Therefore, people are confused about what social

workers are and what they do. Until the role of social workers becomes more definitive

in their functions, skills, and knowledge, this confusion will continue to exist (Walton and Abu El-Naser, 1988). The role and, often, even the existence of social workers is unknown to many Saudi people. Most people in Saudi Arabia are not aware that the universities now have departments of social work, and even many educated people in the Kingdom think that social work is synonymous with sociology.

Saudi Arabia has little experience in such services such as social work, applied psychology, guidance, and counselling. Moreover, a serious problem that faces the theory and practice of modern helping interventions, including social work and counselling, in Saudi Arabia is that culturally, the people are not accustomed to seeking or receiving external assistance for social and psychological problems. Students in secondary schools in the Kingdom are no exception. Moreover, the problem goes deeper, because clients feel that people in the community would label them as mentally ill, if they knew they were receiving counselling and this would hurt them more than their primary problem. In Saudi culture, the ideas and pressures of the community on its members are of real and pressing concern to the individual (El Sendiony and others, 1987). There is a need, therefore, to examine the role of the social worker as actually performed in secondary schools in Saudi Arabia and as perceived by social workers, students and officials.

1.2. Objectives of the Study

The overall aim of this research is to contribute to cross-cultural knowledge of the development and practice of social work in schools. The study seeks to fulfil the following objectives:

-To compile the background of educational social work and its practice in Saudi Arabia;

-To attempt to identify the actual role of the school social workers in Saudi Arabian secondary schools as currently practised;

-To consider what might be the ideal role of school social workers in Saudi Arabian public secondary schools;

-To explore the perceptions of the school social worker's role held by the social workers themselves, by students, and by in Saudi Arabia's public secondary schools;

-To discover what relationship exists between the actual and ideal functions of the school social workers in Saudi Arabian secondary schools;

-To identify the major problems facing the social workers themselves and identify their views regarding the improvement of the counselling service in secondary schools in Saudi Arabia;

-To gain insight which might contribute in development of secondary school social

workers' role in the future in Saudi Arabia and in the Arab nations as well.

On the basis of the findings it is hoped to provide social workers in secondary school with

knowledge which will help them to understand and consequently carry out their role as

social workers in the secondary school system in Saudi Arabia.

1.3. Significance of the Study

The importance of the study stems from its originality, contribution to knowledge, and

expected usefulness to government social institutions and agencies and educational

institutions. Social work is affected considerably by the cultural milieu in which it evolves.

It was developed as an expression of European and American liberal and rational ideals. It

is important to investigate the perceptions of the people in Saudi Arabia such as social

workers, students and officials to find out the extent to which social work and counselling

and its code of ethics are compatible with the values of a non-Western religion and

culture.

Most previous studies in the field of school social work have focused on the views of

social workers and officials, particularly teachers, but this study also explores students'

perceptions of the social worker's role, since they are mainly affected by the programme.

The study may determine what students expect from social workers in particular and from social work services in general. In doing so, it will perhaps aid in clarifying social workers' current role in schools.

Since Saudi Arabia is a developing country with little experience in social work and counselling, the findings of this study will be of interest to the Ministry of Education, and to universities and colleges, not only as inputs to future study, but to help in supplying indications of students' needs and training needs which could perhaps be taken into account in curriculum planning, appointing people and designing service delivery for the future, and so contribute toward the development of more comprehensive, better organised social work programme for Saudi schools. Furthermore, the study offers much information that the social workers, teachers, and administrators can use in working and dealing with pupils in secondary school. It is hoped that officials and practitioners and others can start to work toward agreement on what constitutes acceptable and desirable programmes of social work training and services in future. It is anticipated, therefore, that the findings of this study will be used later to make the role of social workers in schools more adequate and successful. Ultimately, thus, the importance of the study stems from the fact that it deals with one of the most important educational issues in Saudi Arabia, that of the social worker's role. In order to do so, this study sought the views of those who are directly involved with this issue.

1.4. Parameters of the Study

The researcher in this study is concerned only with Saudi Arabian public secondary schools. Elementary and intermediate schools are not included. Private schools are also excluded (see Chapter Three for detail about Education in Saudi Arabia). The survey is also confined to male students and staff because the education system in Saudi Arabia is completely segregated and for cultural and religious reasons, girls and women are not allowed to mix with unrelated males. Therefore, a male researcher could not gain access to girls' schools or female staff. The study targeted secondary schools in a single region (Al-Qassim region) based on the official information available from the Ministry of Education in the 1997-1998 academic year. Schools which have no social workers were excluded.

1.5. Outline of the Thesis

When going on a journey, one needs a map to guide her or him during the trip. The same is true when beginning a lengthy thesis. Frequently, an outline can help orient the reader. This study consists of nine chapters, all of which are mutually interrelated:

Chapter One is an introductory chapter, which introduces the study to the reader and outlines the statement of the problem, objectives of the study, significance of the study,

and organisation of the study. Chapter Two discusses social work in schools world wide,

such as the United Kingdom, United States of America and some Arab nations. This

chapter also includes definitions and objectives of school social work and examines the

movement of Education Welfare Officers in schools in Great Britain. Chapter Three

contains a general overview of Saudi Arabia, an explanation of the education system in the

Kingdom, and an account of social work education. It also outlines some ways in which

social work is practised in Saudi Arabia, such as children and family, psychiatric social

work, social work in Medical Care, social work with special categories and social work in

the juvenile care field. Chapter Four examines social work in Saudi Arabian schools,

include the pupils' needs of counselling services in schools, the relationship between social

work and counselling, definition and goals of guidance and counselling programmes in

Saudi Arabia secondary schools, some counselling services offered in secondary schools,

the role of social workers in secondary schools and finally the difficulties facing social

workers in secondary schools and identify their views regarding the improvement of the

counselling services in school. Chapter Five reviews related empirical literature, focusing

on studies conducted in Great Britain, the United States of America and Saudi Arabia.

Chapter Six begins the empirical part of the study, by explaining the research design,

target population and sample, instrument and data collection procedure, as well as the

pilot study outcomes. Chapter Seven presents the data obtained from the three groups

(social workers, students, and officials). Chapter Eight analyses and interprets the data

gathered from the three groups through the questionnaires and interviews. Chapter Nine

presents the conclusion of the study, makes recommendations and evaluates the

limitations of the study.

CHAPTER TWO

EDUCATION (SCHOOLS) AND SOCIAL WORK WORLD-WIDE

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CHAPTER TWO

EDUCATION (SCHOOLS) AND SOCIAL WORK WORLD-WIDE

Introduction

Education for young people is a subject of great concern to all societies around the world. It plays a significant role in socialisation, in schooling the new generation in the ways of the culture, to assure the continuation of society. Schools are concerned with the educational development of students. They aim to teach the pupils the concepts, attitudes, facts and skills that they will need to use to control their future environment, and thus prepare themselves for the world they now live in and the world they will face in the future. In their efforts to achieve these important objectives, however, schools find some pupils experience difficulties, with which teachers and head teachers cannot always deal. The teacher already has much to do, to manage the classroom and inculcate the knowledge appropriate to each grade level. Likewise, the principals have administrative duties and have to deal with problems that teachers bring to them. Teachers and head teachers, confronted with these kinds of problems, require the skills of another professional person. It is at this point that the social worker in schools enters the scene (Fink at al, 1965). The Webb report recommended government funding to appoint

qualified social workers in schools. Though some schools need a full time social worker, in different areas, "a social worker could serve a cluster of schools. It depends, for example, on the size of the school, location of the building and the sort of difficulties and problems (Reid, 1997).

School social work is the application of social work principles and objectives to help the individual pupil or student to overcome social or emotional problems that interfere with their functioning and achievement in school. The challenge facing social workers in school, teachers and school administrators is to help young people to obtain social justice and secure equal opportunities thorough the school as a social institution (Firth and Horrocks, 1996). School social work's content and direction are affected by the surrounding social conditions and events within society itself and, in particular within the educational institution where the practice of school social work takes place (Hare, 1996).

The social worker in school is a member of the school personnel. The service is an integrated part of the school programme developed to meet the needs of the students. "It is not an auxiliary service attached to the school". It is usual for social workers in school to have their own office in the school to meet students, parents, teachers, and other school staff (NASW, 1968). Blyth and Milner (1997) in reported that "many teachers recognise the broader and more creative role social work may play within education".

2.1. Definition and Objectives of School Social Work

School social work can be defined as "a system of supporting services available to a school system for the purpose of understanding students who are having difficulties in utilising the resources of the school, in its task of educating the whole student academically, socially, and emotionally. School social work provides help within the programme and policies of the school that enable such pupils to utilise their greatest potential" (Robinson, 1978). School social work operates within certain basic concepts, which are related to the philosophy of education (NASSW, 1997). These basic concepts are:

- Belief in the inherent worth of each individual as a human being;

- Recognition of the right of each individual to make his own choices and decisions, consistent with his capacities;

- Conviction that each individual possesses within her/him some strength and powers for growth and change;

- Trust in the value of human relationships when they are used constructively;

- Recognition of the value of community involvement in increasing the effectiveness of the school;

- Identification and implementation of the changes necessary to make society more effective and responsible for providing ways for individuals to overcome their obstacles.

The objective of social work practice in schools is to help pupils solve social, emotional and or academic problems, which seriously interfere with their progress in school or with their personal development. School social workers contribute to the helping process through their understanding of human growth and behaviour; their knowledge of socio-economic and cultural factors; their skill in developing relationships; their facility in the use of school and community resources; and their ability to share their professional competencies with others. Social workers help to create a climate in the school and community that encourages all students to participate effectively in the educational process provided by the school (Costin, 1981).

2.2. The Development of Social Work in School in the West

School social work and guidance and counselling in school cannot be fully understood without some consideration of the education system. They both aim to work to meet students' needs, in partnership with parents, by helping and maintaining them, wherever possible, in their own home, and their local schools. Social work and education are carried out through social systems which are organised for the purpose and which

function at national and local levels of organisation. Indeed the boundaries between education and social work overlap, "many times at the most crucial and vulnerable points. Often the boundary of one is extended, as if in ignorance of the work of the other or maybe in rivalry, as if to indicate that anything it can do they can do, better" (Reid, 1997).

The education welfare service is the longest established welfare service in Great Britain, dating back to the introduction of compulsory education of all children aged 5-13 years in the 1890s. Basically the welfare officers were almost exclusively concerned with ensuring regular school attendance (Cross, 1968). Gradually, however, it came to be recognised that it was not enough to force pupils to come to school; it was necessary to make the school environment suitable to students, to encourage those who refused to come to attend school. As a consequence social services for school pupils gradually extended.

In the United Kingdom, the Education acts of 1906 and 1907, which provided for free school meals to be supplied to children, may be considered the beginning of social work services in schools. In 1908 the Children's Charter provided not only medical inspection but also a host of other welfare functions (Robinson, 1978).

The Education Act 1944 has been described as the greatest Education Act ever, and provides the basis of the present UK education system. The LEAs have a special duty under the Education Act 1944, to promote not only the mental, spiritual and moral

development of students, but also their physical development. They have to provide

healthy surroundings in their educational institutions. Most schools have playing fields

and some provide special activities such as camps and holidays abroad. The Education Act,

1944, made special provision for the education of handicapped students. Some students

need psychological help, either at a Child Guidance Clinic or at a clinic of the

Educational Psychological Service. It is in cases of learning difficulties or perhaps

excessive school absences, that education welfare officers or social workers are most likely

to be involved (Byrne and Padfield, 1997).

From the Education Act 1944, as amended, LEAs have a duty to in respect of children of

compulsory school age to ensure that they receive efficient full-time education suitable to

children's age, ability, aptitude and to any special educational needs they may have. The

introduction of social workers into schools in the United Kingdom has received support

from a number of sources, such as the Plowden Committee (1967) Seebohm Committee

(1968), Morrison (1974) Wolstenholme and Kolvin (1980) and Dunn (1989).

"There is no argument about the need for social workers in dealing with students in

school". This unequivocal statement was made in the Newsom Report of 1963. The

Plowden Report of 1967 expressed this need more completely: "The schools' interest in

social work arises from the need to identify and help families with difficulties that lead to

poor performance and behaviour of their children in school. They call for social work amounting to general family casework, supported by specialist services equipped to deal with the problems" (quoted by Dunn, 1989, P.173). The Seebohm Report of 1968 supported this positive statement and stated that truancy should be the trigger for social work intervention (Kazi, 1987). The Seebohm Committee (1968) suggested that for school social workers to deal with the student's total environment, they need to become part of a community based area team and that school social workers should be the responsibility of the Social Services Department. Ideally, a school social worker should be attached to a school or a group of schools and be able to see to the needs of the whole family (Grimwade, 1974).

Around this time, several schemes were initiated in Great Britain, using social workers based in or attached to schools. Some social services departments appointed school liaison officers who liased with schools and with other social workers. They accomplished a large part of the social work arising from the school and also played an important role in interpreting one side to the other. In the London Educational Priority Area, a research study of education social work was conducted (Cross, 1968).

The School Social Work Scheme in Haringey

The Social Services and Education departments in the London Borough of Haringey commenced a project in 1973 in which five posts were arranged for qualified social worker placements in secondary schools to tackle the problems presented by pupils. In 1976 three other schools were included in the project and in 1981, two more. Improving the relationships and lines of communication between schools and social services departments were the main goals of the scheme. In the mid eighties there were ten social workers in ten comprehensive schools in Haringey. Leonard Davis described the scheme by saying "the project has parallels with some of the best school-based social work to be found in the United States of America" (Davis, 1985). Within that scheme, the social workers were encouraged to establish a working team with educational psychologists, education welfare officers and pastoral care teachers, in order to support each other, share mutual experience and encourage consultation (Dunn, 1989).

The social work scheme in London Haringey consisted of four main elements.

- First, casework; the social workers carried out counselling and advice, with a caseload of about 20 cases.

- Second, preventive work; pupils were referred at a much earlier stage than in area offices.

- Third, statutory work; all the social workers were open to receive statutory work.

- Fourth, transfer of work; the social workers worked with pupils and school staff. This involved assessment and negotiation by the social worker and the team and decision-making (Davies, 1985, p. 98).

The project helped to enhance communication between social workers school staff, students and parents and offered a good route for referral and intervention. Furthermore, it increased the relationship between the team that participated and "thus forms the most effective basis from which to stimulate change from an undesirable to a more acceptable situation". Indeed, Josie Dunn expressed regret that the scheme was "alas now threatened with severe cutbacks despite its success in answering a widespread need". She added that the practice of such a valuable model of school social work is not widespread. Dunn (1989) emphasised that social work plays an essential role in the care of pupils in the education setting who are "misfits in the system".

Despite the constraints threatening such schemes, the need for attention to the general welfare of children in schools was recognised by the Children Act 1989. "As both the White Paper The Law on Child Care and Family Services 1987 and the Children Act 1989 make clear, issues of non-attendance need to be considered within this wider context rather than simply ensuring that children attend school" (CCETSW, 1992, p.9).

A role was envisaged for the service as independent, external change agents encouraging

schools to be responsive to the needs of their pupils. The Act also called for school

personnel to be qualified in order to deal with pupils' problems. Therefore, they needed

to improve and develop their skills, including counselling skills. With regard to staff

training, The Children Act 1989 noted that:

> *"Schools should ensure that the needs of staff of training in the*
>
> *care aspects of the service arrangements are met "(paragraph*
>
> *3.1.7).*

The act recognised that students may face several problems, some of them serious, such as

delinquency, maladjustment, school phobia, and sexual abuse or harassment, not only

among boys and girls as pupils in schools but perhaps among the school staff, because of

race or gender. Consequently, schools should have qualified social workers to deal with

these sorts of problems.

Currently, educational social work is the responsibility of the education welfare service,

which works closely with other statutory and voluntary individuals. Social work staff are

increasingly employed by local authority social services departments in specific roles, for

example, welfare officer, intermediate treatment officer and adoptions officer.

In Great Britain there are approximately 2,800 EWOs employed by LEAs serving a school

population of about 8 million, most of the time working a patch system based on one,

two or more high schools and their primaries (Thomas et al., 1996).

CCETSW (1992) identified the role of EWOs as "encompassing the LEA's duty to

comply with its welfare and educational obligations". EWOs work to help pupils to

obtain and benefit from the education process. They work with teachers and other

professionals in education, social work and health settings, to ensure those students are

able to learn to the full from whatever educational opportunities are offered them. Social

workers and EWOs in common will promote and implement anti-discriminatory practice

in relation to gender, class, marital status, disability, sexuality, age and religious beliefs in

their work with both clients and colleagues.

Education Welfare Officers (EWOs) offer a truancy service, deal with schoolgirl

pregnancies, oversee and authorise the employment of children and give advice, for

instance, on school journeys. In other words, in many ways they carry out a social work

service.

A study carried out by Josie Dunn indicated that 90.3 percent of education welfare officers

provide general social work service to families, providing material help and advocacy,

while 40.8 percent use the technique of family therapy (quoted from Kazi, 1987, p.33).

Another study by Dunn found that "69% of education welfare officers consider their service as a specialised social work service to school with responsibilities both to social work and education (Dunn, 1989).

Direct social work tasks performed by EWOs have been defined as including assessment, offering implicit services and advice, surveillance and taking control, working as intermediary and counselling. On the other hand indirect social work, not concerned with a particular client, may including giving information and negotiating with other services and agencies (Barclay, 1982). Despite performing a social work role, however, most EWOs are not qualified as social workers.

When in 1961 the Local Government Examination Board tried to train education welfare officers, use was made of the Intermediate Diploma in Municipal Administration. Two years later the qualification was changed to the Certificate in Education Welfare but this certificate did not meet the needs of officers (MacMillan, 1977).

The Plowden Report (1967) and Seebohm Report (1968), and the Lincoln Ralphs Report (1973) recommended that the "appropriate professional qualification for education welfare officers should be the Certificate of Qualification in Social Work". "Also, there has been a gradual tendency for education welfare officers to regard themselves as becoming social workers within the education services of local authorities" (MacMillan, 1980).
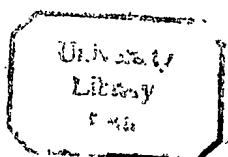
Pratt and Grimshaw (1985) found that in Sheffield, only 18.5% of education welfare

officers had a recognised social work qualification. Another study showed that around

13% of education welfare officers held a Certificate of Qualification of Social Work

(CQSW); the author commented that the figure had change little from a decade earlier

(Blyth and Milner, 1987). This expectation was true because the Relphs Committee

found that in 1971 only 1.5% of the 2,310 filled posts in the services had a social work

qualification (Robinson, 1978). Nevertheless, as far as the Central Council for Education

and Training in Social Work (CCETSW) was able to ascertain, only approximately 15%

of education welfare officers hold professional social work qualifications (CCETSW,

1992). This figure suggests Margaret Robinson was very optimistic when she said

> *Since 1973 there has been enthusiasm among educational welfare*
>
> *officers to undertake social work training and many have done*
>
> *so... the shortage of places on professional social work courses and*
>
> *limited educational background of some of the educational*
>
> *welfare officers themselves have caused some setbacks, but the*
>
> *enthusiasm to become a fully professional social work service*
>
> *remains (Robinson, 1978 p.171)*

A more recent study found that approximately 50 percent of education welfare staff held a professional social work qualification. Although an improvement on the earlier situation, it still means 50 percent of services had no social work qualified staff (Blyth and Milner, 1997).

There are six core competences which trainee social workers are expected to achieve in work-based practice placements when studying for the Diploma in social work they are:

- Communicate and engage;

- Promote and enable;

- Assess and plane;

- Intervene and provide services;

- Work in organisations;

- Develop professional competence (CCETSW, 1995; Seden, 1999)

Lack of qualification is not the only problem facing education welfare officers. MacMillan (1980), in a survey, found that the average number of school pupils per education welfare officer was 3,400. This is extremely high and he commented that "in most circumstances tends to preclude detailed therapeutic social casework".

Furthermore, as regards school attached education welfare officers, Leonard Davis (1985) reported that there are four difficulties noted in work with secondary schools. First, the non-attendance problem has not been reduced. As Pratt and Grimshaw (1985) noted:

> *"The education welfare officer has come to assume responsibility for managing a school's absent pupils but with few resources to attract this troublesome group back into the school"... And they continue, "it is more convenient for schools for them to be absent rather than attend, which would then place the onus on the school to do something for them" (p. 129-130).*

The second difficulty is that clerical work tasks take most of the time of the education welfare officers away from the main purpose of the work. Third, in secondary school most of the time it is not possible to enlist an early response to requests for intervention. Lastly, the relationship between school and home through an education welfare officer cannot often be maintained with ease (Davis, 1985, p. 19).

Education Welfare Officers (EWOs) in some parts of the country are recognised as Education Social Workers (ESW). Whereas the original role of the EWOs was to fulfil the statutory responsibilities of Local Education Authorities (LEAs) with regard to school

attendance, nowadays, ESWs fulfil very important functions in the areas of child

protection and child employment, and communication between schools and families,

identifying and helping students in social distress and assisting to assist foster close

relationships between all parents and their children's schools. ESWs work with students

over a wide range of social and emotional problems, which might include disability,

behavioural difficulties and pregnancy. They write reports on students' home

circumstances for other agencies such as the Social Service Department and Guidance

Clinics and assist parents to deal with difficult and disturbed children (WIS, 1998).

Educational social workers provide school counselling, work to improve the

communication between teachers and administrators in school and parents and also,

increase the partnership between teachers and some special pupils. They may explain and

interpret information and school policy to pupils, parents and school staff (Reid, 1997).

Social workers from the family service unit (F.S.U) have been asked by families to attend

school open evenings with them. They have been requested to participate in school

functions on behalf of single parents who could not to attend because of their careers

(FSU, 1982). The Children Act 1989 supports the relationship between school and

parents by emphasising, the role of the family: "Proper consideration should at all times be

given to the views and wishes of the parents and to involving them where appropriate"

(paragraph 2.4.3). The relationship starts when parents are selecting a school for their children and they contact the school for an appointment and the schools encourage parents.

Whatever name they are given, education welfare officer, educational social worker or school social worker, in order to achieve a better future for the school, Blyth and Milner (1997) suggested that "social work needs to address the role of the modern education welfare officer".

The pattern of development has been somewhat different in the United States of America, (U.S.A) where school social work has long been recognised as part of social work. School social work began in the U.S.A through the attempts of private agencies and civic organisations in the early twentieth century. During the period from 1906 to 1907, school social work was introduced into three different cities: Boston, New York, and Hartford. In New York, the immediate driving force was two social settlement projects that had assigned visitors to school districts in order to maintain close contact with teachers of children from the settlement neighbourhood. In Boston, the first active group was the Boston Women's Education Association, which introduced the position of home-and-school visitor in one Boston school (Pfouts and Fink, 1985). In Hartford, the proposition that schools could benefit from receiving social services was put forward by the director of

a psychological clinic. In the initial stage, the social worker was considered as a "visiting teacher" (today commonly referred to as school social worker). It was the function of the visiting teachers to assist the psychologist to ascertain the developmental histories of children and family and to implement the psychologist's recommendations (Allen-Meares, 1988).

In these early days school social work in the U.S.A was carried out by private agencies outside the school system itself and civic organisations, until eventually school boards expressed acceptance of its value and agreed to administer and finance it as an essential part of the school system (Costin, 1969). The first authority in which school social work was established and supported by the school system itself was in Rochester in 1913. At that time, school social services were controlled by the Board of Education which expressed the view that: "this is the first step in an attempt to meet a need that the school system has been conscious of for some time. It is an undisputed fact that in the environment outside of school are to be found forces that will often thwart the school in its endeavours. The appointment of visiting teachers is an attempt on the whole welfare of the child...and to maximise co-operation between the home and the school" (Fink et al., 1965; Costin, 1969).

The American Association of Visiting Teachers was founded in 1919, and subsequently

became the School Social Work Section of the National Association of Social Workers,

which is considered among the primary associations in the U.S.A. Two years later, school

social work was expanded through United States communities by the Board of Education

and introduced into junior and senior high schools (Rose and Marshall, 1974; Costin,

1969).

School social work suffered cutbacks during the economic depression of the 1930s. In this

decade, for more than one reason, school social work narrowed its focus to case work

services for students who were identified by the school as having emotional and

behavioural disturbances attributable to early family experiences (Germain, 1996).

In the 1940s, the activities of school social workers expanded rapidly again. In the 1940s

and 1950s the relationship between education and school social work began to be

formalised. In addition, during that period, school social work's role in school-home-

community, as a specialism within social casework (Radin and Welsh, 1984) came to be

clearly recognised. John Nebo described the role of the service:

> *The contribution of the school social worker is as a*
>
> *specialised Casework service which is based on his*
>
> *understanding of human behaviour, skill in interviewing,*

and ability to use community resources... As a member of

the school staff, the school social worker receives referrals,

from teachers and other school personnel, of children who

are exhibiting symptoms of social or emotional difficulty

which are interfering with their learning, attendance, or

social adjustment (Kelley, 1964, P.27).

Social workers were financed by school boards to address the needs of students and their

families (Franklin and Streeter, 1995; Torres, 1996). During the academic year 1950-1951,

school social work was practised in the educational field in four hundred and fifty cities

across U.S.A. Moreover, approximately 1,700 school social workers were working in the

school system (Hassanen, 1983).

In the 1960s there was a change in the goals of school social work and methods of

practice, reflecting a new awareness of the school as a social system and a greater readiness

for collaboration between the professions of education and social work (Costin, 1969).

According to the school social work literature, group work was used frequently with

parents and students, and demonstration projects were carried out to bring the school and

community closer together to facilitate the educational process (Allen-Meares, 1988).

Furthermore, in the sixties, federal legislation was introduced which has had a direct

bearing on the manner in which the social worker functions in the school. First, by the

Economic Opportunity Act of 1964, school social workers were involved in community

action groups and educational programmes for pre-school children in economically

deprived areas. The school social workers were involved in arranging for food, clothing,

and medical services among their other duties. Second, the Elementary and Secondary

Education Act of 1965 emphasised the use of school social workers as consultants in many

areas, for example, as social group workers and as members of a team, as supervisors for

untrained workers, as researchers and as co-ordinators of community activities related to

the whole school, rather than for a specific child. Third, the National Defence Education

Act of 1964 encouraged school social workers to involve themselves more directly in

treatment. Also, this act provided for guidance services in schools (Rowen, 1967).

The 1970s was a time of great expansion in school social work in the United States, and

there was an increase in working with the community as part of a team with other school

personnel and family (Allen-Meares, 1988).

Moreover, the Education for all Handicapped Children Act of 1975 (P.L.94.142) brought

certain developments in the field of education in the 1970s which influenced social

workers to amend their roles and models of practice. In 1991 the Education for All

Handicapped Children Act P.L. 94-142 was amended and renamed the Individuals with

Disabilities Education Act (P.L.101-476). This law expresses a new paradigm change for

school social work services in school (Sabatino and Timberlake, 1996). This law expressly

lists social work in schools among means to be used in serving and maintaining the main

features of the special education system (Pryor, et al 1996).

According to Allen-Meares (1996), other factors that have influenced the school social

worker's role include

Changes in the theoretical perspective grounding social

work practice, an increased emphasis placed on ecological

and social system approaches; and pressures on the social

work profession to evaluate outcomes and be accountable

(P.20).

School social workers follow various different practice models. Many of them use a

combination of conventional clinical, group work, school change, and community-

school models. Also, many school social workers use approaches such as peer helping

programmes, team planning, and partnership with parents, consultation and collaboration

with teachers (Pryor et al., 1996). Researchers note a turn toward an increased level of

work with parents, as partners, to create the changes needed to influence students'

achievement in the school (Constable and Walberg, 1996; Levine, 1996; Kurtz and Barth, 1989).

School social work has shifted from reorienting students who did not conform to social and educational norms and expectations, to a focus on implementing individualised methods of learning and working to influence the norms themselves, on behalf of young people. School social work is a human service, which aims to help students. Currently, all young people with difficulties are entitled to seek this kind of help, in order to get the maximum advantage from their education (Constable, 1996).

The social worker's role has remained quite broad. The actual practice focuses on students and their families, the concepts of consultation to administrators, resource development and community change, student's rights, group work, and general consultation with students. The social worker may work with others in the school to develop programmes for particular groups, such as pregnant adolescents or students being mainstreamed from special education programmes, or for individual pupils. In many cases, working and keeping touch with the family and some ongoing work with teachers is enough to accomplish a goal. The combination of small changes in home, school, and students is most of the time much more powerful than an intensive focus on simply one or the other (Constable and Walberg, 1996).

In the United States of America, a clearer image of school social work begins to emerge.

Also, in this present time, the job title "school social worker" is being used more than

ever before. The certification and training requirement for people using this title is more

accepted (Torres, 1996).

2.3. School Social Work in Some Arab Countries

Egypt

As a professional practice and discipline, social work is a product of Western society from

Great Britain and, in particular, the United States. The professional training and practice

in both countries are shaped to a great extent by their wider societal values, cultural,

needs, and type of social welfare institutions. The first country among the Arab States to

teach and practise social work in general and school social work in particular was Egypt,

where social work training was carried out in institutions of university status a back as the

1930s (Shawkey, 1972). There are now three Intermediate Institutes of social work,

which offer a two-year programme and four Higher Institutes of social work, which offer

a B.S.W. Moreover, there are a few departments of social science, which are hybrids of

sociology and social work. These account for nearly 14,000 students who are being

trained as social workers (Haynes, 1980).

School social work in Egypt started in 1949. The service began not as response to

students' needs but to solve the problem of shortage of teachers in the schools (Hassanen,

1983; Sulaman, 1994; Khater, 1996; Ahmad and Sulaman, 1985). At that time, some

teachers taught part of the time and the rest of the time, they did social work. In order to

enable these part time teachers to teach full time, the General Administration for Youth

Welfare was established in 1949 by decree No. 8754 to appoint and supervise specialist

social workers. Social workers were attached first to secondary schools then to

intermediate schools, and finally elementary schools. Today, the Ministry of Education is

responsible for appointing the social workers in Egyptian schools (Khater, 1996).

Several distinct phases in social workers' role can be identified. The first stage was doing

paper work. In this period of time, social workers were practising their role as it was

perceived by the school principal because they were sent to schools without their role

being determined. Their appointees only required them "to perform the work which the

principals of the schools see is suitable for them as social supervisors". The principals

asked them to do paper work such as monitoring students' attendance and punctuality,

writing letters to parents regarding students' absence, and collecting book fees from

students. In addition, the principals might, for example, ask the social worker to teach the

sociology course, if there was a shortage of teachers (Salah, 1997).

The second stage was trying to change the circumstances. The social workers were not satisfied with their duties and they complained and asked the Ministry of Education to transfer them to fields where they could practise social work, such as hospitals, prisons, juvenile delinquency agency, children and family care and so on. The ministry, in the attempt to find a suitable solution for social workers in schools, looked to the experience of developed countries such as Great Britain and United States. The Administration for Youth Welfare in the Ministry of Education established a Social Work Office in Cairo in 1954, then later, offices were established in various cities in the country (Hasan, 1982). The offices collected data about students' problems for further research to identify the causes and find solutions to these problems. They also conducted public awareness campaigns (Ahmad, 1991).

After the responsibilities of the Administration for Youth Welfare were settled, the Ministry of Education's second project was to hold a Parents and Teachers Conference in 1955. This conference brought together all students' parents who were willing to participate, and school staff including the principal as director and the social worker as reporter. The main aims of this conference were to create good social relationships among students, parents, and school. The role of social workers was defined as being to increase the social and cultural level of people who live in the school area by carrying out

social activities, to seek help from qualified people in the school area and to participate in

solving community problems (Khater, 1996).

The third stage was practising social work as a profession in Egyptian schools. The trends

begun in the previous phase with the establishment of the Social Work Offices and the

holding of the Parents and Teachers Conference, were developed and expanded. In this

period, also, the Ministry of Education started to move social workers from schools where

the principal discouraged them, to schools where the principal encouraged modern social

work (Kashik and Joseph, 1997).

Social Workers in Egypt made great efforts to establish their role identity. They

succeeded in building good relationships among students, school administrators and

teachers, and among students themselves. Furthermore, the Administration for Youth

Welfare in the Ministry of Education made great efforts to supervise and guide social

workers to implement their role, as well as engaging in researches, studies, conferences,

and meetings at the local and international levels. All these efforts and services helped to

identify social workers' role in the schools (Kashik and Joseph, 1998).

Kuwait

The first School Social Work Office was founded in Kuwait in 1962. This office was

established by a social worker who had graduated from the College of Social Work in

Egypt and worked in a secondary school in Kuwait as social worker. The role of this

office was limited to studying individual students' cases and visiting students' families to

learn their circumstances; also, to seek co-operation between school and home. Because

of the need for social work in the schools, the Ministry of Education in Kuwait changed

that office to become the School Social Work Administration in 1965. This

Administration established a Department of Social Work for students, Centre of

Psychological Guidance, Centre of Psychological Study, and Office of Social Work for

the Handicapped (Sulaman, 1994).

Qatar

As the number of schools in the state of Qatar increased together with the numbers of

students and students' problems began to appear, the Ministry of Education decided to

establish a Social Education Administration in 1960 to deal with such problems. This

administration entered into a contract with two Egyptian social workers, one of whom

was appointed to the only secondary school in the state of Qatar at that time. Later on,

further contracts were issued. The Social Education Administration's tasks were to study

students' social, psychological, economic, and health problems and help students to co-

operate with each other to be active in the school and in the surrounding community.

This administration carries out training and guidance of social workers in the schools, in

addition to identifying cases of poverty and handicap to provide proper education for them; also to identify gifted students and organise special programmes for them. It also promotes the relationship between school and family for the guidance and care of students. Furthermore, in Qatar, two social workers were appointed in 1981 to work in the psychological clinic related to the Administration of School Health in the Ministry of Education (Hassanen, 1983).

United Arab Emirates (U.A.E)

In 1972-1973, the Ministry of Education appointed two Egyptian social workers. In 1973-1974 the Division of Social Work was established. At that time, there were no qualified social workers to fulfil their role in the school. To cover this shortage, the division sought help from those who had experience in the social and educational fields, to participate in solving students' problems which were appearing because of the rapid changes in the society. The first action this division took was to interview social workers and select those who were qualified. Besides that, they contracted with social workers from Egypt and from Palestine. To gain a better understanding of the concept of social work in U.A.E schools and to gain experience of practice, the Ministry of Education participated in some symposiums for the UNICEF experience. The Ministry of Education also organised training courses for social workers in the schools, and for principals. The country has paid great attention to social work in schools so by 1981-1982 there was a social worker in each school and every school district had established a division of social work. Furthermore, the General Administration for Social Work Education was established in the Ministry of Education. Among the staff members who

work in this administration is an experienced member from the UNICEF. The duty of this Administration is to prepare annual plan for the social workers in the schools (Hassanen, 1983).

Conclusion

There is every sign that education and social service departments are growing apart rapidly. Education Acts have strongly supported the provision of social workers to deal with children in schools. In the UK the Plowden Report held as a basic tenet that families are units to be treated as a whole. Schools play a very important role in the communities and cannot be isolated from the areas they serve. Both Great Britain and United States have paid great attention to involving parents in the school. Social work was introduced to schools in developed countries because of the students' need for this service, but in Egypt, for example, social work was introduced for other reasons. That does not mean, however, that students in the Arab World schools are not facing problems and difficulties. Social Work in Arab countries started at secondary school level. Social work education was transferred from Western countries to Egypt. From there, social work theory and practice spread to the other Arab countries, including Saudi Arabia, the focus of the next chapter.

CHAPTER THREE
SOCIAL WORK EDUCATION AND PRACTICE IN SAUDI ARABIA

Contents

CHAPTER THREE

SOCIAL WORK EDUCATION AND PRACTICE

IN SAUDI ARABIA

Introduction

This chapter outlines the development and current status of social work education and practice in Saudi Arabia. The first section provides a brief overview of the history and main features of Saudi Arabia. This is followed by an explanation of the Saudi education system. The third section deals with social work education, examining the training provided in the three universities and one college, which offer Social Work programmes. The fourth outlines the provision for Social Welfare in Saudi Arabia and discusses field practice in respect of juvenile delinquency, families and children, schools, health care and other groups such as the handicapped and elderly. The purpose of this chapter is to give non-Arab readers an overview of social welfare provision and social work in particular and describe how social work is taught and practised in Saudi Arabia.

3.1.   A Brief Overview of Saudi Arabia

3.1.1.   A Brief History

The modern Kingdom of Saudi Arabia was proclaimed in 1932, the culmination of a process of unification of various small states and tribal communities by King Abdul Aziz Al Saud, generally known as Ibn Saud (King Abdul Aziz is the ancestor of the rulers of Saudi Arabia). The Al Saud family were the hereditary rulers of the territory around Riyadh. In the early 18th century AD, they had welcomed Mohammed Bin Abdul Wahhab, a religious scholar and reformer who called for a return to the fundamental principles of Islam. King Abdul Aziz Ibn Saud adopted the Sharia (Islamic law) as the constitution of Saudi Arabia. He died in 1953 after 21 years on the throne. Ibn Saud was followed by his sons as rulers of the Kingdom of Saudi Arabia (Forbes, 1989).

3.1.2. Location, Area and Population

The Kingdom of Saudi Arabia lies at the furthermost part of the south-western Asia. It is bordered to the west by the Red Sea, to the east by the Arabian Gulf, United Arab Emirates and State of Qater, to the north by Kuwait, Iraq and Jordan, and to the south by Yemen and Oman (see the map, page. 27). Saudi Arabia, the 12th largest country in the world, is the size of Western Europe or of the United States, east of the Mississippi River,

Map of Borders of Saudi Arabia
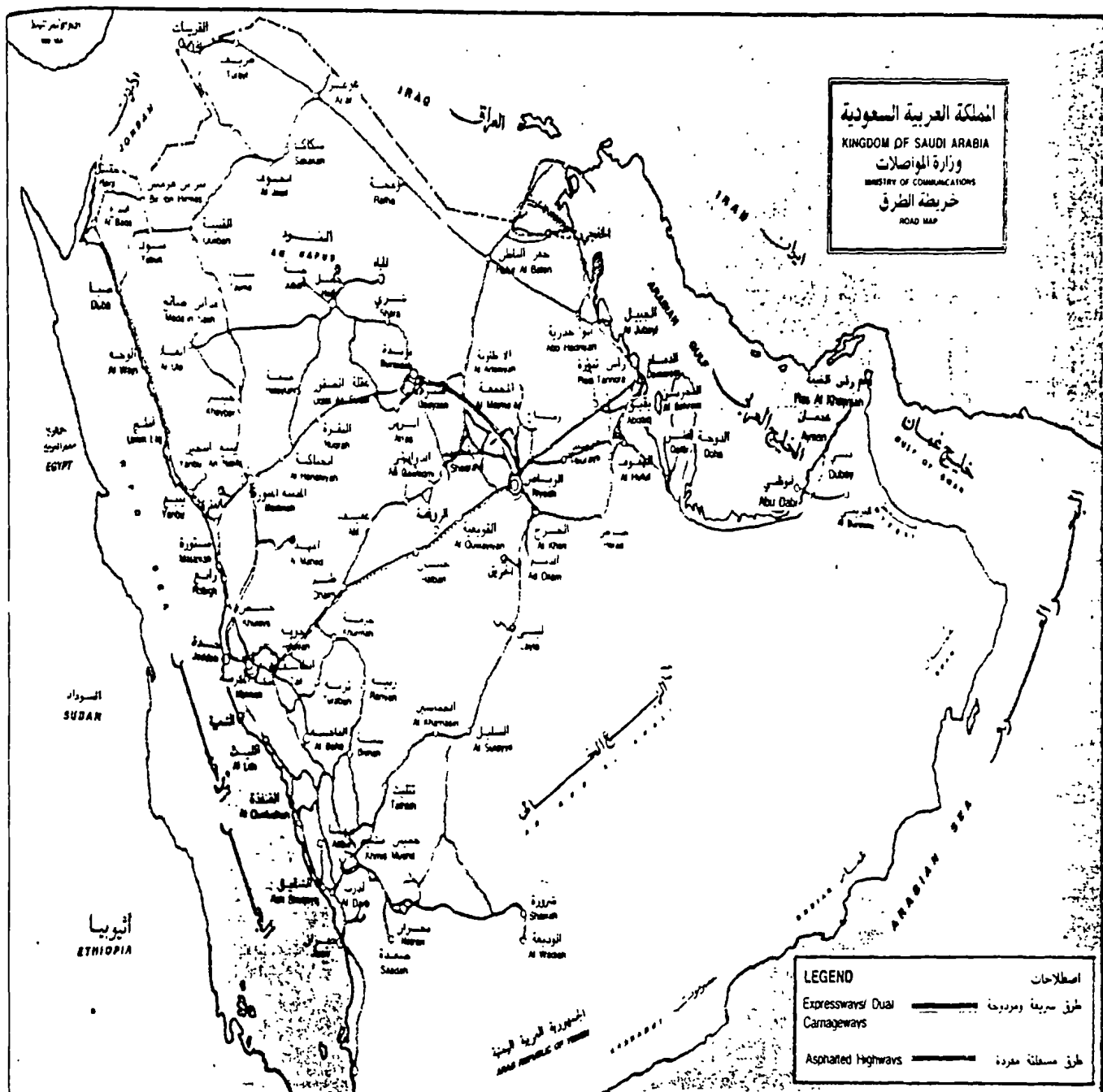
with an era of 865,000 sq. miles (2.3 million sq. kms). The total population according to

the census taken in 1992 was 16,929,294, of which 12,304,835 or 72.7% were Saudi.

50.5% of Saudis are male and 49.5% female (Statistics Year Book, 1995).

3.2. Education in Saudi Arabia

The development of education and human resources is given the highest priority by the Government. In 1950 UNESCO estimated the percentage of adult illiteracy in Saudi Arabia to be 97 % (The Europa Year Book, 1995). After the Ministry of Education was established in 1953 followed by the General Presidency of Girls' Education in 1960, illiteracy decreased. It stood at 49 % in 1982,and declined further to 25 % in 1995 (Al-Rasheed, 1996) and to 23.92% in 1996 (Al-Jazera 1997a). The growth in education and training has been rapid. The total number of students enrolled in all types of education institutions in 1995 was more than 3 million, compared to 1.5 million in 1985 (Al-Rasheed 1996). In 1997, Saudi Arabian schools had more than 4 million students and 250 thousand teachers (Al-Jazera, 1997b). (See Table No.1, 2, 3, 4,).

Table No.1 Elementary Education

Year	1985	1995	Growth %
Schools	7717	10871	41,00
Students	1262953	218637	71,00
Teachers	78579	160932	105,00

Source: Al-Rasheed, M (1996) *Future of our Education.*

Table No.2 Intermediate Education

Year	1985	1995	Growth %
Schools	2321	4598	98,00
Students	373134	833648	123,00
Teachers	26909	65277	142,00

Source: Al-Rasheed, M (1996) *Future of our Education.*

Table No.3 Secondary Education

Year	1985	1995	Growth %
Schools	891	2002	125,00
Students	164186	434898	165,00
Teachers	11073	31568	185,00

Source: Al-Rasheed, M (1996) *Future of our Education.*

Table No.4 Private Education

Year	1985	1995	Growth %
Schools	296	966	226,00
Students	61243	176407	188,00
Teachers	3453	16120	367,00

Source: Al-Rasheed, M (1996) *Future of our Education.*

Education in the Kingdom of Saudi Arabia is subject to the supervision and control of a

number of state agencies: 1) The Ministry of Education is responsible for general

education from kindergarten to the completion of secondary school, for boys only; 2) the

General Presidency of Girls' Education manages the programme for female students at all

levels of general education; 3) the Ministry of Higher Education supervises post secondary

education for males; 4) the General Secretariat for Girls' Education is responsible for the

higher education of girls and a number of colleges in the kingdom (Cultural Mission,

1991).

Education is Saudi Arabia is divided into five levels. The pre-first level, Kindergarten, lasts

for 2 years from four to six years of age. The first level, Elementary is a six-year period.

Children begin elementary school at 6 years of age and students in each grade are

generally within a two year age span (1:6-8, 2:7-9, 3:8-10, 4:9-11, 5:10-12, 6:11-14).

The second level, intermediate education, is for three years, and is equivalent to grades 7-

9 in the U.S. education system. The third level, secondary education, lasts for three years

and generally serves students in the fifteen to nineteen year-old age group. Finally, there

is higher education. A four year bachelor's degree in teaching is offered by the Teacher'

Colleges. University bachelor degree programmes in fields other than engineering and

medicine also last for four years (Al-Salloom, 1995).

3.2.1. Features of Saudi Arabian Education

Al Salloom (1995) listed the features of Saudi Arabian education as follows:

- Centralised education system: all schools' curricula and systems, whether related to students, teachers or school personnel are identical throughout the Kingdom.

- Emphasis on religion: Education in Saudi Arabia inculcates in students the Islamic culture and makes them aware of their duty towards God. Education at all levels is heavily influenced by Islam and religious values permeate many courses. Higher education and social work programmes are no exception. Of the eight universities, three have a major emphasis on Islamic studies, in addition to the other disciplines.

- Separate male and female education: Equal but strictly separate schooling for male and female students is maintained throughout the Saudi Arabian educational system. There are some exceptions, such as kindergarten and certain medical school classes. In general, however, students are taught by separate staff of the same gender, have separate school buildings and, in some cases, separate institutions. When female university teachers are not available in certain subjects, women students are taught by men via closed-circuit television.

- State financial support: National policy has established free education in all its forms, at all levels, for all citizens. The state does not charge tuition fees for any programmes. In addition to free tuition, the state provides free housing to all post-secondary students and to those secondary level students who must attend school away from home.

- Education is not compulsory: in many countries children are required to attend school from approximately age 5-16 years, but in Saudi Arabia this is not the case. The level of education children receive depends on parental choice and circumstances. Some, for instance, may not see the need for girls to be educated to a high level. In other cases, children, particularly in rural areas, may have difficulty in travelling to the secondary school, or may be needed at home, to help with the family farm or business.

