

The effectiveness of the use of The Task center in social case work in Enhancing Social Responsibility of Prep School Students

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Abstract

The current study seeks to test the effectiveness of the Task Centered model of social casework in enhancing social responsibility of prep school students. It has been applied to a sample of 20 prep school students using the strategies and techniques of the Task Centered model of social casework in enhancing social responsibility of Itsa prep school students. The researcher used the Social Responsibility Scale (Prepared by the researcher). The results of the study verified its hypotheses.

Key Words:

Task centered, Social Responsibility

Introduction

While some people are highly aware of their responsibility for their community, others are unable to bear responsibilities even towards themselves; which may be attributed to the capabilities and personal traits the individual acquires through the process of socialization. This has been confirmed by Qaisi and Najaf, A's study (2012) suggesting that the child is born with an innate aptitude for learning\acquiring the sense of responsibility through parental care.(p13)

Social institutions play a pivotal role in laying the bases of socialization into the individual's personality as they gradually, and on successful and limited intervals, train young children to take responsibilities. **Salman L.** et al, (2004) The family undertakes initial steps of socialization in the form of duties interwoven with some of the children's rights. Being encased with familial emotions, these steps help the child easily take his\her social responsibilities.(p16) Then the role of school in socialization comes within the context of the different levels of educational system. Zayed, A, et al., (2014) It is worth noting that the role of school in socialization is intentional and controlled while the role of family is incidental and spontaneous(274).

School represents a distinct social structure and an integrated community where a student spends long hours every day and where he\she interacts with different slices of this community (students, teachers, management staff...etc.). The role of school is not confined to teaching but it extends to encouraging students to play different social roles and participate in community building, which eventually contributes to developing their social responsibilities in a favorable educational atmosphere. This goes in accordance with the notion that school is a social institution built by the society to do different social functions. School is the tool of society in raising the young, instilling social values into their minds and souls, helping them acquire knowledge and critical thinking contemporary issues, and having better understanding of themselves. (Cheg.Y., 2008) It is the school that shapes the nation's future(p2:3). Therefore, school has a vital and essential role in implanting, developing and practicing social responsibility. Implanting and supporting social responsibility is not spontaneous or intrinsic or academic or organizational , but it is through engaging students in school activities and their actual participation in what we need them to learn.

On the other side, Zayed.A, et al's study (2014) showed that the Egyptian school system is completely far from adopting a participatory approach in support of school activities. (P282) It was also indicated that private schools are concerned with

teaching students science with a complete absence of the activities but public schools are characterized by the complete absence of activities with less attention to the educational process. Students in public schools are trained on a distorted picture of social responsibility. The student sees the teacher's behavior in the classroom and the school giving up his duties and functions of his job represented in educating students and giving them ideals and role models. This teacher turns the public interest to personal interest in a selfish way through his interest in the private lessons using all intimidation mechanisms and attractions. He may overlook any violations and erratic behavior that may be done by the student.

This goes in accordance with what is indicated by Zayed.A, et al.'s study (2014) that the main concern of schools is teaching and other activities are entirely absent (p288). Layla, A,'s study (2010) also goes with the same view saying that students perceive distorted patterns of socialization through the teacher's attention to private lessons and neglecting his formal duties, the curriculum itself related to practical training on social responsibility. This makes the student move from a weak training of social responsibility within the family to the weakest level in the educational institutions. (p235)

The pilot study revealed that the student in public or private school does not learn working in groups. He was not socially brought up, as he is not accustomed to distributing duties and roles in school groups. He was not trained on organizing jobs or tasks. He was not trained on shouldering the responsibility in the group. El-Sharif .S,(2009) study revealed the causes of moral deviation spread among students such as masturbation habit, sodomy, delinquency, and verbal obscenity.

