The Role of Social Worker in Student Behavioral Modification plans from a social Guidance Perspective

*Ibrahim Al-Abdullah

*Department of Sociology, Faculty of Arts and Humanities, University of Damascus, Syria

ABSTRACT

The aim of this study was to identify the role of Social Workers in developing Behavioral Modifications plans for Students from the Perspective of Social Guidance in Al Hasakah city. Additionally, the study sought to identify statistically significant differences in the average responses of psychological counselors to the specified qualifications and years of experience. To achieve the objective, the researcher adopted the descriptive methodology and designed a study tool consisting of questionnaire. This questionnaire comprised three axes: the role of the social counselor in addressing and modifying behavior, inference skills, the role of the social counselor in enhancing academic performance, and strengthening the relationship between the student, family, and school. The questionnaire consisted of 24 items and was administered to 110 counselors (male and female). Key findings: the role of social workers in developing behavioral modification plans for students was rated as(high), with an average score of 4.20 and a standard deviation of 3.42 on the overall scale of the questionnaire's skills; and there were no statistically significant differences attributed to the variables of academic qualifications and years of experience.

Keywords: Social Workers, Educational Perspective, Social Guidance, Behavioral Modifications**.**

Introduction:

The educational and pedagogical roles are integrated among the different levels of the educational system to provide educational, developmental, and guiding services. These aim to assist students in achieving comprehensive personal development-psychological. To reach this goal, qualified and professionally trained personal in education and guidance are essential. Among these are social workers who are entrusted with the task of supporting students in adapting to their school and community while maintaining psychological, social and academic. For social workers to perform their duties effectively, they must receive professional care and the necessary resources to support their work. Social worker is a fundamental profession in any society, addressing a wide range of objectives and tasks that aid in achieving various aspects of social welfare. Given that education has become a critical field within the broader concept of modern social welfare, it has become an essential area of social work through its diverse approaches. This is what is referred to as school social work-a new social system that complements the educational system, supports schools in fulfilling their multifaceted roles, and completes the second part of the educational process: moral and personal development. This is achieved through structured and planned activities, aiming to instill values, reinforce positive attitudes, and cultivate the ability to act rationally and responsibly. It also focuses on discovering, utilizing, and developing student's skills, abilities, and potentials, thereby fostering a sense of self and achieving balance intellectual, emotional, and physical growth. A school social worker is defined as a professional who operates within the school setting, utilizing the concept and philosophy of social work while adhering to its principles and ethical standards. Their goal is to assist struggling students and help schools achieve their educational and developmental objectives to prepare students for the future. More specifically

From the above, it is evident that school social work and the role of social workers are crucial for supporting a significant segment of school students, especially ninth-grade students, especially ninth-grade students. Modern education emphasizes the importance of fostering students' educational process, integrating them within both the school community and the broader society. The principles of modern education align with the concept of social work, focusing on shaping the student's personal attributes, promoting healthy socialization, addressing behavioral challenges in behavioral, educational, social, and cultural aspects.

Research problem:

Educational institutions, represented by schools, play a pivotal role as entities established by society to fulfilling its mission effectively. Consequently, the school's

function has shifted to include socialization, social regulation, cultural transmission, and more diverse functions, moving beyond its traditional role of merely imparting knowledge and information. The complex roles that schools now perform, driven by cultural evolution, have mad their mission multifaceted, significantly influencing the domains of social services, primarily through social counseling. Modern educational principles in educational institutions have become aligned with the concept of social work, which focuses on students' personal development and healthy socialization. Professional social work practices play a critical role in addressing issues, aligning with the therapeutic approach as a method of intervention. However, the school's assigned responsibility for achieving the desired changes in behavioral, educational, social, and cultural dimensions mandates a preventive approach alongside a corrective one. The current economic, social, and cultural conditions in the country necessitate those educational institutions keep pace with the ongoing development. This requires building and enhancing the capabilities of social workers in the educational field, bridging the gap between schools and families, and ensuring that educational outcomes, represented by students, are more adaptable to current challenges by fostering elements of social well-being. These factors lead to the following question:

What role does the school social worker play in achieving the desired behavioral change among ninth-grade students from the perspective of social guidance?

Research importance:

The importance of the study lies in the necessity of maintaining positive and healthy relationships between students and their social surroundings.

- Effort toward protecting the rights of children, their families, and communities by engaging them in adopting healthy and preventive behaviors.
- Drawing attention to students' negative behavior patterns, which contribute to family and societal instability.
- Highlighting the significant role of social work in training social workers capable of addressing behavioral issues.

Study problem:

The current study aims to identify the role of the school social worker in bringing about the required behavioral change[1] among ninth-grade students from the perspective of social guidance in Hasakah city.

Hypotheses:

---

[1] In this research "change": refers to the change that occur in student's school behaviour, weather positive or negative.

1.What is the role of the school social worker in addressing changing, and achieving the required behavioral change among ninth-grade students based on the variable of academic qualification?

2. What is the role of the school social worker in improving the academic performance of ninth-grade students based on the variable of years of experience?

3. What is the role of the school social relationships among students, the school, families, and the external environment?

Terms:

School social worker: A theoretically and scientifically trained individual equipped with the skills to work with students, their families, and the local community. They follow systematic and professional steps in practicing micro-level interventions to address problems, develop students' personalities, and create social adaptation and harmony.

Changing: Refers to any transformation occurring in social systems and organizations from structural and functional perspectives within a specified time frame.

Behavior: Represents any actions or statements-verbal, physical, explicit, or symbolic exhibited by a student while interacting within the school community or with its members in different situations. It includes all actions and statements demonstrated by the student in the school environment.

Student: The core of the educational process, encompassing students aged between 14 and 15, according to the Ministry of Education in the Syrian Arab Republic.

