

Requirements for professional performance development of school social workers for practice technology social work

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ABSTRACT

The study aims to determine the requirements for professional performance development of school social workers for practice technology social work. The study relied on the social survey approach using a simple random sample method for schools. Utilizing a comprehensive survey, the study included (134) social workers. The results of the study identified the most important requirements for the professional performance development of school social workers in terms for practice technology social work, where the order of the dimensions was as follows: valuable, cognitive, and skill requirements.

Keyword requirements, professional performance development, practice technology social work

INTRODUCTION

Schools now perform many of the duties that the family used to fulfill, especially in relation to preparing students socially, preserving the society's culture, and facilitating its transmission from one generation to another. Therefore, it can be said that the school has two functions, one of which is an educational function that emphasizes caring for the students' minds and providing them with the most possible amount of information, knowledge, and educational experiences within an educational framework. The second function is social, concerned with building and forming the students' personalities, modifying their behavior, and working to treat and confront their problems (Habib & Hanna, 2011, p. 317).

The social specialist is one of the educational process systems that must bear responsibility for developing this category. As a profession, social service tends to achieve the desired social change and maintain the overall quality of social life by following problem solutions and need-satisfaction strategies. It also directs its attention toward the different categories in society, including students (Hanna, 2010, p. 178).

Issaoui (2013), thus, confirmed that the social worker performs his professional role in collaboration with multiple social systems, including the student, family, and school systems. Still, this role does not match the changes and events that societies undergo due to the technological revolution that requires the social service profession to reconsider its responsibilities in professional practice.

Accordingly, the professional performance of the social worker is considered the final form of all his practices in the professional situations he deals with. In this context, professional performance has gained much interest within the framework of the societal variables that affect society (Abdul Razek, 2004, p. 2644). Professional performance is the standard by which the level of social specialists can be assessed in their institutions. Therefore, attention must be paid to their continuous training, which would increase professional performance, refine their skills, and gain scientific expertise that supports their performance more effectively (Al-Shawani, 2004, p.143).

The effectiveness of professional performance also requires its compatibility with work methods, needs, relationships with colleagues, the surrounding environmental conditions, and the availability of the appropriate psychological, social, and material climate that motivates work and inspires the desire for teamwork, as well as the point of view of the social worker's superiors and supervisors and the sensitivity of his position in the functional structure of his profession (Khairi, 2007, p. 207).

Enhancing the effectiveness of professional performance improves the institution's services. It contributes to identifying the client's needs, achieving what is called continuous evaluation, identifying shortcomings in performance, and developing appropriate plans to address them (Charron, 2004, p. 7).

Deanaglia and Maryio (2012) asserted that the requirements for the quality of professional performance of workers in social institutions are linked to regular attending constant education programs, considering that these programs necessarily improve the methods of professional performance to help them transform scientific knowledge into professional behavior that enables them to improve their practice and therapeutic interventions with clients. Therefore, social institutions, according to Sheafor and Horejsi (2014), should pay attention to the knowledge, skills, attitudes, and values of social specialists working in them. This does not depend on the psychological, social, and environmental factors that affect them directly or indirectly but rather depends on professional competence, whether cognitive skills, career advancement, or training. This is only obtained with time, experience acquisition, and continuous training (Sheafor & Horejsi, 2014, pp. 254-257).

Therefore, the social work profession must keep pace with modern developments, as the world lives in the information age with the increased use of computers, the spread of the Internet, and the high-speed use of information and communication technologies, which has helped many tech-savvy social work clients benefit from electronic social work. Digital technology and the Internet have changed the nature of social work practice, as contemporary social workers can provide clients with services via online counseling, telephone counseling, video counseling, electronic treatment, self-directed interventions on the web, electronic social networks, e-mail, and text messages, i.e., introducing various forms of digital and electronic social works into what is known as the practice of electronic social work (Reamer, 2013, p. 164).

