Addressing Some School problems from a Social service Perspective

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Summary:
Social service efforts have recently intensified when the school's responsibilities and roles have become more complex, that is ,they are no longer able to fulfill all the multiple roles and requirements, which necessitated the intervention of school social service and its functional support to help students satisfy their necessary needs, achieve their growth, and reach the greatest degree of self-reliance, and support their positive values in order to achieve educational and pedagogical goals, In addition , achieving communication between the home, school, and society, and intervening in various preventive, therapeutic, and developmental ways to prevent or treat school problems.
Key concepts: Social service, school social service, school, school problems.

Introduction:
Social service is the profession that provides assistance to people to solve and prevent their problems, increase their social friendliness, strengthen their social ties and relations, and improve their ways of living, and it includes scientific methods and methods applied in the various fields in which this profession is practiced, whether in the medical, military, family, with young people, with people with special needs, in the field of care for the elderly, paramedic childhood, or in the school or educational field, and each field has its own characteristics, objectives and skills. and its practices, and the importance of each area varies from time to time depending on the conditions and needs of society and in each area the social worker stands as a pivotal actor in the success of the assistance process, and similar to other areas of practice, the social worker in the school field must have the appropriate scientific knowledge, values and skills necessary to provide assistance in relation to the educational, educational and achievement problems of the learner and ways to follow up and organize the educational process to reach the school to achieve its goals and carry out its functions (learning, education, contribution to development), and make The school is the most appropriate space for the growth of learners' abilities and the development of their skills, especially since modern education is no longer limited to education and training or stands at the limits of theoretical filler, but has become more related to society and its issues and problems and tends to practice realistic and applied, and with the developments in societies and the changes it is experiencing, it has overwhelmed the surface and many problems have emerged that the student or student is unable to solve and face, whether related to personal or personal problems and those related to external factors or Environmental.

The social worker in the school field must help students satisfy their necessary needs, achieve their growth, reach the greatest degree of self-reliance, and strengthen their positive values in order to achieve

educational goals, document them and interact with the goals of society, and we still hope to reach this important vital field on which hopes are pinned to bring about progress and change, especially in our society.

Second: Objectives of the article:

The importance of the study lies in highlighting the school social service as a key pillar in confronting school problems and school issues that affect the teaching process, and based on that, the objectives of the article can be limited to the following:

- Introducing school social service and indicating its importance as a field of social service, as educational institutions are no longer limited to the roles of teachers, teachers, school administration and students. Rather, it requires the presence of a social worker trained and qualified in the school field.
- Identify the theoretical and practical standards and requirements for the professional preparation of the social worker in the school field.
- Disclosure of the preventive, curative and developmental goals of school social service to face some school dilemmas and problems.
- Identify the roles of the social worker in school social work that allow him to solve school problems or reduce them to the extent that ensures the existence of an appropriate learning environment for those who do so.

Third: Key concepts of the article: (Social service, school Social service, school, school problems).

- **Definition of social service**: This concept is important in social life, through which it is intended to serve the human being and help him overcome human problems in his daily life, by returning to institutions and qualified specialists who possess the skill and ability in the theoretical, cognitive, transactional and administrative aspect that allows them to direct, guide and help everything that deserves it within the framework of social care.

There are many forms and activities of social service, but its main goal remains to help people face their problems, change their situation and achieve adaptation to the social environment in which they live.

- **Definition of Social service in the school field**: School social service in its simplest form and meaning is the application and practice of Social service in the school field, with the aim of helping the educational system and the educational institution to achieve its objectives.

There are many views of scholars regarding the definition of school social service, including:

Social service is the set of efforts, services and programs that social workers prepare for school children in order to achieve the goals of modern education, that is, to develop students' personalities to the maximum extent possible, by helping to make use of school opportunities and experiences to the maximum extent of their various abilities and preparations. (Mansour, Abdel-jawad, 2009, 10-11)

School social service is a professional effort carried out by social workers prepared scientifically and practically to provide various necessary assistance to students and provide integrated care that cares about their social development and create appropriate conditions to achieve the educational and educational goals of the school, and enable learners to benefit from opportunities, experiences and various school capabilities, each according to his abilities, preparations and basic needs, and create an interactive atmosphere that helps students to achieve the desired results, and overcome the difficulties and problems that They encounter them in the vicinity of their environment, and create a kind of cohesion and communication between the school and external organizations, starting with the family.