If we consider escape from school, scholastic backwardness and all types of violence as aspects of social responsibility weakness on the part of students, we find that the pilot study indicated their presence in the schools either they are public or private except for escape from school was different in private schools where students escape from some lessons to sit in the music room or anywhere else. In this respect the pilot study went in agreement with Ibrahim's study (2013) which indicated that escape from school and scholastic backwardness and all types of violence are the most spread among prep school students, the second phase in basic education stage.

A question imposes itself regarding whether the society creates school (as an institution) just to indoctrinate the young with science and cultural heritage or it is intended to bring up citizens who realize advancement and prosperity of their country. In other words, is the contemporary school able to prepare citizens who take social responsibility towards themselves, their school, their family and their country? The purpose of this study is to examine whether school social work practice (especially casework) able to enhance students' social responsibilities?

Based on the aforementioned theoretical presentation and the findings of other studies, there is a lack in the role of prep schools with respect to enhancing social responsibility of their students. Therefore, the current study explores the effectiveness of task-centered casework for enhancing social responsibility of prep school students.

Objectives of the study

The study seeks to identify the:

1. Effectiveness of task-centered casework for supporting social relations of prep school students
2. Effectiveness of task-centered casework for supporting social participation of prep school students.

3. Effectiveness of task-centered casework in supporting students' affiliation and loyalty
4. Effectiveness of task-centered casework for supporting preservation of public properties.

Concepts of the study

Task-centered

Veronico Coulshed (1991) defined Task-centered model as one of the short-term treatment models used for problem solving in social work practice. This model was originally designed to be used with individuals and families. It is also suitable for working with groups and major social systems. The model considers the individuals' perception of their own problems and their ideas about change. The social worker deals with individuals as clients who have to carry out the tasks agreed upon. (p55)

According to William Reid (1986) the model depends on eclecticism, as it is not confined to any of the human functioning theories or any set of treatment interventions. It allows for a range of central principles such as empirical research, client orientation, focusing on the problem, brief planning, collaborative relationships, and problem solving. (p288) Veronico Coulshed (1991) said that it is also used to resolve many problems such as: personal disputes between couples or among students, unsatisfactory social relationships (e.g. dependency), approaching formal organizations, difficulties in role performance due to client's inability to bear his social role responsibility, problems relating to inadequate resources, and behavioral and emotional problems. (p87:88)

Therefore, by task-centered model the researcher means:

- A short-term treatment model covering 8-12 session.
- The model depends on the client's recognition of the problem, and his desire for solution and help. Being aware of the individual's quest for appreciation and feeling of social acceptance, the researcher used such incentives with students to facilitate his job.
- The model is reliant on treatment eclecticism according to the case requirements
- According to the model, intervention occurs through several phases (to be explained later in professional intervention program section)

Social Responsibility

The sociologist Badawi (1987) defined social responsibility as the link between rights and duties, satisfying the needs and solving problems must be linked with the extent of the contribution and participation of members of the community to satisfy their needs and solve their problems on their own, and social responsibility is shared between individuals and groups and between local and global communities. (p395) While the psychologist, Rajeh (1999) defined it as the individual's readiness to perform the entrusted responsibilities in different situations. (p47)

Based on the above, the researcher seeks to put a procedural definition of social responsibility. It is defined in the current study as the individual's bearing, in front of himself and in front of his group or community in which he lives, the tasks entrusted to him that would achieve his objectives and keep him and for his safety. It also achieves the goals of the group and the maintenance of its stability and safety. Social responsibility can be measured through:

Social relations – which is the ability to form positive relationships and interactions with others and the positive adjustment with the surrounding environment that can be measured through sentences like:

- I've learned I should respect others opinions during the school activities.
- I help my colleagues at school.

social responsibility:- means the individual's involvement with others in the work of the dictates of attention and the requisite understanding of the work of the group will help to satisfy their needs and solve their problems and reach their goals and to maintain continuity, which include: -

- Acceptance: the individual's sense to accept the role or social roles he plays.
- Implementation: - the individual implementation and performance of tasks with interest and eagerness to get a satisfied result to please oneself and others and serve a goal.