Despite the use of technology in the professional practice of social work at the levels of clients, their families, social institutions, and society as a whole, this type of practice still needs continuous support and development. Iolo and Jones (2008) stated that the social work profession needs to develop the use of information technology in its professional practice to boost the level of professional practice and empower service recipients. The study also discussed the justifications for the use of information technology in the practice of social work; Iolo and Jones found that it contributes to solving the problem of lack of services and the economic and social exclusion of some groups. As for the level of scientific research in social work, information technology can narrow the gap between research and practice. Hence, Abdel-Qawi (2012) recommended integrating information technology into professional preparation programs for social workers so that the student learns information technology and its applications in the professional context of social work. It also recommended the necessity of organizing training courses for social workers on information technology and how to employ it, as well as working to modify the negative attitudes of social workers towards the use of information technology in professional practice.

Lewis et al. (2010) indicated that technological information networks can develop and support the community of practice for social work. In addition, Tier and Luitgaarden (2018) illustrated that building a professional relationship with clients through tech-enabled social work requires social workers to be familiar with and understand the way conversations are conducted online; thus, providing them with the needed knowledge and skills is inevitably essential. Abu Al-Nasr

(2020) recommended reorganizing professional practice based on information and communication technology and designing new technological methods for research, treatment, and evaluation that respect the dignity of social work clients and maintain their rights to privacy and confidentiality.

Due to the pace and scale of technological change, social workers should engage professionally with digital systems. They must keep learning through continuing professional development, including trainer-led or self-directed online learning, using apps, and reflecting based on professional curiosity to raise individual awareness. The types of CPD offered should be commensurate with social workers' needs and learning styles (British Association of Social Workers, 2019, p.6). Therefore, the researchers believe that integrating digital transformation into social work has become inevitable, as the current situation requires social workers to adopt practice technology social work and use technology mechanisms in all areas and fields of social work, especially the school field. However, this requires social workers to have acceptable performance, efficiency, and effectiveness within the school and to gain knowledge of the cognitive and skill-based aspects of this field. In this regard, social workers should develop their professional performance and enhance their knowledge, skills, values, and means that align with the nature of this electronic transformation. Therefore, the importance of research lies in determining the requirements for professional performance development of school social workers for practice technology social work.

Research Importance

1. Practice technology social work is considered one of the modern global professional practices that encourage the implementation of social work in the digital age. With the world's increasing reliance on technology, the social work profession's primary challenge is how to benefit from technological progress in providing services to clients and working on their problems.
2. Social workers in the school field must develop their knowledge, professional skills, and commitment to ethical values and principles to implement technology social work.
3. The significance of the study emerges from the importance of the technology practice of social work in developing the level of professional practice of social work.

4. This study can contribute to determining the requirements for developing the professional performance of social workers for practice technology social work.

Research goals

The study's primary goal is to determine the requirements for professional performance development of school social workers for practice technology social work. **This study purpose is divided into the three sub-objectives shown below:**

1. Determining the cognitive requirements necessary to develop the professional performance of school social workers for practice technology social work.
2. Identifying the skill requirements necessary to develop the professional performance of school social workers for practice technology social work.
3. Pinpointing the value requirements necessary to develop the professional performance of school social workers for practice technology social work.

Study Questions:

The first main question of the study is: what are the requirements for professional performance development of school social workers for practice technology social work? From this question, three following sub-questions arise:

1. What are the cognitive requirements necessary for professional performance development of school social workers for practice technology social work?
2. What skill requirements are necessary for professional performance development of school social workers for practice technology social work?
3. What are the value requirements necessary for professional performance development of school social workers for practice technology social work?

The second main question of the study is what are the implications of the moral differences between social workers' responses in terms of gender to determine the requirements for professional performance development of school social workers for practice technology social work?

Study concepts

1. Requirements for professional performance development :

Requirements are defined as something or a condition that is required to be available or needed (Mohammed & Bashar, 2017, p. 920).

Professional performance is defined as the social worker's fulfillment of his professional role and functional responsibilities within the framework of the institution where he works. This performance depends on social work-related knowledge, skills, and attitudes that he acquired through his professional preparation and development processes to achieve social work goals in his institution (Al-Dosari, 2008, p. 25).

The requirements for professional performance development of social workers are defined as the set of scientific and professional needs that must be added to the programs for preparing social workers at the cognitive, skill, and value levels (Loosemore, Dainty & Lingard, 2003, p. 159).

