Faculty of Social Work   **Department of Social Work Fields**

Professional Intervention of Social Work by Using the Service Learning Strategy to Develop the Social Responsibility of Students in Prep Stage

As Prerequisite for Getting the PH.D of Social Work

Prepared by

Shamya Gamal Sayed Ali

Supervised by

Prof. Dr.

Mohamed Gamal Eldin Abd Aziz

Department of Social Work Fields

Dean of Faculty of Social Work

Fayoum University

Assistant Prof. Dr.

Amal Gomaa Abd El Fatah

Department of Curriculum and

Methodology - Faculty of Education

Fayoum University

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First, the problem of the study:

The Education of the most important fields of interest to specialists social work because it accommodates a large number of members of the community up to several million, and this number is not available in any other area, also rely on professional practices in all areas of work out, The school is the social structure works Provide students with social values and principles, the most important of these values the development of social responsibility, especially in adolescence, which are building and personal growth phase.

At this stage appropriate school activities nature and characteristics require, along with the importance of employing what they teach in the chapter on the ground and to link the problems of the community and work to resolve them, and this is called learning service, which aims to transform the curriculum to community service, he found a researcher at the School of Social work director to implement sought by the Service learning through social activities and school by a social worker in the school on one side, and the other hand the development of professional practice styles of rooting through the Service learning strategy and its methods stages within the social work.

Based on the above, this study was to test the effectiveness of the program for professional intervention of social work using service-learning strategy for the development of social responsibility for middle school students.

Second: The importance of the study: -

This study determined the importance of the two main aspects, namely:

scientific importance:

The effectiveness of the new strategy, such as service learning in social work testing strategy.

Link the courses and curriculum to society through school activities through the use of service learning strategy.

To reach a working directory for social workers is codified for the development of social responsibility is linked to courses the second episode of basic education.

٢. practical importance:

The introduction of a new strategy in the work of the social worker in the field of education, such as service learning strategy, what sets it apart from the attributes through which to solve school problems and the development of capabilities and skills of the students through the connection between what they teach in the classroom and among their problems, particularly the problems of society in general, and so out of (educational role) social worker inside the school.

Third: the concepts of the study:

١. The concept of professional intervention of Social Service.

٢. The concept of social responsibility.

٣. The concept of service learning.

Fourth: The objectives of the study: -

The study is trying to achieve a set of objectives are as follows: -

- Chairman of the goal:

Test the effectiveness of service learning strategy in the development of social responsibility among students of second cycle of basic education.

Emanating from the main target group of sub-goals, namely:

Testing Service Learning strategy in the development of the cultural dimension of social responsibility to Dytalab second cycle of basic education.

Learning strategy test social dimension of social responsibility for the development of Dytalab second cycle of basic education.

Service Learning for the development of the economic dimension of social responsibility at the second cycle of basic education students tested strategy.

Testing Service Learning strategy in the development of the environmental dimension of social responsibility at the second cycle of basic education students.

Reach a curriculum guide for inside prep schools for the development of social responsibility Service Learning.

Fifth: the theoretical principles:

Service Learning strategy.

The social learning theory to Pandora.

Sixth: methodological procedures: -

١. Type of study: a pilot study.

٢. The method used: adopted researcher on the experimental method using a model tribal dimensional experience using a single set.

٣. study hypotheses:

Charging head first, which provides as follows:

"There are significant differences between the average scores of students in the study sample application tribal and dimensional measure of social responsibility as a whole for the benefit of the post test."

The imposition of a major second, which provides as follows:

"There are no significant differences between the average scores of students in the study sample the two applications and Sequential post test to measure social responsibility as a whole."

Branching off from the former main hypotheses are several hypotheses branches, namely:

There are statistically significant differences between the average scores of students in the study sample application Alqublaualbaadi the cultural side of the scale of social responsibility in favor of the dimensional application

There are no significant differences between the average scores of students in the study sample post test two applications and Sequential cultural side of the scale of social responsibility.

There are significant differences between the average scores of students in the study sample application tribal and post social aspect of the measure of social responsibility in favor of the post test. "

There were no statistically significant differences between the average scores of students study sample Fifi post test two applications and Sequential social aspect of the measure of social responsibility.

There are significant differences between the average scores of students in the study sample application pre and post the economic side of the scale of social responsibility in favor of the post test.

There are no significant differences between the average scores of students study sample in the post test and sequential economic side of the scale of social responsibility in favor of the post test.

here are significant differences between the average scores of students in the study sample application pre and post the environmental side of the scale of social responsibility in favor of the post test.

There are no significant differences between the average scores of students study sample in the post test and sequential environmental side of the scale of social responsibility in favor of the post test. "

٤. Tools of the study: -

(A) "Social Responsibility for middle school students," the scale of the researcher.

(B) Analysis reports professional intervention program of activities forms.

٥. areas of study:

(A) the spatial domain: taken researcher school arena Preparatory School for Girls neighborhood mystic - Fayoum Center area spatially to implement professional intervention program.

(B) (B) the human sphere represents the human field of this study (٢١) single second grade secondary.

(C) the time domain: Implementation of professional intervention program took a time period of six months starting from January ٢٠١٥ to June ٢٠١٥ m

Seventh: The results of the study:

For the main imposition of the first: the results were indicative of a statistically significant differences in favor of the dimensional application for a measure of social responsibility. , These differences are due to professional intervention program applied by the researcher in collaboration with the competent working group, in which the researcher has relied on service learning strategy.

For the second leading to the imposition: the results were a function of the lack of statistically significant differences between the two applications and Sequential dimensional measure of social responsibility. Thus it has been validated second main hypothesis of the research hypotheses, which indicates the presence of the impact of professional intervention program after a period of termination.

The study came out professional intervention using the service-learning strategy for the development of social responsibility for students of middle school standardized programs and is a handy tool for social in the second cycle of basic education.

The study scientific instrument, a standardized measure of social responsibility for students of middle school, which can help school social workers in the field by which determine the level of social responsibility of students.

Eighth: The recommendations of the study: -

The study revealed the importance of service learning strategy in the development of social responsibility to students in adolescence in all its dimensions "cultural, social, economic and environmental" stage and the researcher recommends the following:

- adopt a strategy decisions within the Service Learning Colleges and institutes a new social work to link the curriculum to community service.

- The need for education service learning strategy and philosophy and stages for graduate students, and their use in master's and doctoral dissertations to establish it in social service.
- train social workers on service learning strategy, and how to use it with students to connect what they teach and know the problems and meet the needs of the community service.
- The need to incorporate service learning stake by a social worker to employ studied by students of the principles and values of public school-related social responsibility.
- introduction of new methods of social activities at school, such as "brainstorming - Role-playing - Simulation - modeling - Workshops - illustrations movies - ice-breaker.

Ninth: The proposals of the study: -

- In light of the results of the study the researcher suggests the following studies:
- Professional intervention of social work using service learning strategy and the development of social skills for students of the university stages.
- Effectiveness of the proposed use of the service learning strategy in the teaching of social defense in the social work program and the development of social responsibility among social work students.
- The professional intervention of social work using learning strategy and development of the values of citizenship for high school students.