Study Boundaries:

Spatial Boundary: Hasakah city.

Temporal Boundary: The study tool was applied during September 2024.

Human Boundary: A sample of social counselors in Hasakah city.

Tools:

 The study tool was a questionnaire designed by the researcher.

Literature review:

1. **Study by Mohammad Al-Abd and Ismail Hasnain(2022): Title: The role of social workers in addressing behavioral problems among Omani students**, whether related to social or family relationships or academic performance, caused by social media use. The sample consisted of 156 social workers from various Omani schools. Using a descriptive-analytical approach and a questionnaire, the study revealed an increased role of social workers during the COVID-19 pandemic, as distance learning led to increased student use of social media, negatively impacting behavior, family dynamics, and academic performance.

2**. Study by Reem Abu Ayadah (2023)**

Title: The Role of School Social Workers in Facing and Modifying Students' Behavior: Secondary Stage

This study explored the role of school social workers in influencing students' behavior focusing on 12th-grade female students in Salalah, Oman. Using a social survey sampling method, the study concluded that school social workers significantly impacted behavioral changes among students, emphasizing their positive role.

3. Study by Al-Habsiya(2019):Title: The Reality of Social and psychological Student counseling in schools in Oman form the Perspective of School Principals.

This study aimed to describe the reality of social and psychological counseling in Omani schools and identify challenges hindering social workers' performance. The finding highlighted issues such as lack of collaboration between parents, teachers, and social workers, an insufficient number of social workers relative to student populations, and skill gaps among social workers.

4. Study by Victor Kipkemboi Salgong *et al.*(2016): Title: The Role of Guidance and Counseling in Enhancing Student Discipline in Secondary Schools in Koibatek District.

This study investigated how guidance and counseling enhance student discipline in secondary schools revealed that guidance and counseling improved both discipline and academic performance. Challenges included a lack of trained counselor teachers and excessive workloads on staff.

5. Study by Dr. Daniel Ndhlovu (2017): Title: Behaviour Modification through Guidance and Counselling among Students in Selected Public Universities in Zambia: Is it Possible?

This study explored how counseling services addressed deviant behavior in public universities in Zambia. The finding concluded that students using these services exhibited acceptable behavior, advocating for broader encouragement of counseling services among students.

Position of the Current Study Among Literature Review:

The current study aims to identify the role of the school social worker in achieving the required behavioral change among ninth-grade students from the perspective of social guidance in Hasakah city. It aligns with previous studies in its descriptive methodology and sample focus on ninth-grade and secondary students. However, the study stands out due to its unique questionnaire design comprising three axes, applied specifically to ninth-grade counselors in Hasakah city, addressing a variable not previously examined in past studies within the researcher's knowledge.

Theoretical Framework

Definition of the Concept of a Social Worker:

A social worker refers to the professional responsible for practicing their role within the school context in accordance with the principles of social work. They adhere to its ethical standards with the aim of assisting students in resolving problems they encounter during

their academic journey. Additionally, they help the educational institution achieve its goals of preparing a dependable future generation. Social workers are expected to meet all physical, mental, and emotional criteria while being equipped with specialized educational and pedagogical knowledge, enabling them to fulfill the intended objectives in the school environment through their support for both students and the institution (Ahmed, 2016, p. 88) .

A school social worker is a staff member entrusted with achieving the school's educational goals. This requires acquiring extensive expertise and skills that nurture and refine their professional character, making them better equipped to shoulder their responsibilities in delivering social work services (Farghaly, 2018, p. 77) .

Furthermore, a professional social worker plays their role within the school environment by assisting students and teachers in overcoming challenges that hinder their academic progress or prevent them from making use of the resources and opportunities available at the school. These efforts contribute to preparing students for their future through education and guidance (Ashour, 2022, p. 88) .

From the above, it can be concluded that a school social worker is an individual who works within the school environment and is professionally and pedagogically qualified to perform counseling and guidance duties for students. They focus on addressing behavioral issues and helping resolve problems that hinder students' educational progress. Additionally, they contribute alongside the school in preparing and equipping students for the future.

Duties of the Social Worker in the School Environment:

The social worker is entrusted with a set of responsibilities, which include:

-Preparing a plan and a schedule for social work activities in the school, based on the available resources .

-Innovating and introducing new types of programs .

-Maintaining various organized records for school social work activities, such as :

- The social worker's record .

- The school's official meetings record .

- Records for student social groups under supervision .

- Attendance and tardiness follow-up records, including records for outstanding students .

- Individual case records for students .

- Collective guidance and counseling records .

- Communication logs with parents .

- Home visit records for cases requiring such intervention, with prior notice of the visit .

-Providing care for different psychological cases and referring those in need to specialized clinics .

-Proposing resources or financial aid funds for needy cases under the supervision of the social service administration (Ronasi, 2022, p. 66).

Student Behavior:

Definition of Student Behavioral Problems:

Behavioral problems refer to the inappropriate behaviors that arise among students within the school environment, which have not yet reached the level of psychological or mental disorders. Examples include:

-Aggressive behavior

-Theft

-Lying

-Smoking

-Using certain substances such as stimulants, which negatively impact their behavior and academic discipline (Mohammad, 2011, p. 55).

Students who cause behavioral problems exhibit undesirable and socially unacceptable conduct, which hinders their performance, disrupts guidance and counseling, and negatively impacts the effectiveness of their educational and developmental processes (Mustafa, 2006, p. 77) .

Behavioral problems can also be defined as critical situations that a student encounters, hindering their ability to satisfy their desires, achieve goals, and fulfill natural and psychological needs. These challenges result in poor adaptation with their environment and themselves (Tarawneh, 2009, p. 23) .