The requirements for professional performance development of school social workers for practice technology social work are measured procedurally through the following dimensions: cognitive, skill, and value requirements).

2. Practice technology social work :

Practice technology social work, according to Abu Al-Nasr (2020) is defined as education, training, research, management, and practice of social work by taking advantage of information and communication technology, using the computer, the Internet, and social media. Technology-mediated social work aims to communicate with clients, achieve the goals of helping them remotely, and facilitate communication with colleagues from the same profession or other professions, as well as community institutions and professional organizations. It ultimately enhances conducting social work research and storing, retrieving, and processing data about clients, services, resources, and institutions (Abu Al-Nasr, 2020, p.5).

Theoretical Guidelines of the Research

Communication Theory :

Communication theory is one of the most important theories of professional practice. Communication occurs between two or more people when the receiver interprets the sender's message similarly (Charles Zastrow, 2001, p.130). It is a joint process between two parties to communicate an idea, meaning, experience, or direction appointed by a party represented in a social worker to an individual or a group to achieve specific goals (Menqarius, 2004, p.9).

Communication in social work means "communicating an idea, meaning, experience, or emotional state from one person to another, from one group to another, or from one group to another". The communication cycle consists of the emergence of an idea or experience in the mind of an individual (i.e., the sender), who tries to formulate it in a way that allows it to be sent to where he wants (i.e., the recipient), the verbal formula or formal definition of that idea or experience, and the receiver's interpretation of this message, represented in the receiver's response to this message (Zaidan et al., 2024, pp.73,74).

Specifically, the current study benefits from communication theory, as shown below:

1. Identifying the requirements that help social workers in the various schools under study to develop their professional performance in order to achieve the practice of technology social work.
2. Communication Theory is used in relation to the technology practice of social work as an interactive process that occurs through modern communication. Schools rely on technology communication in all its types and various means to achieve an information exchange network between them and other schools and social organizations at all levels and between them and the students and their families. This ensures the implementation of technology social work by using communication represented in modern technology, such as e-mail, Facebook, and WhatsApp. It also helps to utilize direct and electronic means of communication, such as interviews, implementing training courses and workshops for social specialists, holding periodic meetings with social specialists, and organizing group discussions.

Methodological

Type of the Study: The current study belongs to descriptive research, which is aimed at determining the requirements for professional performance development of school social workers for practice technology social work.

Methodology: Using a simple random sampling method for schools, the study used a comprehensive survey of social workers in these schools.

Study Tools: The researchers designed a measurement form applied to social workers to determine the requirements for professional performance development of school social workers for practice technology social work, which was prepared in the following steps:

- 1. Eruditeness on references, studies, and research** that dealt with professional performance and technology practice to determine the dimensions of the measurement form.
- 2. Tool Validity:** The researchers applied content validity to the tool by reviewing the literature and theoretical frameworks. Then they analyzed previous literature to identify the various dimensions related to the problem. Next, the researchers applied nominal validity to the tool. They presented the tool to seven experts from the Faculty of Social Work, Helwan University staff members who have research experience in the study variables. Consensus on the validity of the tool reached 85%, and the researchers deleted some phrases and reformulated others. Finally, they produced the tool in its final form for application in the field.
- 3. Measurement form stability:** The researchers calculated the statistical validity, where the reliability coefficient is equivalent to 0.85, and then the statistical validity is 0.95. To determine the stability of the tool, the researchers used the Alpha - Cronbach coefficient at a rate of 0.90 accordingly, it is obvious that the correlation values are high and significant at a significant level (0.01) in all dimensions, and the total measurement form significance is 0.01. Hence, the researchers can depend on the results of the tool, indicating that the measurement form has an appropriate degree of stability.
- 4. Measurement form description:** The measurement form includes 32 phrases divided into three basic dimensions: Cognitive requirements structured in 10 phrases from (1:10), Skill requirements in 12 phrases from (11:22), and Value requirements in 10 phrases from (23:32).