Evaluation: the individual's assessment which done according to the standards of the local community and society as well as in accordance with the standards of the public interest.

This can be measured through measurements including, for example:

- Participation in school activities that renew my desire to have others practice a lot of school activities.
- School Activities trained me to cooperate to achieve the goal that we seek.

Belonging and loyalty: loyalty is a link or an internal emotion towards an individual or a group or a community, while **loyalty** is an affiliation to a place or community or society. It can be measured through:

- Activities that we practice which make me feel that the school has the right on us.
- Our school for us is like other schools.

Preservation of public property: the preservation and not to damage a public or private property. It can be measured through:

- Activities that we practice within the school which make preservation of school furniture a natural behavior in our lives .
- Maintaining the property is a common responsibility.

In addition, noted that these aspects are interrelated and the integration of all of them developed and is supported by the other

Prep school students:

According to the Egyptian educational system, prep school is a middle stage (3 years) in the chain of basic education. Shihata, et al.,(2003). It follows the primary school stage (6 years) and precedes the secondary school (3 years). Ages of prep school student range between 12 and 15 years (Zahran.H, 2003) prep school stage represents early adolescence. This phase is defined as the stage at which childlike behavior lessens, and begins to emerge the physical , physiological ,mental, emotional and social aspects of a teenager. (p267)

Methodology:

The current study examined the relation between two variables; an independent variable (professional intervention using a task-centered model) and a dependent variable (supporting social responsibility of prep school students). It could be classified under quasi-experimental studies. The study used experimental design based on pre and post measuring of one group. The researcher was very keen to ensure validity through:

- 1- chronological order of the events in the sense that it turns out that some of the problems and behaviors that exist among students may be the result in one way or another to the lack of social responsibility they have, this means that , the absence or the social responsibility among these students was the reason for the emergence of this behavior and these problems
- 2- Distinguishing between cause and effect: social responsibility scale was applied to a sample of students who showed high-level social responsibility (as reflected in their behaviors) and who were selected with the help of school

social worker.

- 3- The third element has been achieved through the check through of two elements: The decline in the level of taking responsibility of the sample and studying the same level that was necessary to bring about the problems that the student suffer from. Competence which means that the low level of taking responsibility was enough because this student exhibits this behavior. This has been explained before.

Procedures of the study:

1. Identifying the independent variable through the intervention program using task-centered model
2. Identifying the dependent variable through enhancing social responsibility of prep school students
3. Pre-testing: Administering the social responsibility scale before applying the intervention program in order to compare the changes that may occur before and after the professional intervention
4. Identifying the level of the social responsibility of prep school students
5. Identifying the variables, dimensions, and sources relating to the behaviors that could be used to support the social responsibility of prep school students
6. Identifying the goals and tasks according to treatment requirements
7. Preparing a program for enhancing social responsibility through: (I) discussions with students for participation and acceptance of the program and (II) investment in the points of strength the student have
8. Selecting a group of 20 students for the experiment (will be discussed in detail in the sample section)
9. Administering the program
10. Interim assessment in order to know whether the program is on the right track
11. Assessing the changes observed in the program implementation by comparing pre and post measuring of the group.

Intervention phases:

Before designing the intervention program and its goals, the researcher conducted a pilot study at a prep school from 23/9/2013 to 27/9/2013, to identify the level of social responsibility of prep school students and symptoms of its decline. It was applied to a sample of 30 randomly selected students. Some open interviews were made to ask general questions to the study subjects. The results of the study:

- The pilot study revealed that a student (of both public and private schools) is not trained for group work and lacks skills such as: duties\roles assignment, work organization requirements, and taking responsibilities towards the group because of lack in social responsibility training,
- Phenomena such as school evasion, underachievement, and different patterns of violence are indications of weak social responsibility in both public and private schools. However; students at private schools escape to music room or pretend illness to avoid classes. In agreement with the pilot study

The main goal of the professional intervention program was to test the effectiveness of the use of The Task center in social casework in Enhancing Social Responsibility of Prep School Students

The researcher seeks to help the student realize satisfaction and adaptability with his social milieu.