Dr.Faysal Mahmoud Gheraybia adds that social service in the educational field aims to develop the ability of students and students to meet their needs and face their problems and to contribute to the processes of socialization to help students achieve academic achievement, as well as the conduct of educational and social services for students in general, and provide special services for those who suffer from special problems and need assistance by benefiting from educational and educational services. (Gheraybia, 2008, 142)

Therefore, the social service in the school field works to conduct social educational services for learners by transforming the school into an organized crucible for social interactions by supporting the relationship (family - school) and making it move towards the success of the educational education process for children in a reciprocal and participatory complementary relationship, the school may remain unable to achieve its goals and create fun and desire for knowledge and the formation of deep psychological readiness to move forward towards the acquisition of knowledge and learning unless the family develops that readiness and that desire in its children in the first place The first, especially at the present time, with the complexity of study programs, the diversity of curricula, the increase in educational requirements and tools, and the trend of education towards technical and electronic education.

- **The concept of the school**: The school plays an important role in raising children, as it is not only a place to provide students with knowledge and information, but it is a place to refine their personalities and provide them with various life experiences, and provide them with special abilities to face life and its problems positively, and the community has established the school to serve it and achieve its goals and raise children, and the success of the school in achieving these goals depends on the extent of its organic association with the society in which it is located, taking into account the characteristics of this community, its potential, aspirations and expectations from

it, and so that the school is able to perform its role It should be a place that students and pupils love (a place of attraction, not a place to be expelled and think about moving away or withdrawing).

In the light of the contemporary school and in the light of the "Social System Theory", the school can be considered a subsystem that works in the light of the overall system of society, and it performs a set of functions such as the educational function, the educational function, and finally the social function (Abu al-Nasr, 2017, 25), and as we note, education precedes education, as if correct education is the proper entrance to good education.

- **Definition of school problems**: Medhat Abu Al-Nasr defines it in his book 'Social Work in the School Field' as something harmful functionally and structurally and stands in the way of satisfying human needs. (Abu al-Nasr, 2017, 111)

Problem solving refers to that approach that aims to raise the level of compatibility with his environment and achieve the greatest satisfaction with his daily life in his dealings with others by providing solutions and helping to interact most effectively with relationships and duties that are seen as a pressure or problem. (Abu el-Maati, 2001, 320)

Thus, problem solving is the professional process that enables the social worker to follow sequential steps to solve the problem during his professional work and to introduce and train the client to use the problem-solving strategy in the face of the problems he currently encounters in the future, develop their personalities and provide them with the necessary skills to overcome them and think about alternative solutions and effective ways to address them.

School problems are the difficulties and attitudes faced by students at various stages of education as a result of personal, school, family or community influences, and the student's abilities cannot face them in a way that hinders his adaptation to school, and affects his school life and public life, which requires intervention to help him face those difficulties. (Abu al-Maati, el-Srouji, 2009, 97)

Therefore, the social problem is a complex situation faced by the student and his abilities are unable to face it, especially with the weakness of the student's abilities, lack of potential, lack of skills, or the presence of a defect or disorder in the student's social environment, thus becoming an obstacle to his academic achievement as desired.

Fourth: The emergence and development of social service in the school field:

The school or educational field is one of the most important areas in which social service is practiced and the oldest in this practice, and this practice is of great importance in this vital field as it deals with different age groups from childhood to youth, and at different social and economic levels, as well as exposed to various needs and problems emanating from the problems and needs of different groups and environments of society (family, family environment).