5. Method of correcting the Measurement form: The statements of the measurement included three responses: OK, to some extent, and disagree, whose weights are as follows: OK is for 3 points, to some extent for 2, and disagree for 1.

6. Interpretation of scores: The scores are interpreted in light of the highest and lowest scores of the measurement form: The major score of the measurement form is $(32 * 3) = 96$, while the minimum score of the measurement form is $(32 * 1) = 32$.

Table (1) Arithmetic Averages level

If the mean value of the expression or dimension ranges between 1 - 1.67	low level
If the mean value of the expression or dimension ranges between more than 1.67 - 2.34	average level
If the mean value of the expression or dimension ranges between more than 2.34 – 3	high level

Fields of study

A- Spatial field: The research community included 5813 in Cairo from all educational levels, and the tool was applied to (74) schools from all educational levels.

Table (2) shows a spatial field of this research (Schools)

Schools			
1. Al Safwa Private School	2. Muhammad Naguib School	3. Abu Dhabi Bank School	4. Muhammad Farid Primary School
5. Osama Ibn Zaid School	6. Lycee Al Hurriya School, Bab Al-Louq	7. New Generation School	8. Future Al-Helmiya School
9. Al-Fustat Private School	10. Ali bin Abi Talib Secondary School	11. Imam Ali Ibn Abi Talib	12. Al-Naam Preparatory School
13. Abdullah bin Rawaha Preparatory School for Girls	14. Salman Al-Farsi Official Language School	15. Al-Arman Preparatory School for Boys	16. Saad Zaghloul Combined Primary School
17. Dr. Heikal Primary Official Language School	18. Dar Al Salam Preparatory Secondary School	19. Al Salam Preparatory School for Girls	20. Al-Suniya Preparatory School for Girls
21. Al-Radwan Combined School	22. Prince of Poets School	23. Al Salam Official Language School	24. Al Hedaya Private School
25. Helwan Preparatory School	26. Al-Nasr Preparatory School	27. Al Shorouk Official Language School	28. Maadi Secondary School

Schools

29. Al-Khalafa Al-Rashidun Primary School	30. Al Manshaa Al Bakari Secondary School	31. Al-Matareya Secondary School, Benin.	32. Al-Matareya, Benin Military Secondary School
33. Prince of Poets Primary School	34. Al-Mamoun Primary School	35. Bahitha Al Badia Primary School	36. Al Qadisiyah Primary School
37. New Generation Modern School	38. Al-Farouq Primary School	39. Mustafa Kamel Primary School	40. Chamber of Commerce School
41. Ali Mubarak Primary School	42. Martyr Mustafa Hafez School	43. Prophet Musa School	44. Martyr Tariq School
45. Modern School Al-Zahraa	46. Al-Shams Private Language School	47. Manbar Al-Islam Private School	48. Al-Sayyeda Khadija Primary School
49. Mustafa Hafez Primary School	50. Heba Al-Rahman Private School	51. Madbouly Zahran School	52. Maryam Tree Primary School
53. Amr Ibn Al-Aas Joint Preparatory School	54. Al-Jazeera Official Language School	55. Omar Ibn Al-Khattab Secondary School for Boys	56. Al-Amiriya Secondary School for Boys
57. Al-Rashad Secondary School for Boys	58. Abdullah Al-Nadim Primary School	59. Martyr Bassam Preparatory School for Boys	60. Al-Khulafa Al-Rashideen School for Boys
61. Al-Helmeya Secondary School for Girls	62. Abu Bakr Al-Siddiq Primary School	63. Taha Hussein Experimental Language School	64. Martyr Saber Abu Nab Secondary School for Girls
65. Khalid bin Al-Walid School B	66. Al-Sayeda Nafiya Primary School	67. Salman Al Farsi School	68. Al-Sharafa Modern School
69. Ramadan Jalal School	70. Al-Amal School	71. Al Mahdi Modern Private School	72. Muhammad Farid Primary School
73. Martyr Soldier Conscript School, Ibrahim Mustafa Ibrahim, for boys.		74. Martyr Ahmed Khaled Hajjar School	

B- Human Field: The study was applied to (134) social workers in the school field from Cairo.