3.2.2. Secondary School System

Since this study focuses on the secondary schools in Saudi Arabia, this stage should be discussed in a little more detail. The secondary stage has its special characteristics in as far as the age of students and the peculiarities of their growth are concerned. Students in this stage are at a very sensitive age, which needs special kinds of guidance and preparation. Most students attend general regular secondary schools, though vocational and religious secondary education is available. General secondary education prepares the students for higher education. All students study the same general curriculum for the first year, after which they have the choice of specialising in Natural Science, Technology or Islamic Studies for the remaining two years. It ends with the award of the secondary school certificate. Attendance at secondary school depends on the applicant having obtained the intermediate certificate (Ministry of Education, 1991).

Objectives of Secondary Schools

The major aims of secondary education, as stated officially by the Ministry of Education in Saudi Arabia are:

- Inculcating loyalty to the nation, the Kingdom of Saudi Arabia, as well as aspirations for the highest social standing and developing a strong physical constitution, compatible with students' age;

- Nurturing students' capabilities and inclinations, and directing them in a manner suitable for the student;

- Providing opportunities for capable students and preparing them to pursue their studies at various levels in higher institutes and university colleges of various specialisations;

- Preparing all students for work in the various fields of activity at proper levels;

- Taking care of youth according to Saudi culture, addressing their intellectual and emotional problems, and helping them to pass this difficult period of their life successfully and safely;

- Building up positive consciousness by means of which the students can counter destructive ideas and misleading trends.

- Finally, enabling the students to develop the good habit of useful reading and the desire to acquire further knowledge, perform good deeds, and utilise their leisure time in a beneficial manner that will enrich their personalities and uplift the conditions of their society (Al-Zaid, 1990).

3.2.3. Higher Education

The Ministry of Higher Education was established in 1975 to implement a national policy for post-secondary education. The Ministry provided support and services for the kingdom's eight universities and seventy-eight colleges. As the Saudi Arabian population has increased, enrolment in Saudi universities has burgeoned to 93,000, more than double the figure of a decade ago. In 1990-91 academic year, tertiary institutions included 68 university colleges and 17 colleges exclusively for women. Government disbursements on education in 1993 were tentatively estimated at 26.987 million Saudi Riyals or £4.497 millions, equivalent to 18% of total disbursement (The Europa World Year Book, 1995). The number of colleges, students and faculty members has increased rapidly since 1990 (see Table No. 5, below).

Table No. 5 Higher Education

Year	1985	1995	Growth %
Colleges	74	98	32
Students	94,638	195,503	107
Instructors	81,380	118,000	29

Source: Al-Rasheed, M (1996) *"Future of our Education"*.

The post-secondary system of education in Saudi Arabia is, to a significant extent, based upon the educational system in the United States, with many modifications taken from the British, French, German, and Egyptian systems. The patterns and procedures from these education systems have been combined with the traditions and customs of the age-old Islamic system (Cultural Mission, 1991).

The structure and ranking of the staff in Saudi universities and colleges are similar to those found in American higher education. Assistant professors in most fields are expected to have a Ph.D. They generally have four years to submit research that will be evaluated in order to receive promotion to the rank of Associate Professor. Associate Professors then have four years to submit further research for consideration for promotion to Full Professor. The Saudi higher education system permits those who hold a master's degree to teach but it also encourages them to obtain a Ph.D. Those who do not earn their doctoral degrees within five years are expected to leave teaching and enter administration (Ministry of Higher Education, 1998).

3.3. Social Work Education

Since the practice of professional social work is complex, offering a social work programme that prepares professional social workers is a difficult task. The components of a professional training programme that covers the profession's knowledge base, values, code of ethics, service ideals and practice skills must emerge from within the society in which the profession operates and practices (Al saif, 1991).

The root of social work education and training in Saudi Arabia dates back to 1962 when the Ministry of Labour and Social Affairs established a secondary institute for social work; this institution provided training courses on the methods of social work (case work, group work, and community work) as well as courses in sociology, psychology and field work. Students who had received an intermediate school certificate, in other words after completing grade 9, could enrol in this institute for nine months. Classes were first offered in the evening, and later, both in the evenings and mornings. One hundred and eighty nine students graduated from the institute in 1962. At that time they were employed mostly in the agencies of the Ministry of Labour and Social Affairs (Ministry of Labour and Social Affairs, 1962).

In 1970, under an agreement between the government of Saudi Arabia represented by the Ministry of Labour and Social Affairs and the United Nations Development Programme

and Technical Co-operation Office (UNDPTCO), the Centre for Training and Applied

Research was established in Dariyah, a few kilometres from Riyadh, the capital.

Nowadays, this centre is administered by the Ministry of Labour and Social Affairs (Al-

Farsy, 1986).

As the education system in Saudi Arabia was expanded, social work education was given

more attention. A four-year degree in social work became available and the original

institute ceased offering courses in 1974-1975.

Today, social work programmes are offered in three Saudi Arabian universities and one

college. The three universities are Al-Iamm Mohammed ibn Saud Islamic University

(IMSIU), King Saud University (KSU), and Umm Al-Qura University (UAU). The

college is the College of Social Work for Girls (CSWG). Arabic is the language of direct

instruction and text in all social work programmes. The institutions are described below,

after which a typical course is considered and some general comments are made.

3.3.1. King Saud University(KSU)

KSU located in Riyadh, the capital, is the oldest university in Saudi Arabia. It was

founded in 1957, its first college being the College of Arts. The KSU began with just

seven faculty members and 21 students. Women were admitted to the university in 1961-

1962 for the first time. The KSU is now the largest university in the kingdom. It offers

123 undergraduate majors and 61 majors at Masters and PhD levels (Ministry of Higher

Education 1984).

Department of Social Studies at KSU

In KSU, the College of Arts has offered social work and sociology programmes through

the Social Studies department, since 1973-1974. Students must complete 120 credit hours

over eight semesters in order to be awarded a Bachelor degree in social work or in

sociology. The first 60 credit hours are common to both programmes, after which

students specialise in either sociology or social work, according to their inclination and

interest (Annual Report of Department of Social Studies, 1992).

Both undergraduate and graduate programmes are available in social work and sociology,

for both men and women, but there is no PhD programme in social work in KSU.

Indeed, there is no such programme for men in the Kingdom of Saudi Arabia as a whole

(Annual Report for Department of Social Studies 1992).

Department Faculty Members:

The Social Work faculty members have fewer doctorates compared to those in Sociology.

Seventeen male faculty members have doctorates in Sociology; nine of these are non

Saudi. In contrast, only four faculty members, none of them Saudi, have doctorates in

Social Work. Among the ten female social work faculty members, the seven who hold

doctorates are not Saudis. The three Saudi members hold Masters degrees from Saudi

universities (Annual Report for Department of Social Studies, 1992).

Department Objectives:

The Social Work and Sociology department at KSU has three main objectives. The first

is to prepare students to work in the field of social welfare. The second is to prepare

students to conduct research into social problems in a scientific manner. This is

accomplished in the Social Research Unit which was established to increase the

interconnection between the university and society. Finally, the department aims to offer

a specialisation that focuses on both theoretical and practical social studies, focusing on the

underlying concepts of Islam and the Saudi culture as they affect society (Al saif, 1991).

Admission Requirements:

In KSU the admission policy is slightly different from that of the other institutes which

offer social work in the Kingdom. There are two sets of requirements; one for the

university and one for the department. The university requirements are the following

(Al-Otiabi and Al-Jarboah, 1996):

1- The student should have a high school diploma.

2- The student should have a certificate of good conduct and manners.

3- The student should apply to the Dean of Admission.

4- Students should not register their names in more than one college at a time.

Applicants who fulfil the university requirements must fulfil the departmental requirements as follows:

1- The student should pass a personal interview conducted in the department.

2- The student should have an average of 65% in high school.

3- The student should pass an extensive course in the English language. This counts for 10 credit hours toward graduation requirements.

3.3.2. Umm Al-Qura University (UAU)

Umm AL-Qura University located in Makkah. It was established in 1981. In 1984, student enrolment totalled 8,635 (Ministry of Higher Education, 1984). By 1993, the number had increased to18, 635. The university offers both undergraduate and graduate degrees (Al Salloom, 1995).

Social Work Department in UAU

The College of Social Science within UAU has a social work department. There are a few male faculty members and just four PhD holders, two of whom have doctorates in Sociology and two in Social Work. There are three female faculty members, all with doctorates in social work. None is Saudi. The Department of Social Work offers a four-year programme leading to a Bachelor degree in social work for both men and women (UAU, College of Social Science, 1990).

Social Work Department Objectives:

The objectives of the social work department in UAU are no different from those of other universities in the kingdom of Saudi Arabia. They are (UAU, College of Social Science, 1990):

1. To prepare students to solve problems and issues in social work fields and in the Saudi community, through scientific field research;

2. To teach students the professional and technical principles of social work in the context of Islamic concepts;

3. To prepare qualified graduates to serve the Saudi community in social work institutions, such as social welfare centres, schools, hospitals, factories and so on;

4. To train postgraduates interested in social work, free of charge;

5. To help and advise all agencies working in the field of social work.

Admission to Social Work Department:

The undergraduate admission policy in UAU is centralised so, irrespective of the department to which candidates apply, they must meet the same entry requirements. These are: 1) to present papers to the Dean of Admission and Registration at the required time; 2) to hold the high school certificate or its equivalent; 3) to present a certificate of good conduct and manners; 4) to pass the medical exam and be physically fit; 5) to pass the personal interview and admission test set by the college (Al-Otiabi and Al-Jarboah, 1996).

3.3.3. College of Social Work for Girls' Education (CSWGE)

The College of Social Work for Girls' Education was founded in 1975. The General Presidency of Girls' Education is responsible for the CSWGE, which offers a four-year programme. Originally, there was a two-year programme leading to award of a Diploma in Social Work and then the four-year Bachelor programme was introduced. Since 1985-1986, CSWGE has offered only the four-year programme. CSWGE also offers a Master degree in social work. In 1980 there were eight students enrolled in various specialisation: social casework, social group, social community and social planning. PhD level study

began in 1986. This is the first and so far only doctoral level programme in the area of

Social Work, in Saudi Arabia (Deputy Presidency of Girls' College, 1990).

There is more than one reason for that. One factor is that the law in Saudi Arabia

prohibits women from travelling by themselves, which would make it difficult for them

to study elsewhere, so priority is given to providing local programmes for women. Also,

social work programmes are still too new to be widely known; and usually social work is a

division dominated by the sociology department. Students enrol in the social work

programme to get an easy bachelor's degree and get a job, so they have no desire for

further research or education. Furthermore, most faculty members have no degree in

social work. Those who do are not Saudis, but come from other Arab countries and are

employed on limited term contracts, so for the most part they have no interest in the

investment of time required to revise the social work programme. Finally, the lack of

references and library materials makes it difficult for students to do graduate level

programmes (Al saif, 1991).

College of Social Work Objectives

The CSWGE tries to attain the objectives set forth in the government plan. These

concern women's education, increased social development for the promotion of the local

society, more care and attention to childhood and motherhood programme, and increased

preparation in the theoretical and practical aspects of social work to provide practitioners in women's fields.

In addition, the CSWGE has other objectives, as follows:1) preparing qualified female social workers capable of functioning efficiently in the social development programme; 2) preparing female social supervisors to work in schools and educational institutes; 3) contributing to research and social studies; 4) preparing female citizens to contribute in programmes for adult education for women; 5) raising the standard of those women working in the field of women's social work by training, exchange of experiences and knowledge and other such means; 6) opening doors to higher studies for outstanding graduates of the social work programme (Deputy Presidency of Girls' College, 1990).

Faculty Members in CSWGE

In this college there are eleven women who hold Ph.Ds in Social Work. There are three male faculty members with Ph.Ds in Social Work working part time. Also, there are 28 female Saudi staff with either a master's or bachelor's degree in Social Work. The dean of the College of Social Work is a Saudi holding a Ph.D. but not in Social Work (Deputy Presidency of Girls' College, 1990).

Admission Requirements in CSWGE

The College of Social Work for Girls' Education has certain admission requirements additional to those applicable to the other universities in Saudi Arabia, because this college is for women only and because of the strict culture in the Kingdom. Women have to fulfil the following requirements in order to be admitted into the College of Social Work (Deputy Presidency of Girl's College, 1990).

1- The student should have a high school certificate or its equivalent, either from Saudi school or from outside the Kingdom.

2- The student should be a Saudi national.

3- She should be medically fit.

4- She should pass the interview and the personal test.

5- She should present her papers, complete, at the appointed time.

6- She should present a certificate attesting to her good conduct and manner.

7- She should agree to wear the formal uniform (i.e. to wear conventional Islamic dress covering the body, and a veil covering the head).

8- It is required for the student to be full-time, whether she is married or single.

3.3.4. Al-Imam Mohammed ibn Saud Islamic University (IMSIU)

IMSIU was founded in 1974. It is located in Riyadh the capital of Saudi Arabia, though it

also has three branches in various cities. Its major emphasis is on Islamic studies, Arabic

Language and Social Science. IMSIU consists of the following faculties:

-Faculty of Sharia (Islamic Law)

-Faculty of Islamic Theology

-Faculty of Arabic Language

-Faculty of Social Science

IMSIU has a branch in Al-Qassim which has a Faculty of Islamic Law and a Faculty of

Arabic and Social Science. The Faculty of Social Science on the main campus and the

Faculty of Arabic Language and Social Science in the Al-Qassim branch both offer social

work programmes. Since they both have the same policy except that social work in the

Al-Qassim branch is regarded as a division of the Department of Sociology, it is sufficient

to focus on the Department of Social Work in the main campus (Ministry of Higher

Education, 1984).

Department of Social Work at IMSIU

Development

Social work education at IMSIU began in the academic year 1980-1981 as a division under the sociology department. In 1984-1985 the policy changed and the Social Work Division became an independent department. The department offers a bachelor degree in social work, for males only. The first degrees were awarded in 1988, to 25 graduates (Al-Saud, 1996).

Department Objective

The social work department at IMSIU was established primarily to prepare students for the profession of social work, so social services could be offered to individuals, groups or communities. Also, students are taught that the fundamental reason for helping and co-operating with people is for the sake of Allah's mercy and blessing. This is the raison d'être of the social worker. Moreover, the social work department prepares social workers for the various fields of social welfare (IMSIU, 1989).

Social Work Faculty

There are 14 faculty members all holding a PhD. Eleven are Egyptian and three are Saudis. The latter hold a PhD in social work earned in universities in the United States.

Most of the faculty members in the branch of IMSIU hold a PhD in social work, and all

of them are Egyptian (IMSIU, 1994).

Admission Requirements

The Department of Social Work at IMSIU requires applicants for admission to meet the

following conditions: (Vocational and Educational Students' Handbook 1996).

1- The student should have a high school certificate or its equivalent.

2- The student should present a certificate attesting to his good conduct and manners.

3- The GPA of the high school diploma should be not less than 75%, or 65% if the

student graduated from the Science Institute affiliated to the university.

4- The student should pass the personal interview set by the university.

5- The applicant must pass a medical exam and be physically fit.

6- Registration and acceptance should be on the specific date set by the university every

semester.

3.3.5. Case for Critique: the course in IMSIU

One of the local branches of IMSIU is located in Buraidah City, which is the capital of

the Al-Qassim region. It was founded in 1976. The Al-Qassim campus had

approximately 8791students in 1997-1998. It also has two major colleges: the College of

Islamic Law, and the College of Arabic and Social Science. The Sociology Department

was founded in 1981, and social work is a division under the sociology department. In the

sociology department, after two years of common foundation courses, amounting to 97

credit hours, the student must choose to major in either sociology or social work.

Students do two more years of studying (or 100 more credit hours) in order to receive a

Bachelor's Degree in sociology or social work (IMSIU, 1998).

The plan of the social work department and social work division was made by staff

members from another Arab country who were sociology majors, and approved by the

dean of the Arabic and Social Science College, whose major was not social science

(IMSIU, 1994). The table below shows the plan of the department for the common

foundation courses. It should be noted that one credit hour in the plan is equal to five

credit hours in Hull University in England, for example (equal time). Furthermore, all

the courses in the department of sociology and social work are required courses; there are

no elective courses. The courses are set at the beginning of the academic year by the

department.

Table No. 6 Courses Classification

Subject	1st Semester	2nd Semester	3rd Semester	4th Semester	Total
Religion	5	5	5	3	18
Arabic	4	-	2	2	8
Social Work	4	-	-	4	8
Sociology	4	16	12	4	36
Anthropolog	4	-	-	4	8
Others	4	4	4	7	19
Total					97

This is the plan in the university department

Students in the sociology department study only 8 credit hours specifically related to the social work programme. The courses are Introduction to Social Work in the first semester, and Case work in the fourth semester of the second year.

There are many credit hours for religious studies (18. 55%), which is not surprising as the university is a religious university (Islamic University), and the courses are very diverse. Also, there are 8 credit hours in Anthropology, the same number as for social work, although it is not possible to major in anthropology at Imam IMSIU. However, the students have to take a further 4 credit hours of Anthropology in the third year of the sociology major, but not in the third of the social work major. There is a lack of balance between sociology and social work hours. Out of 97 credit hours in the first two years of

the programme, only 8.24% are social work courses, and 37.11% of the total are sociology

courses. In order for the students of the courses to choose between the sociology and

social work majors, they need to be aware of the courses in both subjects.

In the first semester of the third year, and for one week in every semester, thereafter,

social students have a practicum in which they are assigned to a social agency such as

Schools, Social Education Rehabilitation, Correctional Institutions and Social Guidance

and Social Education institutions, in order to apply the knowledge and skills learned in

social work courses in an agency setting. Emphasis is placed on social work ethics and

evaluation of practice.

3.3.6. Discussion:

The university departments and College of Work all suffer from a shortage of Saudi

faculty members who hold Ph.D. degrees. Up to 1991, no Saudi held a Ph.D. in social

work in any of these institutions. Therefore, in the absence of indigenous staff qualified to

doctorate level, the departments of Social Work in Saudi universities and colleges were

developed by Saudi sociologists who had studied in the west, or by Egyptians. As will be

seen later, this may have led to the creation of programmes inconsistent with local values

and conditions.

The social work programmes' aims are quite similar among all four institutions, though there are slight differences of emphasis. Al-Imam Mohammed ibn Saud University is strongly oriented toward direct service under Islamic principles, as is the College of Social Work for Girls' Education. The college is concerned with women's issues. In King Saud University, equal emphasis seems to be placed on preparing graduates for providing direct services and performing research. In Umm Al-Qura University, there is more emphasis on direct service and less on the theoretical research aspects.

In all the four institutions, admission to the social work programme requires a high school grade percentage of 70% to 75% for admission. Also, the student will be interviewed to determine whether the student is appropriate to the programme or not. Nevertheless, it has been alleged that many students choose to enrol in the social work programme because they see it as an easy option for a bachelor's degree, and get a job, or because their friends are choosing social work (Al saif, 1991).

Many social work courses are taught by instructors who are not Saudi. They are employed for a limited time and they have no interest in the investment of time required to revise a curriculum. Most of the text books in the social work programme have been translated from English to Arabic.

Western countries' influence on curriculum design and course content in developing countries generally has been widely acknowledged (Guzzetta, 1996; Haynes, 1980). For example social work programmes tend to focus on individual casework (Microsystems). The curricula are derived from the residual remedial rehabilitative archetype of practice as they are widely borrowed from the west. The curricula show emphasis on individual and social problems of pathology rather than problems of the individual and society in the context of development, illiteracy and poverty. The curricula are more urban than rural oriented, reflecting their origins in a high technology society (Brigham, 1982, p. 71). Since social work education was transferred from an alien culture, it is not culturally, politically and economically suited to meet the needs of developing societies. It neglects the development and other skills which would prepare students to deal with illiteracy, ignorance, poverty, ill-health and malnutrition (Hardiman and Midgley, 1982).

An interesting example from India, of the conflict between Western-based assumptions and local culture and economic realties, illustrates the kind of problem facing Saudi Arabia. An Indian social worker involved with suicidal and depressed clients noted that:

> *"When I joined I thought things were set up too idealistically.*
>
> *The administration expected depressed clients to phone us up.*
>
> *Nobody here in India would make a telephone call to say, I am*

lonely and depressed and I want to commit suicide. We do not

suffer from loneliness as in the West. Moreover, we do not have a

phone in every home " (Ejaz, 1991, p. 303).

Furthermore, Western culture is less inclined than formerly to stigmatise those who seek

professional help with problems. Indeed, it is regarded as a mature and responsible thing

to do. But in Saudi Arabia, people fear acquiring a poor reputation within the

community if they seek professional help (Abo Abah, 1996).

Another problem is the confidentiality principle, since the extended family expect to be

informed and to find a share the individual's troubles. Also, the principle of self

determination is unworkable, in Saudi Arabia, since the country is based on Islamic law

and the population are Muslim so the rights of the individual ceases where exercising

these rights violates Islamic Law. If a person exceeds Islamic limits, her or his conduct is

no longer considered an exercise of individual right. A clear example of this issue is

homosexuality. Social workers in Western societies perhaps consider that if a person is a

homosexual, he or she has a right to behave accordingly (self-determination) and social

workers should respect this right. People in Saudi Arabia expect social workers not to

approve or encourage behaviour such as homosexuality but rather that social workers will

try to help clients to change their homosexual attitudes and behaviour (Saleh, 1994). In

addition, Saudi people do not trust social workers, as they fear that the social worker will

break confidentiality and tell someone else, either their problems or personal matters (Abo

Abah, 1996; and Hardiman and Midgley, 1982).

Thus, while the managing of organisation capabilities, the description of problems, and

possible strategies of intervention are largely limited to western reality, the appropriateness

and applicability of these values to non-western cultures have been increasingly

questioned by a number of scholars whose work has dealt with this issue (Hammoud,

1988). For instance, how appropriate is the Western bias to the social, cultural and

economic conditions of the developing countries? How useful are Western conceptions

of social welfare and social work to the needs of the people? (Adler and Midgley, 1978)

Many social workers in developing countries have begun to realise that western social

work theories and methods are not suited to the cultural realities of their countries (Adler

and Midgley, 1978). They observed that the traditional approach to curriculum planning

is essentially with a rational planning focus. Social work has to be responsive to cultural,

moral and spiritual differences among societies. (Hammoud, 1988). The social work

curriculum, values, knowledge, and skills must be proved in professional practice

(Guzzetta, 1996).

It might be suggested that indigenous attempts to adapt Western ideas to fit local needs have only recently begun to make headway in Saudi Arabia. They emerged as a reaction to incompatibilities between absolute imitation of the Western social work archetype and the Saudi reality. The defenders of this approach claim that the basic principles of the profession are useful to the Saudi community and with some modification could be utilised to fit the Saudi local cultural context (Walton and Abo El Nasr, 1988). Ultimately, this is an empirical work and it is not opposed to social work as practised in the West. Social workers are not being encouraged to reject their contemporary ways of working but to develop them by using a scientific standard of reasoning. "Social workers are not being advised to throw away their practice wisdom but to assess it more rigorously" (Munro, 1998, p.193).

A further problem with social work education at present is that professional training for social work in Saudi Arabia is more theoretical than practical, and fieldwork practice in the curriculum has not been seriously evaluated with the objective of developing it. Al Saif (1991) complains that those who graduate from social work programmes come to the field with little understanding of the work, few ideas of what social work is, and lacking in knowledge of how to deal with clients.

3.4. Social Work Practice in K.S.A.

After graduating and obtaining the Bachelor degree in social work, students are eligible to work in various government sector positions. Social workers in Saudi Arabia perform a variety of functions under a broad range of titles. All these positions are available in government sectors such as Ministry of Labour and Social Affairs, Ministry of Education, in Ministry of Health and social centres and social agencies. Those positions are:

- Social supervisor
- School social worker
- Social researcher
- Social officer
- Youth ho' supervisor .
- Community social worker
- Social security social worker
- Housing supervisor
- Housing officer

Social Welfare has been designed as an integrated system of services to provide a comprehensive safety net for the disadvantaged without encouraging dependency and blunting the incentive to work. Most developing countries are notable as poor countries but Saudi Arabia is an exception, though it is classified among the middle income countries (Thirlwall, 1995). In Saudi Arabia, years ago, social welfare was provided through an informal voluntary network, through the family or tribe. Those with no family or tribal links had recourse to the comprehensive Islamic religious foundations

supported by the collection of Zakat "*Zakat* is a sort of tax levied on surplus wealth and the money so obtained is distributed among the needy and poor. Payment of *Zakat* is a religious duty" (Abdalati, 1975). Social work in most countries has been started and influenced by religion. For instance, social work in the United Kingdom was detected within the Charity Organisation movement which developed in England in the 1860s to deal with mass poverty (Woodroofe, 1964).

Formal social work practice in Saudi Arabia dates back to 1953. It began with the rehabilitation of delinquents when an institution for the care of delinquents was established in the mentioned year. Then in the following year, 1954, social work was introduced in the school field. Urban social work, family and children's programmes and health care began in the 1960s. However, modern social work professional practice began with the establishment of the Ministry of Labour and Social Affairs in 1960 (Al-Saud, 1996).

Social Welfare services expanded considerably after the establishment of the Ministry of Labour and Social Affairs. Education, health, youth welfare and other social services have become a government responsibility.

In the next section the author will try to identify the some important fields of practice of social work in Saudi Arabia, where social work is a relatively new field and a new phenomenon.

3.4.1 Social Work with Children and Families

There is a universal saying that the family is the basic unit of society. This is true especially in Saudi Arabia. The welfare system is designed to support families to help them fulfil their responsibilities to their members without undue hardship. In Saudi Arabia, many aspects of life are affected by cultural trends, religion and tradition.

> *"In anthropological terms the traditional Arabian family structure*
>
> *is patriarchal, matrilineal, patrilocal, endogamous and occasionally*
>
> *polygamous. Its nucleus consists not only of father, mother and*
>
> *children, but of all the brothers of one generation, their wives and*
>
> *children, grand-parents, possibly some older aunts and, and*
>
> *occasionally some cousins who have no family to care for them"*
>
> *(Al-Sweel, 1993. P.67).*

All social relations in Saudi Arabia are indirectly if not directly tied to family considerations and the family is the fundamental and essential repository of every individual's personal identity.

The family is an extremely important factor in the Saudi Arabian society and culture. It is not merely a unit in which children are born, raised and prepared for life in a large community. The family contains several generations which form a tightly cohesive group. The family is an extended type. Sometimes three generations are present in a household: a husband and his wife or wives, their unmarried sons and daughters, and any married sons with their wives and children (Lipsky, 1959). In Saudi Arabia the members of the family co-operate in securing a living, and look to each other for aid and protection. Lipsky noted that family members in Saudi Arabia look to each other's welfare. A brother will continue to concern himself with his sister's affairs even after she is married, especially if her husband turns out to be an unreasonable man (Lipsky, 1959).

Al-Dossary (1981) and Al-Thakeb (1985) and others agree that the extended family structure is beginning to give way to the nuclear family. However, this does not mean loss of family ties and duties. The nuclear family in Saudi Arabia differs from the nuclear family of western societies. The nuclear family in the west consists of a couple, frequently joined in a socially recognised union, and their children (biological or adopted) or the

single parent family of one adult (usually a woman) with one or two children (Kendall,

1988). It is common for an Arab mother to have a child practically every other year

(Lipsky, 1959). The age profile at the last census in 1992 indicated that almost half of the

population of Saudi Arabia are children; 46% are aged 0-14 (Encyclopaedia of the Third

World, 1992).

Moreover, in some instances, a large family preserves a cluster of nuclear and extended

family households in one neighbourhood of the town in order to keep all family members

close to each other without living in one house.

Social work is used to protect and strengthen family life and to enhance the social

functions of various family members. The activities for families and children in Saudi

Arabia are carried out by a variety of governmental agencies and centres and voluntary

agencies. The most important society for helping poor families is the Charity

Rehabilitation Society. It is a semi-official society, which assists poor families especially

single mothers with several children.

The Ministry of Labour and Social Affairs established community development centres in

the rural areas and social work centres in the urban areas around the kingdom. Nowadays

there are 21 community development centres and social work centres in various parts of

the kingdom. Both kinds of centres, in rural and urban areas, offer similar services and

programmes such as child care and health education. The latter aims to teach the family in general and the mother in particular, how to feed and treat the infant medically, and how to identify and treat the child's physical, social and psychological needs. Moreover, these centres offer literacy programmes, especially in the rural areas.

Social workers in the community development centres work to achieve the following objectives: 1) developing the human, material resources, and economic conditions of the community; 2) changing wrong conceptions and bad customs; 3) improving the social, cultural, health and economic conditions of the community; 4) encouraging popular participation, planning community projects, identifying community needs and developing necessary resources to meet identified needs (Ministry of Labour and Social Affairs, 1990a)

Social work in the family and child field is practised through Social Nursery Centres, which help children whose families cannot offer a proper environment for them. Also, these centres take care of children whose parents are unknown, or illegitimate children (according to the Saudi system) to offer them health care, social care and psychological care.

One area in which social workers in Saudi Arabia is not as much involved as those in western countries such as U.S.A in particular, is family therapy. Counselling as a professional practice does not really exist in the Arab world. Traditional society has

viewed counselling as a family function; for family members to seek help outside the family would be viewed as insulting to the family (Al-Ahmady, 1988). The difficulty for a social worker to practise his or her profession lies in Saudi tradition concerning family structure, family cohesion, and the importance of privacy. Discussion of family affairs with outsiders is not considered decent and is frowned upon by the society. In this conservative society, when a person has a problem, he prefers to keep it secret; if he reveals it, his confidant will be a family member or very close friend. This sensitivity is particularly evident among the oldest members of the family, who are not ready to accept that their problems can be solved by a social worker.

3.4.2. Psychiatric social work

The Saudi Arabia government guarantees free mental health care. A psychiatrist specialises in the treatment of mental disorders such as obsessive compulsive disorders and post partum psychosis. The psychiatrist makes specific diagnosis of the mental disorder and prescribes, supervises, or directly provides the necessary treatment which may include psychotherapy, psychotropic drugs, hospitalisation with milieu therapy, and other medical treatments. The psychiatric Social Worker provides psychotherapy and other social services for those with mental disorders, in collaboration with the psychiatrist and other members of the mental health team. He or she works with patients' families as well.

Many aspects of medical practice are affected by cultural trends (Dubovsky, 1983).

Cultural boundaries. However, culturally generated coping mechanisms provide a

legitimate medium for communicating and handling distressing emotions (West, 1987,

p.105).

Belief in religion is the most important factor in psychiatric work in Saudi Arabia.

Sometimes, families will refuse to send their members to health institutions because they

do not believe that the problem faced is a mental one. Often, even if they do believe it is

a mental problem, they will go first to a religious leader.

In Saudi Arabian social work's definition of causes of mental illness, there are different

assumptions (Al-Zahrani and Kaplowitz, 1993), based on the authority of the Quran. To

the family, to the affected individual and to the Imam asked to heal, the presence of a

religious or spiritual problem is revealed by its occurrence. That is, the existence of

behaviour that is strange indicates possession by a Jinn, by definition. There is only one

other possibility and that is that the behaviour is foreign, learned from someone not Arab.

A study in eastern Saudi Arabia found that among 32 Saudis with obessive compulsive

disorders, compulsive acts and doubts were the most common forms of the disorders.

Erratic religious themes predominated in both obsessions and compels (Mahgoub and

Abdel-Hafeiz, 1991). Post-childbirth stresses seem to be much more severe in Saudi

Arabian women than those of other countries tested. Shoeb and Gamal (1990) reported the rate of post-partum psychosis to be 3 per 1,000 births, of which almost two thirds were severe. Rahim and Al-Sabiae (1991) indicate that while perhaps the Saudi rate is higher, the women affected are not appreciably different in character of symptoms than affected women in other countries. They also report that prior mental illness, not cultural differences experienced at the time of birth of a child, are the major problem factors.

Treatment of psychological problems involves primarily the use of clinical intuition, rather than any systematic theoretical orientation. At no time does one confront more clearly the clash between the ancient and the modern conceptualisation than when one deals with the diagnosis and treatment of psychological disorders. A great deal of creativity is required by the social workers in order reconcile Islamic Law, folk concepts of mental illness, and twentieth century knowledge (El Sendiony et al, 1987).

Other problems encountered by social workers in the health sector are lack of privacy when meeting clients, the lack of telephone communication with clients, and the fact that some of the social workers' colleagues in the health centres are unaware of their role (Al-Shammari, and Khoja, 1992).

3.4.3. Social Work in Medical Care

In 1974 a Social Work Department was established affiliated to the General

Administration for Medical Treatment in the Ministry of Health. Then the Ministry

began to sign contracts with several social workers from various countries. In 1987 the

number of social workers the Ministry of Health reached 319. The Social Work

department plans social projects for the Ministry of Health and oversees the training and

appointment social workers. Also, it communicates with some ministries to co-ordinate

social work activities, carry out research and co-operate with institutions and universities

for students' practicum. Social workers in the medical field often carry out research to

find out the causes of patients' problems and find solutions to them (Ministry of Health,

1995).

3.4.4. Social Work with Special Categories

Social workers also work with the physically challenged, and the elderly. The physically

challenged are those people who have a physical disadvantage which prevents or limits

their ability to function as other human beings do. The condition may be temporary or

permanent; it may be partial or total. The physically challenged are in Saudi Arabia

considered an undesirable and unproductive group, and suffer stigma from society,

uneducated society in particular. Social workers in Saudi Arabia deal with the

handicapped through government agencies such as handicapped and disabled vocational training centres.

In the Kingdom there are ten of these centres. Social workers rehabilitate individuals and help them to readjust to community life. They provide comprehensive care for the handicapped, enabling them together with their families to lead normal lives and be productive individuals who can contribute to the economy and make financial provision for themselves. Handicapped people are given an allowance of US $13,000 with which they are encouraged to start a private business of their own (Al saif, 1991).

The social worker's role in relation to older people is to help them contend with loneliness and isolation, and to provide older people and their families with information about available services. Social work in Saudi society is offered through government agencies. However, many facilities which are provided by social work agencies in the West are in the Saudi culture provided informally. Children are taught to show great respect for elderly individuals and are encouraged to listen to and learn from them (Kirk et al, 1993). Saudi culture values age and the older person has preference in everything over the younger. Thus, social work for the elderly is virtually non-existent in the Saudi society, though the government has established Elderly Care Centres to offer services for old people who have no families take care of them or whose families cannot look after

them. Elderly people in these centres receive psychological and residential care and medical treatment. In Saudi Arabia there are nine such centres (Ministry of Labour and Social Affairs, 1989).

3.4.5. Social Work with Juvenile Care Field

Ministry of Labour and Social Affairs' reports indicate that juvenile care has been a focus of attention in Saudi Arabian society for some fifty years, beginning in 1953 when the first juveniles' institution was established. In the Kingdom there are various institutions for juvenile care: Social Education Rehabilitation, Social Guidance and Social Education institutions (Ministry of Labour and Social Affairs, 1990b).

Social workers are appointed by the Ministry of Labour and Social Affairs to work in these institutions, which are places of diagnosis, detention, and observation. The social workers in juvenile care institutions carry out social casework, trying to help young people to adjust to the institutional of environment and to identify the support available from the juvenile care staff and the peer group for those newly admitted to these institutions. The social worker investigates and interviews the juvenile and reports on this and any other appropriate observation.

The social worker communicates with the young person's family and investigates his social surrounding to find out what his behaviour and attitudes were before entering the institution. He works with the juvenile's family and relatives to get them to visit him in the institution and tries to make sure the juvenile returns to an appropriate home environment when the child leaves the institution. Also, the social worker contacts the juvenile's school to find out about the child's behaviour and his progress in school. He observes young people during the institution's activities and programme to evaluate them and assess how to solve their problems and difficulties. Moreover, the social worker practises group social work by organising programmes, social activities and camping for young people in the institutions' care (Ministry of Labour and Social Affairs, 1990b).

3.4.6. Discussion

Social work practice in Saudi Arabia encompasses many social welfare programmes in health, family and child welfare, rehabilitation of delinquents, school social services, care and rehabilitation of handicapped and community development. In the developing world countries (and Saudi Arabia is no exception) social workers are mostly employed by the government, and deal with most branches of social work (Midgley, 1984).

In Saudi Arabia, the Ministry of Labour and Social Affairs is in charge of most social work

services, though the Ministry of Health and Ministry of Education also provide some

services.

If social work education in Saudi Arabia has been transferred from or imitates the western

theory and curricula, the practice of social work will be imposed automatically as well.

Students do their practicum to apply the aims, theories and methods of social work taught

to students in the west. Social work education and practice were adopted without

indigenization to the Saudi Arabia society.

Social work in Saudi Arabia has been influenced by concern with individuals' problems

(casework method) rather than with the needs of social, economic and political

development. In Saudi Arabia, the majority of the population continue to accept

traditional cultural and religious beliefs. Social work is a new phenomenon in Saudi

society. The methods and theories of social work practice that come from the West are

foreign to them. The Western value of individualism that permeates social work practice

and theory has not much meaning in most developing countries' cultures, where the

individual identity is tempered by allegiance to the family and community (Midgley,

1983). In developing countries, including Saudi Arabia in particular, social casework is

given greatest emphasis and most practitioners are caseworkers (Hardiman and Midgley,

1982; Al-Goaib, 1988; and Adler and Midgley, 1978). For example, looking at the plans

for the IMSIU and CSWGE, the finding was that the social casework method accounts

for 12 credit hours in each institution. Also, the casework method is used in practice in

most fields in Saudi Arabia, such as juvenile delinquency, schools, family and health care.

The predominance of the case work approach may have arisen because of a certain lack of

freedom in Saudi Arabia socially, which constrains private organisations and large group

activities. There are no political parties or mass social organisations, for example. This

prevailing social environment makes the group organisation method, for example,

difficult to practise in Saudi Arabia. Clearly, the practice of social work in Saudi Arabia is

influenced by cultural factors.

Counselling as a professional practice does not really exist in the Arab world. Traditional

society has viewed counselling as a family function; for family members to seek help

outside the family would be viewed as insulting to the family (Al-Ahmady, 1988). The

difficulty for a social worker to practise his or her profession lies in Saudi tradition

concerning family structure, family cohesion, and the importance of privacy.

Furthermore, discussion of family affairs with outsiders is not considered decent and is

frowned upon by the society. In this conservative society, when a person has a problem,

she or he prefers to keep it secret; if she or he reveals it, her/his confidant will be a family

member or very close friend. This sensitivity is particularly evident among the oldest members of the family, who are not ready to accept that their problems can be solved by a social worker. Since families are large and they often live together in one large villa or in neighbouring house, family conflicts are usually resolved by the relatives themselves.

In Saudi Arabia sexual segregation between women and men is an absolutely fundamental part of the Saudi social life and is enforced by law. Public displays of affection between the sexes are forbidden. Interestingly, an American psychiatrist who had an opportunity to visit Saudi Arabia wrote that "in Saudi Arabia men frequently hold hands, hug, and kiss in public. Homosexuality is not greatly stigmatised, although it is considered more acceptable in women and in masculine rather than feminine male homosexuals" (Dubovsky, 1983). Homosexuality is, in fact, forbidden according to Islam and Saudi law which is the basis of Islamic law, and feminine male homosexuality is greatly stigmatised in the Saudi society. The social habit of men hugging and kissing in public when they have not seen each other for a period of time has nothing to do with the matter of homosexuality. Men friends kissing in public may surprise Western visitors at first, but Saudi visitors to a Western country would be equally surprised at first sight on seeing a man and woman hugging or kissing in public (El-Gaaly, 1984).

The differences between the Saudi Arabian culture and Western culture have important implications for practice. For instance, students are taught that "social workers visit and interview family members". However, a male social worker cannot counsel a female client alone; indeed, in more conservative families, a man cannot even ask about the females of the family. There is, therefore, an obvious difficulty in carrying out social work in the family. Moreover, the Western orientation in social work and counselling is individualistic, in line with social values which encourage self-actualisation and the fulfilment of personal goals. This is perhaps inappropriate in a more collectivist culture like that of Saudi Arabia, where individual identity is perceived in relation to a family, clan, and community (Hardiman and Midgley, 1982), so that social work and counselling interventions are expected to help people to play the roles required of them by the wider society. The avoidance of shame is the technique used to control the behaviour of the family members. Moreover, the values of social work in S.A focus on a belief in fate, or God's power as controlling the self and the environment. The social worker and the client have to attempt to solve the client's problem and then leave the results to God, who determines the outcome. This is consistent with Saleh's (1986) argument that the worker is "imprinted" with his or her own traditional and culture.

Even when it attempts to apply culturally appropriate methods and values, most people in

Saudi Arabia regard social work as an intrusion on functions better handled by the family,

the tribe, and the religious institutions. The lack of status and clarity occasionally

associated with the role of social workers can result in social work educators identifying

with the role of educator and losing their identity as practitioners. In Saudi society social

work is still considered as strange profession and has not yet received wide societal

acceptance. All the issues and problems mentioned combine to make social work in Saudi

Arabia a profession carrying low prestige and limited promotion prospects. Moreover,

they generate a state of confusion as well. "This attitude is attributed to the nature of the

practice and training programmes of the social work profession. As a result of that, social

work falls lower on the status scale than medicine" (Al saif, 1991).

Conclusion

It is clear that the practice of social work in Saudi Arabia is governed by the strong

tradition, culture, and religion. Difficulties arise for social workers in relation to family

structure, family cohesion, and the importance of privacy. Walton and Abo El Nasr

(1988) noted that social work is still a strange profession in Saudi Arabia.

The development of social work practice, and consequently of social work education, must take place within the political, social, economic, and cultural patterns and values of the Saudi context and must be related to the needs of the Saudi people, problems of Saudi society, and priorities and resources of the Kingdom. "The cultural context of all social work education and practice is of prime importance. In preparing individuals for entry into the profession, social work educators have been concerned with both the knowledge and the value bases essential for professional practice" (Hammoud, 1988, p.199).

Segal (1993) noted that though with globalisation theories and methods may be transferred across nations, they must be done so cautiously, with care given to an understanding of the impact of the values, politics and economic conditions of each country.

Social work tasks should be in line with the goals and functions of social work within the particular societal setting in which it operates (Gulati, 1974). The objectives and course content of the training programme need to be examined as these relate to local needs and developmental interventions. Curriculum design should not consist simply of adding or deleting courses or changing the sequence or prerequisites. Real changes must be made to the format and content (Haynes, 1980).

CHAPTER FOUR

SOCIAL WORK IN SAUDI ARABIAN SCHOOLS

Contents

CHAPTER FOUR

SOCIAL WORK IN SAUDI ARABIAN SCHOOLS

Introduction

The purpose of this chapter is to give the reader an introduction to the background and development of school social work in the Kingdom of Saudi Arabia in order to establish the context in which the current investigation is taking place.

This chapter is divided into two main sections. It begins with an account of the role and practice of school social work in the Kingdom. Secondly, consideration is given to students' needs for this kind of service, including the socio-cultural changes which have created new problems for social workers to deal with.

The Ministry of Education in S.A allows people who have a Bachelor degree in social work, psychology, sociology, and even other majors to carry out the counselling and guidance service. For the purpose of this chapter therefore, "social worker" or "school social worker" refers to any member of these groups who carries out the guidance and counselling services in secondary schools in Saudi Arabia, or any other person who does so, whether qualified or not.

4.1. Social Work in Saudi Arabian Schools

The practice of school social work in Saudi Arabia began formally in 1954 when the

Ministry of Education established the Administration of Education and Social Activities,

with the appointment of two Egyptian school social workers. One of the aims was to

design and plan programmes to develop activities in the schools; also, to supervise the

various social activities in the schools, so that school could perform a social function no

less important than its academic function. The role of school social workers was to

organise parent-teacher conferences, educational activities, athletic clubs, and community

services (Ministry of Education, 1982a).

In 1961, the Administration developed to become the General Administration for Youth

and Welfare, which included four separate departments with similar concerns for the

Saudi Arabian youth. One of these was the Social Educational Administration, which

appointed school social workers to carry out the same duties as previously, but in addition

to pay more attention to students' needs in terms of counselling them on their problems

and helping them to develop skills to improve their studies (Saleh, 1987).

The year 1965 is considered to mark the real beginning of practice of social work in Saudi

Arabian schools, when the Ministry of Education issued contracts to 44 school social

workers from Egypt to work in the various schools in Kingdom. Indeed, social work

education and practice in Egypt has a longer history than in any other Arab country.

Social work is taught in various universities and institutions (Haynes, 1980). Egypt was

the first country among the Arab States to teach and practise social work in general and

school social work in particular; social work training was carried out in institutions of

university status as a back as the 1930s (Shawkey, 1972), and social workers were

appointed in Egyptian schools in 1949. Consequently, the Arab Countries, especially

Gulf Countries such as Saudi Arabia, Kuwait and Qatar, began to import the Egyptian

model and social workers as well. The Ministry of Education appointed 19 of the first 44

social workers as supervisors: the other 25 were appointed as social workers in the various

schools in the Kingdom. As the Ministry of Education continued to implement its plan,

by 1980, there were 73 supervisors of school social work in the Ministry of Education and

in the various school districts and 713 school social workers in the country as a whole

(Gubary, 1989). The social worker's role in school was gradually altered to encompass

traditional counselling services for personal and academic problems, along with assisting

students with their career plans (Saleh, 1987).

The Ministry of Education accepts those with a bachelor degree in social work,

psychology or sociology to carry out social services in schools, although, recently the

Ministry has required school social workers to have attended a one- year course in the

guidance counselling programme. None of the Saudi Arabian universities offer a degree

in counselling but, the Ministry of Education has arranged for three universities, Al-Iamm

Mohammed ibn Saud Islamic University (IMSU), King Saud University (KSU), Umm

Al-Qura University (UAU) and King Faisal University (KFU) to offer a diploma in

guidance and counselling. Approximately, 300 trainees have attended this programme.

In addition to that, 164 people who carry out the guidance and counselling service in

schools have attended evening courses to obtain Masters' degrees (Ministry of Education,

1996b).

In 1982, the Ministry of Education Issued Order Number 216/K which changed the name

of the Social Education Administration to become the Student Guidance and Counselling

Service. In the same year, this administration was developed by the Ministry of Education

to become the General Administration for Guidance and Counselling of Students

(Ministry of Education, 1982b).