Moreover, behavioral problems have been described as deviant actions that go against norms, traditions, systems, and laws, rendering such behavior maladaptive. This can occur even among non-disabled individuals and negatively affects their relationships with society and others (Al-Kayed, 2018, p. 88).

Conclusion on Behavioral Problems:

From the above, behavioral problems can be characterized as repeated deviations from commonly accepted norms and values associated with good conduct. These issues vary in interpretation among parents, educators, and experts focusing on behavioral change. Such problems differ by educational stage, particularly among ninth-grade students. Some issues are temporary and resolve at the end of a certain phase, while others are cumulative and persistent, arising from frustrations and failures that lead to specific behavioral disorders. These behaviors often provoke negative reactions from others .

Prevalence of Behavioral and Emotional Problems Among Students:

The lack of a unified definition and precise criteria for behavioral problems has led to the absence of fixed percentages that clearly demonstrate their prevalence within communities, even with significant advancements in psychological measurement tools.

The assessment of prevalence depends on the nature of children combined with the tools used to evaluate students (Hanley, 2004, p. 88).

Factors Leading to Behavioral Problems:

Individual Factors: 1.

These refer to the characteristics and traits unique to the student, which include:

-Cognitive Abilities: Such as intelligence, memory, judgment, comparison, and analytical skills .

Emotional Traits: Emotions, attitudes, readiness, and motivations -

-Physical Attributes: Hearing, vision, speech, and body movement (Sartawi, 2009, p. 88).

Psychological studies reveal that identity development, especially during the transition from childhood to adolescence, can lead to feelings of shame, doubt, guilt, and a lack of self-confidence. Consequently, negative emotions such as hostility and opposition may arise, with students perceiving society as antagonistic. In response, they may compensate for feelings of inadequacy by adopting socially negative patterns that express a desire for control and dominance (Emita, 2003, p. 77).

Biological factors are also responsible for many severe behavioral problems, alongside other influences such as relationships with family, peers, and neighbors, as well as the cultural aspects present in the community. Biological influences can sometimes result in health-related disorders that impact overall well-being (Hamam, 2002, p. 21).

Family and Environmental Factors: 2.

The family plays a significant role in causing certain behavioral problems, as it is the entity with which the child interacts regularly and consistently. Within the family, social behavior patterns develop, and personality formation and behavioral guidance occur. The family's role can determine the child's success in life or contribute to their failures. The fundamental aspects of personality stem from family culture, values, beliefs, traditions, and behavior patterns. Studies confirm that these foundations are difficult to alter later in life (Mansour, 2002, p. 77).

Educational Factors: 3.

The school assumes responsibility for the child immediately after the family. Its role extends to upbringing, discipline, and fostering social adaptation within a new environment represented by the school. Factors such as stability, flexibility, or rigidity in interactions, and the nature of rewards and punishments, significantly influence the development of the student's behavior, personality, and academic achievement (Mousa & Al-Dosouqi, 2000, p. 63) .

The school environment, with all its material, institutional, and human components, exposes adolescents to unique psychological relationships. This new setting initially causes the adolescent to feel isolated but eventually leads them to form friendships with peers of similar age and academic level (Ozi, 2011, p. 66).

Summary:

Based on the factors influencing student behavior—individual, familial, environmental, and educational—it can be concluded that these elements collectively contribute to behavioral problems. These issues represent significant concerns for families and schools, potentially hindering the execution of many educational programs implemented by schools. Here, the role of the social worker emerges as a qualified and trained professional capable of addressing these factors in collaboration with both the school and the family.

Roles of the Social Worker:

1. The Role of the Social Worker in Changing Student Behavior:

Definition of Behavior Change:

Behavior change primarily refers to the alteration of observable behaviors—those that can be noticed or seen by others. The concept focuses on strengthening and supporting desirable behaviors and ensuring their continuity while addressing the outcomes of unobservable behaviors, such as mental processes like thinking, memory, and perception.

Behavior change involves a set of organized practical procedures aimed at identifying the current behavior, whether desirable or undesirable. The goal is to support desirable behaviors and modify the undesirable ones using appropriate techniques (Fatlawi, 2005, p. 65).

2. The Role of the Social Worker in Behavior Change:

Concept of the Social Worker's Role in Behavior Change:

Individual behavior is shaped by various factors, including personal needs, conscious and subconscious motives, their understanding of their assigned role, the expectations of others, and a mutual understanding of the differences between their role and those of others in a given social situation. These aspects form a suitable framework for the social worker to understand, study, and diagnose problems, leading to appropriate solutions. Motivation to perform this role is crucial as it drives the social worker to understand its requirements. This understanding must align with others' perceptions and be supported by the required abilities to achieve balance and effectiveness in performing the role of behavior change (Askar & Abdel-Rasheed, 2003, p. 55).

Methods Used by School Social Workers to Change Student Behavior:

The qualifications and skills possessed by social workers enable them to play a vital role in identifying and analysing problems, finding alternatives, and selecting the most appropriate solution. This is followed by evaluating the outcomes of the intervention. Their role encompasses three primary dimensions: preventive, developmental, and therapeutic. Among these, the preventive and developmental roles are the most important, as they do not require the student to approach the social worker's office to seek help (Ashour, 2022, p. 66).

3. The Role of the Social Worker in Improving Students' Academic Performance:

Behavioral and social problems in schools contribute to difficulties in academic achievement and negatively impact students' academic progress. Therefore, the school social worker plays a pivotal role in supporting societal values and norms through social service programs. These efforts positively and effectively address students' educational, psychological, and social needs (Hamam, 2002, p. 66).