The family began to pay attention to teaching curricula and teaching students various sciences and scientific subjects and focusing on the educational process without caring about the personality of the learners and their psychological, mental and social needs, resulting in the inability to comprehend, understand well and continue education due to physical and mental deficiencies and the exacerbation of family and societal problems. The opinions of scholars of education and behavioral and basic sciences had a great impact in drawing attention to attention to the personality of students and satisfying their psychological, social, recreational and sport's needs, in addition to paying attention to teaching educational subjects aimed at developing students' thinking faculties and skills, and emphasizing the need to link the family, the school and the various organizations in society that can contribute to the success of the educational process. (Abu el-Maati, el-Srouji, 2009, 114), and social workers in these social fields also contributed to the practice of social service methods in schools, and concluded that the school should be linked to the actual present and future life of students and not to make itself a closed system but an open system so that the care of students extends outside the school. (Abu el-Maati, el-Srouji, 2001, 323-324)

By the beginning of the 20th century, most states (the United States of America) had enacted a law forcing children to attend school and it was an important turning point in children's rights. Social service was introduced to the teaching field by some community schools in the United States of America on behalf of the Visiting Teachers' Movement for the purpose of helping students living in slums, the first beginnings were in Boston, Hartford and New York in the 1906/1907 school year (funded by private and voluntary organizations).

Social service in the school field began with attention and focus on serving the individual to help students who suffer from problems of maladaptation and emotional incompatibility, with the need to pay attention to improving the environments and conditions of students, and linking parents with teachers and schools by relying on visiting teachers, and in 1916/1917 the number of social workers in schools working in schools in 8 states in the United States of America reached 41 specialists. (Elizabeth, Karenc, 2007, 277)

In 1919 she established the first association of school social workers under the name "School Social Service Council" of the National Association of Social Workers of America.

During the period from 1920-1930, there was a fundamental shift in the concepts that governed the work of social workers in this area, after the analysis of problems, diagnosis and identification of their causes depends

on the concepts and sayings of socialization processes, reward and punishment, as well as the relationship between home, school and community, social workers realized - in particular - that it is not possible to analyze the total problems facing students and school students so simply, but must include the new psychological concepts developed by the theory of 'Sigmund Freud' in psychoanalysis. (Mansour, Abdel-jawad, 2001, 13, 14).

In this same period, some movements concerned with the educational field grew, such as the adult mental health movement, and the increasing awareness of the importance of individual differences between children and students and the importance of mental health in social and school compatibility, which accelerated amendments in the practice of school social service, especially in terms of developing and crystallizing the way of serving the individual in schools, and directing attention towards working with children with poor adaptation and helping them to adapt emotionally, emotionally and emotionally, to continue efforts aimed at developing the profession in the field. By the forties, a complete shift emerged that moved from focusing on school, social conditions and social changes to focusing on the therapeutic direction and satisfying the needs of the child and the student as students in school and trying to find a kind of balance between the uses of psychology concepts and social concepts in the process of assistance, which increased the development of the profession in the educational and school field.

In the sixties, the increasing and complexity of social, school and educational problems suffered by schoolchildren were necessary for the social service to face these problems and adapt to developments by choosing ways of work that are able to face these problems and address them, and the school became seen as a social system (meaning that it is a complex social system consisting of a number of systems such as beliefs, values and traditions that represent the components of culture according to its own ideology and perform its functions within the framework of the public system, which is society, the school is an institution Social reflects the culture in society and is transferred to children in the form of skills and knowledge through a specific social system to qualify young people for social life, from all its components (mind, body, soul and spirit) so that the student is balanced personality, controlled emotions, harmonious in social life knows his rights and duties and is able to give and give in service to himself and his community.

In the modern era, and coinciding with the changes taking place in the areas of life and its complexity, which affected the aspects of education, education and the institutions entrusted with this task, it was necessary for the practice of social work in schools to find a distinct position, tasks and new jobs and to formulate foundations and curricula that are compatible with the comprehensive social welfare policy for students in schools and in their surrounding environments. (Mansour, Abdel-jawad, 2009, 16)

In England, the English Education Act of 1906, which allows children to have meals, is the de facto founder of the Community Child Welfare Committees, which were officially recognized in 1909 to deal with the problems of pupils in schools, nine cases of the sick and wounded, take care of them and help them overcome defects or malfunction, and prepare and increase the home environment on a regular basis to study some educational issues, health problems and other tasks. In short, the English school initially relied on the visiting teacher from outside the school to help students who live in slums and science to find joint cooperation between the school and the family to achieve educational goals and prevent problems, crises and incompatibility.