When the project for guidance and counselling was implemented, the Social Work

Administration, represented by the General Administration for Guidance and

Counselling, set up a plan to meet the needs of the schools for specialists to work in

school social work. The strategy was three-fold. Phase one, to meet short term needs,

was to import social supervisors and social workers from other Arab countries to help the

students in a guidance and counselling capacity until there were enough Saudi social

workers in the field to take their place in the schools. Phase two, for the medium term,

was to provide in-service training for Saudis who were employed in this field but had not

undertaken a specialist training programme. Phase three, for the long term, was to send

Saudi students abroad to the UK and USA to study for Masters and doctorate degrees,

thereby acquiring knowledge and skills which would enable them to improve and

develop the programmes to serve the students in Saudi Arabian schools (General

Administration for Guidance and Counselling, 1984).

4.1.1. Social Workers' Task in Saudi Arabian Schools

The social workers in school "stand at the interface not only of pupil and school, but

parents and school, and community and school. Thus, they are in a position to assist

students, family, and community develop social competence and, at the same time, to

help increase the school's responsiveness to the needs and expirations of pupils, parents,

and community" (Germain, 1996).

The functions of social workers are to use their professional skills to help the school fulfil

its primary purpose. The tasks of the social workers in the schools include preparing for

their school the annual plan for guidance and counselling services according to Ministry of

Education instructions and subject to the approval of the school principal. They are

expected to orient students and staff members of the school to the guidance and counselling objectives, plans and the services offered through the programme to make sure everyone is aware of the social work role. They prepare information for cumulative files to help maintain school records. Importance is attached to confidentiality. According to the code of practice laid down for those who apply to work in the guidance and counselling services in schools, workers must respect students' confidentiality; they are responsible for any information they know or gather about students and are not allowed to give it to others without the clients' permission (student). Social workers are not allowed to volunteer any information about students; if asked for it, e.g. by head teachers, educational supervisors, parents, the courts or police, they can give the necessary information and must inform the client of that (Ministry of Education, Students Affairs, 1998b).

At the beginning of the academic year, social workers are expected to set up a guidance and counselling committee, made up of the principal of the school as chairman, the assistant principal as vice-chairman, the social worker as reporter and three serving teachers. In addition to the above duties, social workers are required to carry out guidance and counselling services such as developmental, precautionary and treatment programmes, which include:

* Helping students to exploit their capabilities and interests to develop a normal personality;

* Following up students in their academic career;

* Identifying students who do excellent work in school, to encourage them, and helping those who do not;

* Trying to create positive attitudes among students toward technical and vocational careers, according to the development needs of the society;

* Helping new students to get to know the school and to adjust to the school environment;

* Acting to discover problems and special cases early, to take suitable measures toward them;

* Acting to consolidate the relationship between school and home; also, liasing with community agencies and helping develop school-community-pupil relations to facilitate the school function and;

* Identifying students' circumstances, whether social, psychological, academic, or health-related and assess the needs for precautionary services, whether individual or collective, especially for new students.

Furthermore, social workers in school are asked to form fruitful professional relationships with all staff members in the school based on mutual respect and trust. The social workers are supposed to carry out research related in their work, alone or in connection with other social workers in other schools or the social supervisors in the school district. Moreover, social workers are expected to develop their knowledge and experience, especially in the field practice. Finally, the social workers are supposed to present annual reports of their achievement, together with recommendation for improving the service (General Administration for Guidance and Counselling, 1997).

Social workers in schools use the casework method to deal with students' academic and personal problems and also their career plans. They use social group work and the social community approach to supervise and develop all kinds of social and educational activities in the school, such as parent-teacher conferences, educational activities, athletic clubs and environmental services (Al-Goaib, 1988).

Even though the number of social workers in Saudi Arabian schools has increased and their activities have increased too, still the profession does not take its appropriate place

and does not implement all its methods, because social work in schools still depends

heavily on non-Saudi social workers, on temporary contracts.

Usually, students do not seek help to solve their problems. An empirical study showed

that only 22 percent of Saudi students come by themselves to ask for assistance from the

social worker in school (Al-Ghamedi, 1993). Most of the problems which social workers

deal with have been referred by teachers or parents or may have been identified by the

social workers themselves. Sometimes the students refuse to accept help, though this

occurs rarely, because in Saudi Arabia students show respect to older people in general

and to teachers in particular but if this occurs, the student may be advised to seek

assistance from the social worker (Gubary, 1989).

Social workers frequently present themselves as case workers offering counselling for

clients with problems with interpersonal relationships, though pressure of work usually

limits them to dealing with crises and handling out social service benefits (Al-Shammari

and Khoja, 1992).

4.1.2. Social Work and Counselling

Social work deals with problems from all varieties of people and groups, as is part of a

network of occupations such as counselling (Payne, 1997). Social work has changed from

being just "case work" into a whole package of concepts of care which changes with every new law or piece of extrinsic legislation. It is important for social workers in any agency to remember that a social worker not a caseload of problems (Cigno, 1998). Consultation is one of the most significant activities of social workers in school (Barth, 1988).

Social workers in schools are involved with pupils, teachers, parents, and the broader community and use various methodologies such as casework, group work, family intervention, consultation, and community work. The social worker is in the school to provide help to school, family, and local community to work with each other and with the pupil as a facilitator and to assist the students to discover their own resources and make use of what school, family, and community have to offer (Constable and Walberg, 1988).

Research has documented that the social work role, besides giving direct service to pupils, involves consultation with teachers and school personnel, who serve on multidisciplinary teams. Social Workers are involved in staff training and development as well decision making (Levine, 1996).

One strain of social work which is immensely important is counselling. Counselling is separate from social work, even though there are many similar attributes in value, and end results. Counselling is a profession which understands and advises people with problems

and promotes the realities people face and hopefully offers solutions. Even though social

work is looked at differently because it has lots of different powers, there are similar

attributes to counselling. Counselling can be looked at negatively because it has become

fashionable to be counselled on almost any subject from plant growing to aromatherapy,

which can detract from the meaning of counselling as helping people with emotional

problems. It is also important to remember that the British Association for Counselling

have pointed out that sometimes social workers employ numerous counselling skills but

rarely use them in practice. Counselling is now being replaced by psychotherapy, which

is much more focused on analysing clients than counselling them to move on (Brown,

1998).

Because of the differences, counsellors and social workers have often been viewed

critically and this can damage their reputations. Counselling is looked at as intimate and

personal problem solving, while social work has to deal with every kind of problem,

whether practical or emotional, and often has to work with many outside forces, i.e. the

police, solicitors and institutions. This is very off-putting to clients and they usually see

this as an invasion of privacy and their own fundamental rights (Barclay, 1982). So, it is

now obvious that counselling is the 'new' fashion in sociology and social work is quite

often frowned upon. Both are now facing a great amount of reform and change, but they

both have areas of common ground. Both concepts are there to solve problems and these

approaches should be shared and built upon for the common good of all people (Brearley,

1996). Traditionally, the social worker would concentrate on counselling his clients with

various activities and this would be the "case work" (Davies, 1985).

The fundamental roles and aims in these fields are similar. Both value the individual and

seek to look at that person with respect, regardless of status or behaviour and give them

the right to be accepted for what they are and to express their feelings. The historical and

current interaction is described and discussed by Brearley (1996), who traces the ways in

which social work and counselling have intertwined and influenced each other in terms of

skills, knowledge and values. She proposes a logical categorisation of the counselling

dimensions of social work as follows:

- Counselling skills underpinning the whole range of social work tasks;

- Counselling as a significant component of the work, carried out in conjunction with

other approaches;

- Counselling as major explicit part of the job description (Seden, 1999, p. 4-5).

Brearley (1996) reported that common ground appears in much literature on the subjects

and both roles take from the literature what is needed. "Communication in Social Work"

studies symbolic verbal and non-verbal communication and builds on client worker

values. This informs us of client perceptions and practitioners' methods of working. The

book can be used by either social workers or counsellors and provide the same outcomes.

Sometimes, however, some books can be too insular and inward looking, feeding the

prejudices that separate the two fields of work. Training could be the answer to problems

occurring when roles need defining. Many people might have dual training but those

who have no knowledge of the role of the counsellor will not understand its value as a

role either on its own or within social work

4.1.3. Definition of Guidance and Counselling in K.S.A.

In order to maximise understanding of the function of school social workers in the

Kingdom of Saudi Arabia, it is important that the roles of social workers and the functions

and the tasks they carry out are identified.

The Ministry of Education has defined guidance and counselling for students in Saudi

Arabian secondary schools "as a process by which students are assisted to know

themselves, to understand their personalities, to use their experiences, to determine their

problems, to develop their abilities and to solve the problems students face. The social

worker guides the students' knowledge, their desires, their education, and their training,

all in keeping with Islamic teaching, which will help them to reach their aims, and be

adjusted personally, socially, familially, educationally, and vocationally, so that students

will be able to contribute toward the general aims of the educational process" (Ministry of

Education, 1982, P.70).

Studies in Arabic copy this definition without any comment, while Saudi researchers and

authors who write and carry out their studies in English, for instance Al-Dossary (1981)

Al-Ahmady (1983) and Saleh (1987) have translated this definition into English word by

word, again without any comment. But it may be noted that this definition defines the

two processes (guidance and counselling) as one thing or as one definition. Counselling

and guidance are not synonymous, however. Rather, counselling forms of one part of the

guidance service.

4.1.4. Goals of Guidance and Counselling Programmes in K.S.A.

The General Administration for Guidance and Counselling Students sets guidance and

counselling objectives as follows:

- To guide students socially, psychologically, ethically, educationally, and vocationally

  by Islamic teaching so they will have a quiet, satisfying life and become productive

  members of society.

- To carry out research into problems facing students during their academic career or which may face students whether personal, social or educational problems, and to find solutions to these problems, to facilitate students' studying and to improve their psychological health.

- To help students as much as possible to benefit from the educational programmes available and guide them to the best means to develop their study habits.

- To address the needs of gifted students in order to guide them for their own benefit and for the benefit of society.

- To assist students to choose a major, and later a career which is suitable to their desire, ability and aptitudes and consistent with societal needs. Also, to help students to gain knowledge of the variety of educational and vocational choices available, to be able to determine their future by themselves and to take into consideration parents' involvement in this kind of decision.

- To encourage the relationship and co-operation between home and school, so each complements the other.

- To participate in researches and studies on problems facing the educational process, such as truancy, dropout, absenteeism, poor study habits and the decreased rate of progression in the schools.

To enlighten the school-community students, teachers and principal and society in general as to the objectives of guidance and counselling (Ministry of Education 1981).

4.1.5. Counselling Services in the Saudi Schools

The programme of counselling and guidance services may be launched by selecting specific services and techniques for special consideration and development. Al-Dossary (1981) reported that sometimes students face problems because of the lack of information, advice, and assistance in their period of growth and development. Group guidance, group and individual counselling services, information, and orientation appear to be the sorts of services of which the secondary school students in Saudi Arabian schools are in greatest need and which can be provided at initial stages of problem development. The counselling service is designed to assist pupils with social and psychological problems helping them to voluntarily to change their behaviours by clarifying their attitudes, perception, and aims.

Preventive Counselling

The education and social systems in the Arab countries are completely centralised and Saudi Arabia is no exception. For instance the teachers in all Saudis schools have the same duties and are assigned the same credit hours to teach. Similarly, the social workers in the

Social Orientation (Guidance) Institution or Social Education Institution have the same

duties assigned by the Ministry of Labour and Social Affairs. Counselling is an essential

part of the guidance programme. The Ministry of Education offers several types of

counselling such as preventive counselling which is concerned to avoid problems before

they occur. This kind of service aims to make students aware of social and psychological

degrees. Examples include counselling on drugs and smoking, how to avoid road

accidents and peer influence.

Social and Behaviour counselling

This form of counselling is intended to respond to individual students' needs for support

and guidance with disciplinary, emotional or behavioural difficulties which may arise

from physical handicaps, material privation, ethnic or cultural differences or from learning

difficulties or from all of these (Ryder and Campbell, 1988). The social worker may

encounter pupils who are involved with the law or have potential for problems in this

direction. In Saudi Arabia if young people eighteen years and younger (see Chapter

Three for the age of school students) commit a crime or break the law they are placed in a

Juvenile Delinquency Institution, although the students will continue their education in a

school which is linked to that institution, no matter how longer they stay, unless they

reach 18 years, when they should be transferred to prison. However, sometimes the

juveniles stay a short period of time in the institution and they return to their school or to

a different school to avoid stigma. In both situations such pupils need special treatment

from the social worker, whether emotional or academic. Accordingly, the school is an

agency which plays an important strategic role in the community for the prevention and

control of delinquent behaviour (Shafik, 1993).

The social worker helps students to develop their own personal traits, changing negative

behaviour and attitudes, encouraging respect for individuals' rights and personality,

emphasising social values such as honesty, fairness, trustfulness and respect for the school

regulations and customs, and the values of Saudi Arabian society. The service develops

leadership ability by organising social activities and giving students a chance to be a leader

and a follower as well. This service also teaches students to use free time wisely following

useful pursuits, taking responsibility within groups participating in decision making and

organisation, and practising what they have learned, in order to improve the feeling of

belonging to the class (Ahmad and Sulman, 1995).

School social workers seek to strengthen the relationship between school and parents by

involving parents more closely in educational decision-making affecting pupils. They also

foster the relationship between school and community by making speeches, holding

meetings, inviting experts from the community to help the school activities, and other

services. This kind of service helps students to understand themselves better, to provide

them with a sharper picture about themselves in terms of their social development and

their adjustment to the surrounding environment, to improve their interaction with

others, and to learn social skills. Social workers in school can counsel with students who

are missing school frequently. Such counselling services would be of great value to the

young people whose lives contain many discrepancies and conflicts in values due to the

recent rapid development (Othman, 1992).

The Ministry of Education advises social workers keep in mind that they do not deal with

individuals only, but with the family and with the tribe as well. Family cultural values,

which may be influencing academic achievement, can only be ascertained during home

visits. Family stress can influence academic achievement and behaviour (Ministry of

Education, 1997).

An ideal communication network would look like this

Figure 4.1 Communication Network between Parents, Students, and School

Students
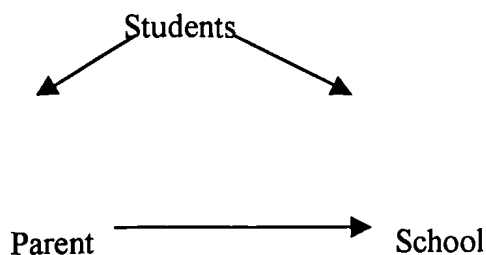
Parent ⟶ School

But the real picture looks like this:

Parents ⟶ Students ⟶ Schools
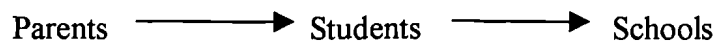
Parents have been encouraged to contact schools and it is very important for parents to visit school to be aware of the environment of the school. But the question is, who has the skills to deal with parents whether at school or at home? Teachers are not trained to deal with parents; teachers are trained to teach and work with pupils (Family Service Units, 1982). Perhaps in the last twenty or thirty years, schools used to be able to contact home during their planning periods if they wanted to contact a parent. At the present time, it is difficult to claim that. For instance in the cases of absenteeism, social workers need to call parents at work. The mother is most likely a teacher in a girl's school. In Saudi Arabia it is becoming increasingly common for parents to work. Therefore, social workers perhaps will find it difficult to contact parents. Suppose the student is truanting, what can the working parent do at that moment in time while at work? On the other hand, mothers who are teachers are more understanding of the educational process.

Milner and Blyth (1989) stated that divorce rates have increased significantly almost everywhere. For instance, in the United Kingdom, a third of all marriages at this present time end in divorce. In Saudi Arabia, according to the Ministry of Justice, the divorce rate is about 20% (Alyamamah Magazine, 1999). Social workers need to work with pupils whose parents are divorced or separated and single-parent families. Social workers may

also have pupils whose father is married to more than one wife, which is common in Saudi Arabia, so the husband is not available every day, since he maintains two households. The social worker may spend much time having to contact such husbands.

In Saudi Arabian secondary schools there are some students who are discovered by their parents from being involved in school social and cultural activities, because they fear it will affect their academic achievement. Social workers should not force anybody to be involved in such activities, but they need to explain their value to the parents. Indeed, it very important for social workers to work with pupils' families to establish a home and school partnership to create the change needed to influence students' achievement in the secondary school (Kurtz and Barth, 1989).

Educational Counselling

Educational counselling is one of the services which is offered in the secondary schools in Saudi Arabia. In the Kingdom, students' evaluations depend heavily on their performance in the essay tests which teachers conduct. Social workers consult with students regarding their educational and academic life. Social workers help new students to get to know the school and what is expected of them. They also counsel students who miss school frequently or who have absenteeism problems. Teachers often are familiar with only their own building, or even only with their own classroom. Since teachers in

Saudi schools are required to teach 24 credit hours, almost 5 lessons per day, each of which lasts 45 minutes, in addition to substitution hours, perhaps teachers have no time to contact parents. Social workers in schools can serve a liaison function with teachers and parents, helping to translate what teachers are saying to the parents. In turn they can translate to teachers the concerns of the parents. Perhaps teachers are not aware what parents mean when they say; "Tell me what I can do to help my child do better in school". Social workers can provide direct help to students, either in groups or individually by helping students with their school problems, such as problems with teachers or administrators, getting involved in extra curricular activities, learning the habits of study. For instance, some students have not thought of scheduling their homework time and also some students' home situation may not allow for consistent scheduling. Social workers in school may be able to set up a group study time on a daily basis. They could also provide teachers with information about behaviour modification and classroom discipline (Mhamood, 1998).

Another important role of social workers is to counsel and advise teachers on how to treat students in case of disciplinary problems. Social workers in schools may help teachers to modify interactions with a certain students, or can suggest the implementation of procedures for use in the classroom (Brown, 1996).

Social workers play a very important role in determining and working with students' disabilities. Social workers must be knowledgeable about the varied influence of the student's home and school environments and how they can influence academic achievement. Social workers can help improve the attitude of society toward handicapped students and make them aware that they can make a substantial contribution in the school and in the community as well (Kashik and Yousof, 1999).

Vocational Counselling

Secondary school students are in considerable need of educational, vocational, and personal development information. Social workers can teach a career guidance course to students. Secondary school students want to know about the educational opportunities available to them, and about college, university, and technical school requirements. Secondary school students also want to be aware about the world of work in order to choose an appropriate career and they need personal development information to prepare themselves.

Too often, students obtain such information by accident from a school friend or relative who in some way is acquainted with the available opportunities. In most instances, this information is inaccurate and inadequate. Also, the students do not have enough knowledge about their capability, interests and aptitudes. They only have in hand the

transcripts, containing their grades. Consequently, students may embark on a career or course of study that does not match their desires and potential, perhaps causing them dissatisfaction or loss of productivity though having to change majors or departments, going to another college or starting a new career (Al saif, 1991 and Al-Goaib, 1988).

Social workers in school can help secondary schools students by providing systematic information services that will enable the youths to make the right decisions in regard to their educational and vocational futures. The educational and vocational information services should include all the training educational opportunities available to the students in the country. For instance, they should provide information about military colleges and military careers, the names of all universities, colleges, institutions, and training centres, their locations and entry requirements, the curricula, and the requirements for completing the programme. More, social workers can make students aware of scholarship opportunities abroad, the requirements for gaining a scholarship and how to apply for them (Al-Amar, 1979).

4.1.6. Social Workers' Difficulties

It is important to understand that social workers in schools find themselves in a host setting administered and dominated by educators. They carry out to some extent a tenuous job. Social workers' unique competencies are sometimes neither recognised nor

appreciated (Sohng and Weatherley, 1996). In Saudi Arabia there are some problems

facing social workers in performing their role. These problems may relate to the

education authority, students, parents, school staff and social workers themselves.

In Saudi Arabian secondary schools there are many tasks required by various authorities

such as educational supervisors who represent the Ministry of Education, head teachers,

assistant head teachers and sometimes teachers, which put pressure on the social workers

in school. For instance, social workers are expected to do a huge amount of routine

clerical work; writing reports, filling cumulative files and maintaining school records. This

takes a lot of time, which social workers could otherwise use for activities which they feel

are more directly beneficial to students (Al-Goaib, 1988). It is possible that professionals

may experience conflict between their role as an employee and their role as a professional.

As an employee, the social worker has to follow the rules and obey superiors but as a

professional she or he must follow their own professional judgement which may conflict

with regulations and the wishes of higher officials (Haralambos and Holborn, 1995). Since

head teachers and social supervisors are involved in the social workers' evaluation, it is

difficult for social workers to disobey them when they ask them to do administrative tasks

and clerical work.

Social workers in Saudi Arabian secondary schools have come under sharp criticism concerning their pattern of role. Social workers have been accused of failing to respond to the needs of the students to whom they claim to offer assistance. Actually, the criticism arises from the very vague and poorly defined role of the social workers in schools. Moreover, perhaps, the criticism reflects the lack of trust and misunderstanding between school staff (head teacher, assistant head teachers and teachers) and school social workers. Furthermore, there is a lack of trust and respect between the secondary schools students and the social workers. Consequently, some social workers have difficulties establishing a professional relationship with secondary school students. Establishing a client-social worker relationship is a very important value in social work but one that is difficult in the Saudi tradition. Social workers have a difficult time in building such relations because the average Saudi would consider the social worker a stranger to whom they would not reveal their problems. Indeed social workers in Saudi schools face problems obtaining and maintaining acceptance by others for their role. One of the main difficulties for social workers in practising their profession in schools lies in Saudi society's traditions concerning family cohesion, family structure, and privacy. In addition, school personnel are unaware of the role of social workers in Saudi school setting. They often expect the social workers to act as substitute teachers for their classes such as sports, as if this were their only job. Furthermore, because the organisation of the service is centralised, social

workers in school are controlled too restrictively by administrators too far removed from where the counselling services are being practised. "Social workers do not have autonomy in their practise" (Al saif, 1991).

The sort of problems or difficulties that social workers in school reflect the nature of Saudi Arabian society and the atmosphere of the schools' surrounding. Faridah Al-Mosharraf (1990) noted that Arab people "experience difficulty in expressing their feelings verbally because they lack the daily terms that can explain their psychological states". Also, it is easier and socially more acceptable to complain of somatic concerns.

In addition, the clients place the responsibility on the social worker to heal them. They sometimes appear silent, expecting the therapist to guess their problem and to know the answers. The concept of working to help the self is generally non-existent. Their question becomes "if I can heal myself than why am I here?" In general clients do not work to help themselves. Most of the time, they come to the clinic because they want to talk (West, 1987).

To sum up, social workers feel that they are prevented from operating effectively because of the many problems they face, such as, administrative constraints, an inadequate level of training, an inappropriate professional model, and unclear role (Al saif, 1991).

4.1.7. Role conflict

People have roles in all social structures. A role is a set of behaviours, expectations and relationships based upon what position that person occupies. How we envisage our role in society provides the basis of how we control our lives and what problems may arise from that role (Payne, 1997). Role theory can provide an insight into behaviour problems and how people's environment changes their perception of roles in society. There have been many socio-cultural and anthropological studies which prove people are influenced by outside forces in people surroundings and by the different roles in society people hold, because every individual has different expectations (Baker, 1987).

The most important factor to remember regarding the concept of role is that it is a set of reciprocal relationships where feelings and thoughts are involved. There can be no role theory without a set of people where the roles can be created, e.g. parent and child, employer and employee, tutor and student. Role behaviour occurs the minute a person assumes a role. It becomes more evident, when people interact and influence each other. When role models complement each other, the behaviour and expectations fit well into the outer environment and promote well organised living. In some cases, however, roles are challenged, i.e. if the individual's realisations and ambitions are not the same. Roles of different kinds cannot complement each other.

Role conflict occurs mainly because of status clashes. If one does not know one's place and cannot follow certain rules for that status, it becomes impossible to be stable in that environment.

Uncertainty in role appears when someone does not understand what their role is. It is expected that social workers separate their own personal feelings and ideas so as to follow the rules laid down for them, professionally and practically. This is scarcely possible; everyone faces similar dilemmas and problems in real life, so it is obvious there will be confrontation when solving others' problems. A practical example would be that the clients (for example students) in their mind, are having a terrible, significant time, but the social worker in school is only paid for one hour or for half an hour. Also, this may create a problem because if students spend one hour, this means they may lose at least one lesson from the school day.

4.2. Students' Problems and their Needs of Counselling Services in Schools

4.2.1. Socio-culture

No society is totally stable. Social change occurs in every society, whether rapidly or slowly, and it affects all aspects of social life, whether it is demographic change, culture change, or technological change. It affects the everyday patterns of social interaction, as can be seen in the larger structure of social institutions. Social change refers to "alterations, over time, in the behaviour patterns and culture of society" (Calhoun, Light & Keller, 1994). Culture refers to "a common way of life, for example, family life, patterns of behaviour and belief, language etc." (Fernando, 1993). People change and change what they believe, because of changes in culture and social structure. For instance, when oil was discovered in Saudi Arabia the culture changed. The Saudi government needed to modernise the society and raise the standard of living. Oil wealth has been deliberately directed into social services, infrastructure, and economic enterprises designed to promote self-sustaining economic growth independent of crude oil production. The implementation of these development plans has transformed a pastoral economy into a dynamic modern society (Al-Sweel, 1993). Many people migrated from

the desert and villages to the cities and the nomadic tribes began to be settled. Bedouins

and non-Bedouins embarked upon education at all levels: male, female and adult

education (Al-Goaib, 1995). Only a generation ago, Saudi Arabia was in every sense of

the phrase a simple Bedouin society (El-Sendiony et al, 1987), but this is no longer the

case. Saudi society has experienced major and extremely rapid economic, social and

cultural developed and change. This change and development is reflected in the sudden

move from a tribal traditional society to a modern state.

Traditionally, Saudi society is a tribal society. The tribe in has long been considered

primary social units. The structure of a tribe consists of many clans. Each clan, which

includes many extended families, has a leader as representative. All these in turn are under

the authority of the leader of the whole tribe. The tribal leader traditionally had vast

influence over the other tribe members and often could resolve any conflicts that emerged

among the members. The Saudi government has given tribe leaders certain privileges. In

the early stage of unification, the government, for instance, allocated the leader of the

tribe a large block of land or cash to distribute to his tribe members. Therefore, before for

example Ministry of Labour and Social Affairs and Ministry of Education were

established, before they became well organised and before the population increased, the

government delegated to the leader of tribe the tasks of settling minor disputes or

arbitrating conflicts. These leaders gave advice on location of schools in community, and also roads, clinics, and the like; explained the plans of the government to the people and identified those in need of social services (Al-Sweel, 1993).

In the modern state the tribe has lost many of its economic and political functions, and perhaps lost much of its impact on individuals, although, the tribal function is largely retained in the extended family which functions like a small tribe. But also, in the modern society there are many people who do not belong to any tribe, for instance, those people who came from other countries for the pilgrimage and did not return to their own country. It is estimated that there are a half million Afro-Saudis, for example, most of whom now have Saudi citizenship (Encyclopaedia of the Third World, 1992).

Saudi society is undergoing rapid social and economic change on several levels. Social welfare, industrialisation and modernisation are the most important of these changes. Urbanisation, industrialisation, modernisation and contact with industrialised nations all set the stage for socio-economic change in the total structure of society, in its traditional aspects such as education and family structure in particular (Almangour, 1985). Modernisation has weakened extended family ties, including those between the generations (Silverstein and Litwak, 1993).

Among conditions which support the change from a tribal society, to a modern society, is the growth in social contact and social conflict with other groups. Western organisations have played an important role in bringing cultural change to Saudi society through experts who came to the Kingdom with their high technological commodities, usually from Great Britain and the United States, Moreover, thousands of Saudi Arabian people such as students, diplomatic staff, businessmen, and tourists visit Western countries. When they return to the country they bring new experiences, information, habits and ways of life which perhaps influence the rest of the Saudi society through interaction (Dohayan, 1992).

The change from a tribal society to the a modern one brought a steady migration of population from the countryside to all the urban centres in Saudi Arabia. Many of the population shifted from livestock farming to oil production, construction, provision of services, and government bureaucracy, all urban activities. Migration introduced typical urban problems such as unemployment, inadequate housing and social services, and a rising cost of living. Furthermore, wealth has brought a change in values. For example, some students think, since they are rich or their families are rich, why should they have to go to school or work hard for academic achievement? (Saleh, 1994). Thus, the educational system changed or was drastically modified to meet modern needs.

In every society, the family can be either the context in which growth and positive social functioning develops or a context in which a child encounters little or no emotional and physical support and no opportunity to develop in a meaningful way (Allen-Meares, 1991). Many changes in family daily life have resulted from socio-economic and educational development which have affected family size and the educational and occupational levels of wives as well.

There is a universal saying that the family is the basic unit of society and basic unit of production (Haralambos and Holborn, 1995). This is true especially in Saudi Arabia. Anthony (1982) noted that it is impossible to gain an adequate picture of Saudi social organisation without an examination of family structure.

The family is not merely a unit in which children are born, raised and prepared for life in a large community. The family contains several generations, which form a tightly cohesive group. The individual's behaviour may reflect credit or bring shame on the whole family, which is a strong force of social control (Kim, 1995). The family is generally extended. Sometimes three generations are present in a household: a husband and his wife or wives, their unmarried sons and daughters, and any married sons with their wives and children (Lipsky, 1959). Today, increase in the generation gap between the young and old and the change in values have created social, emotional and psychological

problems. Young people seem to be caught between new and traditional beliefs, ideas and values. Young people find themselves inadequately prepared and often unable to resolve their problems (Almangour, 1985).

Women, who constitute nearly half of the Saudi society, have higher status than before. The situation of wives has improved and the influence of urbanisation has changed family life. Currently, women have more opportunity to pursue their education and to seek a career. Al-Mosharraf (1990) commented on the expectations of some middle class men in Saudi Arabia saying, "middle class man wanted a modern full time housewife, a woman who dressed well, cooked well, took good care of the house, supervised his children's education and moral development and was intelligent enough to listen to his complaints and concerns, understand them and show sympathy and compassion for him. Saudi women with these qualities were not around, and the phenomenon of the foreign wife came into existence" (p. 30). Foreign wives usually come from other Arab countries. But the question is, does a foreign wife have these kinds of qualifications? This is the ideal wife. Nonetheless, changing expectations of women's role create new pressures and problems in Saudi families. Nowadays, women can earn the highest degree in education, just as men do. In Saudi Arabia, women can be teachers, university professors, social workers, doctors, or administrators and can operate their own business. These changes

have affected Saudi Arabian patterns of family life and the society as well. The age at

which couples marry is much higher now than two decades ago. The age of marriage is

linked to graduation from college (Al-Mosharraf, 1990).

4.2.2. Impact on Students

Today the public, schools and social work share a common concern about social problems

confronting children and families (Franklin and Streeter, 1995). Many proponents of

school reform see schools as a natural place for human service activities because they

provide maximum access to the majority of children and families (Franklin and Streeter,

1995; Lee, 1998; Franklin and Streeter, 1992). The ability of school social work to reduce

the incidence of maladjustment and deviant behaviour is sufficient to warrant great

deployment of social workers in schools (Marshall and Rose, 1975). It is appropriate here

to identify some needs of secondary school students in a changing society such as Saudi

Arabia.

There is more than one reason for introducing school social workers in the schools. The

number of students enrolled in schools in the Kingdom has rapidly increased. So, the

number of students' problems such as drugs, dropping-out and truancy has been observed

to increase (Al-Thumali, 1984).

Saudi Arabian secondary school students have shown their interest and need for a qualified

worker to assist them with their persistent problems. Many work opportunities are

available to young Saudis and they need someone to point them in the right direction (Al-

Goaib, 1995). Social and personal adjustment needs must be considered in guiding young

people. Changes in moral codes and social norms produce anxiety and frustration among

young people who are at a critical phase of growth and development. The search for self

identity is further complicated by the increasing value conflicts between generations

between parents and their children in particular. Since a generation gap has threatened

the stability and continuity of the family structure, the understanding of problems of the

young people is essential.

Al-jazirah newspaper (1997b) interviewed some young people in Saudi Arabia and most

of them agreed that they experienced pressures from their family as regards career or

academic choice. Father's occupation, family wishes, and family contacts usually

determine the vocations of children. Saitama discussed the strong family pressures in the

traditional Arab family and Saudi Arabia is no exception; "it stresses conformity to family

standards" (quoted from Al-Ahmady, 1989). The guidance and counselling services can

help secondary school students to cope with such pressures, and also provide information

which will enable the students to make appropriate, informed educational and vocational

decisions. Information can be provided on personal and social development, to help

students understand themselves better and adjust to the surrounding environment, to

ameliorate their interaction with others, and to learn social skills (Al-Dossary, 1981).

As a result of the rapid expansion of educational services, there have been a lot of

education problems among Saudi students such as conduct disorder, truancy, and

scholastic difficulties which appear to be increasing. Within this context, "teenagers

often bear the brunt of changes and culture conflicts, and there is a pressing need to

provide them with a wide range of social and psychological services" (El-Sendiony et al,

1987).

Most of the time young people strive for independence, although, in a traditional family

such goals become difficult to accomplish. Consequently, a conflict arises between

striving for independence and loyalty to family. In Saudi society social pressure limits the

individual's freedom of choice and self -actualisation. Young people in the Kingdom are

participating through an event transition between the old and the modern. Some factors,

for example, conflicts of values between young and their parents, their interest to be

independent, and the feeling of being misunderstood by their families make them seek

support and warmth from their peers. The influence of peers among Arab pupils is much

greater than is recognised. The family pressure for conformity to family customs and

norms and attitudes, indirect communication, and difficulty in conveying feelings and thoughts all contribute to the influence of the peer group on the life and decisions of youth. Youths prefer their peers' help in educational and vocational concerns and sometimes about their future rather than their parents' advice.

The direct interaction among the Saudi family members influences the individual' s personality and way of life. Family members are trying to adjust to rapid change. In Saudi families, conflict often appears because the younger members of the family acculturate faster than the older members of the family. Moreover, parental approval is important, but it can leave little room for an individual's assertive behaviour. Consequently, indirect communication and suppression of feelings are common in the family surroundings. Denial of anger is common. Because the traditions of the family do not provide a chance for the release of feelings and expression of thoughts, psychological concerns are transmitted into somatic complaints.

Conclusion

The Kingdom of Saudi Arabia, which was until recently a nomadic, impoverished society, whose way of life had not changed substantially from the eighth to the latter half of the twentieth century, has experienced hundreds of years of modernisation in just a few

decades. In such a setting in the Kingdom, the maintenance of religious and cultural traditions serves as a vital stabilising function in what is otherwise "a bewildering world of terrifying flux" (Dubovsky, 1983).

In Saudi Arabia it is assumed that the desirable development of students must be in line with the culture and traditions of the society. The challenge is in supplying conditions that facilitate, intensify and encourage development. The guidance and counselling services provided by social workers can play a crucial role in the development of students.

It has been noted that Ministry of Education, represented by General Administration for Guidance and Counselling, is aware of the role guidance and counselling can play and is striving to develop a guidance and counselling programme reflecting its spiritual, philosophical, social and educational objectives and beliefs. Before investigating empirically the role of social workers in that system, it may be of interest to consider previous findings regarding actual and ideal roles of school social workers in both Western and Arab settings. This will be the focus of the next chapter.

CHAPTER FIVE

REVIEW OF RELATED

EMPIRICAL LITERATURE

Contents

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REVIEW OF RELATED

EMPIRICAL LITERATURE

Introduction

The social worker's role has remained quite broad. Social workers in schools are involved

with pupils, teachers, parents, and the broader community and use various methodologies

to assist the school, families, and local community work with each other and with the

pupil, and to assist all the students to discover their own resources and make use of the

opportunities the school, family, and community have to offer (Constable and Walberg,

1988).

The main aim of this chapter is to report empirical studies which help to clarify the nature

of school social work, and the problems involved. The main body of the chapter is

divided into three sections. The first reports some studies conducted in the United

Kingdom and United States and the second examines studies carried out in the kingdom

of Saudi Arabia. This is followed by a third section which highlights some of the main

themes emerging from the literature.

5.1. Western Studies

Several empirical studies have endeavoured to determine the focus of social work practice in schools. An early study by Costin (1969) is considered as a landmark among these studies and a major study in the school social work field. Since then, a number of studies have further clarified and determined the evolving role and current tasks of the social worker in school. Also, some studies have explored the role and functions of the social workers in the schools as perceived by school administrators, pupils, professionals, and social workers themselves (Alderson and Krishef, 1973; Staudt, 1994).

Costin surveyed 354 school social workers from 40 American States and the District of Columbia, but only 238 questionnaires were returned for analysis. Systematic random sampling was used to select the respondents in this study, which sought to answer two main questions appertaining to the roles of social workers in schools. First, how do professional social workers define the content of school social work and relative importance of its parts? Second, does such a definition provide a promising basis for experimentation in assigning responsibilities to social work staff with different levels of education or training? In order to answer these two questions, Costin examined 107 tasks performed by social workers in schools. Every individual item embodied a specific activity pertaining to students, teachers, administrators, parents, and community agencies

and interest groups as well. For each task, respondents were asked to rate its importance on a 4-point scale from 0 (not important) to 3 (very important). They were then asked to indicate whether they thought the task could be delegated to a person with a lower level of education and professional preparation than that of the respondent. Opinions were expressed via a 4-point scale indicating whether a task could 'never', 'occasionally', 'frequently' or 'always' be surrendered to staff at some lower level of education and training.

Factor analysis suggested that the school social work tasks could be classified into eight content areas which were, in order of perceived importance: casework service to children and parents, caseload management, interpreting the school social work service, clinical treatment of emotional problems, liaison between family and community agencies, interpreting the child to the teacher, educational counselling, and leadership and policy-making. A ninth factor, personal services to the teacher, was rejected by respondents, who ranked the tasks in this group very low in importance and frequently made marginal comments suggesting that they were "inappropriate" for a school social worker.

Social workers were reluctant to delegate. The highest assignability rating was for caseload management. This was probably seen as the most assignable activity because it consists of fairly routine tasks, which can probably be defined and directed comparatively easily. In

the area of "leadership and policy making" and "liaison between family and community

agencies", there were correlations between importance and assignability; in other words,

respondents were more willing to delegate the tasks they saw as less important.

Costin viewed these findings as reflecting a perception of social work influenced by the

literature of the 1940s and 50s, when social workers were devoting much of their time to

developing casework services. The low importance attached to "leadership and

policymaking" suggests an unwillingness among social workers to exercise professional

leadership within the school and community, although this could potentially be important

for addressing the conditions which contribute to young people's learning problems.

One of the early studies conducted in Great Britain was by Lyons (1973) who reported on

the role of the school social worker as practised in the London Educational Priority Area

(EPA) schools. Three- quarters of the pupils seen by the school social worker were

referred by school staff, predominantly head teachers. A further 16% were referred by

various other professionals, e.g. medical personal, health visitors and other social workers

(i.e. social workers outside the school, who might be involved with the pupil's family for

various reasons). 8% of the cases were identified by the school social workers themselves.

There were no cases of pupils themselves seeking the help of the school social worker.

Reasons for referrals came into 5 main categories: 1) social (e.g. family's financial

hardship, social problems, problems concerning relationships within the family). These

accounted for 29% of cases; 2) behaviour (aggression; unhappy, withdrawn behaviour; or

behaviour not normally characteristic of the pupil in question), which accounted 29%; 3)

educational (e.g. poor progress) accounting for 19% of cases; 4) medical (e.g. pupil who

may not be receiving needed medical treatment: failure of communication between home

and school regarding the pupil's medical condition), which accounted for 13% of cases; 5)

absenteeism and lateness, accounting for 10%. 18% of school social workers' time was

spent in contact with school staff (head, class teacher, school medical staff, secretary etc).

24% was spent in contact with colleagues outsides the school (mainly in the educational

services; to a lesser extent, in social work and medical services. 13% was spent in contact

with families (mainly involved in home visits, but also letters and telephone calls). 34%

was devoted to administrative tasks, such as recording and reviewing information, and

discussion with the social work consultant. The remaining 11% was spent in travelling.

A study conducted by Alderson and Krishef (1973) had as its main aim to evaluate the

needs for differential staffing of social work programmes in Florida, United States. This

study attempted to answer two questions: How do the social workers in schools define the

importance of their tasks and how willing are they to delegate tasks to those with lesser

education?

The same questionnaire, which had been used in Costin's study, was utilised as the main instrument for collecting data in this study. It contained over 100 items, each one identifying in behavioural terms a task in school social work. Of 494 questionnaires posted, 207 (45%) were returned. The major findings in this study were significant in scrutinising the perceptions of social workers in relation to the importance of the tasks they carry out and their conception of the functions which they perform in the schools. Social workers in the schools perceived their role as one of importance, influencing the life system of the school and community of which they are an element, for the gain of the young people in schools.

Rose and Marshall (1974) investigated the role and relationship with teachers of social workers in schools participating in the Central Lancashire Family and Community project. The project took the form of a number of pieces of action research in urban areas, with a view to combating delinquency. The first project to be started within this broader initiative was one of attaching social workers (broadly defined to include teacher-counsellors or other trained persons) to five schools. Recognising that the effectiveness of the field workers' operations might be affected by the setting in which they were carried out, Rose and Marshall interviewed all teachers in the first two schools involved in the project, at the beginning and end of the 3-year social work attachment.

Most teachers, both before and after the attachment, saw a need for a school social worker, in view of the social deprivation of the areas in which they worked, and the high proportion of students perceived to be maladjusted or likely to become delinquent.

The vast majority of teachers saw teaching itself as a social work job, and reported making efforts to help individual children outside school work, particularly by seeing students in private to give them advice. Over half, however, had never corresponded with parents or visited a child's home and around three-quarters had never discussed a child with an EWO, health visitor or juvenile liaison officer. Interestingly, however, more teachers in the second round of interviews (i.e. after the social work attachment) than in the first, reported involvement in such interventions. Time and lack of training were cited as the main constraints against teachers performing such activities.

Sixty-nine teachers were interviewed at the end of the attachment, about the social worker's role. Teachers' contact with the social worker varied from "none at all" (only one teacher) to "very much" and 55% had referred at least one child. There was a large measure of agreement that social workers were involved in individual casework and work with other social work agencies, but uncertainty as to their involvement in other activities. When asked what they thought social workers should do, they gave high priority to discussion with teachers, advising teachers, home visiting and court reporting.

They were less certain about whether social workers should be involved in school organisation, teaching, extra-curricular activities and careers advice. These answers, the researchers claimed, reflected social workers' own perceptions of their role.

The main disadvantage perceived from the attachment of a social worker was teachers' loss of authority and control, but the majority saw this as outweighed by the advantages of information provision, improved home-school links and so on.

Regarding teachers' perceptions of social workers' ideal role, this varied according to the teaching style and orientation of the teacher. "Integrative" teachers (those who saw teaching in terms of the child's all-round welfare and development) were more in favour of the social worker being involved in school organisation, advising teachers, careers advice, discipline and group work. "Instrumental" teachers (who saw education as concerned with the use of acquired skills to impart specific facts) wanted the social worker to be more concerned with those activities which did not involve teachers: individual casework, first-aid, extra-curricular activities and home visiting.

The search for a suitable and effective role for social workers in treating students' problems, and achieving social work goals in schools provided the impetus for Meares' study (1977). 832 names were selected randomly out of a total of 4,497 people from 39 states in the United States, all of whom were identified as school social workers. A

modified version of Costin's questionnaire was mailed to the respondents and 51%

returned it.

Factor analysis revealed seven activity categories: Leadership and Policy-Making;

Educational Counselling with Child and Parents; Facilitating Utilisation of Community

Resources; Preliminary Tasks to the Provision of Social Work services; Clarifying a

Child's Problem to Others; Facilitating School-Community-Pupil Relations and

Assessing the Child's problems. The findings of this study showed that clarifying students'

problems to others was reported as more important than any other factor. Leadership and

policymaking was reported as of significantly less importance for attaining social work

goals than all other factors. Factor 3, concerning the Utilisation of Community

Resources, also scored low. Allen-Meares concluded that the remaining five factors

comprised a definition of school social work as practised at the time of her study.

Wolstenholne and Kolvin (1980) carried out a study of teacher attitudes to social workers,

called "Social Workers in Schools-the Teachers' Response". 73 U.K. teachers who had

been involved in a school-based social work programme completed a questionnaire,

which reported their attitudes to the programme. During the programme, teachers had

directly participated in consultations about student's management with social workers,

with a view to raising teaching staff's awareness of student psychological behaviour and

supplying teachers with relevant family and social information to help them in a management plan. The authors found that consultation, in the view of a third to half of the respondents, was not seen as very useful in providing teachers with practical techniques for coping with students. On the other hand, from 51-65% of teachers found consultation to be of some use in aspects of pupil handling. Teachers reported increased understanding of students' behaviour and family background. Three quarters of the teachers would have liked more advice, but opportunities for discussion were constrained by timetable demands.

80% of the teachers saw contacting uncooperative parents as an important role for social worker in school. Interestingly, teachers opposed the idea of contacting parents themselves. When teachers were asked if social workers should confine themselves to social problem families, their response was mainly negative (61%) suggesting that they found other social worker roles valuable. Among the sample, young teachers were more favourable towards social work in schools in terms of wanting more advice and being less inclined to perceive the social worker's role as participating with only with problem families. Wolstenholne and Kolvin concluded from their findings, that even with a limited amount of contact, social workers can make a positive contribution in schools.

A study conducted by Staudt and Craft (1983) in Iowa attempted to investigate perceptions of the actual and ideal functions of social workers in schools. In other words, how do school personnel currently see the main role of the social worker, and what would they like the main role of school social worker to be? All head teachers, special education teachers, general teachers, of grades 2,5 and 8 and high school guidance counsellors in 28 school districts were surveyed of whom 44% overall responded (337 responses). A questionnaire was used to collect the data from all groups.

The services perceived as most frequently performed by the social worker were ongoing direct services to individuals, families and groups (52%), home-school-agency liaison (19%) and short-term crisis intervention (18%). When asked about the ideal role, teachers ranked the first of these higher than the actual role (68%), the second almost identically (18%) and the third much lower (4%). Respondents were also asked to prioritise the three social work services, out of a list of 12, that they perceived as most needed. The authors found that respondents ranked individual student counselling, liaison services, and family counselling as the top three tasks. The lowest ranked services were classroom work, programme planning and work with parent groups.