To reach this goal, the researcher aims to realize all or some of the following objectives:

- 1- Designing tasks that generate individual's insight into his actual role in his

- milieu (group, peers, school, community)
- 2- Designing tasks that generate individual's insight into role expectations
 - 3- Designing tasks that generate insight into the rights relating to individual's role
 - 4- Designing tasks to help the student rectify his viewpoint on general issues such as affiliation and commitment as well as on other topics in support of social responsibility

From the researcher's point of view, the achievement of any of the above objectives may facilitate realization of other objectives.

Intervention phases:

Professional intervention was based on the following procedures:

- a. Identifying the level of each of the social responsibilities and indications of weak level of social responsibility of students using:
 - Interviews with individual students, social workers and class teacher for initial diagnosis of the case, which would help to identify (i) a conceptual frame for the next interviews and (ii) the tasks suitable for individual cases
 - Using the social responsibility scale and observations as tools to identify the level of social responsibility, in addition to the aptitudes, capabilities and willingness of individual students (e.g. . capability \willingness to participate in school police team, carpentry works, making playground lines, repainting class board, repairing furniture...etc). Tasks were determined according to student's aptitude and willingness.
 - Preliminary identification of the numbers of interviews during the phase, their purpose, times and nature, and flexibility considerations.
- b. Problem identification: The researcher identifies the level of social responsibility of students as well as indications of low level.
- c. Identification of targets and contracting: At this point, the researcher identifies targets for individual cases according to the pretest and observations. It should be noted that every case has her/his own tasks within the intervention program and the researcher concludes an oral contract with students with respect to social responsibility support tasks; e.g. the tasks assigned to each student, interview date and duration, seminars, days of public service, nature of public service at\out of school, approximate duration of intervention program...etc.
- d. Task Planning: In cooperation with the student, the researcher planned the tasks required and explained how these tasks could be carried out. In addition, tasks were arranged in an ascending order according to the degree of difficulty.
- e. Implementation of tasks: This phase is to start the implementation of the actions that have been agreed upon to strengthen the social responsibility of the students for this the researcher explains and illustrates each task separately and benefits of their application and damages that may result from lack of application, and to provide assistance to students in the face of the difficulties they face during implementation. If the weakness to take responsibility as a result of the ideas error the tasks that have been assigned to the student is the setting for a seminar and the questions processing and recording the seminar, and if the aggression is one manifestation of the function on the weakness of social responsibility. If the cause of aggression is an attempt student to obtain estimate and the praise of his colleagues were the tasks assigned to them are closer to the leadership duties in some situations or that the student association in preparation for the public service and coordination between the students through the paragraphs of the daily program of public service, and from there was assigned to collect questions during the seminar and if the aggression is due to emotions may be caused by the family

were the tasks entrusted by the student is the order of the ceremony Samar and provide paragraphs in order to be notified of its importance at the same time as a kind of catharsis and fun, and if the aggression is the result of a student feeling that he is less than others and this behavior is defensive, the took over the task of the student took over the security of the school and the police on the role of school roles make him feel that he like all his colleagues and that he is responsible for them and for the security of their tools in this role, and if student was secluded and repeating " not my business " It is assigned for work the broadcast program today and if he had the ability to the Talk in the school broadcast although not has the ability and remember that this program from another student preparation, and if a student is breaking school furniture can share his furniture and maintenance operations as well as the student's status as an administrator to group maintenance in the classroom. The researcher followed several approaches to task implementation, including:

- Student excitability and arouse his enthusiasm to participate in the program
- Use of different types of modeling including live modeling (through visit exchange with likeable teachers) symbolic modeling (displaying movies about patriotism or biographies of national personalities) and imaginary modeling (helping the student to imagine a positive model of social responsibility)
- Enhancement: the researcher used different types of enhancement
- gaining of behavior : (a) to help the student recognize the importance of cooperation and interaction with others (b) to ask the student to cooperate (through a simple cooperative situation like making a wall magazine) with one of his colleagues (c) to assess the interaction of previous step (d) to set a new situation in which the student participates with small group of his peers (e) to set a situation where the student interacts with his class as a school community.
- Group discussion: used frequently after each question during the interview session and during modeling process.
- f. Review tasks: - This includes a review of actions and measures taken by the student at the end of each interview, and to identify the change in the level of social responsibility as well as to identify the tasks that has and which was planned to take place and tasks that are not, and why he did not complete it, as well as the tasks of the author and what has been and what did not and why he did not complete. And to identify the obstacles that can adversely affect the intervention program.
- g. Termination: the last step where the researcher focused on the procedures taken within the intervention program in support of social responsibility of prep school students. He also focused on what the student should do to be a good citizen in future.

Post-Intervention Phase

This is a measuring procedure intended to assess the effect of professional intervention. It was done by holding comparisons between post and pretests to reveal the extent of change in social responsibility and behaviors after enhancement.

Tools:

- **Preliminary data form for the study sample:** These include: career guardian of the parents, educational status of the parents, the number of family members. The order of the student in the family.

- The basic tool of this study is **social responsibility** measure which was

applied through several phases as follows:

- a. The researcher reviewed many theoretical writings dealing generally with social responsibility, the role of social work in social responsibility, and the developments of late childhood.
- b. Several scales and experimental studies on social responsibility were reviewed in order to determine dimensions, goals, and appropriate phrasing of the scale.
- c. The researcher paid many visits to different public and private schools where he had meetings\discussions (with social workers, class teachers, and students) in order to accurately identify the dimensions and sentences used in the scale.
- d. Identify scale dimensions: the scale included four dimensions, namely 1- establishing good social relations, 2-Social participation , 3-affiliation and loyalty,4- and preservation of public properties. (maximum and minimum response scores being 87 and 26 respectively)
- e. Scale arbitration and revision: the scale was submitted to some faculty members of Fayoum Faculty of Social Work, Assiut Faculty of Social Work and the Higher Institute of Social Work in addition to a number of experts in basic education. Ten arbiters were asked to judge the relevance of the scale sentences to its dimensions.
- f. Arbitration ruled out the sentences that were not agreed on by 80% (three phrases)
- g. Being mixed at random, the Scale sentences were put in regular sequence without specifying the dimensions the scale included. A triple gradient scoring was used(positive sentences: yes = 3, sometimes = 2 , no =1; negative sentences: yes = 1, sometimes = 2 , no =3)

Scale Reliability and Validity Phase:

1. Scale Validity: the researcher used face validity and submitted the scale to ten social work professors and education experts for arbitration
- Validity of Internal Coherence: the researcher applied the scale to 10 students (Itsa prep school, Fayoum) and then calculated the correlation coefficients between sentence-dimension, sentence-scale, sentence-sentence and dimension-scale. The sentences failing to score 80% were excluded so the scale included 26 sentences.
- Scale Reliability: the researcher used the test-retest method with 10 students and it was repeated at a time interval of 15 days.

Dimension	Reliability coefficient		Validity coefficient		Significance at 5%	
	Main scale	Retest scale	Main scale	Retest scale	Main scale	Retest scale
Social relations	85%	86%	84%	83%	significant	significant
Social participation	84%	83%	84%	85%	significant	significant
Affiliation	80%	84%	83%	82%	significant	
Property preservation	82%	80%	81%	83%	significant	significant

Sample:

A sample of 20 students from the second grade students applied to a prep school in the period from the first week of October 2013 to mid-April 2014. Professional intervention took 2 months, from mid-February to mid April 2014 and the average number of sessions ranged between 14-16 sessions (2 per week). This was followed by two tracking sessions on 1/7/2014 and 1/10/2014. The study population consisted

of 360 students as follows: three classes from grade one including 120 students (40 students per class), 3 classes from grade two including 120 students, and 120 students from grade three. The study was applied to 120 grade two students to ensure (a) their availability in the same schooling milieu later during the tracking phase and (b) their understanding of the intervention program and active participation as being unburdened with the grade three study load. So, out of 120 second grade students, 40 students were selected after applying sampling requirements namely:

1 - Even can the sample a full-time for of the intervention program, As the third row is the certification do not need student to be busy And It is only interested to the study, So they have abstain participate in school activities or intervention program as for his parents' desire .