The social worker guides students in understanding the school's system, helps them utilize available programs, and advises on effective methods of studying and learning. They also address academic underachievement caused by personal factors like reduced intellectual capacity or the lack of alignment between students' interests and the subjects taught. When teachers fail to engage students effectively, this neglect may lead to behavioral problems such as skipping classes, disruptive behavior, and destabilization within the school environment.

4. The Role of the Social Worker in Strengthening Social Relationships Between Students, Schools, Families, and the External Environment:

Social workers oversee the formation of school groups with social purposes, encouraging maximum student participation. They foster constructive interactions within these groups, aiming to enhance students' personal development and behavior modification. This contributes to linking the school with its surroundings and strengthens relationships between students, schools, families, and the community. Social workers also monitor the implementation of these social activities to ensure strong and lasting bonds (Tawfik, 2002, p. 57).

The Role of Student Activities in Behavior Development:

Student activities in schools—whether artistic, cultural, or athletic—play a significant role in instilling moral, religious, and social values within various groups and through students' interaction with others. Engaging in activities that align with students' interests and needs, as well as the requirements of society, aims to foster these relationships by facilitating the exchange of knowledge, experiences, and skills among students. This allows their talents and abilities to surface, potentially shaping into future vocational interests. These activities are conducted as part of diverse programs overseen by social workers, making them an integral element of the career counselling process that brings about positive behavioral change in students.

Field Research Procedures:

Methodology:

The study employed the descriptive method as it is "a form of systematic scientific analysis and interpretation aimed at quantitatively describing a specific phenomenon or problem by collecting standardized data and information, classifying,

analyzing, and subjecting it to detailed study" (Milhem, 2010, p. 37). This methodology was chosen because it aligns well with the objectives of the study.

Population and Sample:

The study population consisted of approximately 450 social workers, according to statistics from the Directorate of Education in Hasakah City for the academic year (2023–2024). A random sample of 110 social workers in Hasakah City was selected, including those with undergraduate and postgraduate qualifications.

Research Variables:

1. Independent Variables:

- Academic Qualification:
  A. Undergraduate
  B. Postgraduate
- Experience:
  A. Less than 5 years
  B. 5–10 years
  C. More than 10 years

Table (1): Study Sample and Population

Variable	Level	Number	%
Academic Qualification	Undergraduate	73	66
	Postgraduate	37	34
Total	All	110	100
Experience	Less than 5 years	29	26,4
	5–10 years	38	43,5
	More than 10 years	43	39.1
Total	All	110	100

2. Dependent Variable:

The role of social workers in developing behavioral modification plans for students from the perspective of social guidance.

Study Tool: Questionnaire Designed by the Researchers

Objective of the Scale:

The questionnaire aimed to determine the level of the social worker's role in developing behavioral modification plans for students from the perspective of social guidance. It consisted of three main axes:

1. The role of the social counsellor in addressing maladaptive behaviour.

2. The role of the social counsellor in improving academic performance.

3. The role of the social counsellor in strengthening relationships between the student, family, and school.

Sources of Scale Development:

The scale was developed based on theoretical studies in educational writings and relevant literature about the social worker's role in developing behavioral modification plans for students. It also drew from previous studies such as those by Abu Ayada (2023), Al-Baz (2022), Soheil and Haddad (2022), and Allam (2021). The initial version of the questionnaire included 28 indicators distributed across the three axes.

The questionnaire had two sections:

- Section 1: Included preliminary information about the social workers who completed the questionnaire.

- Section 2: Contained 24 items distributed across the three axes. Each axis consisted of 8 to 9 items.

Validity and Reliability of the Scale:

A. Validity of the Scale:

1. Expert Validity:

To ensure the validity of the scale, the paper was presented to five experts from the Faculty of Education at Al-Furat University, including professors and lecturers. The experts were asked to evaluate the items based on their phrasing, relevance to each axis, and linguistic and scientific accuracy. They were also requested to provide feedback, such as approval, modification, or deletion of items deemed unnecessary.

After the evaluation, the researchers calculated the agreement percentage among the experts for each axis and its indicators using Holsti's formula. The agreement percentages ranged between 80% and 83%, and items with an agreement of 80% or higher were retained. Some items were revised, including rephrasing items 14, 15, and 17, while indicators were replaced or removed as follows:

- Two indicators from the first axis were deleted.

  - One indicator each from the second and third axes was removed.

2. Internal Consistency Validity:

  Internal consistency was validated by applying the questionnaire to a pilot sample of 30 social workers. Correlation coefficients were calculated for each

item with the total scale score, as well as correlations between the axes and the total score. The results showed high correlation coefficients, as demonstrated in Table (2).

Table (2): Correlation Coefficients Between Each Skill, the Total Score, and Individual Items with the Total Score

Individual Items with the Total Score	Each item with axes	Number of items	Each skill with total score	*axes*
0.776**	0.664**	1	0,778	*The role of the social counsellor in addressing and modifying .behavior .*
0.448**	0.332*	2		
0.664**	0.664**	3		
0.444**	0.445**	4		
0.666**	0.443*	5		
0.229*	0.336*	9		
0.332*	0.433**	10	0,810	*The role of the social counsellor in improving academic .performance*
0.543**	0.754**	11		
0.444**	0.299*	12		
0.776**	0.334*	13		
0.444**	0.343*	14	0.833	*The role of the social counsellor in strengthening relationships between the student, family, and school*
0.664**	0.665**	15		
0.567**	0.445**	16		
0.554**	0.543**	17		

Observations from Table (2):

The correlation coefficients between the dimensions and the total score ranged between 0.299 and 0.776, which are statistically significant at 0.05 and 0.01 levels of significance.

Reliability of the Questionnaire:

The researchers ensured the reliability of the questionnaire using the following methods:

1. Cronbach's Alpha Coefficient:

- The reliability coefficients for the questionnaire and its axes were calculated using Cronbach's Alpha. Split-half reliability was also analyzed to ensure the questionnaire's stability. Table (2) presents these results.