A descriptive study was done by Fjellberg (1987) in University of Illinois at Chicago, America. One of the main purposes of the study was to identify which of the tasks social

workers do in schools they consider most important and least important. A questionnaire

was used to collect data from high school social workers, selected at random. Over 77% of

social workers reported that working with individual students was their most important

task. Another task, which was given high importance by respondents, was staff

consultation (51%). Likewise, working with groups of students scored highly (48%), and

working with parents was assigned high importance (45%) by social workers. The

researcher found that the tasks regarded by school social workers as least important were

policy development and involvement in special education meetings; only 7% ranked these

tasks as having high importance. Furthermore, referral to outside agencies was not

considered an important task by most social workers; only 12% ranked it as having high

importance.

A survey carried out by Lee (1987) sought to assess school social workers' perceptions of

their role, in order to describe the models of practice currently used in Louisiana, United

States. A random sample of a total of 120 social workers in schools were asked to rate 26

items on a Likert-type scale based on present practice activities. The items included in

the survey instrument were based on job descriptions, input from social workers, previous

studies and state guidelines. 82 completed the questionnaire. In this study, Lee found that

the tasks in which social workers were involved most frequently were interviewing,

consultation, and data gathering skills. A variety of intervention activities, both direct and indirect, as well as activities related to the evaluation and placement of handicapped students, were reported as being performed with moderate frequency. The tasks which social workers carried out least frequently were training, programme development, disciplinary hearings, and group counselling. Factor analysis identified eight activity groups, which were ranked in order of perceived importance as determined by the overall mean frequency for each. These were: 1) tasks preliminary to service provision, such as intake of referral information; 2) diagnostic activity; 3) assessment activity; 4) school-home liaison; 5) family intervention; 6) counselling; 7) resource development; and 8) provision of supplementary services to the family.

Compared to the studies of Costin (1969) and Allen-Meares (1977) discussed earlier, Lee's findings suggest a stronger emphasis on tasks that represent the diagnostic and inter-professional team aspects of practice. It should be noted that some ten years separated Lee's study from the earlier ones, during which school social work practice would have been influenced by legal changes, specifically the introduction of P.L.94-142, the Education for all Handicapped Children Act of 1975. The importance of liaison activities in all three studies suggests that this is a stable dimension of school social work practice. The low ranking of resource development activities supports Costin's (1969) suggestion

that social workers were not proactive in providing professional leadership in the wider community.

A comprehensive understanding of student problems that draw social workers into school involvement with parents, and the actual service social workers provide parents to help alleviate the problem, was what Kurtz and Barth (1989) sought to obtain. School social workers across the United States participated in a survey based on a questionnaire which consisted of 21 items relating to school students' problems such as truancy, dropout, academic discipline, delinquency and teenage pregnancy, as well as home environment problems such as abuse, neglect, child rearing and management, and parent child communication. Respondents were also asked about their use of intervention strategies, such as parent conferences. School social workers saw involvement with parents as an essential part of their role. In addition, social workers spent significant time engaged with parents; about 37% of their time. They were working with parents more than other school personnel. Social workers, however, indicated that they worked primarily with low income and single parents. Furthermore, related to students' problems, respondents ranked handicapping conditions, discipline, and truancy as the factors resulting in most parental contact. Parent conference was the intervention most frequently used by social workers for these problems and others such academic failure. As regards family-based

problems, the main concerns were child-rearing and management, followed by parent-child communication. Again, parent conference was the most commonly employed intervention.

Kurtz and Barth's study is important in its effort to focus intensively on a single aspect of school social work, and provides support for the importance of home-school liaison activities asserted in other studies. Nevertheless, the information it provides is somewhat limited. The locations, duration and outcomes of "family conferences" are not clear. Thus, the study leaves us no wiser about what social workers actually do during parent contacts and whether, or in what way, student or school life is changed as a result. It should also be viewed with caution in that the survey sample, though large, was not random and probably not representative, based as it was on snowball sampling, personal contacts and the role played by the Network for the Evaluation of School Social Work Practice in distributing the survey to its members.

A study conducted in Iowa by Staudt (1991) examined head teachers' and teachers' perceptions of actual and ideal performance of the school social work role. The aim of this study was to discover special education teachers', principals', and school social workers' perceptions of how often certain social work services are provided and the degree to which they would like the service to be provided. A questionnaire was used in

this study, listing 19 school social work services. Frequency of provision was ranked on a

4-point scale from 0 (never provided) to 3 (frequently provided). Staudt's study found

that the three samples had similar opinions on which services they viewed as provided

most frequently. Consultation with individual students, liaison services, and participation

in special education placement staffing were seen as provided more frequently in the view

of all groups. Some other services which were seen as provided quite often included

referral activities, and counselling with students and parents on students' needs and

achievement. On the other hand, the services reported as rarely provided were

programme planning in the school and community, and research activities. Student

group work was seen by social workers as provided more frequently than by teachers or

principals. This disparity of views may have arisen because social workers were assigned

to more than one school and may have been rating their total output, whereas teachers

and principals would only be aware of the service provided in their own schools.

Some differences were found between actual and ideal roles of the social worker; teachers

and principals wanted social workers to provide more non-student-specific consultation,

family counselling, group work and parent counselling. All three groups thought social

workers should be more involved in the development of students' individual Education

Plans.

Stautd's study is interesting in that it is the only one, among those reviewed, to distinguish

between actual and ideal roles. However, the study was focused specifically on special

education, and was conducted in a state where children with special needs are commonly

integrated into mainstream schools. This was clearly reflected in the study's findings. It is

likely that if the study has investigated the perceptions of teachers other than those in

special education, or been conducted in a setting where there is little or no integration of

children with special needs in regular education, a different picture of social workers'

activities might have emerged.

A comparative study using in-depth interview with social workers, together with

observation of their daily schedules in schools in London and the Midwest United States,

was carried out by Link (1991). The interviews were drawn from a sample of 30 school

social workers, 15 from London and 15 from the Midwestern United States. The study

tried to find out the factors that influence the ways social workers offer services to schools,

and specifically to explore possible tensions created by the social worker's "guest" status in

the school and the conflict of values that may result.

In both countries, it appeared that social workers accommodate the conflicts they face

when working in a host setting at professional, personal and organisational levels. At the

professional level, there was a split between the processes of social work and those of

teaching. In the U.K. this was felt in relation to teachers' tendency to view the social

workers as a truant officer, while in the U.S., the workload was often dominated by tasks

related to special education. Another area of professional dichotomy is the divided use of

authority, the tension between care and control of students. At the personal level,

elements of working style such as expectations of the job, attitudes concerning autonomy

of action, and sociability needs have to be accommodated to the work setting.

Organisational imperatives affecting the social worker's role include physical surrounding

(e.g. whether these are welcoming or intimidating to clients) and communication styles.

Faced with these sources of tension, some social workers may be absorbed fully into the

school system, accepting loss of professional autonomy and submerging themselves in

paperwork; others maintain a strong commitment to their perceived roles as student

defender, parent advocate etc., and may feel alienated in the school setting; still others are

able to negotiate a balance between their affiliation with social work colleagues and their

respect for and collaboration with teachers.

This is an interesting study for its recognition that school social workers are guests within

a system whose values and processes may be in conflict with those of the social worker.

Also interesting is the evidence of different perceptions and experiences of school social

work between the U.K. and U.S.A. This highlights the importance of recognising that

social institutions are culturally conditioned; thus, the findings of all the studies reviewed here must be seen in context; we cannot expect to find a definitive, universal picture of the school social worker's role.

5.2. Saudi Studies

One of the first surveys in Saudi Arabian intermediate and secondary schools was conducted by Al-Gadhi (1981). This study attempted to identify the social services available in the schools in the view of male head teachers in 4 high schools and 16 intermediate schools in Riyadh Educational District in the Kingdom. An open question questionnaire was used to collect the data from the head teachers. The findings in this study indicated that the main services available were health services and group counselling services. Home and environmental services were the least likely to be available in schools. When the respondents asked who carried out the guidance and counselling in the schools, 18 out of 20 head teachers reported teachers, but 8 of them said these tasks were performed by social workers. Furthermore, the author found that all the head teachers except one thought there should be social workers in the schools. Ultimately, what head teachers thought would most improve guidance and counselling services was to appoint qualified social workers, give training to those providing the services and co-ordinate the schools' services and university services.

This study was undertaken before the establishment of the current guidance and counselling programme in Saudi Arabia, so, it is not surprising that in Al-Gadhi's study (1981) the school and the community were unaware of the services provided in schools.

Al-Ahmady (1983) examined the actual and ideal role of school social workers in universal secondary schools in the Kingdom of Saudi Arabia (these types of schools do not exist any more) as percvied by a variety of school personnel. A questionnaire consisting of 25 items presented the functions carried out by school social workers in Saudi Arabian secondary schools. The author surveyed four groups: administrators (4), vice principals (4), social supervisors (school social workers) (4) and teachers (188). Only males were contacted. Of 200 targeted individuals from all the four groups, 45 percent (90) responded.

Al-Ahmady found that the five functions reported as the most important actual roles of social workers were as follows: help students with social problems; see students before they go to the vice principal when in trouble; help students select and adjust their programmes to meet their individual needs; attend staff meetings; help new students to know the school and what is expected of them. The functions reported as least important actual roles in respondents' views were follow-up studies on students who have graduated; and providing teachers with information on behaviour modification, classroom discipline and helpful hints, etc.

But this study examined only four school social workers; moreover only 45% of the sample replied and the study did not indicate to which groups those who did not return the questionnaire belonged. In addition to that, large numbers of respondents misinterpreted questions and left many of the items blank without answer. The sporadic nature of the responses obtained made the results unreliable and perhaps invalid for the purposes of making generalisations toward secondary school students. Many significant differences were found between the actual and ideal functions. This result can be questioned because all four groups: administrators (4), vice principals (4), social supervisors (social workers) (4) and teachers (188), were analysed as one group, which would be dominated by teachers. Indeed, since the other three groups targeted were represented in the sample by only 12 people, and given the high level of non-response, there is a strong possibility that the views of one or more group may not have been represented at all in the responses analysed.

In 1986 Shbeer investigated high school students' problems as viewed by secondary school students, school social workers, and experts as well. All the three groups were male. The study took place in the capital of Saudi Arabia, Riyadh. 316 students were selected as a random sample, with 5 social workers and 5 experts. Two different methods were used to collect the data in this study. An interview was carried out to obtain information from the

experts and two different sorts of questionnaire design were used to gain data from

students and social workers.

The author found that the most common problems among high schools students from the

point of view of social workers were school failure, missing school, smoking, and

subversive behaviour. The least common problems listed by them were pilfering, and

sexual problems. In the students' view, the main problems they faced were assimilation

difficulties in some courses, leisure problems, lack of peer sincerity, and lack of family

involvement in discussion matters. When the social workers were asked about their

suggestions for solving students' problems they indicated a need for co-operation between

home and school, and that school social workers should concentrate on students'

problems and not be over-burdened with other tasks. The experts, when asked about

solutions for high schools students' problems from an Islamic perspective, reported that

the persons should be integrated into groups conforming to social norms and they should

implement Islamic values. The experts noted that in order to solve students' problems,

the socialisation process should be given attention from childhood.

A study in the school social work field was conducted by Al-Goaib (1988) in Riyadh

Educational District, to identify obstacles to the professional practice of the social

worker's role. The samples of this study were a random sample of 223 students (male), a

purposive sample of administrators, all 60 social workers (male) in the schools, ignoring

schools without social workers. Two types of questionnaires were designed to gather data

from students and social workers, but in the case of administrators, interviews were

carried out

Regarding factors which hinder the social worker's role, 40% reported being burdened

with administrative work, 40.5% claimed that teachers did not co-operate in referring

pupils to them, and 16.7% noted that that the head teachers were not convinced of their

role. Finally, 56.8% of social workers expressed that school personnel (teachers, head

teachers) and Educational Administration (social supervisors) were not clear about the

school social worker's role. Beside that, the study found that 81.7% claimed parents did

not follow up students' academic and behavioural problems, and difficulties emerged in

holding meetings with parents related to a student's case, as 61.7% reported. At the same

time, 58.4% of the social workers said parents did not allow them to visit them at home.

In addition to all the foregoing issues related to parents, only 11.7% came directly to the

social worker and 65% saw the head teacher before the social worker in relation to

students' problems.

Al-Goaib reported some hindrances which limited social workers role in schools in

students' perceptions. They thought that social workers were not concerned with their

problems and 53.5% of students indicated that the social workers did not get their permission when they wanted to contact their parents. Only 70.5% of students expressed that the social worker met them in a separate room and the rest claimed meetings took place in the head teacher's office, teacher's room, or in the classroom. When the head teachers were asked what procedure they adopted when they discovered students' cases, 91.7% reported they transferred the case to the social worker.

Al-Turary and Al-Sage (1992) tried to ascertain the guidance and counselling activities actually performed in Saudi Arabian schools in Riyadh City. A questionnaire was used to gain data from various groups. A total of 200 respondents were selected: social workers (37), students (19) educational supervisors (13), teachers (32), and parents (19). One of the main issues covered in the questionnaire was how do social workers perform their tasks? Regarding consolidating the relationship between home and school, about 50% of the educational supervisors, teachers and parents agreed that social workers performed their tasks very correctly, but 10.5% of parents and 6% of teachers reported that social workers did not perform their tasks very correctly. In general, Al-Turary and Al-Sage's study indicated that most teachers, parents, and educational supervisors agreed that social workers performed their tasks correctly. On the part of students, it was noted that social workers were not involved in academic and social activities.

Al-Askar (1995) conducted a study, the main aims of which were to identify the

counselling services in schools, and to recognise the difficulties facing the social workers.

The survey study was carried out in Riyadh City. Two questionnaires were used to gain

the data from the two types of respondents: social workers and social supervisors. The

most important functions, according to the social workers, were following up and helping

students who do not do well in school (95%), helping students to recognise the facilities in

school and using them in beneficial ways (89%), meeting parents and providing them with

information on students (80%), encouraging students who do excellent work in school

(74%), and helping administrators and teachers (70%). Functions which were not seen as

important were providing information for cumulative files (10%), performing teachers'

job occasionally (12.5%), and supervising other group activities (19%).

The study also highlighted the difficulties which social workers faced with school

administrators. 25% always and 40% sometimes were burdened with other tasks unrelated

to their job, while 14% always and 36% sometimes experienced interference in their

work. 5% always and 25% sometimes faced lack of trust from school administrators.

Moreover, 64% said teachers sometimes do not give attention to the social workers'

orientation and more than half said they were not co-operative. School social workers

reported that sometimes (65%) or always (7.5%) their students do not follow their

guidance, also social workers said sometimes (24%) or always (2.5%) their students do not

trust them. Difficulties emerged in dealing with parents who do not follow up their

children and are not co-operative. The difficulties, which social workers had in dealing

with social supervisors were imposition of instructions and criticism without giving

suggestions. The two main functions the social supervisors saw social workers perform

were following up students who do excellent work and following up students who are

absent regularly. But the vast majority of social supervisors indicated that the social

workers seldom give advice to teachers to help them in their job. With regard to

difficulties, the social supervisors agreed with the social workers that the latter face a

burden of tasks unrelated to their job, and there was no co-operation with the social

workers.

The Department of Guidance and Counselling in the General Educational Administration

in the Western Region in Saudi Arabia conducted an effort (1996) to review the actual

practice of social workers and to find out the difficulties which the social workers were

facing in carrying out their role. A questionnaire consisting of 100 items was distributed to

the various social workers in elementary, intermediate, and secondary schools in Jeddah

city in the Saudi Arabia. A stratified sample was used to obtain the data from 60 male

social workers. 40 of them responded, of whom 25% were working in secondary schools.

The authors found that the first function social workers perform (reported by 67%) is clerical work, such as preparing files and keeping circulated notes and reports in them, and writing reports about meetings and conferences in the school. The second function performed by social workers (63.7%) was attending meetings and gatherings of various kinds, such as meetings with parents, and teachers' meetings in school. Furthermore, this study indicated that 62.5% of social workers performed school functions, such as helping the administration with some administrative work, and participating in registering new students. Consolidating the relationship between school and home was carried out by 47.1% of social workers, for example by calling parents and phoning them about students' cases and inviting pare to school on social and educational occasions. In addition, this survey showed several difficulties that faced social workers in the schools. 90% of the social workers ranked the lack of parental interest in the student's achievement as the main difficulty they faced. The second difficult issue was the negative attitude of teachers (87.5%). Also, lack of co-operation between home and school was reported (82.5%). The authors found that among the difficulties was a lack of incentive encouragement (70.5%). Two thirds of social workers indicated that being occupied with paper work was one thing that limited their role.

5.3. Discussion

It is clear from the above empirical research that the role of social workers in schools has been examined in various countries: United Kingdom, United States, and Saudi Arabia. The western literature was more specific in the description of the methodology used than the Arab studies. For example, some literature did not explain how the samples were selected, or how the researcher distributed questionnaires and gathered the data. The sample of the Western literature included people with (M.S.W) but this was not the case in the Arab studies.

Western literature investigated both males and female but the Saudi Arabian studies were different their samples contained only males. This is nothing to do with discrimination between genders, but happened because the social and educational systems are separate in accordance with the culture in the Kingdom; males are not allowed to enter the female institutions and the females are not allowed to enter the male institutions. Indeed, this is one of the limitations of this research. Furthermore, most of the Saudi Arabian studies were conducted in Riyadh Educational district and most of them were carried out in Riyadh City, the capital, so some other regions need to be examined.

In general, in most of the empirical studies included above, there are both differences and similarities in the views expressed by the respondents. In Costin's study (1969), leadership

and policy making were reported as of little importance and a very similar finding emerged in Meares' study (1977) but there was a major difference in finding related to this factor in Alderson and Krishef's study (1973), where this factor was regarded as one of the most important. This might be because the majority of the respondents had a master's degree in social work, or because of the democratic, non-centralised system. Both the first two studies showed reluctance to delegate tasks which social workers considered as important.

It was noted in the review of theoretical Arabic literature in chapter two that when school social workers were appointed in Egyptian schools, the head teachers were afraid of losing their authority. The same idea was expressed by teachers in Rose and Marshal's study in Great Britain. It was hoped that the social workers would carry out "the consultative role in relation to school staff" (Lyons, 1973). Some teachers seemed to be unaware of the social workers' aim or the duties they performed, since they expressed quite strongly the view that social workers should teach, in Rose and Marshal's study. Teaching is an uncertain area in social work. If the teachers are willing to sell their job, the social workers should not allow others who are not qualified to carry out their profession. Social workers have skills and values that distinguish them from, for instance, teachers and head teachers or school nurses (Pryor, 1991). However, if the school staff fear to lose their

authority and believe that they can carry out the social worker's job, this kind of outcome can be expected.

In general, the Western and Arabic literature agreed that the relationship or co-operation between school and home or the partnership between parents and social worker is helpful for secondary school students and it is one of the primary tasks of school social workers to foster such relationships. More than one Saudi study reported a lack of parental interest in students' academic achievement; this was reported by more than 80 percent in Al-Goaib's study (1988), and more than 90 percent in the Educational Administration in the Western Region study (1996). This might occur because many parents are illiterate or only semi-literate. Al-Goaib (1988) found that 20 percent of his sample's parents were illiterate and in general, 85.5 percent of the students' parents had not passed the sixth grade in the elementary school. It is interesting that when schools invite parents to parents' conferences in schools, few people attend and most of the people who come are non Saudi parents, because they are more educated and they know the school's functions better then illiterate parents. In rural areas, transport problems may also impede parental involvement with the school.

Most of the Saudi Arabian studies showed agreement that social workers are burdened with other tasks unrelated to their job, and most of this work involved simple

administrative activities. Some social workers also indicated that they have no separate

office in the schools, so it is difficult to maintain confidentiality. This might be one reason

why some social workers reported that some students do not express their problems to the

social workers.

One study (Al-Askar, 1995) showed a worrying finding, that the social workers believed

that head teachers sometimes or even always did not trust them. Moreover, when the

social workers were asked about confidentiality, 24% of them they expressed that their

students do not trust them sometimes. Only 41% of the workers indicated that their

students trust them always. Confidentiality is the main principle in social work. The

social workers must understand this issue and must respect their clients, otherwise they

will lose them. When Al-Shnwe (1996) asked what characteristics the school social

worker should have, among 46 characteristics, confidentiality was the top priority for the

respondents.

Some studies such as those of Al-Goaib (1988) and Al-Askar (1995) pointed out the

difficulties facing school social workers in Saudi Arabian schools as a result of interference

in their work, sometimes from head teachers and sometimes from teachers. Studies also

found that social workers have difficulties in contacting parents in order to follow up the

students. Some parents do not understand the school function, still less the school social

worker's role. Moreover, one study showed only 22% of students seek help from the school social workers by themselves (Al-Ghamedi, 1993). More than one Saudi study indicated that the school social workers have no separate room where can they meet and consult with students in private. If social workers are based alongside teachers or administrators in the school, students may fear that teachers will recognise them when they go for help and that they may be stigmatised.

The present study is different from preceding ones in that all the social workers this study are Saudi, but this was not the case in previous studies. In some of them, nationality was not indicated and in others, the majority of the social workers were not Saudis, especially in those studies conducted in the early 1980s. Furthermore, this study is carried out in a region, which has not been surveyed before, and surveys secondary school students to gain their opinion about the school social workers' functions, which not all the previous studies have done. Since the students in secondary schools are the pupils who are the main target of the guidance and counselling process, they should have a right and they should be given an opportunity to express their feelings toward the services, which are provided for them.

Conclusion

This chapter has discussed a number of empirical studies, both Western and Arab, conducted in the field of social work in school, mainly in secondary schools. In this empirical chapter it has been shown that there are differences and the similarities among the studies mentioned. The western studies were carried out with clear reliable methods but this was not always the case with the Arab studies, due to cultural factors in Saudi Arabia society. In the next chapter, the methodology will be described which was employed to explore the issues raised by the literature, in the present study.

CHAPTER SIX

METHODOLOGY

RESEARCH DESIGN AND PILOT STUDY

Contents

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METHODOLOGY

RESEARCH DESIGN AND PILOT STUDY

Introduction

The aim of this chapter is to describe the methods and strategies which were used in this study, including gaining access to the required population, selecting the sample for the study and the rationale for using the chosen instruments. The pre-testing of the instruments and the light that this shed on conducting the main study are discussed also in this chapter. Furthermore, the findings from the pilot study are considered to give preliminary indications before full analysis of the main data in the next chapter.

6.1. Gaining Access

The procedures for the main study as well as the pilot work were started before the researcher went to Saudi Arabia when the research supervisor, Dr. Peter Randall, issued a letter to give notice of the need to visit Saudi Arabia to conduct field work. This letter was to help the researcher with the necessary administrative formalities. On receipt of the letter, the Saudi Arabian Cultural Bureau in London issued a letter to Al-Imam University (as sponsors) in accordance with official procedure. (A copy of each letter is given in Appendix F).

The investigator arrived in Saudi Arabia on Friday 14 March 1998. One week later, Al-Imam University Faculty of Social Science, as the agency which sponsored the investigator, issued a formal letter to the Directorate General of Education of Al-Qassim

District, to help the researcher in distributing the questionnaire to the samples of the study. The Directorate General of Education of Al-Qassim District, in turn, agreed to give permission for the researcher to distribute questionnaires, and to carry out interviews, on several conditions, such as that the questions should not conflict with Saudi culture (the conditions appear in Appendix F). This Office issued letters to all secondary schools in the Al-Qassim region to ask them to provide assistance and support to the researcher during the academic year 1997-1998 (A copy of the letter appears in the Appendix F). This procedure had to be undertaken because the rules of all government agencies emphasise that any research or investigation of any agency in Saudi Arabia requires permission from the local authorities.

In order to gain access to the field for data collection, most schools received the letter from the DGEQD before the researcher visited the secondary schools. The head teachers, in their role as facilitators and administrators, passed the letters to the social worker in the school, to help the social worker to understand the purpose of the research.

6.2. Aims of the Study

The aims of the study were explained in Chapter One, but briefly, the overall aim of this research is to contribute to cross-cultural knowledge of the development and practice of social work in schools. The study seeks to fulfil the following objectives:

- To compile the background of educational social work and its practice in Saudi Arabia;

- To attempt to identify the actual role of the school social workers in Saudi Arabian secondary schools as currently practised;

- To consider what might be the ideal role of school social workers in Saudi Arabian public secondary schools;

- To explore the perceptions of the school social worker's role held by the social workers themselves, by students, and by officials in Saudi Arabia's public secondary schools;

- To discover what relationship exists between the actual and ideal functions of the school social workers in Saudi Arabian secondary schools;

- To identify the major difficulties facing the social workers themselves and identify their views regarding the improvement of the counselling service in secondary schools in Saudi Arabia;

- To gain insights which might contribute to the development of secondary school social workers' role in the future in Saudi Arabia and in the Arab nations as well.

6.3. Research Questions

In order to accomplish the stated aims of this present study, the following research questions were formulated, related to the role of school social worker in Saudi Arabia secondary school. The core question is:

-What is the role of the school social worker as actually performed in secondary schools in Saudi Arabia, and as perceived by school social workers, students and officials?

Related sub-questions are:

-What is the actual role of the school social workers in Saudi Arabian secondary schools as currently practised?

-What is the ideal role of school social workers in Saudi Arabian public secondary schools?

-What relationship exists between the actual and ideal functions of the school social workers in Saudi Arabian secondary schools?

-Are there any differences among school social workers, students and officials in their perceptions of the school social worker's role?

-What tasks do social workers, students and officials consider most important and least important in their school practice?

-What are the factors which constrain the role of the school social worker in secondary school in Saudi Arabia?

-What are the major problems (difficulties) facing the school social workers in their relations with various groups?

-What are their views regarding the improvement of the counselling service in school?

6.4. Research Design

There have been few previous studies of social work in school practice, and research knowledge about the field is lacking. This study will provide data about the practice of social work in school, and provide a better basis for theoretical models of school social work practice in Saudi Arabia. It is the core of many research projects in which the estimation of characteristics, attributes or attitudes are study objectives (Henry, 1998). Descriptive research is primarily concerned with finding out "what is", and "how"

(Neuman, 1994). Cohen aManion (1985) quoted a definition of descriptive research given by Best (1970) who noted that it is concerned with:

> *"Conditions or relationships that exist; practices that prevail;*
>
> *beliefs, points of view, or attitudes that are held; processes that*
>
> *are going on; effects that are being felt; or trends that are*
>
> *developing. At times descriptive research is concerned with how*
>
> *what is or what exists is related to some preceding event that*
>
> *has influenced or affected a present condition or event" (p, 68).*

Descriptive research may present a picture of the specific details of a circumstance, social setting, or relationship, or of a kind of people or of social activities (Neuman, 1994).

Regarding studies undertaken in the developing societies; "scholars, government officials and those with a commercial interest in the developing countries are increasingly recognising that descriptive research provides the only means by which systematic information can be collected and analysed for a wide range of purposes, for both scholarly research and policy making" (Mitchell, 1993). The Arab states, for example, are in need of this type of study. The culture and its main constituents in terms of social system, customs and behaviour have not received much social research attention. In the Arab countries at the present time, there is a need for descriptive studies and social work in Saudi Arabia is no except (Mokhtare, 1995).

The next issue to be considered is whether to apply a quantitative or qualitative approach. Quantitative measurement employs a variety of statistical techniques to establish relationships between variables or facts, for example (Bell, 1995). On the

other hand, as Patton (1982) explained, qualitative data provides detailed descriptions of situations through people's direct accounts of their experiences, beliefs, thoughts and attitudes. Qualitative data tends to be in the form of "words, sentences and paragraphs, rather than numbers" (Neuman, 1994), and the most likely focus is "to understand individuals' apprehension of the world. Consequently, it looks for "insight rather than statistical analysis" (Bell, 1995). Qualitative research strategies have considerable potential for contributing to educational theory, policy and practice in developing countries. Also, they are particularly suited to the study of the process of schooling, for example (Vulliamy, 1990).

Which one is to be used depends upon the aims of the research and the kind of problem and questions being asked. For example, how many times one has married is a quantitative question. The degree of satisfaction with a particular marriage is qualitative. Both sorts of questions might be asked to determine factors bearing on divorce, for example (Calhoun et al, 1994).

Often a combination of data collection techniques must be used. Lewin (1990) noted that

> *"Though epistemological assumptions underlying approaches*
>
> *do differ, this does not seem to me to lead to the conclusion that*
>
> *a research study is bound to a single set of these for all its data*
>
> *collection and analysis. Rather, the researcher should exploit*
>
> *those data collection and analysis techniques which offer most*
>
> *promise of useful insights"*   *(p. 47).*

Bearing in mind the lack of information so far available about the role of social workers in Saudi secondary schools, it was decided that both quantitative and qualitative data were needed: the former, to obtain a broad base of numerical data, e. g. how many people see a particular activity as significant, and whether there are differences in perceptions between groups; the latter to obtain a richer picture of social workers' feelings and experience. To achieve these aims, a survey design was adopted.

Surveys are systematic means for gathering responses to standardised questions from a designated sample population. In the survey method, the same questions are given, in the same circumstances, to each respondent. The data collected from respondents can be used to make predictions, compare the results of similar studies at different times and identify trends (Oppenheim, 1998). Surveys are often made in two forms, the questionnaire and the interview. Questions may be of two kinds, and direct the way the survey is presented. Closed-ended questions are more structured, with a limited number of choices. These are better for quantitative research. Open-ended questions ask for whatever response the sample respondents want to give, and are more informal. The researcher may use closed questions to create a less formal interview (Calhoun et al, 1994).

The survey in general has several advantages. First, it provides relatively simple and straightforward initial approaches to the study of attitudes, values, beliefs and motives. Second, it may be adapted to collect generalisable knowledge from almost any human population. Third, a highly structured survey has a high degree of data standardisation (Robson, 1995).

For this study, a questionnaire was used to collect quantitative data, while interviews were conducted to obtain the desired qualitative information about social workers'

experience of their role. The rationale for choosing these methods, and the development of the relevant instruments, are discussed in a later section of this chapter.

6.5. Target Population and Sample Selection

The population of any survey is simply the total number of people who share a characteristic or characteristics that the researcher is interested in studying. The target populations of this study consisted of three groups: all public secondary school students (third year), public secondary school social workers and public secondary officials (teachers, head teachers, and educational supervisors), in the Kingdom of Saudi Arabia. It would not be feasible to study the entire target population in the limited time available; the regulations of the Ministry of Higher Education in Saudi Arabia do not sanction students to spend more than three months in the field study, with a possibility of no more than one month's extension (Ministry of Higher Education, 1997). Furthermore, the cost factor had to be considered. Consequently the researcher selected the Al-Qassim region as the focus of the study. The research study was limited to this Region for the following main reasons: it is a region containing the three main social groupings, urban, rural, and Bedouin. The region encompasses various sizes of cities, towns and villages. It is true that in Western countries such as Great Britain, urban and rural populations do not necessarily show the same characteristics (Youngman, 1979). In Saudi Arabia this is even more the case, especially between urban and Bedouin areas. Nevertheless, the region is of average size in relation to the thirteen provinces of Saudi Arabia. It is therefore more typical than, for example, Riyadh Region, which is one of the largest regions, or Najran Region, which is one of the smallest. Moreover, since there is a unified educational system in the Kingdom, the other provinces will probably

be experiencing the same changes and developments as those which are taking place in the Al-Qassim region, and the social workers' tasks designated by the Ministry of Education are the same in all schools across the country (see Chapter Four for these tasks). Accordingly, a high level of homogeneity in Saudi Arabian schools is to be expected, and Al-Qassim can be viewed as representative of educational regions in Saudi Arabia.

As regards the student population, it was decided to focus on third year secondary school students, because those students have sufficient experience of the guidance and counselling services in the school, since they are in their last year of high school. Some guidance and counselling services may not be received until students are in the final year, where they seek information about the further educational opportunities available to them, or about careers. Thus, third year students are likely to have greater awareness of the school social work functions than younger students.

6.5.1. Sampling Frames

Arber (1998) identified the sample frame as a list of members of the population subject to investigation, which is used to select the sample. Therefore, the list should be as complete as possible. Bulmer (1993) claimed that sampling regarding standard principles poses formidable problems in many developing countries where there are often no sampling frames, no central registry of all citizens and no comprehensive directories of who lives where. Although Saudi Arabia is one of the developing countries, Bulmer's remarks are not wholly applicable, but it is true that there is no up-to-date sample list. In this study, the sampling frame which the researcher obtained was the list of the names of secondary schools provided by the Directorate General of

Education of Al-Qassim Province. The list which gave the name, telephone numbers of 69 public secondary schools, (DGEQ, 1997-1998 academic year) was obtained so the researcher could reach every social worker appointed in the secondary schools. Thereafter, the researcher obtained lists of students in each school from the schools themselves (DGEQ).

6.5.2. The sample

Most surveys are designed to collect information from the number of people necessary to make generalisations about the population studied. Usually a sample is designed to be as representative as possible. Numerous people believe that a large sample is more representative than a smaller one, but this is not always so. Oppenheim (1998) and other researchers emphasise that "the accuracy of the sample is more important than its size" (p.43). Therefore, the aim of the researcher must be to design a sample representative of the target population. There are two important points related to sampling. First, the degree of representativness of a sample for any society depends on sampling accuracy, not on the size of the sample or ratio of sample size to society size. For instance, a well selected sample of 300 citizens in Great Britain will allow a study of the smoking habits of people in Great Britain with no more or less accuracy than an accurate sample of 300 people from a small city in Great Britain, with the proviso that the city should be representative of British cities. Second, sampling theory is based on the assumption that the sample is selected from the population randomly. It is then possible to divide the larger society into units, groups, bands, and categories for the purpose of sampling selection. The persons selected from each unit or class should be chosen randomly (Caplow, 1993). In short, relatively small samples properly selected, may be much more reliable than large samples poorly selected (Schmid, 1947). A

representative sample "is one that is intensely alike to the population from which it is drawn, on those variables relevant to the study" (Mark, 1996).

The basic distinction in modern sampling theory is between probability and non-purposive sampling. Probability sampling is the only method that makes possible representative sampling plans (Judd et al, 1991). A probability sample is one "where each element in a population is chosen at a random and has a **known**, non zero chance of selection" (Arber, 1998, p.71). Probability sampling is to be preferred if the researcher wishes to describe accurately the characteristic elements of a sample. It has two main advantages over non-random sampling techniques. First of all, a probability sample helps control for researcher biases, which could make the sample unrepresentative of the target population. Since each member has an equal chance of being in the sample, biases are avoided that may result from the investigator not wanting to search for or interview respondents of certain types. The second advantage of the probability sample is that it enables the researcher to state numerically the degree of confidence which exists when making inferences about the larger population (Labovitz and Hagedorn, 1991). The most straightforward means of acquiring a probability sample is to select a simple random sample (SRS). This means that "each element in the population has an **equal** and non-zero chance of selection" (Arber, 1998, p.78).

There is no rule regarding sample size; it depends on the objective of the study and —— nature of the sample, as well as the constraints of time and money. Though the size of a sample is not necessarily a guarantee of its representativeness, a sample size of at least 30 is considered by many as the minimum number of cases if the investigator wishes to use some kind of statistical analysis (Cohen and Manion, 1994; Caplow, 1993),

"although, there are techniques available for the analysis of targets below 30 cases" (Cohen and Manion, 1985).

Thus, for the purpose of the study, questionnaires were distributed to 100 students and 100 officials. In the case of social workers, the questionnaires were administered and interviews conducted in every school where a social worker was available, appointed by Ministry of Education in Al-Qassim region (n = 52).

Students and officials were selected by means of cluster sampling ten out of the 69 secondary schools in the region were randomly selected and lists of officials obtained from the social workers. Then using a lap top computer, in the presence of the social worker, in each of the ten schools the sample of officials (teachers and head teachers) was selected using Social Package for Social Science (SPSS) version (8). The exceptions were the education supervisors, of whom there were 11; all of these were included. In the case of students, the same procedure was followed as for the officials. When the ten schools were determined, in the presence of the social workers again the researcher selected students as a simple random sample. If the school had more than one third year class, as most of the schools surveyed had, the researcher placed all students in the third year on a list, then ten students were selected as a simple random sample. Ultimately, regarding gender, it should be understood that the sample contained only males because schools in Saudi Arabia are completely segregated. As a result of cultural constraints, it would be difficult, perhaps impossible, for a male researcher to gain access to girls' schools (see Chapter One).

6.6. Development of Instruments

This section explains the construction, validation and translation of the two data collection instruments used in this study: the questionnaire and the interview schedule.

6.6.1. The Questionnaire

A questionnaire was used in this study to investigate the perceptions of the three target groups toward the actual and ideal role of social workers in secondary schools in Saudi Arabia. The questionnaire is defined precisely as "an instrument comprised of a series or of sequences of questions that are filled in by the respondents themselves dealing with some social, psychological, and educational etc subjects. It may be handed out to them at work or school, or it may be mailed to them at home" (Labovitz and Hagedorn, 1991, 51).

The main advantage in applying a questionnaire is that it is inexpensive to administer, compared to interviews, for example. It can be distributed to a large number of people simultaneously (Jenkins, 1975). The respondent can complete the questionnaire when it is convenient and can check personal records if necessary (Neuman, 1994). Other advantages of using a questionnaire, particularly with closed questions, are as follows:

- It is easier and quicker for respondents to answer.

- The answers of various groups of respondents are easier to compare.

- Answers are easier to code and analyse statistically.

- The response choices if applicable (e.g. in multiple choice questions) can clarify question meaning for respondents.

- Respondents are more likely to answer on a sensitive topic.

- There are fewer irrelevant or confusing answers to questions.

- Less articulate or less literate respondents are not disadvantaged. Though this depends on the wording of the questions.

- Replication is easier (Neuman, 1994 p. 233).

Among the main disadvantages of using a questionnaire, according to many authors, is that response rates tent to be low; moreover, evenwhen respondents return the questionnaire, the answers may be incomplete (Newell, 1998). A better response rate can be obtained by personal administration, than by postal surveys, This was the approach adopted in this study.

6.6.1.1 Construction of the Questionnaire

Schwandt in Denzin and Lincoln (1998) argues that in constructing survey instruments, researchers can adopt particular vocabularies and strategies, styles as well as statements, not in order to arrive at truth toward something already done, but in order to make something right, to construct something that works cognitively, that fits together and handles new cases, that may further inquiry and invention (p. 239). For the purpose of this study and on the basis of the literature review, the researcher adapted a questionnaire from Al-Ahmady's study (1983), which investigated perceptions of actual and ideal functions of the school social workers in secondary schools in Saudi Arabia. The questionnaire consists of 25 statements about guidance and counselling functions in school. In Al-Ahmady's study, social workers, students and officials were asked to rate each on a Likert-type scale (1-5) in regard to its degree of importance. The following scale was used:

5 = Points for very important function.

4 = Points for important function.

3 = Points for moderately important function.

2 = Points unimportant function.

1 = Point for not a function.

The same questionnaire was used for each of the three groups. School social workers and officials were asked to provide background data by answering questions concerning the school's name, respondent's age, marital status, title of position, highest academic degree, number of years of experience, whether training had been received and, if so, for how long and where. Also, respondents were asked to indicate the number of years in their present position, whether they had gone into guidance and counselling straight after college, the number of students they were responsible for, and number of social workers working in the school.

In order to adapt Al-Ahmady' (1983) questionnaire, some changes were made to the items. Some items were added and others eliminated. (A copy of the questionnaire which was adopted in this study appears in Appendix B).

The items which were eliminated from Al-Ahmadys' study before the piloting of the questionnaire were:

Number 6- Conduct the standardised testing programme.

Number 20- Co-ordinate school programme.

To reflect current regulations for social workers in the Ministry of Education in Saudi Arabia, the researcher formulated two further items, namely:

- Act to consolidate the relationship between school and home.

- Encourage students who do excellent work in school and help those who don't.

Other changes made subsequently, in the light of the pilot study outcomes, are discussed in section 6.7, which describes the piloting procedures as a whole.

Although many of the questionnaire items were derived from Al-Ahmady's study, there are a number of differences between that work and the previous one. Major differences between this present study and Al-Ahmady's study are that:

- The previous study was conducted when the counselling services programme had been established only for one or two years. The programme was established in 1981-1982 and the previous study was undertaken in 1983;

Where the previous study was conducted, most of the social workers were not Saudi, but in this study, they are 100 % Saudi. This could be important because "culture is part of the problem, that is, the problems of a variety of people removed from their cultural moorings and the phenomenon of culture shock, traumatised people from wartorn areas of the Middle East, and frustrated experts require a considerable amount of help by culturally oriented counselling professionals. Therefore, for instance, language usage is frequently idiosyncratic in Saudi Arabia; only the Arab insider can readily understand its peculiarities" (West, 1987).

The interview, as a source of complementary data, was used in this study, but in the previous study it was not;

This study tried to examine the perception of the social worker's role held by students, as the people most affected by the programme, but the previous study only examined the views of teachers and officials;

With regard to data analysis, the previous study was confined to the differences between actual and ideal functions, but the present study also considers the differences in perception between the three groups;

A period of more than 15 years has elapsed between the previous study and this one, which justifies re-examining the role of school social workers, especially in a society undergoing such rapid change as Saudi Arabia. For instance the number of students has increased dramatically. The growth in the number of secondary schools students in Saudi Arabia in the ten-year period 1985-1995 was 165%, from 164186 and in 1995 was 434898. Another significant change is the decrease in illiteracy from 49% in 1982 to 25% in 1995 (Al-Rasheed, 1996, p. 13).

This study is carried out in a different region.

There have been changes in the secondary school system in Saudi Arabia. Al-Ahmady's study was conducted in "Universal" secondary schools which no longer exist in the Saudi Arabian Education system (see chapter 3 for the differences between these schools and the current system).

6.6.1.2. Translating the Questionnaire into Arabic _____

The questionnaire was adapted from Al-Ahmady's study and was developed in an English speaking country, but in order to be applied in the Kingdom of Saudi Arabia, it had to be translated into the Saudi Arabian language, Arabic, the mother tongue of the samples targeted. Al-Ahmady and two of his colleagues had translated the questionnaire from English into the Arabic language. According to him, the translation was administered to a test group of Saudi Arabian students at Humboldt State University, Arcata, California, to ensure the correctness and clarity of the translation.

The final translation of the instrument was then taken to Saudi Arabia to be administered to the subjects of the study (Al-Ahmady, 1983).

Since this study has its own identity and character the researcher, whose mother tongue is Arabic, looked carefully at Al-Ahmady's translation before adopting it. He also translated all new or amended items, taking care that the wording should retain the items' English meaning and be as simple as possible for general understanding. To make sure that all the statements were suitably worded, the researcher gave copies of both English and Arabic versions to two Arab Ph.D. students whose mother language is Arabic, at Hull University, to check the readability and accuracy of the translation. He then arranged a meeting with them to discuss the translation. It was agreed that the translation was satisfactory, except for minor discrepancies which were readily resolved.

6.6.1.3. Validation of the Questionnaire

A major criterion of usefulness of any scientific finding is its validity. Validity questions whether a finding really shows what it is believed to show. It is not enough to assess the instrument's reliability only. The researcher has to test the validity, because a scale might be reliable but not valid. Furthermore, Cohen and Lawrence (1985) reported that some reviewers propose that "the cause of invalidity is bias which they define as a systematic or persistent tendency to make errors in the same direction, that is, to overstate or understate the true value of an attribute" (p. 302).

Validity "tells us whether an item measures or describes what it is supposed to measure or describe" (Bell, 1995, p. 65). In other words, validity indicates whether the specified

construct concept is being measured or not (Procter, 1998). Validity is an answer to the question: Is the instrument an appropriate one for what needs to be measured?

There are three broad types of validity, each of which is concerned with a different aspect of the measurement situation, namely: content validity, criterion, and construct validity (Mark, 1996). Sometimes authors add a fourtype, face validity (Neuman, 1994 & Oppenheim, 1998).

1- Content validity concerns whether items or questions are a well-balanced sample of the content domain to be measured (Oppenheim, 1998). Mark (1996) defined content validity "as representativeness or sampling adequacy of the content, the substance, the matter, and the topics of measurement" (p. 289). A tool has content validity if its content is representative of the universe of the content of the property being measured.

2- Criterion-related validity "is established by comparing test or scale scores with one or more external variables or criteria known or believed to measure the attribute under question" (p. 290). Mark (1996, p. 289-292) classified criterion-related validity into two types, predictive validity and concurrent validity

A- Predictive validity is "an instrument's ability to predict some further performance or situation. In other words, predictive validity asks how well does the instrument agree with a future criterion?" (p. 290).

B- Concurrent validity "concerns the ability of a measure to accurately predict the current situation". Mark added that concurrent validity investigates how well a test result agrees with an external criterion present available. The difference between the two validities depends on the interval time between the outcomes of the test and the confirming criterion. For criterion-related validity, it is essential that the criterion be

independent of the test. The main problem in constituting criterion-related validity is the definition of a suitable criterion or criteria. As Mark asks, to highlight the dilemma, "what criterion should be used to validate a measure caseworker effectiveness or to build the predictive ability of a test of family adjustment?"(p. 291)?

3- Construct validity "is evaluated by determining the degree to which certain explanatory concepts (constructs), derived from theory, account for performance on a measure" (p. 291). It is the extent to which the test may be said to measure a theoretical construct or trait. Construct validity is assessed through two types of validity: convergent validity and discriminant validity.

A- Convergent validity is used " when evidence obtained from various sources or in various ways all indicate the same or similar meaning of the construct"(p. 291). Convergent validity applies when multiple indicators converge or are associated with one another.

B- Discriminant validity concerns " the ability to empirically differentiate a construct from other constructs, the ability to predict which constructs will be unrelated to the construct under question, and the ability to determine which groups will differ on the construct"(p. 292).

4- Face validity most of the time "is based on a cursory review of items by untrained referees" (Litwin, 1995). It has been defined as " a judgement by the scientific community that the indicators really measure the construct" (Neuman, 1994, p.131). Face validity is frequently confused with content validity, but they are not the same. While content validity is established by a thorough and systematic evaluation of the test by a qualified judge and experts, and considers both subtle and obvious aspects of

relevance, face validity is less rigorous. It refers not to what the test actually measures, but to what it appears superficially to measure (Anastasi, 1982). In other words, it addresses the question, on the face of it, do people believe that the definition and method of measurement fit? It is a consensus method of measurement.