Therefore, social welfare in Europe and America has made great strides before being placed in the list of sciences and considering it a profession, art and science, starting with the stage of unorganized charity, spontaneous and spontaneous aid, voluntary and charitable work, and the stage of charity, the most organized and sponsored by the Church and some charities of a religious nature, in addition to the stage of organized charity, as the government at that time enacted legislation and laws regulating comprehensive social welfare. Social work was gradually moving towards emergence and positioning as a basic science concerned with providing assistance to everyone who needs it, from volunteering to professional practice to scientific work, so social work was only part of the health care system in the United States of America from the early twentieth century. (Angelo, Darrell, 05, 2016)

This profession 'social service in the school field' has accelerated its spread in most developing and developed countries such as the Arab countries (Egypt, Kingdom of Bahrain, Kuwait, Saudi Arabia, United Arab Emirates, Qatar, Oman, Iraq, the Hashemite Kingdom of Jordan, Palestine, Syria, Lebanon and other Arab countries). (el-Khatib, 2009, 13-14)

For example, in the case of Egypt, social service entered the school field in the year 1949-1950 after the Minister of Education, Taha Hussein, issued a decision to make education free for the Egyptian people, and raise the slogan 'Education is like water and air and available to all' with the aim of combating illiteracy and spreading science and education from the Egyptian people, in addition to his desire for teachers to devote themselves to the educational process, especially in light of the increasing number of students, the increase in the number of classrooms and the abandonment of administrative, supervisory and social responsibilities to social workers.

Fifth: Social service and facing school problems:
The problem is a situation that requires correctional treatment and results from the conditions of society or the social environment and it is imperative to assemble social means to confront and improve it, or it is an

undesirable situation for a large number of people who have a feeling, familiarity and awareness of it. (Abou elMaati, 2014, 320)

Students often suffer from some school problems that negatively affect academic achievement and school and social compatibility, and we will try to present some educational problems such as academic delay and backwardness, the problem of escaping from school, the problem of cheating in exams, the problem of repeated absence without excuse, and some behavioral problems associated with the unacceptable performance of students' behavior within the school, such as the problem of violence and aggressive behaviors, the problem of theft in schools, the problem of addiction, the problem of congenital deviations, problems of poor compatibility.

1) The problem of delay and academic retardation:

Academic delay is usually defined as the deviation of the student or his grades from the average relative to his peers in his age, i.e. the student obtained less than the half degree of the subject, meaning if the scientific material is scheduled for 100 degrees, the student who is late in school is the one who got less than 50 degrees out of 100 degrees. (el-Khatib, 2009, 24)

There are those who believe that there is no clear and specific meaning of academic delay because most of the reports are descriptive and speculative, but this can be relied on on intelligence measures and measures of achievement ratio, and the school social worker is aware of this problem and determine its influential factors through diagnosis processes and then develop appropriate treatment plans.

The problem of backwardness or academic delay has received great attention from those working in education issues as one of the most important educational, educational and social problems that are worrying and haunting for parents, teachers and educators in general, and it can be said that the causes of academic delay are many, some of which are subjective and some of which are objective.

- <u>Subjective factors</u>: can be identified in: (Abu el-Maati, el-Srouji, 2009, 104-103)

✓ Mental factors: such as mental weakness, low level of general intelligence, which leads to general academic retardation or retardation in certain subjects.

✓ Physical factors: related to poor general health, the incidence of some chronic diseases, visual or hearing impairment, height or shortness... etc

✓ Emotional factors: related to emotional disorders that appear in the student's anxiety, emotional instability, mood swings, and shyness, speech disorders that lead to loss of self-confidence and generate a feeling of inferiority complex.

- <u>Objective factors</u> (family factors and external environmental factors): These include family factors such as family relations disorder, family instability as a result of disagreement between parents, frequent quarrels, quarrels or divorce, cruelty of parents or excessive pampering of the student or fluctuation in treatment and poor relationship with his parents, which reflects a wrong method of socialization.

In addition to factors related to the neighbourhood, the location and conditions of the school, the lack of school capabilities, and the presence of the school in places of distraction, attraction and temptation such as cinemas, amusement parks, games, cafes and various clubs... etc. (Abu Al-Nasr, 2017, 58) and overcrowding of classrooms with students, which hinders the educational process, their irregularity and frequent delay, which exposes them to lagging behind their peers, as well as inappropriate teaching methods, examination systems and curricula that are not in line with modern educational and scientific methods.

