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Preventive approach in social work and Achieving School Discipline for students in the Second Stage of Basic Education

As a prerequisite for getting Doctor of Philosophy Degree in Social work

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Summary in English

First: the problem of the study:

The problem of the study is that although the educational social roles in socialization, community work, pedagogy and teaching performed by school, there are a set of problems that limits its effectiveness in achieving its goals. The problems of school discipline and lack of school protection have come to be the greatest among all of those problems. This is because of the spread of violent behavior, verbal and physical harm, bullying, embarrassment, student's recurrent escape and absence, cheating in exams, smoking, destroying school furniture and other demonstrations of school indiscipline. This entails interventions by practitioner (social worker) to maintain school protection and retrieve school discipline, provision of safe educational environment. Accordingly, the present study aims at the prevention of prep-school students to fall into the trap of behavioral violations that make them object to disciplinary procedures stated in the school disciplinary system; and to protect them against abuse, neglect, harm, dangers within schools.

The study attempted to achieve these aims by using the preventive approach of social work, as one of the Social Work Practice approaches that seeks the protection of clients and preventing them from falling into troubles. Hence, this study seeks to test the effectiveness of the preventive approach of social work to achieve school discipline for students in the 2nd stage of basic education.

Second: Study Concepts:

1. School discipline
2. Prevention
3. Preventive social work
4. Social Work preventive approach

Third: Goals of the Study:

The main goal of the study is

"To test the effectiveness a professional intervention using the preventive approach of social work in achieving school discipline and students of the 2nd stage of the basic education.

The main goal can be achieved through the following set of sub-goals:

- 1- To test the effectiveness of a professional intervention program using the social work preventive approach in developing cognitions related to school discipline among students in the second stage of basic education.
- 2- To test the effectiveness of a professional intervention program using the social work preventive approach in developing positive attitudes related to school discipline among students in the second stage of basic education.
- 3- To test the effectiveness of a professional intervention program using the social work preventive approach in adjusting negative behaviors related to school discipline among students in the second stage of basic education.
- 4- To test the effectiveness of a professional intervention program using the social work preventive approach in supporting positive behaviors related to school discipline among students in the second stage of basic education.

Fourth: Hypotheses of the Study:

The current study tests a main hypothesis that:

"There are statistically significant differences between responses of the sample of the study concerning school discipline among students in the second stage of basic education before and after applying a professional intervention using the SW preventive approach in favor of the post-test".

Sub-hypotheses: The study is based on the following set of sub-hypotheses:

- 1- There are statistically significant differences between students' responses concerning cognitions related to school discipline before and after applying a professional intervention using the SW preventive approach in favor of the post-test.
- 2- There are statistically significant differences between students' responses concerning attitudes related to school discipline before and after applying a professional intervention using the SW preventive approach in favor of the post-test.
- 3- There are statistically significant differences between the sample's responses concerning students negative behaviors related to school discipline before and after applying a professional intervention using the SW preventive approach in favor of the pre-test.
- 4- There are statistically significant differences between the sample's responses concerning students positive behaviors related to school discipline before and after applying a professional intervention using the SW preventive approach in favor of the post-test.

Fifth: Methodology of the Study:

1. Type of study:

This study belongs to the type of studies that measure the benefit of professional intervention. The study is based on the experimental approach, since tests the effectiveness of a Social Work preventive approach in achieving the school discipline among students of the second stage of the basic education.

2. Method of the Study:

The researcher used the experimental approach, through conducting the experimental design based on the pre- and post- application to one experimental group. In this design, the researcher conducts a pre-measurement of the

dependent variable (i.e. level of school discipline in students of the second stage of basic education) before the introduction of the experimental variable (i.e. the SW intervention program using the preventive approach).

3. Tools of the Study:

The tools of the study include:

- A scale of the cognitions and attitudes of the students of the second stage of basic education concerning school discipline.
- A situational scale on students' behavior in the second stage of the basic education as to school discipline.
- An observation guide for students concerning their behavior related to school discipline in the second stage of basic education.
- An observation guide for student's activity supervisor concerning students' behavior related to school discipline in the second stage of basic education.

4. Fields of the Study:

A. **Location:** Fayoum Modern Prep School, Fayoum city, Egypt.

B. **The sample:** a sample of 30 students whose ages range from 12 to 16 years old, drawn from Fayoum Modern Prep School.