It has been noted that in adult testing, it is not sufficient for a test to be objectively valid; face validity is needed to function effectively in practical situations (Anastasi, 1982). For the purpose of this study, the researcher tested two types of validity of the questionnaire: face validity and content validity.

To determine the face validity of the questionnaire, ten ordinary untrained people were shown it and asked whether it appeared suitable for its purpose.

Face validity alone is not, however, considered good enough for social research (Neuman, 1994; Borg and Gall, 1983; Oppenheim, 1998). Face validation in itself does not provide very convincing evidence of measurement validity. For instance, "the question, how much beer did you have to drink last week?" perhaps seems valid to a person as a measure of frequency of drinking, but people who drink heavily may be inclined to underreport the amount they drink. Consequently, although this measure looks valid to me on its face, it is an invalid measure" (Schutt, 1996).

To assess content validity, questionnaires were distributed to seven staff members, with a letter of introduction to identify the nature and aim of the questionnaire and study, and also an extra sheet for any possible comments. The jurors were not asked to respond to the items of the scale (i.e. whether an activity is a function or not a function of the social worker in school), but to respond to whether the item belonged to the scale or not. In order to obtain their views about the strength of the relationship between each statement

and its scale, they were asked to assess the 25 items, which examined the actual and ideal role of social workers in secondary schools, twice, once for the actual role and once for ideal role.   The respondents were asked to indicate their opinion in terms of one of five choices: 1) NR not relevant, 2) WR weakly relevant, 3) MR moderately relevant, 4) R relevant, 5) SR strongly relevant.

The researcher collected the responses in person. In order to analyse the data, SPSS was used. As indicated above, the answers were scored as NR=1, WR=2, MR=3, R=4, SR=5, and *mean* scores for each item calculated. The criterion for retention of an item was that the score should be 3 or above, indicating that it was considered at least moderately relevant. In fact, only one item, number (14) had a *mean* score less than 3, and was removed.

6.6.2. The Interview Schedule

Interviewing is a qualitative approach which is undoubtedly the most widely applied technique for undertaking systematic social inquiry. Social scientists regard interviews as a combination of conversation and observation (Helstein and Gubrium, 1998). Interviewing is a strategy that is very widely used in descriptive research like surveys and also for education data (Borg, 1981). It can be an effective technique, and can be used to obtain views when the subject sample is small (Gall et al, 1996).

There are three main types of interview: standardised or structured interview, semi-standardised and non-standardised or unstructured or focus interview. A standardised or structured interview is guided by what is called an interview schedule, which "often requires short answers or the ticking of a category by the interview" (Wragg, 1994). Essentially, a schedule is a questionnaire. There are some advantages of the structured

interview approach, in that it provides the greatest chance for complete and accurate communication of ideas between the interviewer and the interviewee. Moreover, this method is a good way of gathering data for addressing particular kinds of assumptions and particular sorts of questions (Fielding, 1998). Face-to-face interviews have the highest response rate and permit the longest questionnaire. Other advantages are that the interviewer can observe the surroundings. Furthermore, the meaning of troublesome questions can be explained to respondents, and the interviewer can probe deeply into any question. The interviewer may also obtain additional information from the way the interviewee answers the questions, e.g. her or his body language (Labovitz and Hagedorn, 1991).

The survey interview is a social relationship, which involves social roles, norms, and expectations. It differs in several respects from an ordinary conversation Neuman (1994) highlighted the differences between a structured survey interview and ordinary conversation, in nine points as shown in Table 6.1.

Table. 6.1 Differences between ordinary Conversation and Survey Interview

Ordinary Conversation	The Survey Interview
1- Questions and answers equal from each other.	1- Interviewer asks and respondents most of the time.
2- There is an open exchange of feeling and opinions.	2- The respondent reveals feelings and opinion.
3- Judgements is attempts to persuade the other.	3- Interviewer is non-judgemental and does not change respondent's opinion.
4- A person can reveal deep inner feelings to gain sympathy.	4- Interviewer often attempt to obtain direct answers to particular questions.
5- Ritual responses are common.	5- Interviewer avoids making ritual respondents that influence a respondent.
6- The participants exchange information and correct the factual errors that they are aware of.	6- Interviewer provides information. Interviewer does not correct a respondent's factual errors.
7- Subjects rises and falls. They can shift directions or digress to less relevant issues.	7- Interviewer manage and controls the

8- The emotional tone can shift from humour, to joy, to affection, to sadness, to anger, et al.	topic and pace. She or he keeps the respondents on task, and irrelevant diversions are contained.
9- Participants can evade or ignore questions.	8- Interviewer tries to persevere a consistently warm but serious and objective tone throughout.
	9- Respondents should not evade questions and should give truthful, thoughtful response.

Source: Neuman, 1994, p 247.

An interview schedule was developed for this study to find out the factors which constrain the social worker's role, to identify the difficulties facing social workers when dealing with teachers, administrators, students, and parents and, also, to obtain social workers' suggestions for improving their relationships with these groups. The interview schedule also sought to recognise the major problems facing secondary school students, with which social workers have to deal. The interview schedule was designed carefully to achieve these aims. However, respondents were not asked for personal information, because they had already been asked for such information in the questionnaire.

6.6.2.1. Construction of the Interview Schedule

The interview schedule contained 18 questions, including a mixture of closed and open types. The first question was a broad question, which asked the interviewee if there are any factors, which constrain their role as social workers in the schools. The questions from number 2 to number 15 asked about difficulties with particular groups, to be answered YES or NO, followed by supplementary questions, for example, *"Have you ever have had difficulties in dealing with the teacher?* YES or NO. If yes, *what difficulties with the teacher have you had in the last 12 months?* The questions asked what difficulties social workers had with teachers, head teachers, school personnel, students, parents, educational supervisors and the Educational Administration.

Furthermore, social workers were asked if they had any suggestions to improve their relationships with the groups mentioned; however, instead of being asked about improving relationships with the educational administration, which might be regarded as too sensitive an issue, they were asked if they had any suggestions for improving guidance and counselling in general. The schedule finished with three more questions: 16) Please list the major problems, which face the students you deal with? 17) What kind of thing do you spend most of your time doing? 18) In your view, what things do you think the social worker should do? (A copy of the Interview Schedule appears in Appendix D).

6.6.2.2. Translation of Interview Schedule Question into Arabic

The language of the interviewees is Arabic, so the interviews had to be conducted in Arabic. The investigator translated the interview schedule into Arabic. After that the researcher passed the translation of the interview schedule in both Arabic and English versions to two Arab students doing post graduate degrees at Hull University, to judge the accuracy of the translation questions. After having a meeting with them, a few comments and suggestions were considered. Finally, the Arabic copy was typed in Microsoft Word (the Arabic Window) to be used when carrying out the interviews.

6.6.2.3. Interview Schedule Validity

The Arabic version of the interview schedule was given to two experienced people for their comments and opinions on the aims and suitability of the instrument. After five days, the researcher collected the schedule from the jurors. There were no major differences between the researcher and the jurors, but on the basis of the jurors' comments and recommendations, one question was removed. This question was the one which asked social workers "to list the major problems which face the secondary

school students, which social workers deal with". Also, a question was added to the interview schedule, asking social workers to express their opinion regarding the roles they think social workers should perform.

6.7. Pilot Study

Pilot work can be defined as "a preliminary study conducted prior to the major task" (Rowntree, 1981, p. 217). Pilot surveys and pre-tests are standard practice and widely used in research surveys. Careful piloting is necessary in social research. All data gathering instruments should be piloted (Bell, 1995). Pilot work is an integral part of any research and a questionnaire survey, as an important instrument, is no exception (Youngman, 1982). Oppenheim (1998) emphasises that questions adopted from other research have to be piloted to guarantee that they meet the purposes of the research with the current respondents. He added that this is especially true "with surveys of school children and with questions that have been translated from other languages" (p. 55). Almost every aspect of a survey inquiry can be made the subject of the pilot study. Even the colour of the paper used can be piloted. Piloting may lead to new and better questions, or even reformulation of objectives (Oppenheim, 1998). Furthermore, it helps the researcher to understand the concepts which the questions are intended to measure, to have a general picture about the fieldwork and to recognise any difficulties that might arise, so that the researcher can take steps to avoid them during the main study (Arber, 1998). The pilot study was conducted by the investigator himself to obtain and ensure several advantages related to the study. Nan Lin (1976) reported some of the advantages of a pilot study as follows: (pp.199-200)

The pilot study is an occasion for a final test and modification of the instruments the researcher will use.

It represents an initial first-hand engagement of the investigator with the social surroundings in which the project will be carried out. It is a very good opportunity to understand the complexity and dynamics of social activities.

The researcher can have an opportunity to conduct trial analyses of the data.

A pilot study supplies a last minute assessment of the study before it is launched in full.

The researcher may have another look at the variables, aims, and theories formulated and used. It is an opportunity for the researcher to make some change to variables and theories.

In addition to all the above advantages, by doing a pilot study the researcher can identify the non-response ratio to be expected. Also, through the pilot work, the researcher can decide what is the best method to collect the data. The probable cost and duration of the main survey and of its various stages can be recognised during the pilot study. In short, a pilot survey can certainly help to clarify many of the problems which the researcher can face (Moser and Kalton, 1971, pp.45-47).

With these considerations in mind, pilot tests were carried out of both the instruments used in this study. The following sub-sections report, for each instrument in turn, the sampling and administration procedures undertaken, the reliability checks made, and the pilot study outcomes, including the ways in which learning from the pilot study was used to refine the survey instruments in preparation for the main fieldwork.

6.7.1. Piloting the Questionnaires

The aim of the pre-test of the questionnairis not only to check the wording of questions but also to test the procedural matters, for instance the design of a letter of introduction and from whom it should come, the ordering of question sequences and expectation of the non response rate, especially if the researcher intends to use the post (Oppenheim, 1998). Pre-testing the questionnaire indicates the time taken by the respondents to complete the questionnaire, so it can be considered in the main study. Furthermore, the pre-test of the questionnaire can help to remove questions which are found to be overlapping/duplicated and identify whether questions need to be added. Furthermore, it is an opportunity to check that the wording and layout of the draft questionnaire are not confusing and do not encourage any particular response. A pilot test all three versions of the questionnaire was conducted to test for readability of the instrument, non-ambiguity of the questions, and feedback from respondents about the instrument.

6.7.1.1. The Sample of the Pilot Work

There is no fixed number or size for a try-out sample; it depends on the ultimate size of the main population. However, if there is sufficient time and money, a 10 percent pilot sample is considered reasonable, to enable the researcher to assess whether the line of the instrument is appropriate and the document understandable (Newell, 1998, pp. 112-113). Samples to be used for this purpose should be as similar as possible in characteristics to those of the main study sample (Oppenheim, 1976). In fact, the three groups (10 social workers, 15 students and 10 officials) who participated in the piloting of the questionnaire were very similar to the population in the main study (see Table 6.2).

Table 6.2 Pilot Work Samples

Type of Sample	No.
Social workers	10
Officials	10
Students	15

The questionnaire was tried out in Buridah city, the capital of the AL-Qassim region in Saudi Arabia. Two secondary schools (Al-Asysah and Abu Aub Al-Ansaaree secondary schools) were chosen at random from a total of 10 secondary schools to pilot the questionnaire. From them, a simple random sample of 15 students and 10 officials was chosen. The students and officials' samples were selected from the official lists of the two secondary schools, using (SPSS) the Statistical Package for Social Sciences. The two schools' social workers were also sampled. In addition, eight other school social workers from other schools were given the questionnaire.

6.7.1.2. Administration of the Questionnaire

To facilitate subsequent data analysis the researcher used three colours for the questionnaire: yellow for students, blue for officials, and pink for social workers. The questionnaires were distributed by the author to the participants. Before the researcher visited each school, the researcher telephoned the social workers to arrange appointments; they already had an idea about the study because the Directorate General of Education of Al-Qassim District (DGEQD) had posted a letter to each secondary school about the research (see section on Gaining Access in this chapter).

In the case of social workers, questionnaire administration was combined with the meetings arranged for interview. When the interview was finished, the researcher handed out the questionnaire including an introductory page outlining the aims of the

study and how to answer the questions, for completion. This procedure was undertaken with every social worker in the secondary schools.

Questionnaires were distributed to social workers, students and officials, and responses gathered by the researcher. All students and school social workers completed the questionnaire in social workers' offices. The sample of officials completed the questionnaire in circumstances as alike as could be managed, in their own private offices in the schools, in the presence of the researcher.

6.7.1.3. Questionnaire Reliability

Reliability can be defined as "the relative absence of errors of measurement in a measuring instrument" (Mark, 1996, p. 285).

According to Labovitz and Hagedorn (1991), reliability is defined as " the consistency in results of a test, including the tendency of a test or measurement to produce the same results when it measures twice some entity or attribute believed not to have changed in the interval between measurement" (p, 20). The essence of reliability is repeatability. Reliability of a scale can be determined by more than one method. The first is test-retest reliability, the second is the use of multiple or alternative forms (including split half) and the third is internal consistency (Mark, 1996).

Since the first two methods were not feasible in the present study due to time and resource constraints, as well as the need to minimise disruption in the schools, internal consistency coefficients, which indicate the homogeneity of items, were used to assess reliability. A common way of examining the internal consistency of an instrument is to compute a measure called Cronbach's alpha (Mark, 1996). There is no cut and dried framework for selection of one coefficient over another, but the internal consistency

coefficient is reported to be the most appropriate and commonly used to measure consistency of items. The Alpha coefficient is used with multiple choice tests or Likert type scales. This, therefore, was the approach used in the present study.

The Statistical Package for Social Sciences (SPSS) was used to calculate the reliability of the instrument. The result of Alpha for social workers was (.8303), for students (.8554) and for officials (.9329) (see Table 6.3). Gall et al (1996) noted that reliability scores of .80 or above are sufficiently reliable for most research purposes. Thus, the pilot study outcomes provide grounds for reasonable confidence that the measure is reliable.

Table 6.3 Reliability Coefficients

The Sample	No. of Cases	No. of Items	Alpha
Social workers	10	50	.8303
Students	15	50	.8554
Officials	10	50	.9329

Reliability of Social Workers' Questionnaire

In the case of social workers, the Alpha reliability for the complete scale was .8303 (see Table 6.4 below).

Table 6.4. Reliability Coefficients

No.	Alpha if item Deleted	No.	Alpha if item Deleted
Q_01_A	.8273	Q_13_B	.8254
Q_01_B	.8265	Q_14_A	.8322
Q_02_A	.8373	Q_14_B	.8241
Q_02_B	.8259	Q_15_A	.8399
Q_03_A	.8465	Q_15_B	.8211
Q_03_B	.8339	Q_16_A	.8402
Q_04_A	.8373	Q_16_B	.8259
Q_04_B	.8285	Q_17_A	.8181
Q_05_A	.8390	Q_17_B	.8167
Q_05_B	.8408	Q_18_A	.8325
Q_06_A	.8307	Q_18_B	.8259
Q_06_B	.8164	**Q_19_A**	**.8473**
Q_07_A	.8113	Q_19_B	.8258
Q_07_B	.8126	Q_20_A	.8086
Q_08_A	.8140	Q_20_B	.8114
Q_08_B	.8233	Q_21_A	.8236
Q_09_A	.8159	Q_21_B	.8259
Q_09_B	**.8071**	Q_22_A	.8292
Q_10_A	.8291	Q_22_B	.8231
Q_10_B	.8231	Q_23_A	.8294
Q_11_A	.8393	Q_23_B	.8226
Q_11_B	.8393	Q_24_A	.8330
Q_12_A	.8439	Q_24_B	.8147
Q_12_B	.8364	Q_25_A	.8133
Q_13_A	.8265	Q_25_B	.8193
Alpha = .8303			

By looking at the table above, it is clear that item number (09,B) has the lowest value of alpha if item is deleted (.8071) while the highest value for alpha if an item is deleted is for (19,A), at .8473. There is no large deviation between the lowest and highest values compared to the total alpha. This indicates that the scale items are homogenous.

Reliability of the Officials' Questionnaire

In the case of officials, the Alpha reliability for the complete scale was .9329 (see Table

6.5 below).

Table 6.5. Reliability Coefficients

No.	Alpha if item Deleted	No.	Alpha if item Deleted
Q_01_A	.9321	Q_13_B	.9120
Q_01_B	.9417	Q_14_A	.9021
Q_02_A	.9220	Q_14_B	.9319
Q_02_B	.9320	Q_15_A	.9318
Q_03_A	.9417	Q_15_B	.9316
Q_03_B	.9119	Q_16_A	.9122
Q_04_A	.9418	Q_16_B	.9417
Q_04_B	.9416	Q_17_A	.9317
Q_05_A	**.9017**	Q_17_B	.9417
Q_05_B	.9218	**Q_18_A**	**.9419**
Q_06_A	.9120	Q_18_B	.9417
Q_06_B	.9218	Q_19_A	.9121
Q_07_A	.9218	Q_19_B	.912
Q_07_B	.9218	Q_20_A	.9317
Q_08_A	.9218	Q_20_B	.9316
Q_08_B	.9120	Q_21_A	.9218
Q_09_A	.9417	Q_21_B	.9416
Q_09_B	.9417	Q_22_A	.9318
Q_10_A	.9417	Q_22_B	.9416
Q_10_B	.9416	Q_23_A	.9317
Q_11_A	.9318	Q_23_B	.9316
Q_11_B	.9416	Q_24_A	.9022
Q_12_A	.9219	Q_24_B	.9416
Q_12_B	.9217	Q_25_A	.9020
Q_13_A	.9020	_25_B	.9120
Alpha = .9329			

The lowest scoring item in the table above is question number (05,A), for which the

value of alpha if the item is deleted is (.9017), and the highest value of alpha if an item

is deleted is (.9419) for Q 18.A. This shows that there is little deviation from the total

alpha, which is (.9329). This result indicates that the scale items are very reliable.

Reliability of Students' Questionnaire

In the case of students, it was found that the alpha reliability for the complete scale was
.8554 (see Table 6.6. below).

Table 6.6. Reliability Coefficients

No.	Alpha if item Deleted	No.	Alpha if item Deleted
Q_01_A	.8571	Q_13_B	.8485
Q_01_B	.8493	Q_14_A	.8580
Q_02_A	.8525	Q_14_B	.8547
Q_02_B	.8539	Q_15_A	.8485
Q_03_A	.8602	Q_15_B	.8514
Q_03_B	.8580	Q_16_A	**.8642**
Q_04_A	.8565	Q_16_B	.8556
Q_04_B	.8521	Q_17_A	.8507
Q_05_A	.8535	Q_17_B	.8485
Q_05_B	.8546	Q_18_A	.8425
Q_06_A	.8611	Q_18_B	.8495
Q_06_B	.8584	Q_19_A	.8543
Q_07_A	.8472	Q_19_B	.8444
Q_07_B	.8457	Q_20_A	.8520
Q_08_A	.8499	Q_20_B	.8554
Q_08_B	.8505	Q_21_A	.8565
Q_09_A	.8626	Q_21_B	.8544
Q_09_B	.8567	Q_22_A	.8599
Q_10_A	.8471	Q_22_B	.8566
Q_10_B	.8451	Q_23_A	.8589
Q_11_A	.8569	Q_23_B	.8495
Q_11_B	.8503	Q_24_A	.8533
Q_12_A	.8521	Q_24_B	.8520
Q_12_B	.8571	Q_25_A	**.8409**
Q_13_A	.8433	Q_25_B	.8447
Alpha = .8554			

Looking at the table above, the highest value of alpha if item is deleted is for question
number (16, A), at (.8642), while the lowest, for question number (25, A) is (.8409).
Looking at the variation between the two items, there is no high variation compared to
the total alpha, which is (.8554). This means the scale items are homogeneous.

6.7.1.4. Data Analysis

In the pilot study, all social workers and officials indicated that they were married. No-one reported being divorced (see Table 6.7), though it is the researcher's belief that for cultural reasons respondents might not have indicated that, even if it were true. Based on the comments of some staff who participated in piloting the questionnaire, in the main study the "widowed" and "divorced" categories were removed from the question on marital status and the word (others) used as a more acceptable option for the sample.

Table 6.7. Marital Status of the pilot sample

Categories	Married	Single	Divorce
Social Workers	10	-	-
Officials	1o	-	-

Most of the social workers were aged between 30-35, indicating that they were young and had only a few years of experience. It seems that officials were on average older than the social workers and had more years of experience (see Tables 6.8 and 6.9). This is natural because the programme of guidance and counselling has not been in operation for a long time and the social workers might move from one area to another.

Table 6.8. Age Distribution of the Pilot Sample

Age	Social Workers	Officials
24-29	1	1
30-35	8	3
36-41	1	5
42-47	-	1
48 and over	-	-
Total	10	10

Table 6.9. Years of Experience of the Pilot Sample

Years	Social Worker	Officials
Less than 5	1	1
5-9	6	4
10-14	2	4
15 and over	-	2
Total	**10**	**10**

Twenty per cent of the pilot sample of social workers had graduated from social work departments and all 10 of them had a bachelor degree. Two of the sample had specialised in psychology and Islamic law and one in sociology. Among the officials, the highest degree held was a bachelor degree. Four of them had specialised in Islamic law. This was expected because of the high numbers of courses in religion. The rest of the officials were Arabic Language and Social Sciences specialists (see Table 6.10). (See Chapter Eight for details).

Table 6.10 Major study in college of university for pilot samples

Categories	Social Workers	Officials
Social Work	2	-
Psychology	2	-
Sociology	1	-
Islamic Law	2	4
Others	-	5
Total	**10**	**10**

Six social workers in the pilot sample said they had received training after gaining their degree. Regarding the duration of the programme, for two of them it was one month, for one it was two months, for one it was one year, and the other two did not specify. All the officials who participated in the pilot study reported that they had received Bachelor degree, non, reported they have master degree (see Table 6.11).

Table 6.11. Qualification of the Pilot Samples

Categories	Bachelor	Master	Other
Social Workers	10	-	-
Officials	10	-	-

Regarding the experience of the pilot sample in their current job, more than half of the social workers had less than five years, through most of them had experience in other jobs, most probably teaching. None of the 10 social workers had more than 15 years of experience. In the case of the officials, more than half of them had 10 to 14 or more years experience in their current job. This might be because most of the officials were teachers (see Table 6.12).

Table 6.12. Years of Experience of the Current Job of the Pilot Sample

Categories	Social Workers	Officials
Less than 5 years	6	1
5-9 years	3	3
10-14 years	1	4
15 years and over	-	2
Total	**10**	**10**

When the pilot sample were asked whether they had gone into guidance and counselling straight after college, their answers were as shown in Table 6.13, though it should be noted that social workers, rather than officials, were the target of this question.

Table 6.13. Working before the Guidance and Counselling Services

Categories	Yes	No
Social Workers	2	8
Officials	-	10
Total	2	18

Note: This question for social workers only.

The researcher obtained the school size from the social workers, because they were asked in question number 10 to indicate the number of students in the school. It was expected that the size of the secondary schools in the pilot study would be high, since the questionnaire was tried out in a large city, Buridah, the capital of the Al-Qassim region (see Table 6.14).

Table 6.14. Size of the Schools

No. of students	No. of schools
Less then 99	-
100-199	-
200-299	1
300-399	3
400-499	3
500-599	1
Over 600	2
Total	**10**

The findings in the main study regarding, for example, the age, years of experience, qualification, major of study in college, and marital status of the sample, are expected to be similar to these findings from the pilot study.

6.7.1.5. Modifications to the Instruments based on Pilot Work

After collection of the questionnaire from respondents, a number of amendments were made. Item number (14), "give test and interpret test results to students and parents" was deleted because it had a mean score less than 03. Also, and based on the comments and recommendations received, a new item was constructed, that the social workers reinforce religious rules.

On the basis of respondents' recommendations and comments, some items were re-worded for clarity. Also, item number two was changed to two items instead of one because it contained two ideas. It was originally "encourage students who do excellent work in school and help those who don't". After rephrasing, item number two became "encourage students who do excellent work" and item number 26 became "help students

who don't do good work". Consequently, the number of questionnaire items was increased to 26.

Before piloting the questionnaire, there were 16 questions on the data sheet, but after collecting the responses, some questions in the data sheet were removed, such as the name of the school, title of the job, and current work. The question regarding marital status was not removed, but the choices were originally single, married, divorced and widowed, and for cultural reasons, the researcher was advised to change the choices to single, married and others. Al-Ahmady, in his study, complained that few of the respondents completed the entire background data sheet, and suggested that the "data sheet may have been too personal for the comfort of some of the respondents." So, major modifications were made in the data sheet for this reason and for the purpose of this study.

Furthermore, the question regarding the number of social workers working in school was removed. This was because it was found that, even in Buraidah city, which has the largest schools in the region, there was only one social worker in each school. It is therefore most unlikely that smaller schools in the surrounding towns and villages would have any more than one social worker per school. Also, the question asking the number of students the social worker was responsible for was removed, because each social worker is responsible for all students in a particular high school.

Moreover, the researcher was advised by the research supervisors to include an open question in the end of the questionnaire. An advantage of doing so is to give freedom and spontaneity, and to allow the respondents to write in any way they wish (Newell, 1998). The question asked the respondents to indicate any activities they thought the social worker should perform.

6.7.2. Piloting the Interview Schedule

Piloting the interview provided invaluable insights for altering question wording, adding questions, omitting or changing questions, and altering the order of questions (Arber, 1998). The same advantages that apply to questionnaire piloting, such as changing questions or ascertaining the time needed for completion, also apply to the piloting of interview schedules.

6.7.2.1. Pilot Study Sample

The interviews were carried out in Buraidah city, the capital of the Al-Qassim region in Saudi Arabia. The target population for the interview schedule was all social workers who work in secondary schools in the Al-Qassim region, but for the purpose of pre-testing the interview schedule, a random sample of three secondary schools from a total of ten secondary schools was selected, and their social workers (one in each school) asked for interviews to pilot the interview schedule.

6.7.2.2 Procedures

The face to face interviews were conducted by the researcher in the social workers' private offices. The researcher listened and wrote down the social workers' answers and suggestions without interrupting them. Also, the researcher recorded the interviews to ensure the reliability of the interview schedule.

6.7.2.3. The Reliability of the Interview Schedule

In research terminology, reliability is frequently used in a broad sense, to indicate the extent to which two or more different interviewers working under similar conditions obtain similar results (Moser, 1958, p. 204). To ensure the reliability of the interview schedule, the researcher sat with the social workers being interviewed and explained to

them the aim of the interview and that the discussion would be confidential. This was especially important, as it was recorded, with the interviewees' permission. The researcher transcribed the three interviews from the tapes. This process was repeated by colleagues of the researcher. The researcher and his colleagues compared their transcripts. It was agreed that any slight discrepancy found did not change the meaning of the answers. For more details of this method of checking interview reliability, see Kvale (1996, pp.163-164) and H. Rubin and I. Rubin (1995, pp. 85-87).

6.7.2.4. Content Analysis of Interview Schedule

The pilot study revealed that each social worker took approximately 35-50 minutes to cover the entire interview schedule. In the first question, they were asked to rank in order of importance three factors (lack of trust, interference in their work, burden of other tasks unrelated to their job and other factors). All three ranked burden of other tasks unrelated to their job as the most serious factor and interference in their work as the second. Two indicated that lack of awareness of the social worker's role is one factor that limits their role. The second question concerned whether there are difficulties with teachers. None of the interviewees answered NO. Two respondents indicated that the teachers are not convinced of the social worker's role in the school. One said that the teachers are not aware of the social worker's role. Two of the respondents answered that they had no difficulties with head teachers, but one of them reported that his head teacher burdened him with administrative work. Regarding difficulties with school personnel, one of the social workers expressed that there is a "conflict of roles between the social worker and assistant head teacher".

Regarding the question whether they have difficulties with students, one of the difficulties emerging was students' unfavourable reaction to social workers. Regarding

difficulties in dealing with parents, social workers indicated more than one problem but they agreed that parents are not aware of their role and do not follow up their children's progress in school.

Two of the respondents reported that the main difficulty facing them in dealing with the education supervisors was being required to do "office work". Regarding difficulties in dealing with the Education Administration, all three interviewees reported no difficulties, because social workers deal with the social supervisor rather than the Education Administration.

When the researcher asked the interviewees for their suggestions to improve the relationship with teachers, they suggested increasing the number of formal and informal meetings between teachers and social workers. They thought that in order to improve the relationship with the school administrators, it would be useful to spend more time with them and explain their role to them.

To improve the relationship between social workers and students, they suggested that the social workers should involve themselves with students as much as they can, by participating with students in social activities and so on. They also suggested improving the relationship with parents by home visiting and taking the opportunity to get to know parents and exchange information with them, at the parents' conferences periodically held by the school.

The social workers expressed their ideas for improving the guidance and counselling services. They suggested minimising office work to give school social workers time to do their job. Also, school social workers suggested that the people who carry out

guidance and counselling work should have training in this field. One of the three interviewees commented that social workers should have "training in casework study".

Social workers indicated that they spend most of their time following up students who come to school late or are absent. Also, they deal with students' personal and academic problems. They also do office work. In the final question, the interviewees were asked to express their view about what they thought they should be doing. They replied, solving students' problems such as social and psychological problems, and working with students who fail more than one year.

6.7.2.5. Modifications based on Pilot Outcomes

After the three interviews, it appeared that there was no need for question number 8 which concerned the difficulties which school social workers face with the Educational Administration, because the social workers indicated that they had virtually no direct relationship with the Educational Administration, education supervisors acting as intermediaries in this respect. However, the researcher decided to wait until a few interviews with social workers had been conducted in the main study, before removing this item.

Two questions were removed from the original version of the interview schedule. The two questions were:

-Have you ever have had difficulties with the Educational Administration?

         Yes_____   No_____

If yes, what difficulties with the Educational Administration have you had in the last 12 months?

-Please list the major problems which face the students you deal with?

6.8. Main Study

To administer the questionnaires to students and school personnel, the researcher explained the aims of the study again, briefly, to the social workers who had been interviewed, and asked for their co-operation in distributing and collecting the questionnaires. The researcher gave the workers five working days to collect the questionnaires from the students, teachers and head teachers in their schools (although it was expected to take longer than that). In the case of the educational supervisors, who were part of the official sample, the researcher distributed the questionnaires to them in their offices in the Directorate General of Education building. They, too, were given five days to complete the questionnaire.

6.8.1. Response Rate

Response rate is a major issue in survey research. Previous studies conducted in Saudi Arabia faced some problems of non-return of questionnaires. To avoid this, the researcher decided to deliver and gather the questionnaires in person and to conduct face to face interviews. Mail surveys frequently result in low response rates. Newell (1998) stated that mail surveys do not obtain more than a 50 % rate reply. Others such as Cohen and Manion (1994) reported that a postal questionnaire should achieve at least a 40 per cent rate of return. Whereas in general terms a response rate of 10 to 50 per cent is common for a postal survey, response rate to a self-administered questionnaire is close to 100 per cent (Neuman, 1994). Regarding the rate of response with interview

schedules, Newell (1998) suggested that an interview should obtain at least an 80 per cent rate of return, although most of the time 70 per cent may be acceptable.

For the case of the sample in the main study, the number of questionnaires distributed and the response rates were as follows:

Table 6.15 Questionnaire Respondents

Questionnaire Distributed	Rate of response	No. of Questionnaires invalid
Students (100)	88 %	5
Social workers (52)	100 %	-
Officials (100)	77 %	2

In the case of the interview schedule for social workers, 49 of the 52 school social workers interviewed; the other three were not available.

A satisfactory rate of response was achieved. For instance, in the case of pupils it was 88% per cent. This high rate can be attributed to cultural values, whereby pupils in school show respect for teachers and all school staff, so in this case students returned the questionnaires to the school social worker out of respect for his position.

6.8.2. Methods of Data Analysis

The data gathered from the survey instrument were subjected to descriptive analysis using mean, frequencies and percentages. In addition, parametric statistical tests were used to obtain more information from the data. The Paired Sample t- test method was used to find whether there are significant differences in the actual and ideal function scores on the items of the questionnaire. This method was used with all the groups (social workers, students and officials). The t-test compares sample means and tests the significance of the differences between the means. The t-test is appropriate for

situations in which respondents have been divided into two groups, for instance by gender, and the researcher is interested in the significance of the differences between the two groups (Healey, 1996). For the t-tests, the level of significance was set at .05 alpha level. Social scientists conventionally set alpha at 0.05 or, less frequently, 0.10 or 0.01. The 0.05 level in particular seems to have emerged as a generally recognised indicator of a significant outcome, although, the widespread use of the 0.05 level must be recognised as convention (Healey, 1996, p. 186).

Summary

The main purpose of this chapter was to explain the development and testing of the questionnaire and interview schedule used for data collection. Validity testing of the instruments was undertaken to make sure both of them were suitable for the subject of the study. Then the questionnaire was piloted with 10 school social workers, 10 officials and 15 students. The interview schedule was piloted as well, with three school social workers. On the basis of the pilot study, some changes were made in both instruments.

As a result of the pilot study, the researcher felt that the Arabic versions of the instruments were understandable and applicable to the sample population. Thus, the researcher was convinced that the instruments could be used in the main study. In the next chapter the data gathered from the three groups will be presented.

CHAPTER SEVEN

DATA ANALYSIS

(PRESENTATION OF THE DATA)

Contents

CHAPTER SEVEN

DATA ANALYSIS

(PRESENTATION OF THE DATA)

Introduction

Data has meaning only in terms of the interpretations made by the researcher. Frequently, social researchers have a large amount of data that must be reduced to some statistical measures before meaningful interpretations can be made. For example to have on file the age of every person in Great Britain is an enormous amount of information, but it is incomprehensible in its raw form. Survey data that take various forms are analysed using statistics, the mathematics of collecting, organizing, and interpreting numerical information.

This chapter presents the findings from the questionnaire survey of actual and ideal roles of social workers in the view of three samples: students, social workers, and officials. All information except that from the last, open-ended, question was analysed using the Statistical Package for Social Sciences (SPSS) program (version 8). As a first step in analysis, descriptive statistics, such as mean, frequency and percentage, are presented. The aim of this chapter is to provide a clear picture of those groups who responded to the questionnaire survey of this study.

7.1. The Social Workers' Questionnaire

7.1.1 General Information

The data sheet was designed to obtain general information from school social workers and officials in order to obtain a general overview of the characteristics of the respondents, particularly any factors that might have a bearing on their perception or experience of the guidance and counselling services. Moreover, the purpose of obtaining background data from the sample pertaining to age, marital status, certification, training, years of experience, etc was to note pertinent variables related to the functions of guidance and counselling in terms of specific item responses from the sample.

1) Age of the Social Workers

The first information obtained from the social workers was their ages. This variable will be important compared to years of experience as social workers in the secondary school. According to Table 7.1, most social workers were in their early and mid thirties. Those who were in the younger age represented around 4 per cent. The table below showed that 5.8 per cent of the respondents were aged 42-47 and the same percentage were aged over 48.

Table 7.1. The Age Distribution of the Social Workers

Age	F	%
24-29	2	3.8
30-35	22	63.5
36-41	11	21.2
42-47	3	5.8
48&over	3	5.8
Total	52	100.00

Fig 7.1 Age Distribution of the Social Workers

The Age Distribution of the Social Workers
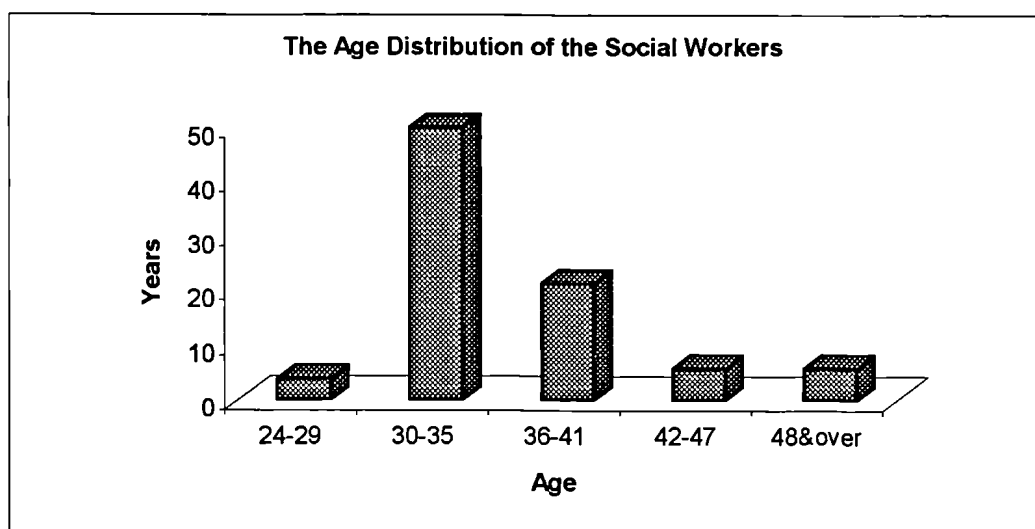
2) Marital Status of the Social Workers

The social workers were asked to identify their marital status. It is very clear, as shown in Table 7.2, that all the social workers except four were married. Three were single and one case was indicated as other marital status (see the methodology chapter for reasons why this study indicated only two choices for marital status).

Table 7.2. The Marital Status of (SW)

Values	F	%
Married	48	92.3
Single	3	5.8
Others	1	1.9
Total	52	100.0

Fig. 7.2 Marital Status of Social Workers

The Marital Status of Social Workers
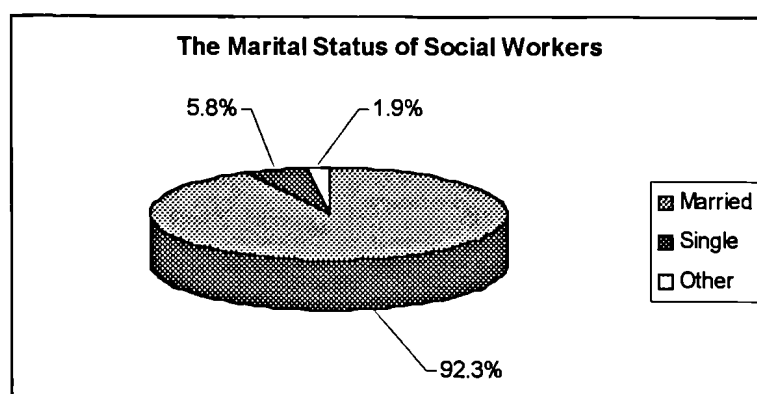
3) Social Workers' Education

Social work was the major study of about 33 per cent of the sample, though the Ministry of Education in Saudi Arabia appoints people to positions in the quidance and counselling services in secondary schools who have degrees in social work, psychology or sociology. However, looking at Table 7.3 it can be seen that approximately a third (30 per cent) of the respondents had not qualified in one of these three subjects. Indeed, about 19% of them had specialised in religion (Islamic Study). Approximately 15 per cent of the respondents had specialised in psychology and 23 per cent in sociology. The data showed that about 10 per cent reported various other majors.

Table 7.3. Major Study of the Social Workers in University

Major	F	%
Social Work	17	32.7
Psychology	8	15.4
Sociology	12	23.1
Religion	10	19.2
Others	5	9.6
Total	52	100.0

Figure 7.3 Major Study of Social Workers in University

Major Study of the Social Workers in University
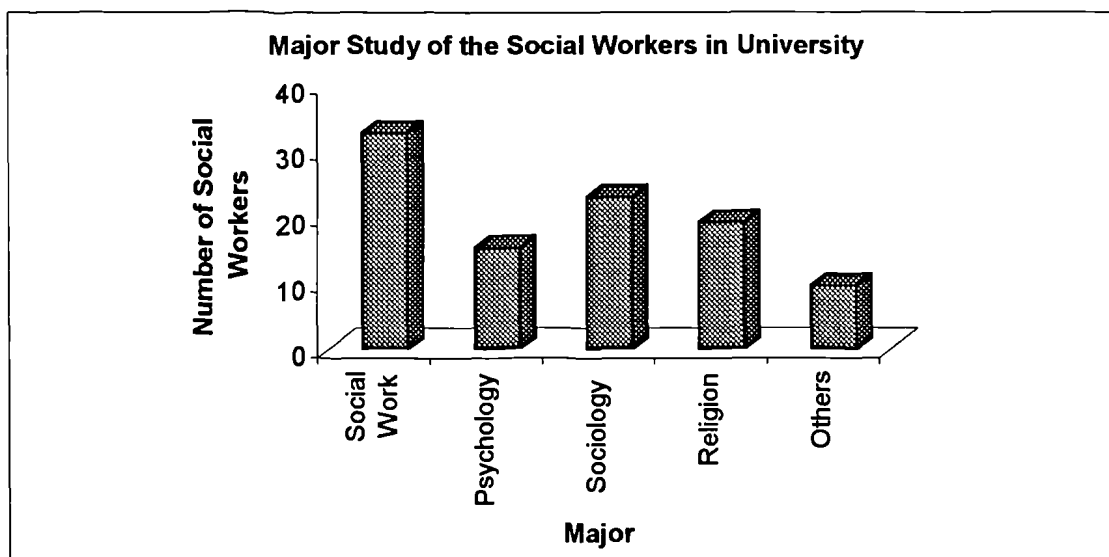
4) Level of Education of Social Workers

The Ministry of Education requires anyone who occupies a position in the counselling service in secondary schools to have completed a four-year university degree. As expected, all the social workers had at least a four-year degree (see Table 7.4). Approximately 96 per cent had a university bachelor degree. Only one respondent had a master degree and one of them reported having another degree.

Table 7.4 Social Workers' Qualification

Degrees	F	%
Bachelor	50	96.2
Master	1	1.9
Others	1	1.9
Total	52	100.0

Fig. 7.4 Social Workers' Qualifications
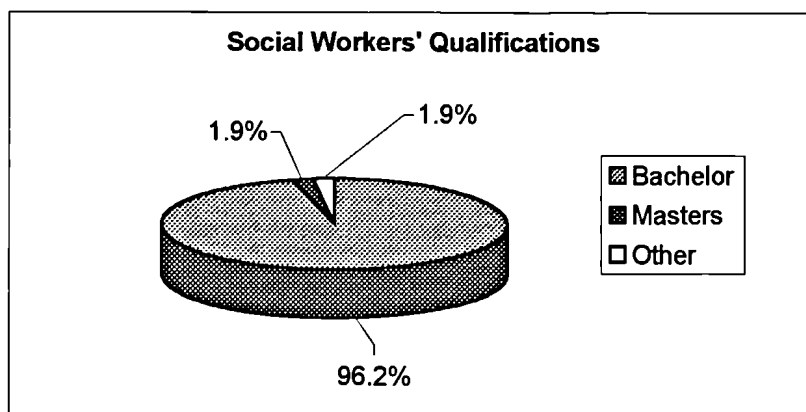
5) Working Experience

A few social workers, almost 5 per cent, had less than five years experience. As the table below indicates, fifty per cent of the respondents had 5 to 9 years experience, and about a third of the respondents had 10 to 14 years experience. Finally, 7 per cent had 15 or more years of experience, while a similar percentage reported other years of experience.

Table 7.5. Years of Experience of the Social Workers

Categories	F	%
Less than 5Y	4	7.7
5-9	26	50.0
10-14	15	28.8
15 and over	5	9.6
Total	50	100.0

N=52, missing value 2

Fig. 7..5 Years of Experience of the Social Workers
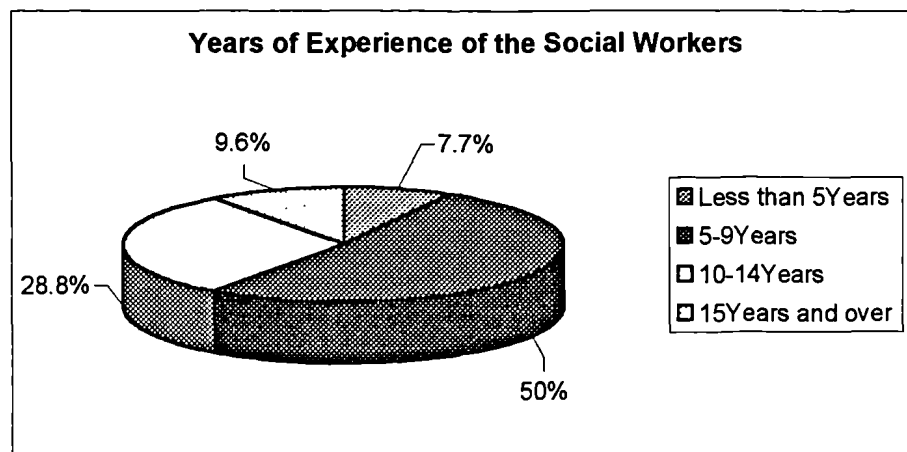
6) *The Training Programme*

First the respondents were asked if they had received training or not. More than half of

the respondents (62 per cent) reported that they had received training for the counselling

services programme, but 38 per cent expressed that they had not received training at all.

Furthermore, the respondents were asked about the duration of the training programme.

Most of the respondents had received training for only one, two or three weeks (see

Table 7.6). A large proportion of the sample however, about 40%, had received more

than 6 months training (see Table 7.6). Around 27 per cent had received training four

weeks, 17 percent three months. Also, about 40 per cent had received training lasting

between 6 months to one year and approximately 15 per cent of the respondents

reported that they had received more than one year training.

Table 7.6 Duration of the Programme

Duration	F	%
1 Month	14	26.9
3 Months	9	17.3
6 Months to 1 Ye	21	40.4
More than 1 Year	8	15.4
Total	52	100.0

Fig. 7.6 Duration of the Programme

Duration of the Programme

15%
27%
41%
17%

☒ 1 Month

▩ 3 Months

☐ 6 Months to 1 Year

☐ More than 1 Year
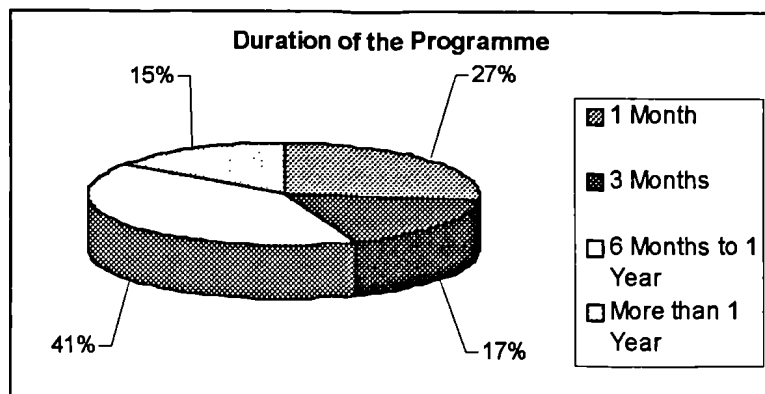
The Ministry of Education manages the training programme if it takes place in an administration or in a school. This means 50% of the training was administered by the Ministry of Education and that the programmes were of a few weeks' duration. But if the programme takes place at any of the three universities which offer training in the guidance and counselling programme (see Chapter Four) the training programme is usually one year long. According to Table 7.7, about 40% of training took place in schools. Also, around 10 per cent of training was in the General Education Administration, which belongs to the Ministry of Education. A further 19 per cent of training programmes took place in one of the three universities and about 15 per cent was in college. Finally, about 15 per cent of respondents indicated other places of training.