2. Split-Half Reliability:

  - The questionnaire items were divided into two equal halves in terms of item count. The researchers split the items into two groups:

    - The first half included the items with odd numbers.

    - The second half included the items with even numbers.

  - Reliability was calculated using the split-half method, applying Spearman-Brown and Guttman's formulas.

.

  Table (3) outlines the Cronbach's Alpha values and the reliability coefficient obtained via the split-half method

the split-half	Cronbach's Alpha	Axis
0.71	0.721**	The role of the social counsellor in addressing and modifying behavior
0.73	0.775**	The role of the social counsellor in improving .academic performance
0.72	0.773**	The role of the social counsellor in strengthening relationships between the student, family, and school
0.777**		Total

Observations from Table (3):

The reliability coefficients for the questionnaire ranged between 0.721 and 0.775, with an overall reliability score of 0.777, this reflects a high level of internal consistency and reliability. These values demonstrate that the questionnaire has a significant degree of stability (Abu Hashem, 2006, p. 9).

Final Version of the Questionnaire:

After incorporating the feedback and modifications suggested by the experts, ensuring agreement on the questionnaire indicators, verifying internal consistency, and assessing reliability through split-half and Cronbach's Alpha methods, accordingly, the final version of the questionnaire was approved. This is presented in Table (4), which details the specifications of the finalized questionnaire.

Table (4): Specifications of the finalized questionnaire.

Number of indexes	Indexes	Skills
8	1-2-3-4-5-6-7-8	The role of the social counsellor in addressing and modifying behavior
8	9-10-11-12-13-14-15-16	The role of the social counsellor in improving academic performance
8	17-18-19-20-21-22-23-24	The role of the social counsellor in strengthening relationships between the student, family, and school

Final Form of the Questionnaire:

The questionnaire in its final form consisted of 24 behavioral indicators distributed across three axes. The five-point Likert scale was adopted to measure responses, ranging from:

- Strongly Agree (5 points)

- Agree (4 points)

- Neutral (3 points)

- Disagree (2 points)

- Strongly Disagree (1 point)

The highest possible score for the questionnaire responses is 120, while the lowest score is 24.

Results:

The criterion for evaluating the sample's averages on the questionnaire indicators was based on the following formula:

Category Length = (Highest Response Score - Lowest Response Score) ÷ Number of Response Categories.

Using this formula, the value of the category length was calculated as 5, which serves as the basis for judging the averages of the sample responses on the questionnaire indicators.

Criterion for Evaluating Sample Averages.

Table (5): Criterion for Evaluating Sample Averages

Score Range	Skill- Level
Very high	5 -4.21
High	4.21-3.41
Moderate	3.40-2.61
Low	2.60-1.81
Very low	1.80-1 From

(Al-Batsh & Abu Zina, 2012, p. 34).

The Statistical Package for the Social Sciences (SPSS) was used to calculate the arithmetic mean, standard deviation, and percentage in order to determine the level of the social worker's role in developing behavioral modification plans for students from the perspective of social guidance within the sample. Statistical methods such as homogeneity testing and one-way analysis of variance (ANOVA) were adopted to validate the hypotheses and analyse differences between groups.

Discussion of Results:

Results Related to the Main Question:

1. What is the level of the social worker's role in developing behavioral modification plans for students from the perspective of social guidance?

To answer this question, the researcher calculated the arithmetic means and standard deviations for each domain based on the total score of the questionnaire.

Table (6): Arithmetic Means and Standard Deviations for Axis 1 Items (The Role of the Social Counsellor in Addressing and Modifying Behavior)

Degree	Standard Deviation	Mean	The Role of the Social counsellor in Addressing and Modifying Behavior	Item No
Very High	0.88	4.30	I gather all relevant information about the child through interviews with the student, their family, or caregivers.	1

Very High	0.99	4.40	I reinforce students' commitment to rules and regulations by explaining their objectives	2
Very High	0,8 8	4,31	I analyze the gathered information and formulate recommendations for decisions	3
High	1,03	4.12	I identify students at risk and in need of protective interventions	4
High	2.29	3.11	I implement therapeutic plans for common behavioral disorders	5
High	1.01	3.78	I use anger management exercises for adolescents to address individual issues.	6
High	1.95	3.20	I explore signs of anxiety. stress, and depression within the age group I work with.	7
High	2.61	3.16	I investigate the reasons for morning tardiness through cooperation with the school administration.	8
Very High	0.74	4.19	Overall Score	

Key Observations from Table (6):

- Item 2 ("I reinforce students' commitment to rules and regulations by explaining their objectives") achieved the highest arithmetic mean of 4.40, indicating a very high degree.

- Item 5 ("I implement therapeutic plans for common behavioral disorders") had the lowest mean of 3.11, rated as high.

- The overall mean score for Axis 1 was 4.19, signifying a very high degree.

Table (7): Arithmetic Means and Standard Deviations for Axis 2 Items

Degree	Standard Deviation	Mean	The Role of the Social counsellor in Improving Academic Performance	Item No
Very High	0.76	4.30	I promote the counsellor's role as a supporter of educational processes through self-management training for students.	9
Very High	0.71	4.24	I engage in community involvement, home visits, and interactions with students and stakeholders	10
High	0.94	4.04	I gather students' opinions through satisfaction surveys about the school	11
High	1.10	3.83	I conduct group sessions focused on benefiting from SWOT indicators (weaknesses, strengths, challenges).	12

Degree				
High	1.88	3.93	I prepare educational wall maps to facilitate access to educational resources online to support the learning process	13
High	1.91	3.88	I strive to create a safe, positive, and welcoming school environment by addressing the difficulties faced by students.	14
High	0.70	4.34	I assist students in achieving self-satisfaction by modifying undesirable behavior.	15
High		4.14	I engage students in designing special programs for studying and exams.	16
High	0.65	4.11	**Overall Score**	

Axis 2: The Role of the Social Counsellor in Improving Academic Performance

The highest mean was for Item 15 ("I help the student achieve self-satisfaction by modifying undesirable behavior") with a mean of 4.34, indicating a very high degree. The lowest mean was for Item 12 ("I conduct group sessions focused on benefiting from SWOT[2] indicators") with a mean of 3.83, rated as high.