2- - Even the researcher ensures the continuation of the study sample of students in the same school during the tracking phase.

3- So that students can understand intervention program and its aims.

4- the student to has harmony with the school community, where that first year students may be less in harmony with the school community of the second year students .

- Has been selected 20 students while the separation of its 40 students and for the following reasons:

It applies the sample of conditions, namely:

A- The indicators which show the low level of social responsibility as a social relations weakness The lack of attention to the preservation of public and private property and escape from the school and other.

B -be a resident in a family of a father and mother and brothers.

C - to be non-residuum.

A number who do not applicable of conditions on them are 9 students.

2- Who excluded by the researcher from the application because of the validity and reliability of the scale, the number was 10 students.

- Bringing the number of students who applies the condition on them 21 students, then excluded one student randomly and so could the author of the retail application mid-term and thus the study sample of 20 students.

Results:

Table (1)
Differences between pre and post testing of Social Responsibility Scale

Dimension	Measure	Mean	SD	Aver. Difference	SD	T test	Significance
Social relations	Pre	13.85	1.76	5.5	1.57	15.64	0.01
	Post	8.35	0.99				
Social participation	Post	13.65	1.76	5.65	1.31	19.31	
	Pre	8	0.73				
Affiliation	Post	10.1	1.41	3.95	1.23	14.31	
	Pre	6.15	0.37				
Property preservation	Post	10.3	1.30	3.9	1.02	17.085	
	Pre	6.4	0.598				
Total	Post	47.9	4.78	19	4.07	20.9	
	Pre	28.9	1.52				

The above table shows significant differences in the dimensions of social relations and property preservation which indicates to a successful intervention program.

Table (2)
Differences between Post and tracking Measuring of Social Responsibility Scale

Dimension	Measure	Mean	SD	Aver. Diff.	SD of Diff.	T Test	Significance
Social relations	Post	13.85	1.76	0.1	0.72	0.62	Insignificant
	Tracking	13.75	1.8				
Social participation	Post	13.65	1.76	0.2	0.52	1.71	
	Tracking	13.45	1.61				
Affiliation	Post	10.1	1.41	0.25	0.58	1.31	
	Tracking	9.85	1.31				
Property preservation	Post	10.3	1.3	0.05	0.51	0.44	
	Tracking	10.25	1.21				
Total	Post	47.9	4.78	0.6	0.47	1.83	
	Tracking	47.35	4.52				

The above table shows insignificant differences between post-test and the 1st tracking measuring though being separated by 3 months interval. This implies that the change, being represented in enhanced social responsibility, can be attributed to the intervention program using task-centered approach.

Table (3)
Differences between 1st and 2nd tracking of Social Responsibility Scale

Dimension	Measure	mean	SD	Aver. Diff.	SD of Diff.	T Test	Significance
Social relations	1st Tracking	13.75	1.8	0.1	0.64	0.698	Insignificant
	2nd Tracking	13.65	1.98				
Social participation	1st Tracking	13.45	1.61	0.1	0.72	0.623	
	2nd Tracking	13.55	1.64				
Affiliation	1st Tracking	13.85	1.31	0.1	0.55	0.809	
	2nd Tracking	9.95	1.43				
Property preservation	1st Tracking	10.25	1.31	0.15	0.88	0.768	
	2nd Tracking	10.1	1.45				
Total	1 st Tracking	47.3	4.52	0.05	1.67	0.134	
	2 nd Tracking	47.25	5.53				

The above table indicates insignificant difference between 1st and 2nd tracking measurement of the social responsibility scale. This suggests that the change, being

represented in enhanced social responsibility can be attributed to the intervention program using task-centered approach.