Table 7.7 Place of Training

Categories	F	%
University	10	19.2
College	8	15.4
Administration	5	9.6
Schools	21	40.4
Others	8	15.4
Total	52	100.0

Fig. 7.7 Place of Training
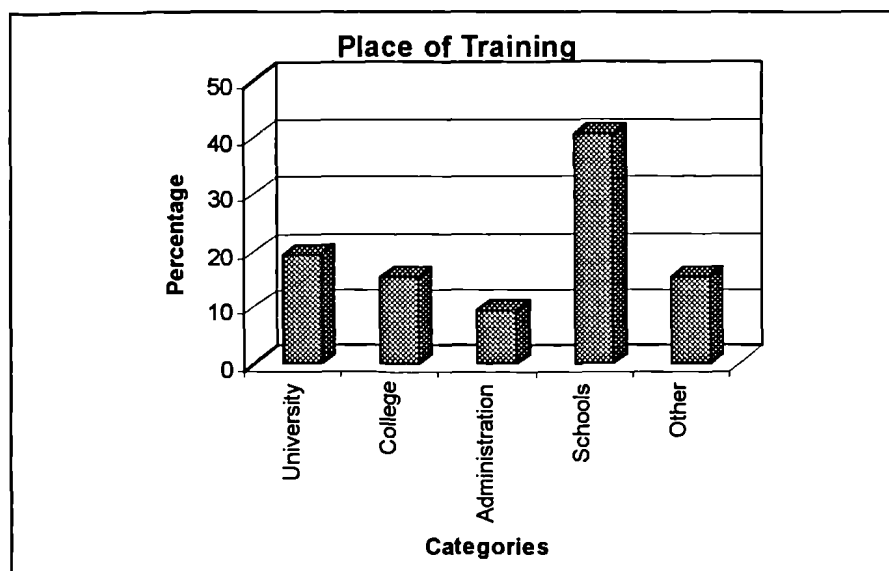
7) Experience in Current Employment

The respondents were asked how long they had been working in counselling service in school. The largest group of the respondents, 44 per cent, said that they had less than five years' experience. Furthermore, about 29 per cent had experience ranging between 5 to 9 years. About 17 per cent reported that they had experience ranging between 10-14 years in their current position. Only three of the respondents indicated that they had more than 15 years' experience in their current job.

Table 7.8 Years of Experience in the Current Job

Value	F	%
Less than 5 Y	23	44.2
5-9Y	15	28.8
10-14Y	9	17.3
15 & over	2	3.8
Total	49	94.2

N=52, missing value 3

Fig. 7.8 Years of Experience in the Current Job
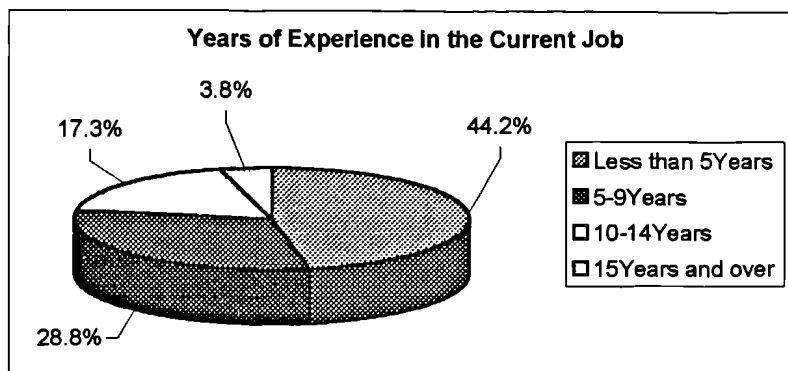
8) School Size

The study surveyed every secondary school that had a social worker (see previous chapter for details). Those schools that did not have one were excluded from the study. Nevertheless, Table 7.9 shows two schools with fewer than 100 students. Because of their small size, these schools were combined with intermediate schools in the same building. 13.5 per cent of schools had between 100-200 pupils (Table 7.9) while approximately 66% of the schools had more than 300 students. Around 30 per of schools had between 300 to 399 pupils, 15 per cent of schools had 400 to 499 pupils and just one school had between 500 to 599 pupils. Finally, 13.5 per cent of respondents reported working in schools of 600 or more pupils (see table below).

Table 7.9 Size of the Schools

School Size	F	%
Less than 99	2	3.8
100-199	7	13.5
200-299	9	17.3
300-399	14	26.9
400-499	8	15.4
500-599	1	1.9
600 and over	7	13.5
Total	48	92.3

N=52, missing value 4

Fig. 7.9 Size of the Schools
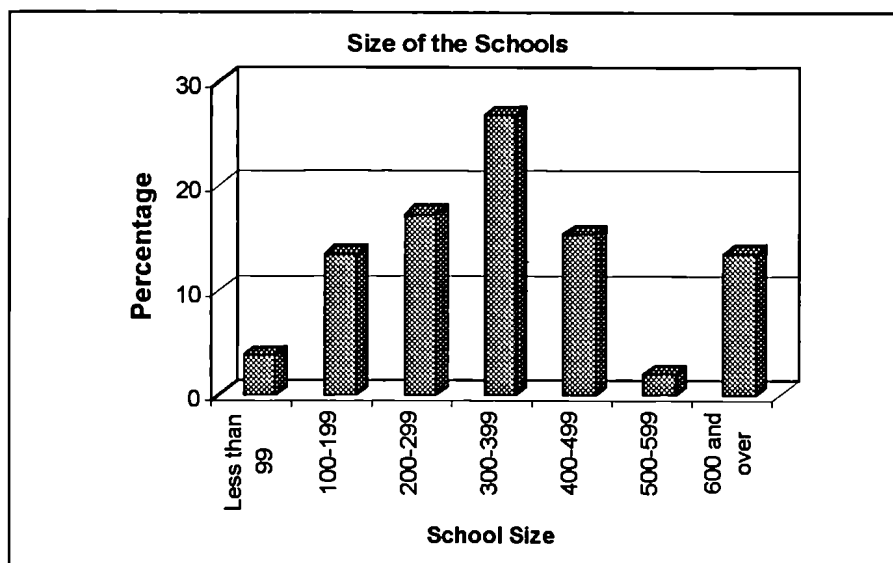
7.1.2. Questionnaire Responses

The questionnaire was designed to obtain perceptions of the actual and ideal role of the school social worker in secondary schools in Saudi Arabia According to the present results, respondents reported that the most important actual roles in their view mainly involve these functions:

2) Help students better understand feelings, moods, and trouble with family and school relationships.

6) Help students who do excellent work.

14) Reinforce religious rules.

15) Give students information about high school, college and technical school requirements.

20) Act to consolidate the relationship between school and home.

21) Counsel students concerning smoking and drug usage.

It was found that the six highest means were scored for these items listed above.

Also, according to Table 7.10, the five lowest means, indicating the social worker's least important actual roles, were for the following functions:

3) Assist the administrators of the school.

7) Provide information for cumulative files and help maintain school records.

13) Do follow-up studies on students who have graduated.

25) Chaperone and transport students to and from educationally related activities.

As regards the importance of the ideal functions, the respondents indicated almost all 26 functions as "most important". The few which were ranked as less important ideal functions of the social workers were as follows:

3) Assist the administrators of the school.

7) Provide information for cumulative files and help maintain school records.

13) Do follow-up studies on students who have graduated.

The Statistics Package for Social Sciences (SPSS) was used to compute the data frequencies, percentages, mean scores and standard deviation (S.D), (see Table 7.11). In the case of the open question in the questionnaire, which could not be analysed by computer, the researcher has provided a quantitative analysis.

Table. 7:10 Means and standard deviation for social workers' responses to questionnaire items

Item	Actual Mean	S.D	Ideal Mean	S.D
1	3.7	.89	4.5	.49
2	4.01	.80	4.7	.48
3	4.7	.48	3.3	1.04
4	2.7	1.2	3.8	.92
5	4.5	.75	3.9	.78
6	4.5	.61	4.2	.96
7	4.7	.62	3.4	1.09
8	3.4	1.1	3.5	1.01
9	4.1	.84	4.09	.82
10	4.2	.75	4.3	.80
11	4.1	1.01	4.7	.48
12	3.4	1.1	4.2	.86
13	2.2	1.05	3.02	1.1
14	4.2	.80	4.8	.32
15	4.2	.96	4.7	.65
16	3.4	.99	4.1	.87
17	3.4	1.04	4.2	.76
18	4.1	.71	4.5	.60
19	3.8	.98	4.2	.73
20	3.9	.83	4.5	.73
21	4.4	.70	4.7	.69
22	3.3	1.1	3.8	1.3
23	4.03	.83	4.5	.67
24	3.1	1.1	4.02	1.06
25	1.1	1.2	3.3	1.1
26	4.2	.93	4.6	.74

The open-ended question was to identify if there are any other activities the social workers thought they should perform. Only 11 social workers out of 52 of the sample (21.2%) responded to the open question. One of the respondents expressed his opinion that " the duties must be reduced in order for the person to be productive". Another

social worker complained that "if we reduced the office work, then we could think of other activities".

More than one respondent reported that social workers should do more "home visiting" to make contact with parents and ask them to co-operate with them to solve the student's problems. Furthermore, some emphasised that the social worker should plan and undertake a programme to help students who have difficulties in the school and who fail more than one year in the same class. Also, one of the respondents indicated that the social worker should participate in "school activities at regional level".

7.2. Students' Responses to the Questionnaire

In this study the high school students' views of the actual and ideal roles of the school social workers in their schools were investigated. In the students' perception, the social workers' most and least important actual roles were the functions shown in the table below. Furthermore, students were asked to express their opinions of the social worker's ideal role in their schools. Students' indications of the ideal functions of the social worker are also shown in the table:

Table 7.11 Students' View of the Social Workers' Actual and Ideal Roles

Statements	Scale	Mean	S.D
2) Help students better understand feelings, moods, and trouble with family and school relationships.	Most actual	4.00	1.06
6) Help students who are doing excellent work in school.	Most actual	3.93	1.25
11) Participate in case conferences with others	Most actual	4.00	1.18
14) Reinforce religious rules.	Most actual	4.00	1.23
21) Counsel students concerning smoking and drug usage	Most actual	4.37	.95
26) Help students who are doing weak work in school.	Most actual	3.98	1.15

3) Assist the administrators of the school.	Low actual	2.91	1.42
7) Provide information for cumulative files and help maintain school records.	Low actual	2.88	1.40
13) Do follow-up studies on students who have graduated.	Low actual	2.33	1.40
24) Give career guidance course to students.	Low actual	2.95	1.27
25) Chaperone and transport students to and from educationally activities.	Low actual	2.91	1.42

2) Help students better understand feelings, moods, and trouble with family and school relationships.	Ideal	4.52	.84
4) Help students with social problems	Ideal	4.37	.88
14) Reinforce religious rules.	Ideal	4.56	.78
15) Give students information about high school, college and technical school requirements.	Ideal	4.49	.73
21) Counsel students concerning smoking and drug usage	Ideal	4.64	.82
26) Help students who do weak work.	Ideal	4.48	.88

At the end of the questionnaire there was an open-ended question in which respondents were invited to identify if there are any other activities they thought the social workers should perform. Activities which the students wanted the social workers to perform were as follows:

-Social workers should have informal communication with students.

-Social workers should be the connecting link between students and the teachers (by solving students' problems).

-School social workers should organise visits to colleges and universities.

7.3. The Officials' Questionnaire

The officials in this study are identified as three groups: teachers, head teachers, and educational supervisors: 10 educational supervisors, 9 head teachers and 56 teachers. The researcher distributed the questionnaires to the teachers and head teachers in their schools through the social workers and distributed the questionnaires to the educational supervisors in their offices in the Directorate General of Education of Al-Qassim District. For analysis purposes, the groups (teachers, head teachers and educational supervisors) were combined intone group.

7.3.1. General Information

1) Age of the Officials

The study showed that around 45 per cent of the officials were aged between 30 and 41 years, approximately 30% were between 42 and 47 years and 10% were between 14 and 29 years. With regard to older officials, 48 years and over, about 11 per cent indicated that age (See Table 7.12).

Table 7.12 Age of Officials

Age Range	F	%
24-29	10	13.3
30-35	24	32.0
36-41	10	13.3
42-47	22	29.3
48 & over	8	10.7
Total	74	98.7

Number =75, missing cases = 1.

Fig. 7.12 Age of Officials
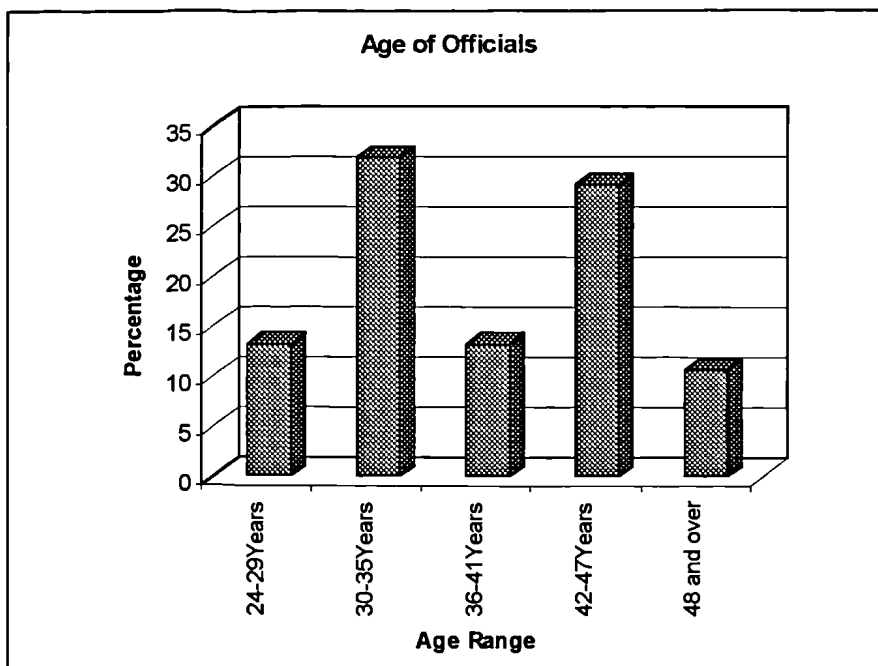
2) Marital Status of Officials

The respondents were asked about their marital status. The table below shows that the great majority of respondents, approximately 90 percent, were married. Only 6.7 per cent of the officials were single, and among the respondents two indicated their marital status as "others".

Table 7.13 Marital Status of Officials

Value	F	%
Married	66	88
Single	5	6.7
Other	2	2.7
Total	73	97.3

Number = 75, missing cases = 2

Fig. 7.13 Marital Status of Officials

Marital Status of Officials
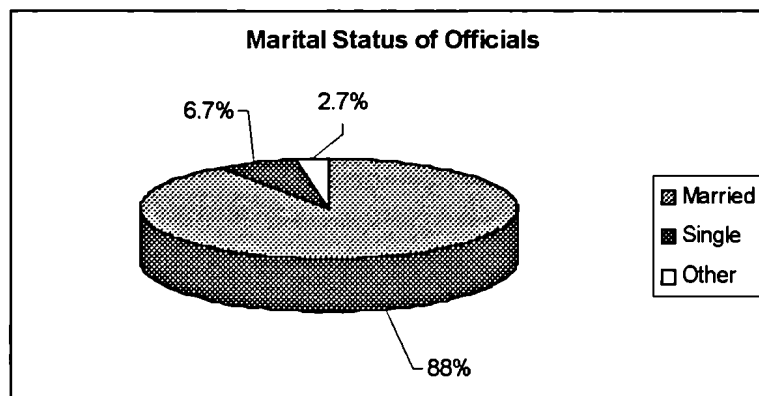
3) Qualification of the Officials

The respondents were asked to identify the highest degree they had obtained or their level of education (Table 7.14). Most of the officials, about 90 per cent, reported that they had a bachelor degree, and 5.3 per cent of the respondents had a master degree. A similar number indicated that they had another degree.

Table 7.14 Qualification of the Officials

Categories	F	%
Bachelor	67	89.3
Master	4	5.3
Other	4	5.3
Total	75	100

Fig 7.14 Qualification of the Officials
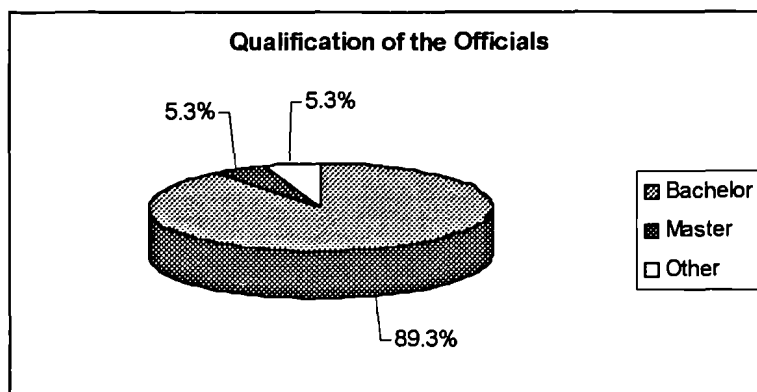
4) College Major

The respondents were asked about their educational background. About 31.7% of them reported that their major was Religious Science, and almost as many had graduated in Arabic Language. A little over half of the sample were Science specialists (see the table below). Other majors reported included English Language, History, and Geography.

Table 7.15 Major in College

Major	Education Supervisors* F	Education Supervisors* %	Techers and Head Teachers** F	Techers and Head Teachers** %
Social Work	2	20	-	-
Psychology	3	30	-	-
Sociology	2	20	-	-
Religion	1	-	19	31.7
Science	-	-	13	21.7
Arabic	-	-	16	26.7
Other	2	20	12	20.0
Total	10	100	60	

* Number = 10, cases missing = 0
** Number =65, cases missing =5

Fig. 7.15 Major in College

Major in College
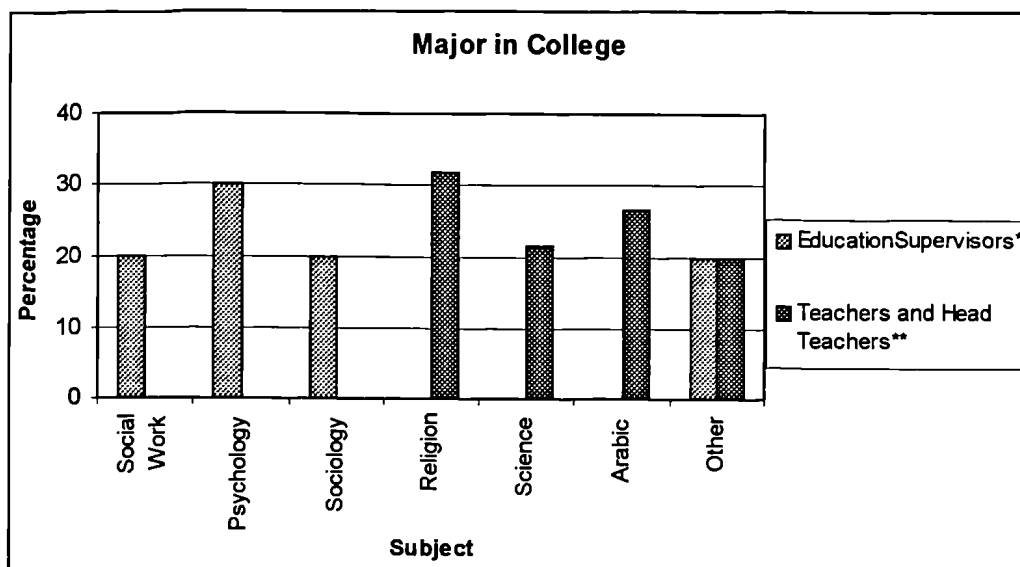
5) Work Experience of the Officials

Table 7.16 shows that about 29.3 percent, almost one third of the respondents had 15

and over years work experience and about close to this figure, about 25 per cent, had

between 10 and 14 years. Slightly less than this number, 24 %, had between 5 and 9

years' experience. Those officials who had less than five years' experience were

approximately 13 per cent (see Table 7.16).

Table 7.16 Years of Experience

Categories	F	%
Less than 5 Y	10	13.3
5-9	18	24.0
10-14	19	25.3
15 and over	22	29.3
Total	69	92.0

N= 75, Missing =6

Fig. 7.16 Years of Experience

Years of Experience

29.3%

13.3%

24%

25.3%

- Les than 5 Years
- 5-9Years
- 10-14Years
- 15Years and over
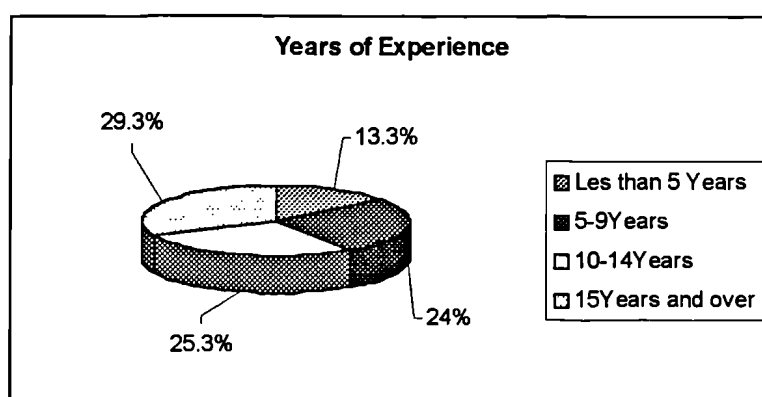
6) Training for Officials

As shown in the table below, most of the educational supervisors had received a year of training. Each of the other course duration suggested in the questionnaire applied to no more than a single individual. When the educational supervisors were asked to indicate where they received their training, all but two said they were trained in college. In answer to the question whether the educational supervisors went into counselling straight after college, eight reported that they did not. Only two had practised counselling immediately after college.

Table 7.17 The period of the Programme

Period of Time	F	%
1 Month	1	10.0
3 Months	1	10.0
6 Months – 1 Year	1	10.0
1 Year and above	6	60.0
Total	9	90.0

Number of values =10, missing cases =1

*The questions related to the training were for social workers and education supervisors.

Fig. 7.17 Period of the Programme

Period of the Programme

10%

10%

- ☑ 1 Month
- ▣ 2 Months
- ☐ 6 Months - 1 Year
- ☐ 1 Year and above

10%

60%
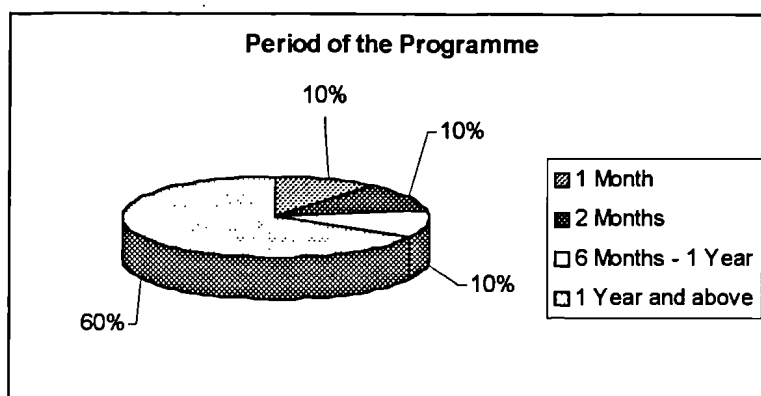
7) Years of Experience in Current Employment

The officials were asked to indicate their experience in their current job. 18 per cent of them had less than 5 years' experience and about third of the respondents had 5-9 years' experience. Also, around third of officials had between 10 and 14 years of experience as educational supervisors, teachers and head teachers. Therefore, 16 per cent had more than 15 years of experience in their current job (see Table 7.18).

Table 7. 18 Years of Experience of the Current Employment

Categories	F	%
Less than 5 Y	14	18.7
5-9	23	30.7
10-14	22	29.3
15 Y and over	12	16.0
Total	71	94.7

Number of value =75, missing cases =4

Fig. 7. 18 Years of Experience of the Current Employment
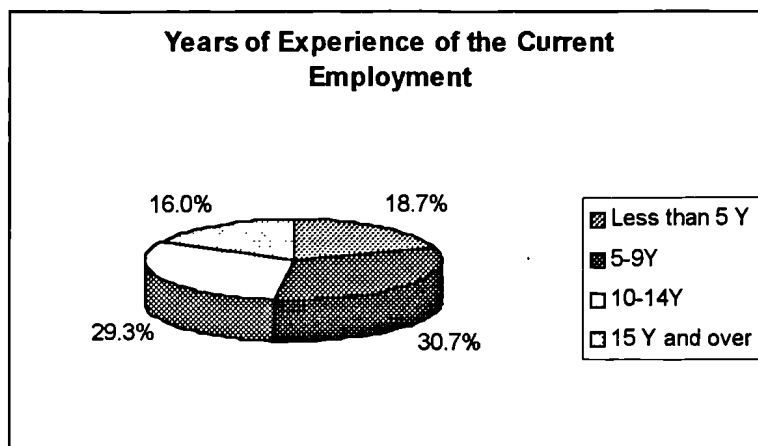
7.3.2. Responses to the Officials' Questionnaire

The officials were asked to indicate their perceptions of the actual and ideal role of the social worker. The resulting mean scores and Standard Deviations for each role are shown in the table below.

According to the present results, the officials reported that the most important actual roles of social workers in schools, in their view, were the following functions.

Table 7.19 Officials' View of the Social Workers' Actual and Ideal Roles

Item	Actual mean	S.D	Ideal mean	S.D
1	3.37	1.05	4.37	.74
2	3.80	1.01	4.68	.69
3	2.96	1.33	4.17	.83
4	3.59	1.00	4.46	.69
5	3.76	1.07	4.36	.86
6	3.89	.92	4.64	.56
7	3.60	1.31	3.33	1.37
8	3.19	1.13	4.38	.80
9	2.74	1.17	3.90	1.00
10	3.84	1.06	4.08	1.00
11	4.12	.95	4.48	.81
12	3.55	1.25	3.79	1.19
13	2.39	1.44	3.26	4.92
14	3.69	1.30	4.43	.93
15	3.99	1.14	4.36	.81
16	3.48	1.30	3.79	1.20
17	3.41	1.20	4.01	1.12
18	3.79	1.11	4.19	1.00
19	3.20	1.26	4.10	.95
20	3.89	1.11	4.45	.78
21	3.89	1.03	4.62	.82
22	3.05	1.23	3.97	1.11
23	2.95	1.20	3.70	1.15
24	2.95	1.120	3.70	1.15
25	2.62	1.20	3.38	1.19
26	3.68	1.20	4.39	.93

The questionnaire also tried to identify officials' opinions about the additional activities the social worker should carry out in the school. This was an open-ended question. The respondents suggested that the following activities should be performed.

- Inform teachers about students' disadvantages.

- Work with students concerning health problems.

- Help new teachers to get to know the school.

7.4. T-test Results

School social workers, officials and students ranked the twenty-six items on the Likert scale both for actual and ideal use. Two-tailed paired t-tests were used to analyse the actual versus ideal functions of the three groups (social workers, students and officials) in Saudi Arabian secondary schools. For the T- tests, the level of significance was set at .05 alpha level. This procedure was followed with all the three groups (see previous chapter -methodology chapter- for the reason for choosing T-test and .05 level).

1) Social workers

The results of the two-tailed paired t-tests obtained when analysing the actual and ideal functions of the social worker role in secondary school by the social workers themselves indicated that there were significant differences in almost every item except two of them. The two items that were not statistically significantly different at the .005 level were numbers 10 and 25 (see Table 7.20).

Table 7.20 Two Tailed Paired T-tests for Actual Versus Ideal Functions of the Social Worker

No.	Statements	T	Df	Sig. (2-tailed)
Pair 1	1. Orient students and staff members to the guidance programme	-7.468	49	.000
Pair 2	2.Help students better understand feelings moods, and trouble with family and school	-7.386	47	.000
Pair 3	3. Assist the administrators of the school	2.761	48	.008
Pair 4	4. Help students with social problems	-7.263	49	.000
Pair 5	5.Act as the person students see before going to the vice head teacher when in trouble	-6.293	49	.000
Pair 6	6. Encourage students who do excellent work in school	-4.303	49	.000
Pair 7	7.Provide information for cumulative files and help maintain school records	2.768	49	.008
Pair 8	8.Help students select and adjust their study programmes to fulfil their individual needs	-4.245	49	.000
Pair 9	9.Do individual career counselling	-4.950	49	.000
Pair 10	10. Attend teachers' meeting	-.518	49	.607
Pair 11	11. Participate with others in case conferences concerning students	-4.529	49	.000
Pair 12	12. Act as the advisor between students, teachers and parents during a co	-5.657	47	.000
Pair 13	13. Do follow-up studies on students who have graduated	-4.522	49	.000
Pair 14	14. Reinforce religious rules	-5.285	47	.000
Pair 15	15. Give students information about high school, college and technical school requirements	-3.883	49	.000
Pair 16	16. Help students with personal problems, for example; financial problems, peer relationships, etc	-4.782	49	.000
Pair 17	17. Advise teachers on ways of maintaining classroom discipline	-5.687	49	.000
Pair 18	18. Assist students to learn more effectively	-4.628	49	.000
Pair 19	19.Help new students to get to know the school and what is expected of them	-4.128	49	.000
Pair 20	20. Act to consolidate the relationship between school and home	-4.638	49	.000
Pair 21	21. Counsel with students concerning drug usage	-2.885	49	.006
Pair 22	22. Act as a resource person for individual teachers	-4.382	48	.000
Pair 23	23. Counsel students who miss school frequently	-4.694	49	.000
Pair 24	24. Conduct a career guidance course for students	-7.174	47	.000
Pair 25	25. Chaperone and transport students to and from educationally related activities	-1.630	48	.110
Pair 26	26. Help weak students	-2.400	49	.020

2) Students

The results of the two-tailed paired t-tests obtained when analysing the actual and ideal functions of social worker role by the students indicated that there were significant differences in almost every item except two of them, similarly to the case for school social workers, but the exceptional items for students were different from those for social workers. The two items that were not statistically significantly different at the .005 level were numbers 7 and 12 (see Table 7.21).

Table 7.21 Two Tailed Paired T-tests for Actual Versus Ideal Functions of the Students

No.	Statements	T	df	Sig. (2-tailed)
Pair 1	1. Orient students and staff members to the guidance programme	-3.490	77	.001
Pair 2	2.Help students better understand feelings moods, and trouble with family and school	-3.945	79	.000
Pair 3	3. Assist the administrators of the school	-1.999	76	.049
Pair 4	4. Help students with social problems	-5.026	76	.000
Pair 5	5.Act as the person students see before going to the vice head teacher when in trouble	-3.389	78	.001
Pair 6	6. Encourage students who do excellent work in school	-3.033	78	.003
Pair 7	7.Provide information for cumulative files and help maintain school records	-1.000	76	.320
Pair 8	8.Help students select and adjust their study programmes to fulfil their individual needs	-3.223	76	.002
Pair 9	9.Do individual career counselling	-6.452	75	.000
Pair 10	10. Attend teacher meeting	-3.857	77	.000
Pair 11	11. Participate with others in case conferences concerning students	-3.384	78	.001
Pair 12	12. Act as the advisor between students, teachers and parents during a conference	-1.904	78	.061
Pair 13	13. Do follow-up studies on students who have graduated	-4.550	78	.000
Pair 14	14. Reinforce religious rules	-4.239	79	.000
Pair 15	15. Give students information about high school, college and technical school requirements	-4.557	77	.000
Pair 16	16. Help students with personal problems, for example; financial problems, peer relationships, etc	-6.280	79	.000
Pair 17	17. Advise teachers on ways of maintaining classroom discipline	-3.463	78	.001
Pair 18	18. Assist students to learn more effectively	-3.472	77	.001
Pair 19	19.Help new students to get to know the school and what is expected of them	-5.372	76	.000
Pair 20	20. Act to consolidate the relationship between school and home	-4.628	78	.000
Pair 21	21. Counsel with students concerning drug usage	-2.085	78	.040
Pair 22	22. Act as a resource person for individual teachers	-4.464	78	.000
Pair 23	23. Counsel students who miss school frequently	-3.121	77	.003
Pair 24	24. Conduct a career guidance course for students	-4.660	76	.000
Pair 25	25. Chaperone and transport students to and from educationally related activities	-4.690	77	.000
Pair 26	26. Help weak students	-4.220	76	.000

3) Officials

The results of the two-tailed paired t-tests obtained when analysing the actual and ideal functions of social worker role as perceived by the officials, revealed that for twenty two items out of twenty-six items there were statistically significant differences at the .005 level. The four functions of the social worker that did not show statistically significant differences were numbers 3, 7, 13, and 16 (see Table 7.22).

Table 7.22 Two Tailed Paired T-tests for Actual Versus Ideal Functions of the Officials

No.	Statements	T	df	Sig. (2-tailed)
Pair 1	1. Orient students and staff members to the guidance programme	-7.516	68	.000
Pair 2	2.Help students better understand feelings moods, and trouble with family and school	-6.079	70	.000
Pair 3	3. Assist the administrators of the school	.383	70	.703
Pair 4	4. Help students with social problems	-6.666	70	.000
Pair 5	5.Act as the person students see before going to the vice head teacher when in trouble	-4.634	70	.000
Pair 6	6. Encourage students who do excellent work in school	-7.082	71	.000
Pair 7	7.Provide information for cumulative files and help maintain school records	1.787	68	.078
Pair 8	8.Help students select and adjust their study programmes to fulfil their individual needs	-8.891	70	.000
Pair 9	9.Do individual career counselling	-9.481	70	.000
Pair 10	10. Attend teacher meeting	-2.359	71	.021
Pair 11	11. Participate with others in case conferences concerning students	-2.658	69	.010
Pair 12	12. Act as the advisor between students, teachers and parents during a conference	-2.707	69	.009
Pair 13	13. Do follow-up studies on students who have graduated	-1.489	70	.141
Pair 14	14. Reinforce religious rules	-4.892	71	.000
Pair 15	15. Give students information about high school, college and technical school requirements	-2.754	71	.007
Pair 16	16. Help students with personal problems, for example; financial problems, peer relationships, etc	-1.986	71	.051
Pair 17	17. Advise teachers on ways of maintaining classroom discipline	-3.597	71	.001
Pair 18	18. Assist students to learn more effectively	-2.669	71	.009
Pa19	19.Help new students to get to know the school and what is expected of them	-2.742	71	.008
Pair 20	20. Act to consolidate the relationship between school and home	-4.578	60	.000
Pair 21	21. Counsel with students concerning drug usage	-5.355	70	.000
Pair 22	22. Act as a resource person for individual teachers	-7.806	71	.000
Pair 23	23. Counsel students who miss school frequently	-4.966	71	.000
Pair 24	24. Conduct a career guidance course for students	-6.038	71	.000
Pair 25	25. Chaperone and transport students to and from educationally related activities	-5.364	71	.000
Pair 26	26. Help weak students	-6.248	70	.000

7.5. Open Question Responses

At the end of the questionnaire, the respondents were given an opportunity to indicate any other activities they think the school social worker should perform. The school social workers responded to the open question in different ways. Some of them answered by saying there are no other activities they think should be performed; others expressed their feeling by saying it is enough for school social workers to carry out the functions mentioned in the questionnaire. Indeed, one respondent reported that:

> *In order for the school social worker to carry out his duties and to*
>
> *be more productive, the number of activities should be decreased,*
>
> *not increased.*

Another school social worker said:

> *If the clerical work were reduced, then I could think about*
>
> *additional activities and work.*

On the other hand, some of the social workers responded to this question by saying that school social workers should make more effort to help students who are failing in school. Also, some of them suggested that the social worker should visit parents at home. One school social worker said:

> *School social workers should make efforts to advertise and declare*
>
> *their role in school.*

Students expressed their view toward the activities, which they think the school social worker should perform. Most of them wanted the social worker to provide information with regard to the colleges and universities available and also wanted them to organise visits to universities and provide information about such matters as colleges' acceptance criteria. Other students wanted the school social worker to help them in choosing their careers. Furthermore, more than one student wanted the school social worker to act as mediator between students and teachers, not, for instance, the head teacher or deputy head teacher. Also, students wanted social workers to conduct more informal meetings with them.

A student expressed his view toward the activities which he wanted the school social work perform by saying that:

> *The school social worker should search and ask about the cases of*
>
> *students who suffer from some problems such as financial*
>
> *difficulties....*

Another student suggested that:

> *The school social worker should encourage student who have*
>
> *ability and capability to be creative...*

Officials were also given a chance to express their view about the activities which the school social worker should perform. Regarding the officials' responses to the open question, they suggested that the social worker should work and act in school in co-

operation with the teachers. Also, officials wanted the school social worker to get

parents involved in solving students' problems.

One teacher responded to the open question by saying that:

> *The school social worker should investigate and study the health*
>
> *problems facing students in the school and make the teachers*
>
> *aware of these kinds of problems, to help teachers maintain the*
>
> *education process.*

Another official suggested that:

> *The school social worker should work to discover students who*
>
> *have some disadvantages and impairment and inform teachers*
>
> *about these kinds of students, so they can bear these students in*
>
> *mind when the teaching classes*

One official commented in response to the open question that:

> *School social workers should work together with the teacher to*
>
> *carry out seminars and to give some lectures about some problems*
>
> *and phenomena which appear among secondary school students.*

It should be noted that students, officials, and school social workers made comments in response to the open question in the questionnaire, but some of their comments were ignored in analysis, because the activities which they indicated were already mentioned in the earlier part of the questionnaire.

7.6. The Interview Schedule

The researcher carried out face to face standardised or structured interviews in schools which have a social worker. The interviews started by asking the interviewees if there are any factors which constrain their role as social workers in the schools. Lack of trust, interference in their work, burden of other tasks unrelated to their job and other factors were mentioned. The researcher asked social workers to rate these factors in order of importance.

Table 7.23 Factors which Constrain the Social Worker's Role

Statements	**Respondents**	Total
Burden of other tasks unrelated to their job	//////////////////////////////////////	38
Lack of trust	/////////////////////	21
Interference in their work	/////////////////////////////	29
Other Factors	////////////	12

According to Table 7.23, most of the interviewees reported that burden of other tasks unrelated to their job was the main factor which constrains the social worker's role. The second factor which confines their role is interference in their work, whether from the head teacher, deputy head teacher or some teachers in the schools. The third factor which constrains the social worker's role in the secondary schools, was said to be lack of trust. The interviewees were also asked to indicate if there are any other factors

which constrain their role, which the researcher had not included. The respondents reported several factors they thought constrain their role, as follows:

- The size of the school; in other words since there are many students and only one social worker, this might limit the social worker's role.

- Lack of awareness of the social worker's role from teachers and school personnel.

- Lack of understanding of the social worker's role.

- Lack of clarity of the social worker's role.

Six questions concerned whether there are difficulties with teachers, headteachers, school administrators, students, parents, and educational supervisors. Most social workers indicated that they experience difficulties with the groups of people mentioned previously. Table 7.24 presents and summarises the difficulties faced by social workers while practising their role in the secondary schools in Saudi Arabia.

Table 7.24 Difficulties Facing Social Workers

Difficulties Emerged...	Sort of Difficulties...
Teachers	-Teachers are not aware of the social worker's role. -They are not convinced of the social worker's role. -They do not understand the role of the social worker in the school. -Teachers are not co-operative. -There is no response from teachers toward social worker. -They do not give consideration toward students' individual differences. -Teachers think social workers align themselves with students. -Teachers think that students are not in need of counselling.
Head Teacher	-Head teachers burden social worker with administrative tasks. -Head teachers interfere in the social worker's work. - There is lack of understanding of the social worker's role. - There is lack of trust from head teacher toward social worker. -They are not convinced of the social worker role.
School Administrators	-There is a conflict of roles between the assistant head teacher and t social worker. -Assistant head teachers interfere in the social worker's job.

Students	-Students do not seek help from the social worker even if they need -Students do not tell the truth, and also don't pass the school's messages to their parents. -Students seek help that is out of the social worker's hands. -There is no response from students toward the social worker's adv
Parents	-Lack of awareness of the social worker' role. -Parents do not co-operate with school. -They leave all responsibility to the school. -Parents rarely visit the school. -They do not participate in the parents conference in school. -Parents do not follow up the students' academic study. - The illiteracy of the parents. -They go to see head teachers before they go to the social worker.
Educational Supervisor	-Educational supervisors require more paper work. from the social worker. -They evaluate the social worker based office work. -They do not transmit knowledge during their visits.

The researcher asked respondents if they had any suggestions in order to help remove and manage such difficulties. The interviewees expressed their ideas for trying to help the various groups involved in the guidance and counselling processes. Social workers' suggestions can be summarised as shown in Table 7.25.

Table 7.25 Suggestions for Improving Relationships with the Various Groups

Sample	Suggestions
Teachers	-Co-operation with teachers in regard to their students' problems. -Help teachers with information to understand counselling process. -Help teachers by providing information to assist them in dealing with their students. -Increase the informal and formal meetings with teachers. -Involve teachers in dealing with students' problems and students' activities. -Promote mutual trust between teacher and social worker.
Head Teacher	-The head teachers should give the social worker the complete authority in order to perform the role.!! -Create an environment of co-operation and understanding with head teachers. -Make the head teachers aware of the social worker's job such as th plan of his work. -Increase the meetings with the head teachers. -Provide them with awareness of the social worker's role and clarif it for them.
School Administrators	-Determine their role clearly in the school. -Distribute the work between assistant head teachers and social wo
Students	-Make a professional relationship biased on respect. -Recognise the students' environment. -Treat students confidentially. -Participate in students' activities. -Try to exhibit the social worker's role in school to students.
Parents	-Encourage parents to attend parents' conference. -Increase home visits to parents. -Encourage parents to co-operate with school. -Identify the social worker's role to make parents aware of it. -Provide parents with information regarding how to discipline the students. -Provide parents with information on students' academic and behavioural problems. -Raise parents' awareness of their role toward their children.
Educational Supervisor	-In order to improve the relationship with the educational supervisors the relationship should be supervision, not inspection. -Increase the number of supervisors' visits to school and also the meetings with them. -Co-operate with the educational supervisor. -The supervisors should give advice, not criticism only.
Guidance and Counselling Services	-Undertake a training session on how to carry out guidance and counselling work. -Decrease the office work. -People who conduct guidance and counselling work should be qualified. -Determine and clarify the social worker's role in school. -Conduct meetings and assemblies... at national level to discuses the guidance and counselling service. -Give attention to school's stage of implementing the role.

The interviewees were asked about the types of things that they spend most of their time doing. Social workers indicated that they spend most of their time:

Doing office work;

Following up students who come to school late or are absent;

Dealing with students' personal and academic problems;

Contacting parents over the phone regarding students' issues;

Working to reward students who do excellent work;

Dealing with daily students' matters such as meeting students referred to them by teachers;

In the final question, the interviewees were asked to express their views about what they thought they should be doing. They replied as follows:

Considering and solving students' problems such as social, psychological, and family problems;

Encouraging and helping students who do excellent work in the school;

Working with students who are and who fail more than one year in the school;

Working with students who miss school frequently;

Counselling students regarding smoking and drugs;

Providing information about vocational training;

Doing more work on the relationship between school and home;

Helping students to get to know the school and to study more effectively;

Conclusion

This chapter presented the data obtained from two instruments, a questionnaire and an interview schedule. Descriptive statistics such as frequency, percentage, mean, and standard deviation were first presented. These were used in order to analyse the demographic information and the actual and ideal roles of school social workers in the views of students, social workers, and officials. Furthermore, the T-test was used to test if there is any statistically significant difference between perceptions of the actual and ideal role of the social worker. For social workers and students, all the 26 items showed statistically significant difference except two items in each sample. For the officials, all except four of the 26 items showed statistically significance differences. Regarding the interview schedule, the factors constraining the school social worker's role were indicated. Difficulties facing social workers were presented in this chapter, and also their suggestions to deal with and manage these difficulties. The data presented in this chapter will be further interpreted and discussed in Chapter Eight, which follows.

CHAPTER EIGHT

INTERPRETATION OF THE DATA

AND DISCUSSION

Contents

CHAPTER EIGHT

INTERPRETATION OF THE DATA AND

DISCUSSION

Introduction

In the previous chapter the results of the interview schedule and questionnaire were

presented. This chapter presents an interpretation and discussion of the results of the data

gained in the empirical study. The first section deals with the questionnaire completed by

the three groups (school social workers, students and officials); this included the general

information and the respondents of the questionnaire. The second section deals with the

qualitative data from the interviews conducted with social workers in order to explore the

difficulties they are facing and their suggestions to improve these difficulties.

8.1. Demographic Information Analysis

The data sheet was designed to obtain general information from social workers and

officials in order to obtain a general overview of the characteristics of the respondents,

particularly any factors that might have a bearing on their perceptions or experience of the

guidance and counselling service. Moreover, the purpose of obtaining background data

from the sample pertaining to age, marital status, certification, training, years of experience, etc was to note pertinent variables related to the functions of the guidance and counselling service in terms of specific item responses from the sample.

1) Age of the Social Workers and Officials

Both officials and social workers were asked to identify their age. According to Table 7.1, most social workers were in their early and mid thirties. Only three social workers were over 48 years old. If we assume that Saudi students of the social work programme graduated from college at about 22 years, and consider in addition the short history of the programme, as well as the fact that even when departments of social work sociology and psychology were opened, enrolments were initially small, these factors might explain the young age of the social workers' sample. Furthermore, only two social workers were aged between 24-29. This was because one of the regulations of the Ministry of Education is that people appointed to the guidance and counselling programme have to be not younger than 27 years old (Al-Jazeera, 1997a).