Characteristics of the study sample :

Table (3) shows the Characteristics of the study sample (N=134)

NO	Variables	Categories of change	R	%	NO	Variables	Categories of change	R	%
1	Gender	Male	60	%44.8	2	Age	Average age	42.8	
		Female	74	%55.2			Total	134	%100
		Total	134	%100			Standard deviation	9.47	
3	The qualification	Bachelors	92	68.7	4	Average years of work	Average	16.9	
		Diploma	41	30.6			Total	134	%100
		Master's	1	0.7			Standard deviation	9.34	
5	From your point of view, what methods can be used to implement the electronic practice of social work?			Application Methods		R	%		
				Facebook application		39	29.1		
				WhatsApp application		50	37.3		
				Instagram application		5	3.7		
				Zoom application		19	14.1		
				Microsoft Teams application		13	9.7		

According to the previous table, the percentage of male social workers is (44.8%) while that of females is (55.2%). It also indicates that the average age of the specialists working in schools is (42.8) years, with a standard deviation of (9.47). Most social workers hold a bachelor’s degree, with a percentage of (68.7). %), and the average years of experience is (16.9) with a standard deviation of (9.34). One of the most common means that can be used in implementing the electronic practice of social work is the WhatsApp application, with a percentage of (37.3 %).

C- Duration: The data collection lasted from October 2023 to January 2024.

Table (4) shows the cognitive requirements for professional performance development of school social workers for practice technology social work (N=134)

NO	Phrases	Mean	S.D	Ranking
1	Providing the social worker with knowledge of professional practice theories that are useful in the electronic practice of social work.	2.72	0.46	6
2	The social worker’s knowledge of the appropriate professional methods to enhance the use of digital transformation in social work practice.	2.70	0.49	7
3	The social worker’s familiarity with different technological methods to provide appropriate works to clients.	2.79	0.46	3

NO	Phrases	Mean	S.D	Ranking
4	Providing the social worker with forms of professional intervention with clients through various technological means.	2.74	0.45	5
5	Attending conferences and scientific forums to learn about developments in electronic social works.	2.67	0.49	8
6	Educating the social worker about the laws and legislation regulating the use of technological means in the practice of social work.	2.80	0.41	2
7	Explaining the importance of benefiting from information technology in developing the application of social work practice with clients.	2.79	0.42	3
8	Providing the social worker with how to select appropriate professional roles for the electronic practice of social work.	2.82	0.37	1
9	Training the social worker on how to understand clients' problems online.	2.67	0.59	8
10	Familiarity of the social worker with information on how to implement the electronic practice of social work.	2.67	0.49	8
Total Dimension		2.74	0.25	High level

professional performance development of school social workers for practice technology social work is high, with an arithmetical average of (2.74). Their ranking in terms of the arithmetical average is as follows: First, providing the social worker with how to select appropriate professional roles for the electronic practice of social work, with an arithmetical average of (2.82), followed by the social worker's awareness of the laws and legislation regulating the use of technological means in practicing social work, with an arithmetic average of (2.80), and, finally, attending conferences and scientific forums to learn about the latest developments in electronic social work and training the social worker on how to understand clients' problems via the Internet and the social worker's familiarity with information on how to implement the electronic practice of social work, with an arithmetical average of (2.74). This is consistent with Ketner and Bolinskey's (2017) findings on the importance of educational preparation and qualification for social workers, which provide them with the knowledge of how to use strategies, technical and internal methods and models, and professional roles.

Table (5) shows the skill requirements for professional performance development of school social workers for practice technology social work (N=134)

NO	Phrases	Mean	S.D	Ranking
1	Developing the social worker's electronic communication skills.	2.79	0.42	1
2	Developing social worker skills to convert paper files into digital files.	2.69	0.50	8
3	Providing social workers with the skills of managing dialogue via social platforms.	2.76	0.44	2
4	Providing the social worker with the skill of assessing the situation via social media networks.	2.67	0.51	10
5	Training on how to conduct electronic professional interviews.	2.65	0.52	11
6	Training on electronic recording of cases being dealt with.	2.73	0.47	5
7	The social worker acquires the skill of providing electronic consultations.	2.69	0.53	8
8	Developing the social worker's ability to electronically defend clients' rights.	2.70	0.45	7
9	Ability to implement the professional intervention program via the Internet.	2.63	0.55	12
10	Employing the capabilities available through electronic networks in developing social work practice.	2.74	0.45	3
11	Training the social worker to use electronic scales with clients.	2.74	0.48	3
12	Training on the actual practice of electronic social work practice skills.	2.73	0.47	5
Total Dimension		2.71	0.28	High level