- **The efforts of the social worker in treating academic delay or retardation**:

The role of the social worker includes helping students overcome the problem of backwardness or academic delay through: (Abu el-Maati, el-Srouji, 2009, 105)

- Work to form a professional relationship with the student based on familiarity and mutual trust.
- Helping the student to gain insight into his position and clarify the negative effects of the continuation of this delay.
- Modifying some of the student's ideas and attitudes that hinder his academic achievement, such as relying on private lessons, reviewing on exam days only.
- Work as much as possible to create a family environment for the student to be more suitable for him in reviewing and performing homework, with the need for the family to play its role in the process of guidance and follow-up for the student.
- Helping the student to organize his time, providing him with the correct methods of study and review, and occupying his free time in a healthy and useful way and away from bad companions.
- Helping the student to adapt to the school atmosphere, and improve his relations with teachers and colleagues.

2) The problem of escaping from school or delays and frequent absences:

The delay of students in the morning for the start of school is one of the daily school problems, as we notice in many schools resorting to preventing those students from entering the school, and some of them are punished, some of them are allowed to enter while depriving them of some classes and some degrees of attendance, and sometimes it may reach physical or symbolic punishment in front of colleagues, and all these behaviors are

wrong and lead to more absence from school or Escaping from them then we may be counterproductive and expose students to be easy catches for bad companions and delinquent groups. (Ghobari, 2006, 187-188)

There are many factors causing delay, absence and escape, the most important of which are:

- Family disputes and neglect of their children by some parents and failure to follow them up when and after they go to school.
- The distance of the housing from school, the difficulty of transportation and the severity of congestion.
- School abuse (whether from teachers, administrators or colleagues) and hatred of certain subjects, which are the cause of the student's aversion and desire to be absent or escape from school.
- The escape may also be due to the influence of some bad companions or deviants who tempt him to join them, as they understand the outlet to satisfy his motives and desires that he does not find satisfaction or appreciation, whether at school or at home.

In general, these problems are the result of other problems such as the problem of academic retardation and repetition, or as a result of family or economic problems, or as a result of incompatibility with the school, or the presence of pathological fears of the student towards his school, colleagues and teachers. (Abu al-Nasr, 2007, 58)

3)   The problem of cheating in exams:

It is one of the most prominent educational problems at the present time and one of the most serious faced by school education and the widest impact on the life of the student and the school and its consequences are transmitted to society.

Fraud in general is the attempt to steal ideas, property or actions from others through illegal means, and it is one of the reprehensible behaviors that are rejected by reason, law, religion and society, which requires practical distancing from it.

Cheating in the exam is a social problem at all levels and must sound the alarm to find the most effective solution to it by changing society's view of the value of work and that the individual's access to status without effort (through cheating) is illogical and unacceptable, and the use of internal conscience instead of external monitoring and confirmation that exams are not an end as some think, but a means of evaluation not only the evaluation of the learner, but the evaluation of the teacher's work inside the classroom and the evaluation of the curriculum and means and everything that It relates to the learning and pedagogical process as a whole. (Hariri, 2008, 117)

Students usually use a range of methods during the cheating process, such as using small scraps of paper, moving from the wall, ruler, chair, dress, body... etc. and is prepared in advance, with the help of colleagues and observers, relying on different agreed signals and gestures and with special encryption.

To make matters worse, it relies on electronic means such as mobile phones and small devices (Bluetooth) that are implanted inside the ear... Etc. The factors that helped to exacerbate the phenomenon of cheating in exams can be attributed to factors related to the moral level of students, weak control, inner conscience, weak religious scruples, and the decline of the moral value system. Exams have also turned from a means of success and excellence to a goal in itself, and we find some factors attributed to the nature of the educational system itself, the large number of materials and the difficulty of some of them led to the student's resort to cheating behavior with the student's lack of knowledge and ability to study in the right ways, and fear of failing with parental pressure. (el-Shoheb, 2000, 117)