Discussion:

The current study showed the following:

- Parents job has no clear effect on enhancing social responsibility of their children, which could be attributed to nowadays social conditions that may deprive parents of spending enough time with their children. So, in their quest for a better family livelihood, parents\breadwinners usually have additional job and consequently stay away from home for longer times. Furthermore, the study revealed that excessive parental care has a negative effect on enhancing social responsibility of children regardless of the nature of parent's profession. In addition, parent's educational status is irrelevant and has no significant effect on enhancing the values of social responsibility of children.
- Birth order has a considerable effect on imparting values of social responsibility to the child. Being viewed as his father's successor, eldest child is usually entrusted with some tasks. None the less, some families pamper their eldest son more than their other children only because he is their first born and has to receive a little more attention.
- There is an inverse relation between the family size and the enhancement of social responsibility values among children. The bigger the family size is, the lesser it will be able to impart to its children values of social responsibility. A family size of 2-4 children is probably ideal for bringing up good citizens.
- The child's social relationships (whether in the family or at school) has a considerable effect on enhancing his social responsibility values. This finding is consistent with El-Ameri. M study,(2009) suggesting that the social environment in which female students live has a strong influence on earning them social behaviors in addition to its greater effect on their perception of ideas, emotion and social situations . (p242)
- The group discussion ,characterized by better understanding of reality, along with role- play are topping the methods used to develop social responsibility of prep school students. This is consistent with Sharab.A, study (2013)that views group discussion as a guiding method of considerable effect on developing self-confidence and social responsibility of secondary school students. (p343)The previous finding is consistent with Kamel.W,'s study(2005) suggesting that role-play techniques would (i) help confront inconsistent situations the individual experiences in the context of social interactions (ii) allow individuals to acquire new trends that will be turned later into personal traits that are useful for dealing with new situations with greater self-confidence and (iii) help the individual acquire positive feeling after mastering role-play in appropriate behavioral and emotional manner. (p598:569) The researcher noticed that group discussion and role-play contributed to improving interpersonal social interactions as it creates: a common ground of thinking and attitudes, collective conscience, and social integration, which eventually results in improving social responsibility.
- The use of professional language with students has contributed in achieving the research objectives. The student will do his best to perfectly perform the task only when he gets the impression that: (a) he is assigned the task in a manner respecting his person (b) he is voluntarily responsible for the task as member of a group or community (c) the task is a mutual responsibility rather than a dictation by other party and (d) he is addressed in way he can understand. This approach generates motivation and willingness within the student. It proved

- successful in sample by 100%.
- The use of role model achieved positive effect on the study sample by 88%. The tasks the researchers, social workers and class teachers perform to give examples of good work and cooperation have a positive impact on the students.
 - Among the reasons behind weak sense of social responsibility are wrong ideas that lead to misunderstanding of the concept of social responsibility towards oneself, family, others, or the country.
 - The students' sense of affiliation is somehow susceptible to the social conditions the country experiences; however; the impact of such conditions varies among the study sample students.
 - Assignment of roles and tasks to students creates a sense of responsibility while encouragement and role- play methods has a positive impact on enhancing students' self- confidence when fulfilling their tasks. Furthermore, the researcher focused not only on final findings but also on the efforts exerted by the students to achieve the objectives; he was very keen to clarify that to the students and make them realize that there will be regular evaluation of the efforts they do towards the goal . This was intended to help students focus not only on the work outcome but also on the different phases of implementation. When students realize that the main concern is just the final results, they will try to carelessly achieve their objectives (by any means even with cheating). For example, dealing with school police group, the researcher made it clear that order is not just discipline and control but rather a distribution of roles and everyone has a role and every role has its limits. One's role ends when the role of others starts. Eventually roles integrate each other. This approach had a positive influence when applied to the study and succeeded by 98%

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