The previous table shows that the level of skill requirements for professional performance development of school social workers for practice technology social work is high, with an arithmetical average of (2.71). Their ranking in terms of the arithmetical average is as follows: First, developing the social worker's electronic communication skills with an arithmetical average of (2.79), followed by providing the specialist with social dialogue management skills via social platforms with an arithmetical average of (2.76), and, finally, enabling him to implement the professional intervention program via the Internet with an arithmetical average of (2.63). This indicates the importance of communicating and seeking assistance from experts and professional specialists to develop the leadership capabilities of social

workers in the school field during the electronic manifestation of the communication and professional intervention with the students included in the study. This aligns with Michael's (2018) findings, indicating that practicing strategies, techniques, professional roles, models, and scientific approaches requires social work practitioners to have some essential skills.

Table (6) shows the value requirements for professional performance development of school social workers for practice technology social work (N=134)

NO	Phrases	Mean	S.D	Ranking
1	The necessity of maintaining the confidentiality of customer information when using digital technology.	2.89	0.35	1
2	Obtaining verbal or written consent from customers to communicate with them electronically.	2.73	0.53	9
3	Taking into account individual differences between customers in their ability to use digital technology.	2.86	0.34	4
4	Achieving social justice in providing electronic works.	2.86	0.36	4
5	Taking into account flexibility in providing programs and activities to clients.	2.86	0.34	4
6	The necessity of seeking the help of experts during the implementation of professional intervention programs electronically.	2.73	0.46	9
7	Applying the principle of electronic community participation when preparing the activity plan.	2.80	0.43	8
8	Taking into account transparency in using data collection tools with clients.	2.89	0.33	1
9	Respect the organization's professional work regulations when dealing with customers electronically	2.87	0.39	3
10	Objectivity with clients during electronic professional work.	2.84	0.42	7
Total Dimension		2.80	0.23	High level

The previous table illustrates that the level of value requirements for professional performance development of school social workers for practice technology social work is high, with an arithmetic average of (2.80). Their ranking in terms of the arithmetical average is as follows: First, the necessity of maintaining the

confidentiality of clients' information when using digital technology, followed by taking into account transparency in the use of data collection tools with clients with an arithmetical average of (2.89), and, finally, both obtaining verbal or written consent from clients to communicate with them electronically and the necessity of seeking the assistance of experts while implementing professional intervention programs electronically with an arithmetical average of (2.73).

Results related to the study's hypotheses test:

Table (7) shows the Requirements for professional performance development of school social workers for practice technology social work (N=134)

No	The dimension	Average	Ranking
1	Cognitive requirements	2.74	2
2	Skill requirements	2.71	3
3	Value requirements	2.80	1
The sum of the dimensions as a whole		2.75	

The previous table demonstrates that the level of requirements for professional performance development of school social workers for practice technology social work is high, with an arithmetic average of (2.75). The order of the dimensions in terms of the arithmetic average is as follows: the value requirements with an arithmetic average of (2.80), the cognitive requirements with an arithmetical average of (2.74), and the skill requirements with an arithmetical average of (2.71), respectively.

Table (8) shows implications of the moral differences between the responses of social workers according to gender to determine the requirements for professional performance development of school social workers for practice technology social work (N=134)

Variable	Total requirements for professional performance development							
gender	Variable classes	Arithmetic average		Standard deviation		T coefficient	df degree Freedom	Significance
	Male	60	86.8	8.34	4.509	133	D at 0.036*	
	Female	74	89.4	5.75				
**Moral at (0.01)				*Moral at (0.05)				

The previous table shows fundamental differences between school social workers regarding the requirements for developing their professional performance in terms of gender, in favor of females. The values of the F test and its significance indicate statistically significant differences at a significance level of 0.05 between school social

workers about their responses towards the requirements for professional performance development based on gender.