Furthermore, the results showed that 40% of the officials were aged 42 and over. This is relatively old compared to the age of social workers, but since the officials are a combined group (teachers, head teachers and educational supervisors) perhaps the ages of the head teachers and educational supervisors influenced this result.

2) Marital Status of the Social Workers

The respondents in this study were asked to identify their marital status. It is very clear, as shown in Table 7.2 and Table 7. 14 in the previous chapter, that all the social workers except three were married and 88% of the officials were married too. This might be because the majority of the social workers and most of the officials were in their thirties (see previous tables 7.1, 7.13) an age by which Saudi Arabian people are expected to be married. Indeed, according to Saudi Arabian values, if a person passes the age of thirty without getting married, it might be considered as a stigma in some areas in the kingdom.

3) Respondents' Education Background

Social work was the major study in about 33% of the sample, though the Ministry of Education in Saudi Arabia appoints people to positions of guidance and counselling services in secondary schools who have a degrees in other subjects such as, psychology or sociology. From Table 7.3 it was seen that approximately a third (30%) of the respondents (social workers) had not qualified in one of these three subjects. Indeed, 19% of them had specialised in religion (Islamic Studies). This might be explained by the fact that before 1997, the Ministry of Education used to appoint anyone who had a four years degree in any subject; indeed, in the past a few years, they favoured those specialising in religion.

Again, around 30 percent of the officials reported their education background as Religion

and almost as many indicated that their major was Arabic Science. The curriculum in the

secondary school system is dominated by the Islamic and Arabic courses. Religious

Science, which accounts for 61 hours of the 296 hours teaching time per week, includes

five different courses, while Arabic Science accounts for 44 hours and also includes five

different courses (Al-Hakami, 1999). This requires more teachers in these two subjects, so

even though the sample was a random sample, still the possibility of choosing, for

example, geography teachers was weak, although they were given a chance to be selected

(see Chapter Six, the methodology chapter).

4) Level of Education of Social Workers and Officials

In the past, the Ministry of Education in Saudi Arabia tried to fill the shortage of teachers

by qualifying teachers though a two year college course, but now, four years in college or

university is required for anyone who occupies a position in teaching. Similarly, in order

to occupy a guidance and counselling position in a school, it is necessary to have a four-

year university degree. It was therefore expected that most respondents would have at

least a four-year degree. In the case of the officials, 89.3% had a four years bachelor

degree and 96.2% of the social workers had a four years degree (see Tables 7.4 & 7.15).

5) Working Experience of the Respondents

Respondents were asked to indicate the number of years' experience they had. If we look

at the social workers' working experience, the findings indicate that half of them had

experience ranging from 5 to 9 years (see Table 7.5). In the case of the social workers, this

experience was in the educational field in general, not in the counselling services or field.

The results indicated that about 25 per cent of the officials had more than 10 years

experience and around 29 per cent of them had more than fifteen years experience. This

looks like quite long working experience and this might be because the sample included

head teachers and educational supervisors, who are older and have longer experience (see

Table 7.13 in the previous chapter).

Regarding experience in the current job, in other words, how many years respondents

had practised guidance and counselling services, the findings showed that almost half of

the social workers had less than five years of employment in their current job. This is

because the majority of the respondents (63.5 %) were in their thirties (see Table 7.1).

Therefore, since some of them were not qualified and they used to teach before entering

their current job, they joined social work late, and this limited their experience in their

current employment. As for the officials, there was not much difference between their

overall experience and that in their current employment, except in the case of educational

supervisors, who might have been teachers or social workers before being appointed as

supervisors.

6) The Training Programme

Since the study attempted to examine the school social workers' role, the question on

training was addressed to school social workers and educational supervisors, though

training is very important for any people and in any subject. According to the results

obtained in the previous chapter, more than half of the respondents (58%) reported that

they had received training in the guidance and counselling services, but almost half of the

respondents had received training for only one, two or three months (see Table 7.7 in

previous chapter). A large proportion of the sample, however about 40 per cent, had

received more than 6 months' training in counselling services (see Table 7.7). In the case

of the educational supervisors, six out of ten had training for one year. This is because the

Ministry of Education in the Kingdom has co-operated with three universities, King Saud

University (KSU), Al-Imam Muhammad Ibn Saud Islamic University (IMSIU), and

Umm Al-Qura University (UAU) to carry out a one year programme in counselling

services for those who are already engaged in or interested to apply for positions in

counselling services.

7) *Place of the Training*

The Ministry of Education manages the counselling services training programme if it takes place in an administration or in a school. This means 50 per cent of the training was administered by the Ministry of Education and that the programmes were of a few weeks' duration. Also, the Education Administration selects some staff members from the universities or teachers' college to give lectures. But if the programme takes place at one of the three universities mentioned above (IMSIU, KSU and UAU), it is usually one year long. According to Table 7.8 in previous chapter, about 40 per cent of training took place in the schools in the Al-Qassim Region.

8) *Size of the School*

The study surveyed every secondary school that has a school social worker. Those schools that did not have one were excluded from the study. The total number of secondary schools in the Al-Qassim region was 70, of which 18 had no one to carry out the counselling services. The main reason behind that is that the schools had fewer than one hundred students. The rules of the Ministry of Education only require schools larger than this to have a school social worker or anyone else to carry out the counselling process.

Nevertheless, Table 7.10 in -Chapter Seven- the previous chapter identified two schools with fewer than 100 students. Because of their small size, these schools were combined with intermediate schools in the same building, with one school social worker. Table 7.10 also shows that approximately 60 per cent of the schools had more than 300 students. Also, including 7 schools had more than 600 students, which is over the capacity of one school social worker. Furthermore, it was observed that those schools with most students were in the main cities of Al-Qassim region such city as Buraidah, the capital of Al-Al-Qassim, while those with fewer students were in the rural areas. Al-Goaib (1988), in *School and Social Work*, reported that some research has recommended that there should be one school social worker to every 150 students. Such is not the case in most of the schools in this research.

8.2. Questionnaire Responses

The perceived actual role of the school social worker in schools involves aspects of counselling which are significant for counselling as a process. School social workers place a high priority on those aspects of the functions of the school social worker which have been reported in the questionnaire responses as important actual functions of the school social worker. According to the present results, respondents reported that the most important actual roles, in their view, mainly involve these functions:

2) Help students better understand feelings, moods, and trouble with family and school relationships.

6) Help students who do excellent work.

14) Reinforce religious rules.

15) Give students information about high school, college and technical school requirements.

20) Act to consolidate the relationship between school and home.

21) Counsel students concerning smoking and drug usage.

26) Help students who do weak work.

These seven functions of the school social workers' role were reported as most important functions in the views of the three groups (school social workers, officials and students). Some of the functions mentioned above, such as item number six, *Help students who do excellent work*, were common to all three groups, while others were common to two groups. Moreover, most of the seven functions were most important in the view of social workers. It should be noted that students considered item number six, *Help students who*

do excellent work and item number twenty six, *Help students who do weak work* as the

most important functions.

The findings differ from those of Al-Ahmady (1983) from whom the questionnaire was

adapted (see Chapter Six, the methodology chapter). None of the functions rated as most

important in this study were so rated in the earlier one.

Four functions out of seven which were rated as most important functions in this study

had been added to the questionnaire by the researcher, whether as substitute functions or

as extra functions. The three items were *2) Help students better understand feelings,*

moods, and trouble with family and school relationships, and 21) Counsel students

concerning smoking and drug usage. It seems that these items are pertinent to students'

problems, whether with school or family (home) or with the society. However,

approximately 17 years have elapsed between the time when Al-Ahmady's study was

conducted and this study. It has been discussed in the theoretical chapters that Saudi

Arabia has undergone rapid change in almost every aspect of life, such as economic and

social welfare, one element of which is education. For instance, in Buraidah city, the

capital of the Al-Qassem region, in 1983 there were only three secondary schools, with

very few students 13, 5 and 82, a total of 100 pupils (Al-Harbey, 1997). However, in

1997-1998 there were 10 secondary schools with a total of 5,553 pupils as well as two

private secondary schools and one evening secondary school in Buraidah city alone

(Ministry of Education, Statistic Department, 1997-1998). Teachers can manage to

educate and discipline small number of students but with this sort of dramatic change,

students' problems have increased and are more miscellaneous. Consequently, items

number 2 and 21 indicated some problems, which might only have arisen in the last two

decades.

The same may be said of item 15: *Give students information about high school, college*

and technical school requirements, as the establishment of new colleges and new

departments in the universities (Ministry of Higher Education, 1985) increases the choices

available to students and, hence, the need for information. Since students now have many

options after graduating from secondary school, teachers, officials and school social

workers want pupils to go in the right direction.

The importance attached to home-school liaison is consistent with that in the United

Kingdom as reported by Wolstenholme and Kolvin (1980). An item which was given high

priority in Wolstenholme and Kolvin' study, in the view of teachers, was: *"The social*

worker should encourage unco-operative parents to come into contact with the school".

There are also similarities with Marls Staudt study (1991), in regard to functions of the

social workers. He found that the functions seen by all groups as provided most

frequently, were for example, *counselling with students and parents about students'*

educational programmes and needs, also individual students consultation.

Nevertheless, the studies of Wolstenholme and Kolvin and Staudt's as well as Western

studies such as Fjellberg, (1987), Kurts and Barth (1989), and Alderson and Krishef (1973)

found that some social workers' functions and tasks were perceived as most important,

which were not so perceived in this study, such as *"crisis intervention, improve the*

teachers ability to handle the students' behaviour, staff consultation, family counselling,

group counselling and policy making ". The researcher ascribes this variety to the cultural

differences between the West and East. For instance, social work in general as a

profession and the social worker in particular has no identity in Saudi Arabia (see chapter

three for details). Consequently, the school staff (teachers) for example, do not see the

school social worker as an effective person. Al-Ahmady's study contained the item "

provide teachers with information about behaviour modification, classroom discipline and

helpful hints, etc" which in this study was modified to *"Advise teachers on ways of*

maintaining classroom discipline. In both studies, this item was rated as of low

importance, for the reason mentioned before. Furthermore, the social workers in Saudi

Arabia have nothing to do with policy regarding the social worker's role. Just as the

Ministry of Education sets the national curriculum for teachers in Saudi Arabian schools, it

lays out the role that the social workers must carry out in the secondary schools.

According to Table 7.11 in the previous chapter, the **five lowest** means, indicating the

social worker's least important actual roles, were for the following functions:

3) Assist the administrators of the school.

7) Provide information for cumulative files and help maintain school records.

13) Do follow-up studies on students who have graduated.

17) Advise teachers on ways of maintaining classroom discipline.

25) Chaperone and transport students to and from educationally related activities.

The low ratings given to these functions indicated that the three groups (social worker,

officials and students) did not see those activities as being of much importance to the

school social worker's role. An explanation of the facts behind this result could be given.

To assist the administrators requires time and also, the administrators of the school have

more free time than the social workers. It was reported that in the literature that social

workers commonly complain about office work such as providing information for

cumulative files and helping maintain school records, (see Chapter Four) so it was

expected that this item would be considered a less important function.

"Do follow-up studies on students who have graduated" was one function that was rated

as less important. It seems that most respondents have no desire to do studies. It might be

because there is no incentive or guidance to them and no encouragement from the

Ministry of Education to the school social workers to carry out studies, or perhaps the

social workers themselves have no desire to conduct such further research. Nevertheless,

in Saudi Arabia there is a shortage of research in general and in the social work area in

particular, there are some issues that need to be addressed.

Item number twenty five was considered of low importance because there are not many

activities which need students to be transported, especially as this research was carried out

in secondary schools, where some students might be expected to have their own means of

transportation. Comparing the five least important functions in this study with Al-

Ahmady's study, in addition to item (17), item (13) was rated similarly in both studies as a

less important function.

Ultimately, in regard to the less important functions, there was consistency between Al-

Ahmady's study, Staudt's study (1991) and this study. In all studies, items related to

research activities, such as item (13): *Do follow-up studies on students who have*

graduated was rated unimportant. The lack of importance attached to this function among Western and Eastern social workers is probably because it takes time and money, and requires particular skills in the research field. Therefore, there is a shortage of references in Saudi Arabia in particular.

8.2.1. T-test Results

Social workers, officials and students ranked the twenty-six items on the Likert-type scale both for actual and ideal use. The results of the two-tailed paired t-tests obtained when analysing the actual versus ideal functions of the social workers in Saudi Arabian secondary schools indicated that there were statistically significant differences for all except two items in the case of students and social workers, but four items showed no statistically significant differences in case of officials.

Social Workers

The core question of this study was to examine the perceptions of the school social worker's role in the Saudi Arabian public secondary system, in terms of the actual and ideal functions of the school social workers. The first group whose opinions were sought were the social workers themselves. The results obtained when analysing the mean scores for the actual versus ideal functions of the school social worker showed that there were

significant differences at the .005 level in all but two of the twenty six items. The

exceptions were items 10 and 25. These two functions were:

- Attend teachers' meetings

- Chaperone and transport students to and from educationally related activities.

Item number ten, *attend teachers' meetings* was not significant as P was .607. This item is

less clearly related to ideal social worker functions. Also, attending teachers' meetings

might not directly benefit the secondary school students. Therefore, the social workers

preferred informal contact with teachers, as they indicated during the interviews

conducted with them (see the results obtained in chapter seven).

As regards item 25, the result was as shown in the previous chapter, Table 7.21. It can be

seen from the table that T-Value = -1.630, with 48 degrees of freedom and P= .110. This

value is not statistically significant at the .005 level. In order to carry out this function,

time and money are needed, especially if the students' activities are carried out often.

Students

The results of the two-tailed paired t-tests obtained when analysing the actual and ideal

functions as perceived by the students indicated that there were significant differences for

all except two items, as was the case for social workers, but the items which showed

statistically significant differences for the students were different than for the school social

workers. One of the two items that was not statistically significant at the .005 level was

Item 7; *Provide information for cumulative files and help maintain school records* which

had a T- value = -1.000, with 76 degrees of freedom and P = .320 The researcher refers

this result to lack of knowledge and information of the students about this function of the

social worker, because secondary school students were not concerned about whether the

social worker provides information for cumulative files and helps maintain school records

or not.

Item 12; *Act as the advisor between students, teachers and parents during a conference*

showed no statistically significant difference, with T-value = -1.904 with 78 degrees of

freedom and P = .061. Students do not attend the parent conference so, again, they

probably lack awareness of this function. Furthermore, it is probable that students do not

want the social worker to contact their parents, unless if they are aware of that or the

social worker must do so.

Officials

The result of the two-tailed paired t-tests obtained when analysing the actual and ideal

functions as perceived by the officials, revealed that for twenty-two items out of twenty-

six items there were statistically significant difference at the .005 level. The four functions

of the social worker for which perceptions were not statistically significantly different at

the .005 level were as follows:

3. Assist the administrators of the school.

7.Provide information for cumulative files and help maintain school records.

13. Do follow-up studies on students who have graduated.

16. Help students with personal problems, for example; financial problems, peer

relationships, etc.

For item number three, *Assist the administrators of the school,* the T-value was .383, with

70 degrees of freedom and P = .703. It was discussed in an earlier chapter that the school

social workers were assigned to do office work, (see chapter four) so they complained that

doing clerical and administrative work takes a great deal of their time. If this is the case,

the officials might feel that there is no need for increased involvement or participation in

the function of assisting the administrators of the school.

For item 7, *Provide information for cumulative files and help maintain school record* not

the T. value for this item was 1.787, with 68 of freedom and P = .078. This function is less

clearly related to the school social worker's ideal role. Nevertheless, it may be the routine

nature of function number seven which made it less interesting to the officials.

For the item thirteen, *Do follow-up studies on students who have graduated,* the T-value

was -1.489, with 70 degrees of freedom and P= .141. If the school social workers

complained about teachers' lack of knowledge about the counselling process in general,

officials perhaps thought this function is not important at all.

In regard to the function, *help students with personal problems, for example; financial*

problems, peer relationships, etc. the T-value was -1.986, with 71 degrees of freedom and

P= .051. This item is one of the important functions of the school social worker's role but

since the majority of the respondents (officials) were teachers, perhaps they have less

knowledge about this function and who should perform it.

8.2.2. Comment

An analysis of the three groups in the area of function importance showed similar results at

the .05 level of confidence. In each group (social workers, students and officials) all the

items were statistically significant at the .005 level, except two items for social workers,

two items for students and four items for officials. In Al-Ahmady's study (1983) the four

groups he examined, head teachers (n = 4) vice head teacher (n = 4) and school social

workers (n = 4) and teachers (n = 78) were combined into one group when analysing the

twenty-five functions in his study. He found that for all the twenty-five functions there

were statistically significant differences, except for one. This item was *"Assist the*

administrator of the school ". This item showed no statistically significant difference in

the viewpoint of either the social workers or the students. Al-Ahmady suggested that

since the majority of the respondents in his study were administrators (head teachers,

deputy of head teaches, and teachers) this may have affected the result for the item *"Assist*

the administrator of the school ", to make it statistically not significant (p, 43). This study

agreed with this rational justification, especially as the responses of the officials in this

study were similar, but those of social workers or students were not.

In general terms, in this study the researcher found that there was a significant difference

between what social workers actually do in practice and what they think should be their

work in the secondary schools in Saudi Arabia. Al-Ahmady (1983) found a similar result.

Similarly, Abdulnasser Saleh (1994) found that there was a significant difference between

the actual and ideal role of the school social workers when he evaluated the role of the

school social workers in the State of Qatar. Saleh found that more than (50%) of the tasks

in the questionnaire produced significant differences.

This may reflect the fact that social workers have little scope for professional discretion,

since the Ministry of Education regulations control school social workers in the secondary

schools in Saudi Arabia. The result is a role conflict between what the respondents,

especially social workers and students, outline as social workers' roles and what the

Ministry of Education allocates for them to carry out in the Saudi Arabian schools.

8.3. The Interview Schedule

The interview schedule was one of the instruments used in this study to identify the

factors which constrain the school social worker's role, to recognize the difficulties facing

social workers. Furthermore, they were asked if they had any suggestions for dealing with

any difficulties and for improving the counselling services process in general in Saudi

Arabian secondary school.

8.3.1. Factors Constraining the Social Worker's Role

The interviews started by asking the interviewees if there are any factors which constrain

their role as social workers in the secondary schools. Lack of trust, interference in their

work, burden of other tasks unrelated to their job and other factors were mentioned.

According to Table 7.24 in the previous chapter, burden of other tasks unrelated to their

job was the main factor, which constrains the social worker's role. This factor was

indicated by most of the interviewees and took precedence over the other factors

indicated. It was expected that the school social workers were facing difficulties such as

administrative and clerical work and also taking the attendance register. In a secondary

school there is a lot of office work to do, especially if the size of the school is large. But

the school social worker is not the right person to this. This task is for the administrator

or secretary. The researcher suggests that clerical work, provision of information for

cumulative files and helping to maintain school records should be short and brief.

Indeed one interviewee (a school social worker) suggested that where possible, the clerical

work should be done by computer. The Ministry of Education needs to think about

introducing computers into every secondary school to help the school social workers. If

every student had a file on the computer, this would save much time.

The second factor which confines the school social workers' role is interference in their

work, whether from the head teacher, deputy head teacher or some teachers in the

schools. Interference in the social worker's work from the three groups mentioned is not

because they have free time and they want to help the social worker; it was noted that the

head teacher and deputy burden the social worker with extra tasks. Moreover, teachers

are assigned enough credit hours to teach, which should keep them busy. Interference is

an exercise of power over the social worker. The social workers fear to resist interference

or to correct the head teachers, even if this means acting against their better judgement. It

seems that perhaps the head teachers do not see the school social workers as qualified to carry out their function.

The third factor, which constrains the social worker's role in the secondary schools, was said to be lack of trust. It was hoped that lack of trust toward the social worker would not be the first factor among the three factors given to the respondents, and the result was consistent with that hope. Nevertheless, the fact that 21 respondents, approximately 45 percent reported lack of trust, is cause for concern. This is a high percentage. Confidentiality is one of the very important social work principles. If the students (clients) or even the school staff do not trust the school social worker, it is worrying and we need to find out why. Students fear that the social worker will break confidentiality and tell someone else that they had visited him, or about their problems or personal matters. Perhaps the lack of trust between students and social workers occurs because they do not meet or counsel students in the right place and at the right time, because social workers sometimes meet students in the teachers' room, not in their private office.

With regard to the confidentiality matter, Abo Abah (1996) raised the question why people in Saudi Arabia do not seek professional assistance for help with their problems. One of the important reasons he found, was that the clients (students) were afraid that the social worker or anyone carrying out the counselling service would break confidentiality

and tell someone else that they had visited her or him and talk about their problems or personal matters. Moreover, Al-Goaib (1988) found that in school social workers' dealings with pupils, in approximately 30% of cases confidentiality was not in maintained.

The interviewees were also asked to indicate if there are any other factors, which constrain their role, which the researcher had not included. The respondents (social workers) reported several factors they thought constrain their role. One of these factors was the size of the school; since there are many students and only one social worker, this might limit the school social worker's role. One interviewee commented:

Yes, actually there is one factor which impedes my role. This is

the size if the school. There are too many students for me to look

after and they are more than I can cope with.

The Ministry of Education has a rule that if the size of the school less than one hundred, they do not appoint a school social worker, even part time, but they do not have a rule that if the size of the school is large they appoint more than one school social worker. It is difficult for social workers to practise their role if the school has four hundred to nine hundred students. It is beyond their capacity.

Furthermore, social workers indicated that the school staffs lack awareness and lack understanding of the school social worker's role. If the school teachers are not aware of the social worker's job, and do not understand it, they will not refer students who face difficulties to the social worker, or co-operate with the social worker.

School social workers also reported that there is a lack of clarity of the social worker's role. There are some school social workers who are not qualified (see previous chapter, Table 7.3) and they may find the role is not clear when they try to practise it. Furthermore, although the Ministry of Education has issued general lists of the tasks which the school social workers should carry out in Saudi Arabian schools, the tasks are listed without clarifying, for example, the role in the elementary and secondary schools. This might cause role ambiguity. In the researcher's view' there is a difference between treating a child of 5 or 6 years, in a primary school and a pupil who is aged from 16 to 18 years, in a secondary school.

Finally, a few of the social workers indicated that the society as a whole is not aware of the school social workers' role, so this constrains their role. One of the respondents expressed that:

> *The lack of awareness, traditional norms, and some customs in*
>
> *Saudi society do not allow Saudi students to express the family*

problems and other personal problems to the school social

workers in secondary schools.

It is very clear that from this study and other research such as Al-Ahmady (1983), and Al-Goaib (1988) and Saleh (1994), that the main factor which impedes social workers' role in schools is "burden of other tasks unrelated to their job", and that the main tasks were administrative and clerical work. Consequently, the social workers complained of the large amount of routine.

8.3.2. Social Workers' Difficulties

The second question concerned whether any difficulties emerge in relation to teachers when the school social workers practise their role. The question was to be answered YES or NO, and was followed by a supplementary question: If yes, *what difficulties with the teacher have you had in the last 12 months?* The same formula was used in subsequent questions to find out about difficulties school social workers had with teachers, head teachers, school personnel, students, parents and educational supervisors.

Most of the social workers reported difficulties with the groups of people mentioned previously. The respondents indicated that the main difficulties they faced with teachers were lack of awareness, understanding, and co-operation and their being unconvinced of

the need for the school social workers. Perhaps the fact behind this major and real

problem is that the social workers do not explain and identify their role to the teachers,

especially if they are new. As one of the respondents commented:

> *The new teachers in my school do not understand the school*
>
> *social role in the secondary school.*

Furthermore, teachers were said not to give consideration to students' individual

differences, to think social workers align themselves with students and to think that

students are not in need of counselling. In addition to all those difficulties, if the social

worker tried to initiate change or make some reform, there was no response from

teachers. Indeed, one of the respondents said:

> *Students do not always bring problems on themselves....*
>
> *Somehow, sometimes, some teachers contribute to students'*
>
> *problems and the school social worker cannot rely on some*
>
> *teachers for help to treat some students' situation in the school*
>
> *because they lack understanding of the students' problems....*

An important factor in maintaining the educational process in a good shape, is the co-

operation between school personnel in any educational institute. Social workers were not

happy about teachers' lack of understanding of their role or of co-operation in managing

the students' problems and difficulties emerging in the school. Al-Goaib (1988) similarly

found that 40.5% of the school social workers he surveyed expressed that teachers in the

schools do not co-operate as they should in identifying cases which need the social

worker's intervention, so they do not refer students to the school social worker.

Difficulties with Administrators

Fewer school social workers reported difficulties with head teachers, than with teachers.

The main difficulty social workers faced in dealing with head teachers was being burdened

with administrative tasks, to serve the head teacher's interest. Also, there is a lack of

understanding and a lack of trust from some head teachers toward the school social

worker. Furthermore, some of the respondents indicated that their head teachers are not

convinced of the social worker's role. Therefore, some head teachers interfere in the

social worker's work when they deal with students' problems, and sometimes do not

accept the social worker's decisions. One school social worker commented:

Head teachers try to interfere while school social workers are

dealing with clients' (students') problems and sometimes sit in the

office while the school social worker is dealing with the students

in the private office.

Some of the respondents noted that there is centralisation from the head teachers in school administration and in the decision making as well. This study suggested that decentralisation needs to be applied in secondary school management in Saudi Arabia.

This result is similar to the finding in Saad Al-Goaib's (1988) study. He found that 45% of school social workers reported that the head teacher asked them to do other tasks unrelated to their job, such as administrative work. This is because the head teachers have power over the teachers and school social workers and also the head teacher, as well as the educational supervisor is involved in the assessment of the school social worker. This makes social workers afraid to refuse the head teachers' orders or engage in any conflict with the head teachers.

The main difficulties that the school social workers faced with assistant head teachers were the conflict of roles between them and interference in their work. These difficulties might occur in the schools because the role of the social worker is not clear enough and also because educational supervisors recommend that the educational process depends on co-operation between the head teacher, his assistant and the social worker. One of the respondents expressed his feeling toward interference from the assistant head teacher in his work:

> *He (the assistant head teacher) interferes in many tasks that are*
>
> *none of his business and this creates a problem....*

Another respondent gave an example:

> *The assistant head teacher interferes in my work, such as when a*
>
> *student is ill or has got a personal problem and the assistant head*
>
> *teacher forces the student to attend an exam....*

In general, school administrators are unaware of the role of school social workers in the school setting. Administrators sometimes ask the social workers to be substitute teachers, for arts, for example. Furthermore, there is duplication between the social worker's role and that of the assistant head teachers. This should be avoided and the role of the social workers should be determined in at the beginning of the academic year, before any role conflict emerges between social workers and school administrators, especially the deputy head teachers.

Difficulties with Students

In the secondary schools social workers work with students to offer direct help to solve or manage the problems they experience which might affect students' learning and their the relationships with the family and with the community as whole.

Most of the social workers said that they had difficulties in dealing with students. Social

workers reported that students do not seek help from them, even if they are in need of it

and also, some of them claimed that if they come to seek help, they do not know how to

express their problems. One school social worker said that:

> *Students don't tell the truth, and also don't pass the school's*
>
> *messages to their parents. Some students even give a wrong*
>
> *home telephone number when they are asked.*

Another claim from some social workers was that students do not act on their advice.

Moreover, some students ask help on matters which are out of the social worker's hands,

such as asking teachers if they can repeat an exam or asking permission to get out of

school. One of the school social workers expressed his complaint like this:

> *Students do not co-operate with me by coming and seeking help*
>
> *of me.... And also, students think the school social worker's job*
>
> *is only to ask for getting off school....*

Another school social worker complained:

Students do not follow the social worker's guidance and do not

give correct information during the interview. In addition to

that, they do not appear on time for the appointment... .

It should be noted, however, that Saudi students are not accustomed to seeking or

receiving modern external help for their problems and also, discussion of family affairs

with outsiders is not considered decent and is frowned upon by the society. As El-

Sendiony and his colleagues (1987) commented, "perhaps the most severe problem that

faces the practice in Saudi Arabia involves the inherent conservatism of the Saudis". They

added that the Saudi Arabian people are "not accustomed to seeking or receiving modern

external aid for their own problems". Al saif (1991) said this conservatism is reflected in

the attitude toward social workers in public schools. Social workers are accused of failing

to perform their duties properly. Neither the students nor the school administrators

appreciate the social worker's job. If students have a problem, in most cases they would

not go to the school social worker for assistance. Social customs teach them to keep their

problem to themselves or to look for solutions within the family.

As a result of such problems, this study, like Saleh (1994) found that some school social

workers in school have difficulties in establishing a professional relationship with clients in

schools. So, the dilemma continues that the relationship between students in schools and

the social workers is not strong enough. However, the problems do not lie solely with

the pupils.

Some of the school social workers are not qualified in social work or in psychology, so

they are not equipped to accomplish the counselling process and other functions in the

school. If the client (student) in school has a problem and does not ask for help, this is

itself a problem. The school social workers are expected to discover the problems facing

students. Preventive counselling is one of the counselling processes, which the Ministry

of Education expected school social workers to perform.

Difficulties with Parents

The majority of the interviewees said (*Yes*) regarding difficulties with parents. They

reported that parents lack awareness of the social work's role and reported that one cause

of this problem may be the illiteracy of some parents. Because of this lack of

understanding, parents tend to go to see head teachers before they go to see the social

worker. Furthermore, they do not follow up the students' academic study and they

blame the school for all problems with the pupil's education. In addition, more than one

school social worker reported that parents do not co-operate with the school, rarely visit

the school, and do not participate in parents' conferences in school. Even if they come,

some of them do not participate or provide any input in regard to the students' problems.

One of the respondents expressed his view toward parents by saying:

Parents do not trust the school and they do not give information

about students' problems. And also, parents do not co-operate

with the school social worker to treat the student's problem.

Another school social worker said:

Parents frequently side with the pupil, even if they have done

something wrong.

A school social worker said:

Parents do not come to the school, even if the school asks them

to....

The most likely reason for parents' ignorance about school is that education in the

Kingdom of Saudi Arabia is not compulsory as it is in the United Kingdom, for example.

Therefore, some parents are illiterate and may not recognise the importance of the

education process in general and the role of the school in particular.

Al-Goaib (1988) found very similar difficulties appear in dealings with parents. For

instance, he found that parents do not follow up the students' academic motivation and

also, there are difficulties if the social worker tries to visit the home. Also, this study and

those of Al-Goaib (1988) and Saleh (1994) found very similar results regarding parents'

lack of participation in the "parents conference" in the schools.

Difficulties with Educational Supervisors

Approximately half the respondents identified that they have difficulties with educational

supervisors and the majority of them agreed that supervisors asked the social workers to

provide information for cumulative files and maintain school records. They also seemed

more concerned with office work than counselling. Social workers complained that they

should not be evaluated according to the paper work. They complained that supervisors

do not transmit knowledge during their visits, but visit the school as inspectors. Thus,

social workers are deprived of support. One of the respondents explained that the reason

for that is because supervisors are not qualified.

During the interviews with the respondents, one school social worker explained his

difficulties with the educational supervisors thus:

> *"The educational supervisor who came to me this semester was*
>
> *new in the field of supervision. Also, before he came to my office*
>
> *he visited the head teacher and he might have had a negative view*

> *toward me... and at the end of the meeting I told him, " You are*
>
> *new in the supervision field and you need to be careful!!".... .*

In a different area the researcher noted another school social worker making a similar comment.

> *" The difficulty I faced with the educational supervisor was that*
>
> *the supervisor assessed me after having a word with the head*
>
> *teacher but at the same time, the head teacher does not welcome*
>
> *the school social worker for one reason or another!".... .*

The educational supervisor visits the school social workers once per semester or twice per academic year. Perhaps the educational supervisors meet the head teacher to have some idea about the social worker. But one hour is not enough to assess four months' work. It is the researcher's view that some education supervisors have no knowledge about supervision. But again, if the social workers think they are doing their job in a good manner, they should be ready for anybody. Therefore, social workers need to be aware that the educational supervisors visit and assess them according to the policy of the Ministry of Education.

The educational supervisors should assist the social workers to learn from their mistakes and make them aware of what is new in the field practice. They should also evaluate them fairly, in order to maintain confidence in the education process.

8.3.3. Respondents' Suggestions

One of the aims of the interview schedule was to obtain the school social workers' suggestions toward improving the relationship with the various groups (social workers, students and officials) who deal with maintaining the guidance and counselling process, for example, teacher, head teacher, assistant head teacher, students, parents, educational supervisor, and the guidance and counselling programme. The interviewees exprestheir ideas for trying to help the various groups involved in the guidance and counselling processes (see previous chapter, Table 7.26).

In order to improve the relationship with teachers, school social workers suggested co-operation with teachers, such as covering for them when they are absent or late, and co-operation with teachers regarding their students' problems, for instance, providing them with information to assist them in dealing with their students. One school social worker suggested:

> *There should be mutual co-operation between teachers and*
>
> *school social worker in school and social worker should help*
>
> *teachers to let them make them in the side of social worker.*

The respondents saw it as important to involve teachers in dealing with students' problems because teachers are the ones who see and observe the students more than anybody in the school. School social workers and teachers need to exchange information in order to help students. To improve the relationship with teachers the interviewees suggested having more meetings, both informal and formal, with teachers. Also, mutual trust between teacher and school social worker must occur. This requires teachers to understand the social worker's work, so they suggested helping teachers with that, by providing them with information to understand the guidance and counselling services. One of the respondents said:

> *The key of the relationship between teachers and school social*
>
> *worker is in the hand of the school social worker... he is the one*
>
> *who makes it possible....*

The respondents reported that creating an environment of co-operation and understanding with head teachers is very important to improve the relationship with

them. They also thought the head teachers should be aware of the social workers' work.

Social workers could show the plan for their tasks and talk about the students' problems

they are dealing with (in other words, the head teacher should be told what the social

workers do, not to have to ask). Social workers wanted more meetings with head

teachers, and wanted the head teachers to give them complete authority to perform their

role. Therefore, the interviewees indicated that the role of assistant head teachers should

be clearly determined in the school. The schools need to distribute the work between

them and social workers, to avoid any conflict of role practice between them. One of the

respondents expressed his view toward the head teacher by saying that:

> *The school social worker should not be upset when the head*
>
> *teacher asks the school social worker to do some extra work as*
>
> *long as it does not affect and hinder the social worker's role in*
>
> *school....*

In regard to improving the relationship between social workers and their clients (students)

they suggested a need to forge a professional relationship, based on respect, with students.

Furthermore, it is a good idea to participate and be involved with students' activities.

The social worker should be aware of students' surroundings in terms of dealing with

student's problems. In other words, the more they know and recognise the social,

psychological, and economic circumstances and situations of students, the more they are able to deal with students' problems and build good relationships. Yet, the respondents emphasised that to have a good relationship, the social worker must deal with students in confidence and be sure they are aware of that. Also, the social workers should try to explain their role in school to students, to make them aware of the services provided by the social worker.

This is the general view toward the suggestions to improve the relationship between students and school social worker. But there were some interesting comments from some of the school social workers. For example, one of them stated three main points with regard to the relationship between school social worker and (clients) students. These three elements are:

> *School social workers respect students and look to them as valued*
>
> *highly and value them as persons.... The social worker should*
>
> *treat the clients (students) as individuals and accept the clients, as*
>
> *they are, not what they should be.... The school social worker*
>
> *should make the clients feel completely secure, safe, confident,*
>
> *and reassured....*

Anyone who works with students must also take account of their parents. Interviewees believed that if the social workers visited parents more, this might help to improve the relationship with them. Encouraging parents to attend parents' conferences and identifying the social worker's role to parents would also help. Also, social workers should provide parents with information about students' academic and behavioural problems and provide parents with information regarding how to disciplining the students. In general, they should raise parents' awareness about their role toward their children. The respondents reported that schools should encourage parents to co-operate with them, by holding parents' conferences at a suitable time for them and showing them attention if they come.

It is interesting that here in United Kingdom, the parents or guardians sometimes must come to the school, but in Saudi Arabia it is not compulsory even for the students to attend the school. Hence it was not surprising that one of the school social workers suggested that " *the school should give the parents who visit the school a certificate expressing gratitude for this interest in the school"...* . This study agreed with the public opinion that education is a human right so parents should look after their children.

In order to improve the relationship with the educational supervisors, social workers indicated that the relationship should be based on supervision, not inspection. Moreover,

they wanted the supervisors to give them advice and guidelines, not just criticise them.

Incidentally, the term "inspector" has been used in the Ministry of Education for a long time, until recently the term was changed to " educational supervisors". Also, the respondents wanted the supervisors to make more visits to school. They suggested that meetings should be held with them and asserted that co-operation with the educational supervisor is very important to improve the relationship. It is worth noting that in the main, school social workers complained about the educational supervisors but made few suggestions for improving the relationship between them and the supervisors.

The interviewees were asked to express their opinion about suggestions to improve the guidance and counselling programme. Social workers' suggestions can be summarised as follows.

1- Training sessions should be held to explain how guidance and counselling services is carried out.

2- Office work should be decreased.

3- The social worker's role in school should be clarified.

4- Meetings and assemblies should be held at national level to discuss the guidance and counselling programme.

5- Attention should be paid to the school's stage of implementing the role, and also to

school size.

Furthermore, one of the school social workers made a comment about improving the

guidance and counselling programme, by saying that:

> *The Ministry of Education should select carefully the people who*
>
> *are going to carry out guidance and counselling work by selecting*
>
> *those who have some skills such as patience, skills (listening) and*
>
> *who have a good manner....*

Another respondent suggested that:

> *It would be a good idea to record some cases on video and show*
>
> *how these cases are treated so the social workers can benefit from*
>
> *them....*

One of the social workers reported that:

> *To improve the guidance and counselling service in the*
>
> *secondary school the Ministry of Education hold out meetings,*
>
> *and training sessions and also the school social workers and*

> *experts should exchange their experience and knowledge to*
>
> *improve the programmes.*

One interviewee added that:

> *The Ministry of Education should get the advantage of the faculty*
>
> *of the universities to learn from them and co-operate with them*
>
> *in order to improve the counselling work... .*

The interviewees were asked about the types of things that they spend most of their time

doing. Their responses could be grouped as follows:

-▯ Doing office work.

-▯ Following up students who come to school late or are absent.

-▯ Dealing with students' personal and academic problems.

-▯ Contacting parents over the phone regarding students' issues.

-▯ Working to reward students who do excellent work.

-▯ Dealing with daily students' matters such as meeting students referred to them by

teachers.

In the final question, the interviewees (school social workers) were asked to express their views about what they thought they should be doing. They replied as follows:

-◻ Considering and solving students' problems such as social, psychological, and family problems.

-◻ Encouraging and helping students who do excellent work in the school.

-◻ Working with students who fail more than one year in the school.

-◻ Working with students who miss school frequently.

-◻ Counselling students regarding smoking and drugs.

-◻ Providing information about vocational training.

-◻ Social workers should do more work on the relationship between school and home.

-◻ Helping students to get to know the school and to study more effectively.

Summary

In the previous chapter, data obtained from the three groups: social workers, students and officials, by two different methods, were presented as results of this study. In this chapter, these results were interpreted and discussed. Regarding the demographic information,

most of the respondents (school social workers) were young and had relatively short experience. Most of them had a four-year degree but were not qualified in social work. Also, school social workers work with a large number of pupils in the secondary schools. The most important functions of social workers role were similar in the three groups' views but there is some variation in their perceptions of the important functions. The results of the two-tailed paired t-tests obtained when analysing the actual versus ideal functions of the social workers in Saudi Arabian secondary schools indicated that there were statistically significant differences for all except two items in the case of students and social workers, and four items in the case of officials. Factors constraining the social workers' role, the difficulties they are facing and their suggestions to improve these difficulties, were discussed. The findings in this study were compared with other Arabic studies such as those of Al-Ahmady, (1983) Al-Goaib (1988) and Selah (1994) and Western studies such as those of Staudt (1991) and Kurts and Barth(1989).

CHAPTER NINE

CONCLUSION, LIMITATION AND

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RECOMMENDATIONS

Introduction

This study examined the actual and ideal roles of social workers in Saudi Arabian public secondary schools as perceived by students, officials (head teachers, teachers, and education supervisors) and social workers themselves, and attempted to discover what relationship and/or discrepancies, if any, exist between the actual and ideal functions. It attempted to discover some factors, which constrain social workers' role, and to find out the difficulties facing social workers in carrying out their role and their suggestions for dealing with these sorts of difficulties. This chapter summarises the main findings, evaluates the limitations of the study, and offers some suggestions to improve the Guidance and Counselling programme in Saudi secondary schools, as well as for further study.

9.1. Summary

The target populations of this study consisted of three groups: all third year public secondary school students, social workers in public secondary schools and officials (teachers, head teachers, and educational supervisors), dealing with such schools. It was not feasible for a single researcher to survey the entire target population, particularly in the limited time available (Saudi Arabia does not allow university students to spend more than three months in the field, with a single possible extension of no more than one month). Therefore the researcher selected the Al-Qassim Region to conduct the study (see methodology chapter for reasons for selecting this particular region). In order to gather the data from the three, groups two types of instruments, questionnaires and interview schedules, were used. To gain access to the field for data collection, letters from The Directorate General of Education of Al-Qassim District, DGEQD, were sent to the schools before the researcher visited them.

The validity and reliability of the instruments were tested to make sure both of them were suitable for the purpose of the study. Then the questionnaire was piloted with 10 social workers, 10 officials and 15 students. The interview schedule was piloted with three social workers. On the basis of the pilot study, some changes were made in both instruments.

As a result of the pilot study, the researcher felt that the Arabic versions of the instruments were understandable and applicable to the sample population. Thus, the researcher was convinced that the instruments could be used in the main study.

Social workers, officials and students ranked the twenty-six questionnaire items on a Likert scale for both actual and ideal use. The results of the two-tailed paired t-tests obtained when analysing the actual versus ideal functions of the social workers in Saudi Arabian secondary schools, as perceived by social workers themselves, and by students, indicated that there were significant differences at the .005 level for all except two items, but the non-significant items differed between the two groups. The result of the two-tailed paired T-tests obtained when analysing the actual and ideal functions, as perceived by the officials showed twenty two out of twenty six items to be statically significant at the .005 level. Thus, the data revealed many significant differences in perceptions of the actual and ideal functions of the social workers in secondary schools in Saudi Arabia. In general, social workers, students and officials thought that, ideally, social workers should do more work in relation to almost every function of the social worker's role.

The interviews with social workers revealed some factors, which they thought constrain their role as social workers in the secondary schools. The main factors were burden of other tasks unrelated to their job, such as clerical work, interference in their work from

head teachers and sometimes from teachers, and lack of trust. Therefore, problems faced

them in performance of their role with teachers, school administrators, education

supervisors, parents, and students. Difficulties reported included being burdened with

administrative tasks, lack of awareness and understanding, and lack of co-operation.

Furthermore, social workers complained that students do not seek help from them, even

if they are in need of it and also, some of them added that if they come to seek help, they

do not know how to express their problems. Students were said to withhold information

or give incorrect information about themselves and their families, and to neglect to pass

the school's messages to their parents. Finally the majority of the social workers expressed

that educational supervisors asked the social workers to provide information for

cumulative files and maintain school records. It was thought that they seemed more

concerned with office work than other roles.

Therefore, social workers were asked to give some suggestions which they thought would

help to deal with these difficulties and to improve the counselling programme in

secondary schools. In order to improve the relationship with teachers and head teachers,

social workers suggested co-operation with teachers, such as covering for them when they

are absent or late, and co-operation with teachers regarding their students' problems, for

instance, providing them with information to assist them in dealing with their students.

In regard to improving the relationship between social workers and their clients (students) they suggested a need to forge a professional relationship, based on respect, with students. Furthermore, it is a good idea to participate and be involved with students' activities. Interviewees believed that if the social workers visited parents more, this might help to improve the relationship with them. Encouraging parents to attend parents' conferences and identifying the social worker's role to parents would also help. Also, social workers should provide parents with information about students' academic and behavioural problems and provide parents with information regarding how to discipline the students. Indeed, in general, they should raise parents' awareness about their role toward their children. Social workers suggested that in order to improve counselling services in secondary schools, they should undertake a training session to explain how guidance and counselling work is carried out. Also, office work needs to be decreased. Moreover, meetings and assemblies should be held at national level to discuss the guidance and counselling programme.

Social work education and practice was transferred from Western countries, particularly from the United Kingdom and the United States of America to Egypt, then was spread theoretically and practically from Egypt to the rest of the Arab countries, including Saudi Arabia.

It is clear that the strong traditional, culture and religion govern the practice of social work in Saudi Arabia. The development of social work practice, and consequently of social work education, did not meet the political, social, economic, and cultural patterns and values of the Saudi context and must be related to the needs of the Saudi people, problems of Saudi society, and the priorities and resources of the Kingdom.

In Saudi Arabia social workers in schools are expected to perform tasks, not all of which can be performed or are even appropriate in certain schools and for certain social workers. Social workers perform some work such as administrative work unwillingl, although they may do it for fear of receiving an adverse appraisal, or under pressure from head teachers.

It seems that the social worker's role in secondary schools in Saudi Arabia is not well implemented and defined. The findings indicted that there are discrepancies in practice between what social workers, are doing and what they and their clients think they should do.

This may reflect the fact that social workers have little scope for professional discretion, since the Ministry of Education regulations control social workers in schools in the secondary schools in Saudi Arabia. The result is a role conflict between what the respondents, especially social workers and students, outline as social workers' roles and

what the Ministry of Education allocates for them to carry out in the Saudi Arabian schools.

The findings showed that the lack of awareness, traditional norms, and some customs in Saudi society do not allow Saudi students to express family problems and other personal problems to the school social workers in secondary schools. Consequently, social workers face difficulties in offering advice or solving students' problem. The development of practice in the counselling services needs to take place within the context of economic, social, political, and cultural patterns and values of Saudi Arabia, the problems of Saudi Arabian society, the needs of the people, and the priorities and resources of Saudi Arabia.