- Suggested solutions to reduce the problem:
  - Work by the responsible authorities (including the social worker) to prepare the student psychologically before and after the exam, and to make him aware of the negative consequences of cheating and to correct misconceptions and negative suggestions acquired from society or contact with bad peers.
  - Reconsider the policy of repetition and adopt other criteria to measure the student's achievement abilities and not to leave them limited to specific questions and at a specific time, but can introduce continuous evaluation throughout the semester, trimester or the school year as a whole.
  - Providing students with sound study habits for the teaching and learning process.
  - Combating the phenomenon of cheating and dealing with it with one policy without discrimination among students.
  - Activating the role of social workers to carry out psychological and educational counselling to help students build their personalities and psychological construction, and to educate everyone about the seriousness of cheating and its psychological and social effects on learners and society.
  - Providing appropriate halls for conducting exams and ensuring individual and spaced positions while sitting to take exams.
  - Activating the method of positive punishment in treating the problem.
  - Work to spread religious, educational and social awareness and guidance in the various circles and centres to address the problem, using media, religious, family and social awareness alike;
  - The need to match the educational content with the abilities and tendencies of students and diversify in teaching methods to deliver information correctly and appropriately to the student.

- Permanent coordination between parents and administrative and educational staff for the purpose of follow-up and pedagogical accompaniment. (Azagfakia, 2020, 281-282)

4)   The problem of hooliganism, violence and aggressive behavior within the organization:

 Hoover & Jull (1993) agreed with Ross (1996) that naughty behavior is a relatively recent phenomenon that includes repeated abuse of others by hurting their feelings through words, bullying or through physical attack on them, and occurs either in the schoolyard or on the roads leading to and from the school, which is the achievement of control and domination through several aggressive methods (naughty is an unfair match because the naughty is in which Either physically stronger than the victim or possess superior language skill) addressed to some students who are less capable or skilled enough to integrate and interact with their friends in the group.

Some scholars point out that naughtiness is abuse that one or more individuals repeatedly direct towards another individual, whether physical, verbal, or emotional (and may include physical or psychological harm). (Abou elFotouh, 2010, 24)

The behavior of the rioter is characterized by continuous repetition, injustice and physical and psychological persecution practiced by the aggressor and directed to a person (student) less than him trick and force, it is aggressive behavior deliberate, intentional and repeated aims to gain power and impose control, sovereignty and domination depending on the methods of threat, intimidation and intimidation, has identified 'superiority of Muhammad in 2010' for peer rioting school several models and forms that include physical and verbal attacks and social exclusion, has unanimously agreed many researchers that the behavior of the riot is based on three pillars, namely force, repetition, and structure built To abuse.

Despite the differences between naughty behavior and aggressive behavior, they share a series of abusive behaviors, aggressive behavior is only behavior that may emanate through anger, hostility or a sense of defeatism and may come from the individual in situations of frustration and imbalance. (Abou elFotouh, 2010, 68)

The phenomenon of violence, aggressive behavior or riotous behavior has multiple causes, such as:

Subjective reasons (personal or internal) such as love to imitate others, being affected by scenes of violence and unity with some heroes of films and series, weakness of religious scruples, weakness of self and personality or excessive pride in personality, instability and emotional balance, excessive sensitivity to the words and behavior of others.

Environmental (external) reasons such as weak administrative supervision factors in the school, lack of extracurricular student activities, absence of some teachers, small number of social workers in schools, lack of a specific, clear and effective punishment system for student behaviors that violate the school system and commit aggressive behavior, violent behavior or riotous behavior, increasing the area of scenes of violence, rioting and aggression in mass communication, and domestic violence and street violence that leads to an increase in school violence.

The problem of violence, aggression and riot has many effects that negatively affect both the school, the family and society, as it represents a threat to the school, its students and the educational process as a whole (Abu Al-Nasr, 2009, 61-62), and it is very important to study these problems and develop treatment plans to confront them and prevent their aggravation, monitor preventive procedures and solutions, treat them in a scientific and professional manner, and use the efforts of the social service profession in the school field, and the concerted efforts of many disciplines within the school on the basis of teamwork, and may require Sometimes the matter is to use community institutions outside the family (such as psychiatric clinics, hospitals, security ready... etc) to contribute to a more effective response to these problems.