The overall mean for Axis 2 was 4.11, signifying a high degree.

Axis 3: The Role of the Social Counsellor in Strengthening Relationships Between Students, Schools, Families, and the External Environment

The highest mean was for Item 20 ("I work to build positive relationships marked by cooperation and mutual respect with students' families") with a mean of 4.39, indicating a very high degree. The lowest mean was for Item 23 ("I ensure the school meets needs by welcoming parents and fostering collaboration") with a mean of 4.22, still rated as very high.

The overall mean for Axis 3 was 4.29, also reflecting a very high degree.

Table (8): Arithmetic Means and Standard Deviations for Axis 3 Items

Degree	Standard Deviation	Mean	**The Role of the Social Counselor in Strengthening Relationships Between Students, Families, and Schools**	N
Very High	0.71	4.35	I actively organize self-care activities through recreational programs as	**17**
Very	0.77	4.33	I ensure my counseling services are accessible to students	**18**

---

2 Opportunities or strengths

| Degree	Standard Deviation	mean		Number
High				
Very High	0.68	4.25	I provide advisory services that help students address family issues and adapt to their familial environment.	19
Very High	0.78	4.39	I work to build positive relationships characterized by cooperation and mutual respect with students' families.	20
Very High	0.71	4.35	I clarify required procedures and coordinate with parents via social media groups	21
Very High	0.77	4.33	I coordinate at the highest level to ensure parents are involved in resolving student-related problems	22
Very High	0.68	4.22	I ensure the school meets needs by welcoming parents and fostering collaboration	23
Very High	0.77	4.22	I invite parents to regular parent-teacher meetings	24
Very High	0.55	4.29	Overall score	

The table shows that Item 20 ("I work to build positive relationships characterized by cooperation and mutual respect with students' families") achieved the highest mean score of 4.39, reflecting a very high degree. Meanwhile, Item 23 ("I ensure the school meets needs by welcoming parents and fostering collaboration") had the lowest mean score of 4.22, which still indicates a very high degree.

Degree	Standard Deviation	mean	Field	Number
Very High	0. 56	4.29	Role of Social Counsellor in Strengthening Relationships	1
High	0.74	4.19	Role of Social Counsellor in Addressing Behavior	2
High	0.65	4.11	Role of Social Counsellor in Improving Academic Performance	3
High	0.42	4.20	Overall score	

The overall level of the social worker's role in developing behavioral modification plans for students from the perspective of social guidance was evaluated with mean score of 4.20 and standard deviation of 0.42. This represents a high degree based on the cumulative averages of the questionnaire domains.

The chart (Figure 1) illustrates the arithmetic means for each axis of the questionnaire.

Graphical Findings Representation (Figure 1):
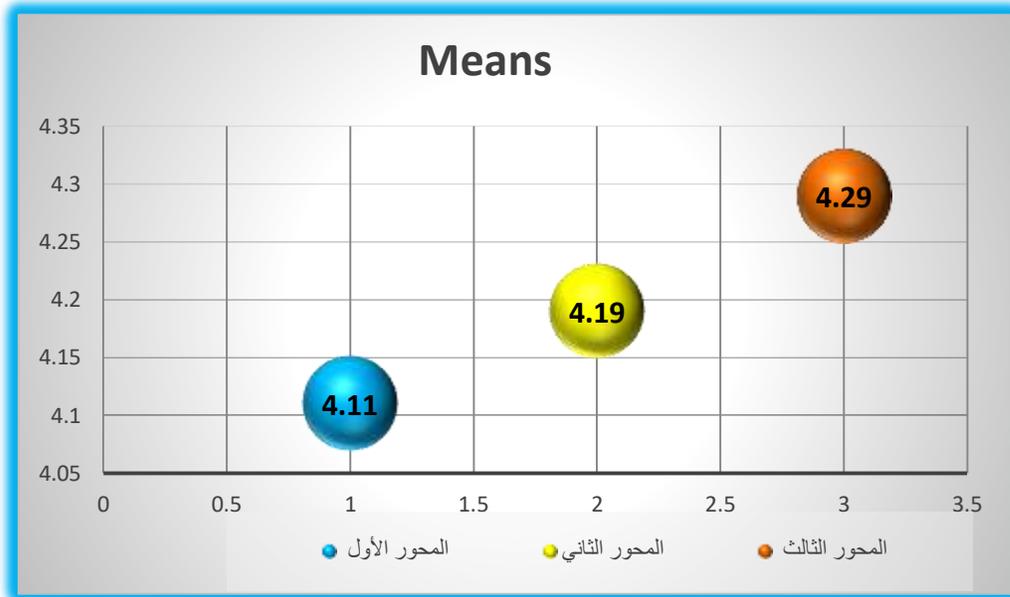
The representative graph (Figure 1) reveals that the role of the social worker in developing behavioral modification plans for students, from the perspective of social guidance, was high. The third axis ranked first with a mean score of 4.29, categorized as very high. The second axis was ranked second, with a mean score of 4.19, while the first axis was in third place, with a mean score of 4.11. These results indicate that the overall role of the social worker in developing behavioral modification plans for students was significant.