C. **Duration of the study:** The study with its both theoretical and practical parts took two years. The application of the experiment took from 22nd Sept., 2018 to 20th Feb., 2019.

Sixth: General Results of the Study

- 1- The study verified the *first* sub-hypothesis (that there are statistically significant differences between students' responses concerning *cognitions* related to school discipline before and after applying a professional intervention using the SW preventive approach in favor of the *post-test*). The mean score of *cognitions* in the pre-measurement was 56.93 with (SD= 8.65), which means the decrease of students' level of cognitions

related to school discipline in the pre-measurement. It was found that this score increased to 85.57 with (SD=5.7) in the post-measurement. This implies improved student's cognitions related to school discipline, which is due to the professional intervention applied by the researcher.

2- The study verified the *second* sub-hypothesis (that there are statistically significant differences between students' responses concerning *attitudes* related to school discipline before and after applying a professional intervention using the SW preventive approach in favor of the *post-test*). The mean score of *attitudes* in the pre-measurement was 55.03 with (SD= 8.21), which means the decrease of students' level of cognitions related to school discipline in the pre-measurement. It was found that this score increased to 85.07 with (SD=8.51) in the post-measurement. This implies improved student's cognitions related to school discipline, which is due to the professional intervention applied by the researcher.

3- The study verified the *second* sub-hypothesis (that there are statistically significant differences between the sample's responses concerning *students negative behaviors* related to school discipline before and after applying a professional intervention using the SW preventive approach in favor of the *pre-test*), as the following:

(a) Concerning the observation guide for student activities' supervisors, it was shown that students' behaviors related to school discipline have improved in the experimental group as a whole; where the mean difference between the pre- and the post-measurement was (28.03) with (SD= 3.44). These are statistically significant difference, where T calculated value came to be (44.65) on the level of significance (0.01). These differences are due to the professional intervention by the researcher.

(b) Concerning the observation guide for teachers, it was shown that students' behaviors related to school discipline have improved in the experimental group as a whole; where the mean difference between the pre- and the post-

measurement was (36.03) with (SD= 7.68). These are statistically significant difference, where T calculated value came to be (25.69) on the level of significance (0.01). These differences are due to the professional intervention by the researcher.

4- The study verified the *fourth* sub-hypothesis (that There are statistically significant differences between the sample's responses concerning *students positive behaviors* related to school discipline before and after applying a professional intervention using the SW preventive approach in favor of the *post-test*). It was shown that students' behaviors related to school discipline have improved in the experimental group as a whole; where the mean difference between the pre- and the post-measurement was (15.90) with (SD= 5.52). These are statistically significant difference, where T calculated value came to be (15.77) on the level of significance (0.01). These differences are due to the professional intervention by the researcher.

Seventh: general recommendations of the study:

A set of recommendations and proposals that can contribute to school discipline can be formulated as:-

- **Recommendations concerning the school environment:** providing a safe and stimulating school environment for learning as a paramount necessity in the achievement of school discipline for students as they have a clear impact on the performance and achievement of the demand August and increase their motivation and attitudes towards learning
- **Recommendations of the director:** The manager must be the characteristics, qualifications, aptitudes and abilities and the powers of the actor in the achievement of school discipline

- **Recommendations for the teacher:** the main axis teacher in the achievement of discipline My lesson and that's why he must be an educational leader, supportive and motivating students and role models.
- **Curriculum related recommendations:** The curriculum is an essential foundation that contributes to the learner's personality and therefore the educational process must be concerned with the work of developing it continuously to be a driving factor in the achievement of school discipline.
- **Recommendations related to activities:** Student activities are one of the essential ingredients for the desired development of the student's personality and therefore must be the effective means and the environment for the behaviour of school discipline-Recommendations concerning social workers: representing the social worker Building the social personality of the student because of its preventive, therapeutic and developmental roles and therefore must create an atmosphere of trust and love within the school between the director, teacher and student and establish the principle of cooperation between the social worker and the school staff to help solve behavioral problems The different deviations within the school and the need to take advantage of the role of the audiovisual media in the prevention of behavioural deviations and the need to pay attention to preventive training programmes for all parties to the educational process and increase their duration to ensure the achievement of the desired objectives.