In general, aggressive behavior and violent behavior and rioting of students requires a great effort from the school social worker and to carry out a thorough and diagnostic study and then treat it, and the social worker is aware of such behavioral problems to stand side by side with the family, and link between home and school so that they can together treat these problems and reduce their behaviors among students in different school environments. This is done through therapeutic training stages such as training in social skills (such as the skill of avoiding conflict, quarrel and fighting, the skill of dealing with the anger of others, the skill of preparing for difficult conversations, and finally the skill of submitting a complaint without fear or hesitation), anger management by teaching and guiding students to the best ways to reduce anger, manage it, self-control, etc., and encourage moral thinking by discussing and developing moral issues among students. (Abou elFotouh, 2010, 157)

In addition, there are many problems that abound in the school environment, such as behavioral problems related to theft, lying, harassment, addiction, cigarette smoking, drug abuse, alcohol and hallucinogenic drugs, and the social worker must prepare to study, diagnose and treat them in a timely manner and perform his role according to the established service methods, namely:

A.   In the field of individual service: (Abou el-Maati, el-Srouji, 2009, 114)

- Detecting cases that suffer from problems that affect their academic path, such as economic problems that affect the student's health, appearance and academic achievement, and health problems that affect the student's

or student's attendance and absorptive capacity, such as heart disease or asthma... etc., and problems of academic delay and behavioral problems such as aggression, bad and deviant relationships, lying, theft, hooliganism, running away from school... Etc.

- Positive modification of behavior and the development of the diagnosis of pupils and students, each according to his abilities and the evidence of the difficulties they face.
- Working with students who suffer from individual problems that affect their academic achievement, working with students with special needs and gifted and distinguished students and working to develop and strengthen these abilities.
- Referring cases that the school is unable to treat to specialized bodies and following them up (center for people with special needs, hospital, psychiatric clinic... etc.)
- Identify the factors that cause the lack of satisfaction of educational needs, whether self, family or environmental, and guide and guide students in the quick situations received by the social worker.
- Providing faculty and parents with data that helps them deal with cases.

B. In the field of community service:

-          Forming and organizing activity groups in the school, developing a comprehensive plan for that, employing them to serve students, achieving the objectives of working with groups, presenting them to the Student Council or the Activity Council, and preparing the necessary records for school groups of all kinds (taking into account homogeneity in goals, desires and tendencies) such as cultural groups (lectures, written press, poetry, radio... etc) and social groups (such as clubs, teachers, Red Crescent, parties, scouts, cleaners... etc.), sports groups, scientific groups... The social worker works to choose the appropriate leader for the group who is characterized by working seriously, respecting regulations and laws, and being able to work collectively, cooperate and influence other members, and determine the capabilities of each group and the necessary resources for it.

- Raising students' awareness of the need to choose a group to join.
- Encourage cooperative and constructive competition between the different school groups in which students participate.

C.   **In Community Organization:** (Abou el-Maati, el-Srouji, 2009, 116)

-    Helping the various school organizations to perform their roles effectively, and coordinating the relationship between the school and the community (school board of directors, parents' association, student union, family, and community institutions).

-    Organizing periodic special meetings with parents of pupils and working to strengthen ties between school and family.

-    Encouraging students to participate in public projects related to the environment and its protection, and encouraging them to conduct research and scientific studies related to societal reality in order to strengthen the relationship between students and their society.

Conclusion:

In fact, the professional roles played by the social worker in the school field are integrated and mutually influential roles according to the nature of the situation, problem or situation and the work programs it requires, and close cooperation between the social worker and the rest of the school organizations is necessary for the success of the assistance process and the achievement of therapeutic, preventive and developmental goals, whether at the individual or collective level by training students to take responsibility and the actual practice of democracy and directing students to how to invest time and the element of time better Investing in and paying attention to rational guidance processes to exploit leisure time in activities that benefit the student, the school and the community, or the community, especially between him and teachers or teachers as the most important link in providing a stimulating and proportional educational climate and environment and a greater understanding of the problems and needs of learners, and also helps the school to achieve its goals and perform its roles through the organization, exchange and coordination of efforts between the school and the community organizations surrounding the school.

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