Discussion of the results of the study

The current study found that

- The most important knowledge requirements necessary to develop the professional performance of school social workers for practice technology social work included guiding social workers with the appropriate professional roles for the technology practice of social work, educating them about the laws and legislation regulating the use of technological means in practicing social work, explaining the importance of utilizing information electronic in developing the application of social work practice with clients, familiarizing social workers with various technological methods to provide appropriate services to clients, providing social workers with forms of professional intervention with clients through various technological means. This stresses the need for social workers in the school field under study to be provided with knowledge, information, and facts related to developing their professional performance while practicing technology social work. This can be achieved through constant communication between senior leadership (i.e., the sender) and social workers who practice social work electronically (i.e., the receiver) to identify the needs and means that can help them achieve this goal, which can be represented in discussions and periodic meetings among them, implementing training courses and workshops for social workers. This would help them choose appropriate professional roles for the technology practice of social work, provide aid and services to students who need them, and provide them with technological methods and means that enable them to understand students' problems. This also contributes to intervening professionally through technological means in order to deal with the problems that students suffer from, and this agrees with communication theory as a theoretical guide for the study.
- The most important skill requirements necessary to develop the professional performance of school social workers for practice technology social work are as follows: developing the social workers' electronic communication skills, providing them with the skills of managing dialogue through social media platforms, employing the capabilities available through electronic networks in developing social work practice, training them to use electronic measures with

clients, training them on the electronic recording of the cases that are dealt with, guiding them to the actual practice of electronic social work skills, developing their ability to defend clients' rights electronically, acquainting them with the skill of giving electronic consultations, developing their skills to convert paper files into digital ones. This confirms the need for social workers in the school field under study to have many skills that help them develop professional performance to practice social work by the Internet. Social workers' success in dealing and communicating with students electronically depends on the extent to which they have professional skills: The social worker's communication (as a sender) and his interactions with students (as a receiver) are among the roles, tasks, and professional work that he must perform in the school. Accordingly, they need training and qualification through courses related to developing their performance and abilities in order to practice technology social work with students. These course and training programs are implemented by the school itself or by other concerned organizations with the aim of helping social workers acquire many of the skills they need to achieve success in carrying out electronic social work, such as knowing how to communicate with students and other institutions electronically, how to use and apply standards with students electronically, record student cases that are dealt with electronically, provide professional advice and consultations for student cases that are dealt with electronically, defend the rights of students and their families to achieve their demands and needs that must be met for them, and other professional skills. Therefore, the level of the dimension as a whole regarding the skill requirements necessary to develop the professional performance of school social workers to practice technology social work was high.

- The most important value requirements necessary to develop the professional performance of school social workers to practice technology social work are as follows: maintaining the confidentiality of clients' information when using digital technology, taking into account transparency in the use of data collection tools with clients, respecting the organization's professional work controls when dealing with clients electronically, acknowledging individual differences between clients in their ability to use digital technology, achieving social justice in providing electronic services, obtaining

flexibility in providing programs and activities to clients, ensuring objectivity with clients during electronic professional work, applying the principle of electronic community participation when preparing the activity plan, and seeking the assistance of experts during the implementation of technology professional intervention programs. The level of the dimension as a whole, related to the ethical requirements necessary to develop the professional performance of school social workers to practice technology social work was also high. Social workers in schools under study need to have some ethical values and professional principles that must be inherent in them and adhere to in order for them to succeed in practicing electronic social work. They deal with individual and group cases that need assistance; accordingly, social workers in schools must be familiar with many of the valuable aspects that must be followed when practicing technology social work.

- The current study found that there are fundamental differences between the responses of the school social workers towards the requirements for professional performance development according to gender, in favor of females, This does not agree with Al-Rashid's (2020) findings, which concluded that there are no statistically significant differences between the responses of the study sample regarding the training needs of social workers in the field of rehabilitation according to gender.

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