Hypotheses:

Hypothesis 1: "There are no statistically significant differences in the level of the social worker's role in developing behavioral modification plans for students, from the perspective of social guidance, attributed to academic qualifications."

To test this hypothesis, the arithmetic means and standard deviations for each skill in the scale were calculated according to the variable of academic qualification. One-way ANOVA was also applied to examine differences. The results are as follows:

Table (11): Arithmetic Means and Standard Deviations for Each Axis by Academic Qualification

Standard Deviation	Mean	N	Variable	Axis
0.830	4.10	73	Undergraduate	**Axis 1**
0.120	4.29	37	Postgraduate	
0.730	4.36	110	Total	
0.550	4.43	73	Undergraduate	**Axis 2**
0.310	4.27	37	Postgraduate	
0.560	4.28	110	Total	
0.700	4.35	73	Undergraduate	**Axis 3**
0.130	4.07	37	Postgraduate	
0.650	4.11	110	Total	
0.400	4.25	73	Undergraduate	**Overall score**
0.460	4.21	37	Postgraduate	
0.430	4.30	110	Overall score	

Table (12): One-Way ANOVA Results for Differences in Responses Based on Academic Qualification

Sig	F	Mean Square	Degree of freedom	Sum of Squares	Source of Variance	Skill
0.399	1.141	0.4860	2	0.972	Between Groups	Axis 1
		0.4260	107	45.594	Within Groups	
			109	46.566	Total	
0.339	0.927	0.270	2	0.538	Between Groups	Axis 2
		0.291	107	30.129	Within	

					Groups	
		0.0870	109	31.668	Total	
0.437	0.853	0.3200	2	0.174	Between Groups	Axis 2
		0.317	107	34.244	Within Groups	
			109	34.418	Total	
0.388	0.956	0.176	2	0.351	Between Groups	**Overall score**
		0.183	107	19.626	Within Groups	
		0.489	109	19.978	Total	

From Table (11), there are no statistically significant differences between the mean responses of social workers based on academic qualifications.

The results in Tables (11) and (12) indicate no significant differences in the responses of the study sample regarding the level of the social worker's role in developing behavioral modification plans across the three axes of the questionnaire.

The researcher attributes these findings to the fact that both undergraduate and postgraduate social workers follow similar approaches and methods in fulfilling their responsibilities.

Hypothesis 2:"There are no statistically significant differences in the level of the social worker's role in developing behavioral modification plans for students, from the perspective of social guidance, attributed to years of experience."

To test this hypothesis, arithmetic means and standard deviations were calculated for each axis according to the variable of years of experience, followed by a one-way ANOVA test. The results are presented in the upcoming tables.

Findings Based on Years of Experience

Table (13): Arithmetic Means and Standard Deviations for Each Axis by Years of Experience

Standard Deviation	Mean	N	Variable	Skills
0.63	4.20	29	5 years	Axis 1

0.99	4.05	38	5 to 10 years	
0.39	4.38	43	More than 10 years	
0.40	4.15	110	Total	
0.73	4.17	29	5 years	
0.79	4.13	38	5 to 10 years	Axis 2
0.64	4.20	43	More than 10 years	
0.40	4.22	110	Total	
0.54	4.28	29	5 years	Axis 3
0.62	4.22	38	5 to 10 years	
0.56	4.28	43	More than 10 years	
0.48	4.39	110	Total	
0.65	4.11	29	5 years	Overall score
0.26	4.30	38	5 to 10 years	
0.43	4.21	43	More than 10 years	
0.73	4.17	110	Total	

Table (14): One-Way ANOVA Results for Differences in Responses Based on Years of Experience

Sig	f	Mean Square	Degree of freedom	Sum of Squares	Source of Variance	Skills
0.399	0.943	0.403	2	0.807	Between groups	First
		0.428	107	45.759	Into groups	
			109	46.566	Total	
0.339	0.927	0.270	2	0.529	Between groups	Second
		0.291	107	30.129	Into groups	
		0.0870	109	31.668	Total	
0.400	1.701	0.8880	2	0.979	Between groups	Third
		0.5220	107	56.636	Into groups	
			109	57.615	Total	

0.388	0.956	0.176	2	0.351	Between groups	Overall score
		0.183	107	19.626	Into groups	
		0.489	109	19.978	Total	

The results from Table 14 indicate no statistically significant differences between the mean responses of social workers across all axes based on the years of experience variable. This conclusion aligns with the observations in Tables 13 and 14: there were no statistically significant differences in the study sample's averages regarding the level of the social worker's role in developing behavioral modification plans for students, from the perspective of social guidance.

The researcher explains these findings by noting that newer social workers have undergone extensive training programs and engaged with humanitarian organizations. This has equipped them with expertise in interacting with students, making their level of effectiveness comparable to that of more experienced social workers.

Proposals and Recommendations:

1. Providing modern resources, training, and professional development for school social workers to optimize their roles.

2. Raising awareness about the importance of collaboration between school administration, teachers, social workers, and parents to enhance relationships among schools, students, families, and the external environment.

3. Creating a supportive academic environment at home and school to monitor students' progress, in cooperation with teachers and social workers.

.4. Cooperation with family and schools

5. Continuous training

References

1. Ahmed, Hussein Mohammad. (2016). The Role of the School Social Worker in Addressing Behavioral Issues among Basic Level Students in Khartoum Municipality: A Case Study of Basic Level Schools in Al-'Ashara Area. Complementary research submitted for a Master's Degree in Social Work, Al-Neelain University, Faculty of Graduate Studies, Khartoum, Sudan.