Difficulties arise for social workers in relation to family structure, family cohesion, and the importance of privacy. Therefore, social work was described as still a strange profession in Saudi Arabia society. This is reflected in the finding that teachers, head teachers, deputy head teachers and parents were not aware of the social worker's role in schools. Moreover, it was reported that approximately a third (30%) of the social workers had not qualified in one social work, psychology or sociology. Those who carry out the counselling services process in schools but specialised in Arabic Language, for example, cannot be expected fully to represent the social workers' role. Furthermore, sometimes there is conflict in secondary schools, with social workers accused of failing to undertake

their role properly. Neither the school personnel nor the students appreciate the school social worker's job. For example if students face a problem, generally, they would not consult the social worker. Social customs and norms instruct them to keep their problems within the family.

Since the system in Saudi Arabia is centralised, the Ministry of Education determines the role of social workers. In analysing Western studies and Eastern studies, there are similarities in lists of the primary tasks and functions of the social workers in schools. However, when it come to implementation of the role, the differences and sorts of problems and difficulties that emerge reflect the values and the nature of the society

9.2. Limitations

Every study has its limitations. While attempts are made when conducting empirical research to adopt the optimal approach, there are inevitably drawbacks and limitations. The following limitations apply to this study:

The researcher, for practical reasons, was confined to a single region (Al-Qassim Region) of Saudi Arabia. In addition, among the thirteen regions into which Saudi Arabia is organised, the Al-Qassim region was selected purposively rather than randomly. Nevertheless, it was noted in the methodology chapter that, given the level of

centralisation of the education system in the Kingdom, a high degree of similarity among the thirteen regions could be anticipated.

Only males were included in this study, since the education system is completely segregated due to the strict cultural and religious constraints maintained throughout Saudi society (see section four in Chapter One and Chapter Four for detail). The researcher is male; thus, it was legally and socially impossible for him to visit girls' schools or to interview female social workers. Consequently, the results of this study may not be generalizable to female education in the Kingdom of Saudi Arabia.

In this study, data collection procedures were restricted to the use of questionnaires and interviews to gather the responses from the samples, and so are limited by common problems associated with the use of these instruments and techniques. Moreover, the translation from English Language to Arabic Language might have affected the meaning of the questions, though every effort was made to avoid this.

Finally, the limited sought the perceptions of selected samples of actual and ideal function of social workers role in secondary schools in Saudi Arabia. In the case of the students' sample, the study was limited to pupils in the third year in secondary schools, in other words, Grade 12 (see methodology chapter for the selection rationale).

9.3. Recommendations

On the basis of the findings discussed in this study, the researcher has made some recommendations and some suggestions for the future research. The following recommendations and directions for action, and the suggestions for further research, are provided with the aim of promoting effective social work practice and social work education in Saudi Arabia.

9.3.1. Recommendations Related to the Ministry of Education Authority (National Level)

- The centralisation of authority in social services and counselling programme limits the innovative creativity of school social workers in working with their clients (students). Therefore, the General Administration for Guidance and Counselling Students should delegate greater authority to social workers in schools to use their own knowledge and skills freely and innovatively.

- The relationship between social work education presented by the Departments of Social Work in Saudi universities and the Ministry of Education must be characterised by co-ordination and co-operation. The resulting channel would help social workers' preparation.

- Although the Ministry of Education has set issued general lists of the tasks which the school social workers should carry out in Saudi Arabian schools, the tasks are listed without clarifying, for example, the differences in duties between social workers in elementary schools and secondary schools. This might cause role ambiguity. Clear descriptive guidelines for social workers in schools should be developed to help pupils, social workers and school administrators to understand the counselling service and the work environment, as well as to limit the overlap of service provision within regions.

- The Ministry of Education sets out the tasks which social workers and deputy head teachers should carry out, but it was very clear from the findings that the roles of both workers must be determined clearly to avoid conflict role between social workers and deputy head teachers.

- The Ministry of Education has a rule that if the number of pupils in a school is less than one hundred they do not appoint a school social worker, but they do not have a rule that if the size of the school is large they appoint more than one school social worker. It is difficult for social workers to practise their role if the school has, say, four hundred to nine hundred students. It is beyond their capacity. The Education authority should appoint more than one school social workers if the school has 600 or 700 or so pupils.

- In Great Britain, every profession has its own association. Social workers in Saudi Arabia are in need of a professional association of social work, which could develop a code of ethics based on the local culture. A professional association of social workers would protect both clients and social workers. This kind of association would also offer a very good forum by which social policy makers and planners in the Ministry of Education, Ministry of Labour and Social Affairs, and Ministry of Health in Saudi Arabia.

- Perhaps the English reader will be surprised to learn that in Saudi Arabia there is no single journal specialising in social work matters, so a professional social work journal should be begun, to supply a forum in which social work concerns and affairs in Saudi Arabia could be aired.

- Social workers should participate in local and international conferences to discuss issues related to social work and to learn and transfer knowledge to Saudi Arabia.

- Ministries in Saudi Arabia who are in charge of social workers should introduce a licensing procedure for social workers who are qualified to practise, and permit them to practise in the private sector.

- Since social work in general and the counselling service in particular is relatively new, people who are in charge of social work education and practice and the counselling

service need to learn and benefit from countries which have long experience in social

work, and need to develop the programme by inviting experts as speakers and as

consultants, and conducting seminars and workshops to develop these programmes,

baring in mind the Saudi Arabia culture and values.

- The linkage and communication among various educational supervisors in each

Administrations around the Kingdom in Saudi Arabia needs to be developed, to assist

school social workers in schools to be more effective and efficient and more creative in

producing more ideas for developing counselling services with pupils.

9.3.2. Recommendations related to the Regional Level

- The Directorate General of Education of Al-Qassim Region should provide each

school with qualified social workers. Emphasis should be placed on skill and qualifications

in hiring and promotion of school social workers. Selection is currently based on

procedures such as civil service tests; education authorities need to be certain that the tests

are valid and reliable devices for choosing employees for specific jobs and, in general terms

equality must be addressed.

- The Administration of Guidance and Counselling in Al-Qassim Region should sponsor

a conference every semester to discuss the counselling service and how this can be

developed, and invite school social workers to contribute by sharing their experiences in the field, and their views on how to deal with some difficulties and problems that arise in schools.

- The Directorate General of Education of Al-Qassim Region should co-operate with the Al-Imam University in the Al-Qassim region, particularly with Social Work and Psychology department, to ask the faculty members to offer lectures and workshops for those who carry out counselling services in schools.

- The Administration of Guidance and Counselling in Al-Qassim region and the rest of the regions in the Kingdom should ask the Ministry of Education to transfer some authority to the region to reduce the centralisation from the Ministry of Education and to give scope to the people to be more creative.

- The Directorate General of Education of Al-Qassim Region should encourage the social workers to carry out a study related to social and counselling services in general and students' needs and problems in particular. Furthermore, the Ministry of Education should have a financial budget for this type of research.

- The Directorate of Education of Al-Qassim District should welcome social work students to conduct their practicum in schools affiliated to the Ministry of Education the

Region. This would give students opportunity to experience the reality of social work practice.

- Social workers are concerned about evaluation, because it is very important for them in order to improve their ability and skills. The educational supervisors should be encouraged to conduct evaluations fairly and offer constructive feedback.

- Some school social workers in Al-Qassim region should work as a team to undertake research and study in social work and social work education to develop their skills and contribute to knowledge.

- Educational supervisors should visit schools to meet school social workers more than one each semester, to exchange ideas with them and to transfer knowledge to the workers.

9.3.3. Recommendations related to the School Level

- School staff (social worker, head teachers, assistant head teachers, and teachers) must work together to encourage the whole community, especially the parents of pupils, to co-operate with the school.

- Parents should be encouraged to visit the school and attend parent conferences, not merely for remedial or disciplinary reasons, but as part of an on-going partnership with

school. This process can be carried out by holding monthly meetings, social and cultural activities and sending letters or newsletters for the whole community to get benefits.

- School social workers should make their offices more attractive to pupil and parents. Also, in order to tackle the problems of low achievement, absenteeism, truancy and drop out, social workers must make the school surroundings more attractive to the pupils. This could be happen by co-operation with school administrators and teachers.

- School staff, including social workers, need to consider the students' home environment and take account of the rapid social, economic and cultural change in Saudi Arabia.

- The huge amount of routine clerical work needs to be reduced. When the school is very large, a computer system should be provided for social workers to store information.

- Social worker in schools should set a counselling plan and the timetable for it and to apply the Ministry of Education plan in school at the beginning of the academic year.

- Social workers should help students, offer monthly orientation, counsel student, with low achievement and increase students' ability to study and to achieve good result.

- School social workers should have their own offices and telephone plus all facilities they may needs, to ensure services and confidentiality for clients (students).

- Social workers in schools must make efforts to make school administrators, teachers and pupils aware of the counselling services available in school and clarify their role to these groups.

- Head teachers', deputy head teachers' and teachers' training should include awareness of counselling services in schools.

- After finishing University, some social workers start to work in schools and stop following new developments in social work education. They should keep up to date on new ideas in social work in general and social work education in particular. This study recommends academic evaluations for social workers to encourage them to refresh their knowledge and keep up with new developments in social work.

- Head teachers should not ask social workers to do administrators' work and tasks unrelated to their job, which constrains social workers' role. Head teachers should leave social workers more time for students' problems and school activities.

- Head teacher, deputy head teachers and teachers should not interfere in the social workers' work, because this interference confines their role in schools.

- The role of social workers and deputy head teacher in dealing with students should be

determined very clearly to avoid conflict or duplication between them. This should be

done in the beginning of the academic year.

- Social workers complained that teachers do not co-operate with them. Teachers should

participate, advise, and discuss with social workers to counselling services, particularly if

teachers engage with students' problems or difficulties. Also, social worker should

encourage students to participate in their cases.

9.4. Suggestions for Further Research

The researcher believes that further research is needed to in keep pace with the rapid

social and economic changes that may be expected to take place in all institutions in Saudi

Arabia. This study has examined the contemporary needs and situation. However, the

future may bring new circumstances and needs which necessitate new and different

solutions and management. It was explained that for cultural reasons the researcher

surveyed males only. Therefore, further research is needed on girls' schools in Saudi

Arabia.

The sample of this study was selected from the central Province, the Al-Qassim Region of

Saudi Arabia. It is believed that this region is likely to be representative of the thirteen

regions. However, samples from different regions need to be examined to discover whether or not there are differences in the perceptions of the role of social workers.

This study focuses on social workers' role in secondary schools in Saudi Arabia. It would be interesting to undertake similar studies at different educational levels such as intermediate and elementary educational levels. Moreover, as this study was conducted only in public secondary schools, further research should be conducted in schools in the private sector.

The findings of the present study have shown that there are discrepancies in perceptions of social workers' role between actual and ideal role. Further study may be undertaken to clarify why these discrepancies exist.

It would be interesting and valuable for further studies to address some serious problems facing educational leaders in Saudi Arabia. For instance, truancy and drop out from schools are problems that need further investigation.

The questionnaires used in this study excluded some important functions related to sex education because of the Saudi culture. The Saudi society sets restrictions in this area. However, the researcher strongly believes that such guidance is essential for Saudi Arabian adolescents. The people of this adolescent age live with extensive conflicts. They do not

know what to do in the absence of careful counselling. The Saudi culture attempts to

avoid discussing such issues. Instead of avoiding these issues, efforts should be made to

identify such problems, then appropriate counselling services must be provided to the

young people in secondary schools in Saudi Arabia.

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Appendix A

Questionnaire

(Final Version)

THE UNIVERSITY OF HULL

SOCIAL WORK DEPARTMENT

QUESTIONNAIRE

THE ACTUAL AND IDEAL ROLES OF THE SOCIAL
WORKER IN THE SECONDARY SCHOOLS
IN SAUDI ARABIA

BY
AHMAD ALAJLAN

1998

Directions for the Questionnaire

Questionnaire reflecting perceptions of actual and ideal role of the school social

worker in secondary schools in Saudi Arabia.

Directions:

This questionnaire lists some possible functions of the school social worker. Please

rate each one according to the following scale:

1 point: Not a function

2 points: Unimportant function

3 points: Moderately important function

4 points: Important function

5 points: Very important function

Please do this twice for each item; once to indicate the actual role, and once for the

ideal role. Your answers will be treated confidentially. And remember the

questionnaire is not a test; for the purpose of this research, there are no wrong or

right answers. Please do not write your name.

Actual Role: Indicate what the school social worker is actually doing in your school.

Ideal role: Indicate the importance of each function in terms of how the school social

worker's position should ideally be carried out.

Example:

Help students with social problems	Actual role	1	√2	3	4	5
	Ideal role	1	2	3	√4	5

Questionnaire

Statements		Not a function of the social worker	Unimportant function	Moderately important function	Important function	Very important function
1. Orient students and teachers to the guidance and counselling services.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
2.Help students better understand feelings moods, and trouble with family and school relationships.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
3. Assist the administrators of the school.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
4. Help students with social problems.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
5.Act as the person students see before going to the vice head-teacher when in trouble.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
6. Encourage students who do excellent work in school.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
7.Provide information in cumulative files and school records.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
8.Help students select and adjust their study programmes to fulfil their individual needs.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
9.Do individual career counselling.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
10. Attend teacher meeting.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
11. Participate with others in case conferences concerning students.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
12. Act as the advisor between students, teachers and parents during a conference.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
13. Do follow-up studies on students who have graduated.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
14. Reinforce religious rules.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5

Statements		Not a function of the social worker	Unimportant function	Moderately important function	Importune function	Very Importune function
15. Give students information about high school, college and technical school requirements.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
16. Help students with personal problems, for example; financial problems, peer relationships, delinquency, etc.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
17. Advise teachers on ways of maintaining classroom discipline.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
18. Assist students to learn more effectively.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
19. Help students to get to know the school and what is expected of them.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
20. Act to consolidate the relationship between school and home.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
21. Counsel students concerning drug usage.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
22. Act as a resource person for individual teachers.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
23. Counsel students who miss school frequently.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
24. Conduct a career guidance course for students.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
25. Chaperone and transport students to and from educationally related activities.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5
26. Help weak students.	Actual role	1	2	3	4	5
	Ideal role	1	2	3	4	5

Open question:
Are there any other activities you think the social worker should perform?

....

....

....

....

Background Data Sheet
(For Social Workers and Officials)

1) What is your age? [24-29]   [30-35]   [36-41]   [42-47]   [48-and above]

2) What is your marital status?
   A-Single..............
   B-Married............
   C-Others

3) What is your highest educational qualification?
   B-Bachelor [   ]
   C-Master   [   ]
   D-Other   [   ]

4) What was your major in college?...................

5) Number of years experience in the following areas. (If more than one indicate please).
   A- Social worker...........
   B-Teacher...............................
   C-Administration.....................
   E-Education supervisor............

6) Did you receive training in a special guidance and counselling programme ?
   Yes...........   No............
   (If no go to question 9).

7) How long was the programme?.....................

8) Where did you receive the training?...............

9) Number of years in your present position: ....

10) Did you go right into guidance and counselling after college?
   Yes..........   No..........

11) Size of the school (number of students)................

Thank you very much
The researcher Amad Alajlan
The University of Hull
Social Work Department

Appendix B

Questionnaire

(Arabic Version)

استبانه بحث

الدور الحقيقي و المثالي للأخصائي الاجتماعي

في المدارس الثانوية

في المملكة العربية السعودية

جامعة الإمام محمد بن سعود الإسلامية

1418-1419ه

Hull University

الباحث : أحمد العجلان

بسم الله الرحمن الرحيم

إرشادات

أخي الفاضل :

السلام عليكم ورحمة الله وبركاته   وبعد ...

تعلمون ما يقوم به الأخصائي الاجتماعي من دور بارز بمساعدة الطالب لفهم ذاته ومعرفة قدراته والتغلب على مـــا يواجهه من صعوبات ليتحقق التوافق النفسي والاجتماعي والتربوي والمهني لتكوين شخصية سوية في ظل التعـــاليم الإسلامية. هذا الاستبيان يعكس القدرة على تفهم الدور الحقيقي و المثالي للأخصائي الاجتماعي في المدارس الثانويــة في المملكة العربية السعودية .

أمل الإجابة على جميع الأسئلة التالية طبقا لما تراه من أهمية لوظيفة الأخصائي . مع الأخذ بالاعتبار أنه ليس هنـــاك إجابة خاطئة أو إجابة صحيحة إنما المطلوب رأيك فقط . فضلا لا تذكر اسمك وإجابتك سوف تعامل في سرية تامة ولإغراض البحث فقط .

الدور الحقيقي : أي ما يقوم به المرشد الطلابي في الحقيقة . (الذي يمارس حاليا)

الدور المثالي : أي ما يتعين على المرشد الطلابي عمله لتطبيق وظيفة المرشد بالمدرسة بالطريقة المثالية . (الذي تأمل أن يكون)

في هذا الاستبيان مجموعة من وظائف الأخصائي الاجتماعي . فضلا صنف كل منها طبقا لما تراه مناسبا للمقياس التالي :

5 نقاط	وظائف هامة جدا
4 نقاط	وظائف هامة
3 نقاط	وظائف متوسطة الأهمية
2 نقاط	وظائف غير مهمة
1 نقط	ليست وظيفة الأخصائي

مثال : يقوما لأخصائي الاجتماعي

5	4	3	2	1		
5	4	3	✓2	1	الدور الحقيقي	بتشجيع الطـــــلاب المتفوقـــين ومساعدة المتأخرين دراسيا.
5	✓4	3	2	1	الدور المثالي	

2

وظيفـة مهمة جدا	وظيفة مهمة	وظيفة متوسط الأهمية	وظيفة ليست ذات أهمية	ليست وظيفة المرشد بالمدرسة		الوظيفة
٥	٤	٣	٢	١	الدور الحقيقي	١)تهيئة الطلاب و المدرسين لبرنامج التوجيه و الإرشاد.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٢) مساعدة الطلاب على التغلب على مشاكلهم النفسية و العائلية والمدرسية.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٣)مساعدة الإداريين بالمدرسة.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٤)مساعدة الطلاب في مشاكلهم الاجتماعية.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٥)يعمل كشخص يلجأ إليه الطلاب لحل مشاكلهم قبل أن يذهبوا إلى وكيل المدرسة.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٦) تشجيع الطلاب المتفوقين دراسيا.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٧)تفريغ المعلومات في السجلات و الملفات.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٨)مساعدة الطلاب في اختيار وتغيير برامجهم بما يتفق و حاجاتهم الفردية.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٩)إبداء الاستشارات في مجال الحياة العملية الفردية.
٥	٤	٣	٢	١	الدور المثالي	
وظيفـة مهمة جدا	وظيفة مهمة	وظيفة متوسط الأهـية	وظيفة ليست ذات أهمية	ليست وظيفة المرشد بالمدرسة		

وظيفة مهمة جدا	وظيفة مهمة	وظيفة متوسطة الأهمية	وظيفة ليست ذات أهمية	ليست وظيفة المرشد بالمدرسة		الوظيفة
٥	٤	٣	٢	١	الدور الحقيقي	١٠)حضور اجتماعات المدرسين.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	١١)المشاركة في اجتماعات بحث الحالات مع الطلاب.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	١٢)العمل كمستشار للطلبة و المدرسين والأباء أثناء الاجتماعات.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	١٣)القيام بعمل دراسات متابعة الطلبة بعد تخرجهم.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	١٤)يعمل على تعميق الوزرع الديني في نفوس الطلاب.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	١٥)تزويد الطلاب بمعلومات اللازمة عن الثانوية والجامعة والمدارس المهنية بالنسبة لمتطلبات كل منها.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	١٦)يساعد الطلاب الذين يعانون مشكلات شخصية مثل المشكلات المالية.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	١٧)تزويد المدرسين بمعلومات تساعد على تعديل السلوك والنظام في الفصول وغيرها.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	١٨)يساعد الطلاب على كيفية الاستذكار بصورة أكثر فعالية.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	١٩)مساعدة الطلاب الجدد على معرفة المدرسة وما ينتظر منهم.
٥	٤	٣	٢	١	الدور المثالي	

وظيفـة مهمة جدا	وظيفة مهمة	وظيفة متوسطة الأهمية	وظيفة ليست ذات أهمية	ليست وظيفة المرشد بالمدرسة		الوظيفة
٥	٤	٣	٢	١	الدور الحقيقي	٢٠)العمل على توثيق العلاقة بين البيت و المدرسة.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٢١)توجيه الطلاب لإبعادهم عن التدحين والمخدرات...
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٢٢) يعمل كمصدر معلومات لكل مدرس.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٢٣)دراسة حالات الطلبة الذين يغيبون عن المدرسة بصورة منتظمة .
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٢٤)إقامة دورة إرشادية للطلبة تساعدكم في حياتكم العملية.
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٢٥)مصاحبة ونقل الطلبة من وإلى نشاطات مرتبطة بالتعليم
٥	٤	٣	٢	١	الدور المثالي	
٥	٤	٣	٢	١	الدور الحقيقي	٢٦) مساعدة الطلاب المتأخرين دراسيا.
٥	٤	٣	٢	١	الدور المثالي	

س- هل هناك نشاطات أخرى تعتقـد أن المرشد الطلابـي ينبغي أن يؤديـها ؟

....

....

....

....

....

آمل إعطاء المعلومات الآتية وذلك للمساعدة في تحليل المعلومات الواردة في الاستبيان.

1) العمر   29-24   35-30   41-36   47-42   48 أو أكثر

2) الحالة الاجتماعية:

أ-متزوج.........

ب-أعزب.........

ج-غير ذلك.......

3) ماذا كان تخصصك الرئيسي في الجامعة أو الكلية ؟.................

4) ما هي أعلى درجة علمية حصلت عليها ؟

أ- بكالوريوس

ب- ماجستير

ج- أخرى تذكر

5) عدد سنوات الخبرة في المجالات التالية (إذا كان أكثر من واحد فضلا وضح ذلك)

أ- أخصائي في مدرسة.......

ب-مدرس........

ج-إداري.........

د-مشرف تربوي.......

6) هل تلقيت تدريب خاص بالتوجيه و الإرشاد ؟

نعم.....   لا.....

إذا كانت الإجابة بلا فضلا اجب على السؤال رقم (9)

7) كم كانت مدة البرنامج ؟.................

8) أين تلقيت هذا التدريب ؟.................

9) عدد السنوات في وظيفتك الحالية.........

10) هل باشرت الإرشاد و الإشراف التربوي مباشرة بعد التخرج من الجامعة ؟

نعم.......   لا........

11) عدد الطلاب المسئول عنهم...........

شكراً لك،

مع فائق الاحترام،

الباحث: أحمد العجلان

Appendix C

Questionnaire

The items borrowed from Al-Ahmady (1983)

Questionnaire

FUNCTIONS — scale: NOT A FUNCTION OF THE SCHOOL COUNSELOR (1) · UNIMPORTANT FUNCTION (2) · MODERATELY IMPORTANT FUNCTION (3) · IMPORTANT FUNCTION (4) · VERY IMPORTANT FUNCTION (5)

Function	Role	1	2	3	4	5
5) Act as the person students see before going to the vice principal when in trouble.	ACTUAL ROLE	1	2	3	4	5
	IDEAL ROLE	1	2	3	4	5
6) Conduct the standardized testing program.	ACTUAL ROLE	1	2	3	4	5
	IDEAL ROLE	1	2	3	4	5
7) Provide information for cumulative files and help maintain school records.	ACTUAL ROLE	1	2	3	4	5
	IDEAL ROLE	1	2	3	4	5
8) Help student select & adjust their programs to fulfill their individual needs.	ACTUAL ROLE	1	2	3	4	5
	IDEAL ROLE	1	2	3	4	5
9) Do individual career counseling.	ACTUAL ROLE	1	2	3	4	5
	IDEAL ROLE	1	2	3	4	5

QUESTIONNAIRE

FUNCTIONS — scale: NOT A FUNCTION OF THE SCHOOL COUNSELOR (1) · UNIMPORTANT FUNCTION (2) · MODERATELY IMPORTANT FUNCTION (3) · IMPORTANT FUNCTION (4) · VERY IMPORTANT FUNCTION (5)

Function	Role	1	2	3	4	5
1) Orient students & staff members to the guidance program.	ACTUAL ROLE	1	2	3	4	5
	IDEAL ROLE	1	2	3	4	5
2) Help students better understand feelings, moods, & trouble with family & school relationships.	ACTUAL ROLE	1	2	3	4	5
	IDEAL ROLE	1	2	3	4	5
3) Assist the administrators of the school.	ACTUAL ROLE	1	2	3	4	5
	IDEAL ROLE	1	2	3	4	5
4) Help students with social problems.	ACTUAL ROLE	1	2	3	4	5
	IDEAL ROLE	1	2	3	4	5

FUNCTIONS

Function	NOT A FUNCTION OF THE SCHOOL COUNSELOR (1)	UNIMPORTANT FUNCTION (2)	MODERATELY IMPORTANT FUNCTION (3)	IMPORTANT FUNCTION (4)	VERY IMPORTANT FUNCTION (5)
15) Give students information about high school, college, & technical school requirements. — ACTUAL ROLE	1	2	3	4	5
15) — IDEAL ROLE	1	2	3	4	5
16) Help students with personal problems; for example: financial problems, problems in peer relationships, delinquency, etc. — ACTUAL ROLE	1	2	3	4	5
16) — IDEAL ROLE	1	2	3	4	5
17) Provide teachers with information about behavior modification, classroom discipline & helpful hints, etc. (in-service training) — ACTUAL ROLE	1	2	3	4	5
17) — IDEAL ROLE	1	2	3	4	5
18) Help students learn how to study more effectively. — ACTUAL ROLE	1	2	3	4	5
18) — IDEAL ROLE	1	2	3	4	5
19) Help new students to better know the school & what is expected of them. — ACTUAL ROLE	1	2	3	4	5
19) — IDEAL ROLE	1	2	3	4	5

FUNCTIONS

Function	NOT A FUNCTION OF THE SCHOOL COUNSELOR (1)	UNIMPORTANT FUNCTION (2)	MODERATELY IMPORTANT FUNCTION (3)	IMPORTANT FUNCTION (4)	VERY IMPORTANT FUNCTION (5)
10) Attend teacher meetings. — ACTUAL ROLE	1	2	3	4	5
10) — IDEAL ROLE	1	2	3	4	5
11) Participate in case conferences with others concerning students. — ACTUAL ROLE	1	2	3	4	5
11) — IDEAL ROLE	1	2	3	4	5
12) Act as the mediator/advisor between students, teachers and parents during a conference. — ACTUAL ROLE	1	2	3	4	5
12) — IDEAL ROLE	1	2	3	4	5
13) Do follow-up studies on students who have graduated. — ACTUAL ROLE	1	2	3	4	5
13) — IDEAL ROLE	1	2	3	4	5
14) Give tests and interpret test results to students & parents. — ACTUAL ROLE	1	2	3	4	5
14) — IDEAL ROLE	1	2	3	4	5

FUNCTIONS

Scale: 1 = NOT A FUNCTION OF THE SCHOOL COUNSELOR, 2 = UNIMPORTANT FUNCTION, 3 = MODERATELY IMPORTANT FUNCTION, 4 = IMPORTANT FUNCTION, 5 = VERY IMPORTANT FUNCTION

25) Chaperone and transport students to & from educationally related activities.

	NOT A FUNCTION	UNIMPORTANT	MODERATELY IMPORTANT	IMPORTANT	VERY IMPORTANT
ACTUAL ROLE	1	2	3	4	5
IDEAL ROLE	1	2	3	4	5

FUNCTIONS

20) Coordinate school programs.

	NOT A FUNCTION	UNIMPORTANT	MODERATELY IMPORTANT	IMPORTANT	VERY IMPORTANT
ACTUAL ROLE	1	2	3	4	5
IDEAL ROLE	1	2	3	4	5

21) Counsel with students concerning drug usage.

	NOT A FUNCTION	UNIMPORTANT	MODERATELY IMPORTANT	IMPORTANT	VERY IMPORTANT
ACTUAL ROLE	1	2	3	4	5
IDEAL ROLE	1	2	3	4	5

22) Act as a resource person for individual teachers.

	NOT A FUNCTION	UNIMPORTANT	MODERATELY IMPORTANT	IMPORTANT	VERY IMPORTANT
ACTUAL ROLE	1	2	3	4	5
IDEAL ROLE	1	2	3	4	5

23) Talk with students who are missing school frequently.

	NOT A FUNCTION	UNIMPORTANT	MODERATELY IMPORTANT	IMPORTANT	VERY IMPORTANT
ACTUAL ROLE	1	2	3	4	5
IDEAL ROLE	1	2	3	4	5

24) Teach a career guidance course to students.

	NOT A FUNCTION	UNIMPORTANT	MODERATELY IMPORTANT	IMPORTANT	VERY IMPORTANT
ACTUAL ROLE	1	2	3	4	5
IDEAL ROLE	1	2	3	4	5

Appendix D

Interview Schedule

Interview Schedule for Social Workers

(Background data obtained through the questionnaire)

1) Are there any factors, which constrain your role as a school social worker?
   If yes, what are the main ones? (Indicate all apply and rank them 1,2,3... in order of importance).

A- Lack of trust [   ]
B- Interference in your work [   ]
C- Burden of other tasks unrelated to your job [   ]
D- Other (specify please) [   ]

2) Have you ever have had difficulties in dealing with the teachers?
   Yes............   No............
If yes, what difficulties with the teachers have you had in the last 12 months?
....
....
....

3) Have you ever have had difficulties in dealing with the headteacher?
   Yes............   No............
If yes, what difficulties with the headteacher have you had in the last 12 months?
....
....
....

4) Have you ever have had difficulties in dealing with other school personnel?
   Yes............   No............
If yes, what difficulties with school personnel have you had in the last 12 months?
....
....
....

5) Have you ever have had difficulties in dealing with students?
   Yes............   No............
If yes, what difficulties with students have you had in the last 12 months?
....
....
....

6) Have you ever have had difficulties in dealing with parents?

        Yes............   No............

If yes, what difficulties with parents have you had in the last 12 months?

....

....

....

7) Have you ever have had difficulties in dealing with the education supervisors?

        Yes............   No............

If yes, what difficulties with the education supervisors have you had in the last 12 months?

....

....

....

8) Do you have any suggestion to improve your relationship with teachers?

        Yes............   No............

If yes, please summarise your suggestions:

....

....

....

9) Do you have any suggestion to improve your relationship with the headteacher?

        Yes............   No............

If yes, please summarise your suggestions:

....

....

....

10) Do you have any suggestion to improve your relationship with other school personnel?

        Yes............   No............

If yes, please summarise your suggestions:

....

....

....

11) Do you have any suggestion to improve your relationship with students?

        Yes............   No............

If yes, please summarise your suggestions:

....

....

....

12) Do you have any suggestion to improve your relationship with parents?
       Yes............   No............
If yes, please summarise your suggestions:

....
....
....

13) Do you have any suggestions to improve your relationship with educational supervisors?
       Yes............   No............
If yes, please summarise your suggestions:

....
....
....

14) Do you have any suggestions to improve the guidance and counselling services in the schools?
       Yes............   No............
If yes, please summarise your suggestions:

....
....
....

15) What are the things you do most of your time?

....
....
....

16) In your view what things do you think the social worker should do?

....
....
....

Thank you very much for your co-operation

Appendix E

Interview Schedule

(Arabic Version)

بسم الله الرحمن الرحيم

استبيان مقابلة للأخصائي الاجتماعي

1) رتب العوامل التالية حسب تأثيرها في التقليل من دورك في المدرسة :

– تكليفك بأعمال أخرى غير عمل الإرشاد..................

– عدم الثقة بك..................

– التدخل في عملك..................

– غير ذلك (فضلا تذكر)..................

2) هل سبق أن واجهة أي صعوبة في تعاملك مع المدرسين ؟ **نعم**.... **لا**.....

ما هي الصعوبة التي واجهتك خلال أل 12 شهر الماضية ؟

....

....

....

3) هل سبق أن واجهة أي صعوبة في تعاملك مع مدير المدرسة ؟ **نعم**.... **لا**.....

ما هي الصعوبة التي واجهتك خلال أل 12 شهر الماضية ؟

....

....

....

4) هل سبق أن واجهة أي صعوبة في تعاملك مع الإداريين في المدرسة ؟ **نعم**.... **لا**.....

ما هي الصعوبة التي واجهتك خلال أل 12 شهر الماضية ؟

....

....

....

5) هل سبق أن واجهة أي صعوبة في تعاملك مع الطلاب ؟ **نعم**.... **لا**.....

ما هي الصعوبة التي واجهتك خلال أل 12 شهر الماضية ؟

....

....

....

6) هل سبق أن واجهة أي صعوبة في تعاملك مع أولياء أمور الطلاب ؟ **نعم**.... **لا**.....

ما هي الصعوبة التي واجهتك خلال أل 12 شهر الماضية ؟

....

....

....

7) هل سبق أن واجهة أي صعوبة في تعاملك مع المشرف التربوي ؟ **نعم**..... **لا**.....

ما هي الصعوبة التي واجهتك خلال أل 12 شهر الماضية ؟

....

....

....

8) هل لديك أي اقتراح لتحسين العلاقة بينك وبين المدرسين ؟ **نعم**..... **لا**.....

في حالة نعم اذكر ما تقترحه :

....

....

....

9) هل لديك أي اقتراح لتحسين العلاقة بينك وبين مدير المدرسة ؟ **نعم**..... **لا**.....

في حالة نعم اذكر ما تقترحه :

....

....

....

10) هل لديك أي اقتراح لتحسين العلاقة بينك وبين الإداريين بالمدرسة ؟ **نعم**..... **لا**.....

في حالة نعم اذكر ما تقترحه :

....

....

....

11) هل لديك أي اقتراح لتحسين العلاقة بينك وبين الطلاب ؟ **نعم**..... **لا**.....

في حالة نعم اذكر ما تقترحه :

....

....

....

12) هل لديك أي اقتراح لتحسين العلاقة بينك وبين أولياء أمور الطلاب ؟ **نعم**..... **لا**.....

في حالة نعم اذكر ما تقترحه:

....

....

....

13) هل لديك أي اقتراح لتحسين العلاقة بينك وبين المشرف التربوي ؟ **نعم....** لا .....

في حالة نعم اذكر ما تقترحه :

....

....

....

14) هل لديك أي اقتراح لتحسين برنامج التوجيه والإرشاد ؟ **نعم....** لا .....

في حالة نعم اذكر ما تقترحه :

....

....

....

15) ما هي الأشياء التي تعملها في أكثر الأحيان؟

....

....

....

16) من وجهة نظرك ما هي الأشياء التي ترى أن يقوم بعملها المرشد الطلابي؟

....

....

....

شكراً لك،

مع فائق الاحترام،

الباحث : أحمد العجلان

3
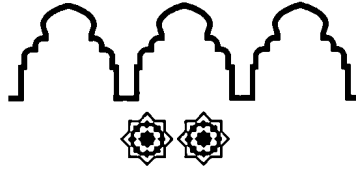
Appendix F

Letters of Access

THE UNIVERSITY OF HULL
SOCIAL WORK DIVISION

Our Ref: PR/TW

The Saudi Arabian Cultural Bureau
29 Belgrave Square
London
SW1X 8QB

9 July 1997

Dear Sir

Re: Ahmad Alajlan

This man is a registered student of the University of Hull, Department of Social Work.

He is researching into educational social work and I would be grateful if he could be assisted in any way possible. As part of his research he will need to make a substantial visit to Saudi Arabia in order to conduct his 'field' work study, to collect data and conduct interviews.

It will be of the greatest help to him if you are able to authorise and financially support this key aspect of his work. He anticipates that such a visit would need to be of about four months duration.

With many thanks

Yours faithfully

Peter Randall
Senior Lecturer in Social Work

Royal Embassy of
Saudi Arabia
London

SAUDI ARABIAN CULTURAL BUREAU
29 BELGRAVE SQUARE
LONDON SW1X 8QB

Telephone:	0171-245 9944/5/6/7
Cable Address:	ELMIAH LONDON, S. W. 1
Telex:	299909 ELMIAH G
Fax:	0171 245 9895

المملكة العربية السعودية
وزارة التعليم العالي
مكتب الملحقية الثقافية في بريطانيا

الرقم :
التاريخ :
المرفقات :

الاكادمية رقم الملف : B083

شهادة تعريف

يشهد المكتب الثقافي السعودي في بريطانيا بأن الطالب / أحمد بن عبد الله العجلان
مبتعث من جامعة الامام محمد بن سعود الاسلامية الى بريطانيا للحصول على درجة
الدكتوراه في مجال الخدمة الاجتماعية من جامعة " هل " .
وقد صدرت هذه الافادة بناء على طلبه ، لتسهيل مهمته أثناء رحلته العلمية لجمع
المادة العلمية اللازمة لبحثه داخل المملكة .
والله ولي التوفيق ،،،

الملحق الثقافي في بريطانيا

عبد الله بن محمد الناصر

ح د / س ز

KINGDOM OF SAUDI ARABIA
Ministry of Higher Education
Imam Muhammad Ibn Saud
Islamic University

الملكة العـربيّة السّعوديّة
وزارة التعـليم العـالى
جامعة الإمام محمد بن سعود الإسلامية

إدارة البعثات

الرقـم .... التـاريخ ١٢ / ٢ / ١٤١٩هـ المشـفوعات ....

(رسالة هاتفية)

سعادة الملحق الثقافي في بريطانيا   المحترم

السلام عليكم ورحمة الله وبركاته ... أما بعد

فإشارة إلى رسالتكم الهاتفية رقـم ٤/٢٤٣٩ وتاريخ ١٤١٨/٥/١٨هـ المتضمنـة التوصيـة بقيـام المبتعـث /
أحمد بن عبدالله العجلان رقم ملفه (٨٣)   . برحلة علمية إلى المملكة .

نفيدكم أن المذكور بدأت رحلته العلمية بتاريخ ١٤١٨/١١/١٦هـ وأنتهت بتاريخ ١٤١٩/٢/١٧هـ .

لذا نأمل إكمال اللازم حيال صرف مستحقاته عن المدة المحددة نظاماً .

ولكم خالص تحياتي ،،،،،

مدير إدارة البعثات المكلف

عبدالله بـن عبدالرحمن العمر

٤٧٢بت أ

بسم الله الرحمن الرحيم

الرقــم : ٥٠٤٥\
التاريخ : ١١٠/٣/٩
المشفوعات :

الموضـوع :

فضيلة الدكتور / وكيل الجامعة للدراسات العليا والبحث العلمي   حفظه الا

السلام عليكم ورحمة الله وبركاته ..   وبعد :

فتقدم لنا المعيد بقسم الاجتماع / أحمد بن عبدالله العجلان ، المبتعث إ
بريطانيا لتحضير درجة الدكتوراه والذي قام برحلة علمية الى المملكة من
ثلاثة اشهر لجمع المعلومات اللازمه لبحثه ابتداء من ١٤١٨/١١/١٦هـ لذا
١٤١٩/٢/١٧هـ وقد أفاد المذكور باتمام الرحله العلميه المتعلقه ببحثه .

فنأمل من فضيلتكم التكرم بالاطلاع ، وإكمال الاجراءات اللازمة ...
شاكرين لكم تجاوبكم واهتمامكم ؛؛؛
والسلام عليكم ورحمة الله وبركاته ؛؛؛

عميد كلية
العلوم العربية والاجتماعية في القصيم

د. محمد بن سليمان الراجـــــي

الفريدي ٢٢١

بسم الله الرحمن الرحيم

المملكة العربية السعودية

ملحق رقم (٤)

وزارة المعارف / التطوير التربوي

الادارة العامة للبحوث التربوية والتقويم

استمارة بحـث

١) اسم الباحث / الباحثين : ..أحمد بن عبدالله الحجلان..............................
....

٢) عنـوان البحـــــث : ..المدرس الحقيقي و لشكل ... المرشد للأولاد ... حل ...
..المشكلة ... في الحكم المرسل السعودية ... (لتحسين)........................
....

٣) المنطقة / المناطق التعليمية التي سيطبق فيها البحث : ....
..منطقة الجسيم ... منطقة منيز ... مردحة فطنة / ع/ سس ... .
....

٤) المدينة / المدن التي ستشملها الدراسة : ......كريمه ... تيمزه ... برس ...
....

٥) مصدر البحث (الجهة المشرفة على البحث) : جا حسيم ... خ بر بطا منا ...

٦) أداة / وسيلة جمع المعلومات :

    أ) نـوعـهـا :

    ١. استبانـة (✓)   ٢. اختبار / مقياس ( )

    ٣. تجربـة ( )   ٤. ملاحظة / مشاهدة ( )

    ٥. مقابلـة (✓)

    ٦. أخـرى : تذكر ....

    ب) إسمها أو عنوانها : ....

    ج) مصدرهـا :

    ١. من إعداد الباحث (✓)

    ٢. مقتبسـة ( )   اسم المرجع : ....

٧) نـوع العينة :

    أ) طـــلاب (✓)   ب) مدرسـون (✓)

    ج) مديرو مدارس (✓)   د) موجهون تربويون (✓)

    هـ) اداريـون ( )

    و) أخـرى : تذكر : ..يم مهشير سسون ... ذا اعضا لجو ... سد ... عضو مو...

٨) حجم العينة : .....ادا ... ظهالمرى حجــم ... هرمـجة ... مر محمد الالا لكا ... ١ ل ... (سكم ...

٩) هل سيتم تطبيق أية أداة من أدوات البحث على الطلاب : نعم (✓) لا ( )

١٠) المرحلة الدراسية التي ستشملها الدراسة :

أ) ابتدائي ( ) ب) متوسط ( )

ج) ثانوي (✓) د) معاهد التعليم الخاص ( )

هـ) أخرى : تذكر ....

١١) الغرض من البحث :

أ) الحصول على درجة علمية: دكتوراه (✓) ماجستير ( ) أخرى ( )

ب) الترقية ( )

ج) الوفاء بمتطلبات مادة دراسية ( )

د) تكليف من جهة ( )

هـ) غرض آخر (يذكر) : ....

١٢) معلومات عن الباحث (الباحث الرئيسي) :

□ الجنسية : سعودي (✓) غير سعودي ( )

□ الجنس : ذكر (✓) أنثى ( )

□ المؤهل الدراسي الحالي :

بكالوريوس ( ) ماجستير (✓) دكتوراه ( )

عنوان الباحث (الباحث الرئيسي) :

صندوق بريد رقم : ٩٩٩٩ الرمز البريدي : .... المدينة : ....

رقم الهاتف : (عمل) .... (منزل) : ....

يتعهد الباحث بالمحافظة على سرية المعلومات التي سيحصل عليها وعدم استخدامها الا لأغراض البحث العلمي وكذلك تزويد الادارة بنسخة من البحث بعد الانتهاء منه

مصادقة المشرف على البحث حول صحة المعلومات الواردة في الاستمارة وموافقته على استخدام وموافقته على استخدام أدوات البحث من قبل الباحث

اسم الباحث : ....

جهة عمله : ....

طبيعة عمله : ....

التاريخ : ٢ / ٦ / ١٤١٨هـ

اسم المشرف : ....

الوظيفة : ....

التوقيع : ....

التاريخ : / / ١٤ هـ

ملحوظة : سماح الادارة العامة للبحوث التربوية والتقويم بتطبيق البحث لا يعني موافقتها بالضرورة على مشكلة البحث ولا على المحتوى العلمي أو الطرق أو الأساليب المستخدمة في ذلك ، والباحث (الباحثون) يتحمل كامل المسئولية المتعلقة بمختلف جوانب البحث .

تعاد الاستمارة بعد تعبئتها الى العنوان التالي : الادارة العامة للتعليم بالقصيم الاشراف التربوي

المملكة العربية السعودية

وزارة المعــارف

الإجراءات التنظيمية لتطبيق البحوث بالإدارات العامة التعليم
في مناطق المملكة

١) التأكد من أن الطلب المقدم من الباحث يشتمل على :

ا- خطاب من الجهة التابع لها الباحث.

ب- استمارة البحث مصدقة من جهة الباحث.

ج- نسخة من أداة (أدوات) البحث تكون مكتملة وفي صورتها النهائية. أما إذا كانت أداة البحث عبارة عن مقابلة أو تجربة أو ملاحظة أو مشاهدة أو ما شابه ذلك فعلى الباحث أن يرفق عرضاً مفصلاً عنها يوضح الأساليب والخطوات والزمن اللازم للتطبيق.

د- أن يتقدم الباحث بطلبه إلى إدارة التعليم قبل موعد اجراء البحث بوقت لا يقل عن عشرة أيام.

٢) دراسة طلب الباحث والتأكد من أن أهداف البحث وأدواته لا تتعارض مع :

أ- الشريعة الاسلامية.

ب- أهداف وسياسة التعليم في المملكة العربية السعودية.

ج- عادات وتقاليد المجتمع السعودي ومبادئه.

٣) المحافظة على مصلحة الطالب وعدم تعريض وقته إلى الهدر والتشتيت . كأن يكون اجراء البحث قبل موعد الاختبارات الفصلية بأكثر من عشرين يوماً.

٤) مراعاة عدم تكرار اجراء الدراسات في مدارس بعينها . وأن يكون اختيار المدارس مبنياً على اسلوب علمي لا على اعتبارات أخرى.

٥) تزويد الباحث بخطاب إلى كل مدرسة من مدارس العينة للسماح باجراء الدراسة مصحوباً بنسخة من مرفقات الطلب التي تم إقرارها من الادارة كاستمارة البحث وأدوات الدراسة.

٦) التأكد من موافقة ولي أمر الطالب قبل تطبيق أداة البحث في الحالات التي تتطلب ذلك.

٧) تعهد الباحث بالمحافظة على المعلومات والبيانات التي يحصل عليها من منسوبي المدارس وأن يستخدمها لأغراض البحث فقط.

٨) تزود الإدارة العامة للبحوث التربوية بالوزارة في نهاية كل فصل دراسي بنسخة من سجل البحوث التي أجريت في المدارس التابعة لإدارة التعليم.

٩) في حالة وجود ما يخالف التنظيمات أو المعايير التي حددها هذا التنظيم يعاد طلب الباحث على عنوانه بعد ايضاح وتحديد الملاحظات واشعاره بامكانية إعادة تقديم طلبه بعد اجراء التعديلات اللازمة.

١٠) الرجوع إلى الإدارة العامة للبحوث بالوزارة عند مواجهة أية صعوبات في مراجعة أدوات الدراسة أو أية اجراءات فنية أخرى.

١١) أن يزود الباحث إدارة التعليم بنسختين من الدراسة بعد الإنتهاء منها . على أن ترسل إحداهما إلى الوزارة.