2. Ozi, Ahmed. (2011). Adolescents and School Relationships. 3rd Edition, New Success Printing Press, Casablanca.

3. Tawfik, Mohammad Najeeb. (2002). School Social Work. Anglo Egyptian Library, Cairo.

4. Hammam, Fadia Kamel. (2002). Behavioral and Educational Problems Among Children. 1st Edition, Zahra Publishing and Distribution House, Riyadh.

5. Al-Tarawneh, Abdullah. (2009). Principles of Educational Guidance and Counseling: Students' Educational, Psychological, Behavioral, and Social Problems. Amman: Dar Yafa for Scientific Publishing and Distribution, 1st Edition, Jordan.

6. Sartawi, Abdul Aziz Mustafa. (2009). Behavioral Problems Among Students in Preparatory and Secondary Levels in Public Schools in the UAE. **Journal of the Faculty of Education**, Issue 26.

7. Al-Ghassani, Fatima Ahmed Faraj. (2002). **The Role of the Social Worker in Reducing Obstacles to Cooperation Between Families and Schools**: A Descriptive Study Applied to Second Cycle Basic Education Schools in Muscat Governorate. Master's Dissertation, Sultan Qaboos University, Sultanate of Oman.

8. Qubali, Yahya. (2005). **Behavioral and Emotional Disorders**. 1st Edition, Dar Al-Maseerah, Amman, Jordan.

9. Qubali, Yahya. (2008). **Behavioral and Emotional Disorders**. Al-Tareeq Publishing, Amman, Jordan.

10. Al-Kayed, Zein Saleh. (2012). Deriving Jordanian Standards of Performance on هيه the Psychological Profile Scale for Children and Adolescents to Detect Behavioral and Emotional Disorders. Journal of Childhood and Education.

11. Askar, Ahmed Mohammad, & Abdel-Rasheed, Mahmoud. (2003). **Theoretical Models in Explaining Social Phenomena**. 1st Edition, Alexandria, Egyptian Library for Printing, Publishing, and Distribution, Egypt.

12. Rifaat, Mohammad, Farmawi & Mustafa Abdul Azim. (2005). **School Social Work. Helwan.**

13. Ronasi, Hossam. (2022). **Goals of Social Work: The School Model**. Retrieved from Al-Wifaq Online: https://al-vefagh.ir/News/351538.html

14. Farghaly, Maysa Gamal. (2018). Applying Behavioral Training Programs in Individual Service to Enhance Professional Self-Care for Social Workers in School Settings. Journal of Social Work, Egypt.

15. Ashour, Mohammad Abdel Halim. (2022). **The Role of the Social Worker in Achieving Student Activities According to Egypt's 2030 Education Vision**. Retrieved from Al-Hiwar Al-Mutamaddin, Issue 7274: https://www.ahewar.org/debat/show.art.asp?aid=

16. Moussa, Rashad Ali Abdul Aziz & Al-Dosouqi, Madiha Mansour. (2000). **Problems and Mental Health**. 1st Edition, Cairo, Al-Farouk Modern Printing and Publishing.

17. Mansour, Abdel Majeed. (2002). **Human Behavior Between Islamic Interpretation and Contemporary Psychology Foundations**. Cairo: 1st Edition, Anglo Egyptian Library.

18. Mohammad, Abdul Fattah. (2015). **General Practice of Social Work in the School Field**. Alexandria, University Modern Office, Egypt.

19. Moussa, Rashad Ali Abdul Aziz & Al-Dosouqi, Madiha Mansour. (2000). **Problems and Mental Health** 1st Edition, Cairo, Al-Farouk Modern Printing and Publishing.

20. Mansour, Abdel Majeed. (2002). **Human Behavior Between Islamic Interpretation and Contemporary Psychology Foundation**s. Cairo: 1st Edition, Anglo Egyptian Library.

21. Hanley, Martin. (2004). **Characteristics of Students with Special Needs and Strategies for Teaching Them**. Translated by Gaber Abdul Hamid Gaber, Cairo, Dar Al-Fikr Al-Arabi.

دور الأخصائي الاجتماعي في تطوير خطط تعديل السلوك لدى الطلاب من منظور الإرشاد الاجتماعي

إبراهيم العبد الله*

حاصل على الماجستير –قسم علم الاجتماع، كلية الآداب والعلوم الإنسانية، جامعة دمشق، سوريا*

الملخص

هدف هذا البحث إلى التعرف على دور الأخصائيين الاجتماعيين في تطوير خطط تعديل السلوك لدى الطلاب من منظور الإرشاد الاجتماعي في مدينة الحسكة. كما سعى إلى تحديد الفروق ذات الدلالة الإحصائية في متوسط استجابات المرشدين النفسيين وفقاً للمؤهلات العلمية وسنوات الخبرة. ولتحقيق أهداف البحث، اعتمد الباحث المنهج الوصفي وصمم أداة بحثية متمثلة في استبانة تضمنت هذه محاور: دور المرشد الاجتماعي في معالجة وتعديل السلوك، مهارات الاستنتاج ودورها في تعزيز الأداء الأكاديمي وتقوية العلاقة بين الطالب والأسرة والمدرسة. تألفت الاستبانة من 24 فقرة وتم تطبيقها على عينة تكونت من 110 مرشد ومرشدة. وكانت أبرز نتائج البحث:

1.تم تقييم دور الأخصائيين الاجتماعيين في تطوير خطط تعديل السلوك للطلاب بدرجة (مرتفعة)، حيث بلغ متوسط التقدير 4.20 وانحراف معياري 3.42 على مقياس الكلي.

2.لم تظهر فروق ذات دلالة إحصائية تعزى لمتغيري المؤهل العلمي وسنوات الخبرة.

الكلمات المفتاحية: أخصائي اجتماعي، وجهة نظرتربوية، تعديل السلوك، مرشد اجتماعي.