

Training Needs of Social Work Students

**"A study applied on students of social work at King Faisal
University"**

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Abstract

Training is considered as one of the main tools for human resources development as it adds and improves the level of information, supports trends and increases skills. In addition, the success of training depends on the extent to which the training bodies organize, plan and establish training rules to ensure its advancement, implementation, follow-up and development. Thus, this study aims to identify the differences in the level of training needs for male and female students according to the difference of gender and to identify the relationship between age and level of training needs and to determine the order of training areas (knowledge, skills, self-development) as defined by the students of social work students according to the level of their needs. The study was applied on 380 first year students at social work Department at King Faisal University. One of the most important results was that male students had a higher level of training needs in knowledge, skills and self-development than male students. Moreover, there was no statistically significant relationship between age and the level of training needs related to skills for students, except for knowledge and self-development where there was a statistical significant relationship between age and the level of training needs. In light of the findings of the study, the researchers made a number of recommendations, most notably the need to pay attention to identifying the training needs for students as it is an important step in the future planning process of training with the need to take into account the variability of both gender and age, and prioritize training needs related to knowledge associated with university services and evaluating curricula as well as self-learning skills and presentation skills. In addition to the training needs related to self-development, social intelligence and positive thinking.

Key words:

Training Needs, Knowledge Development, Skills Development, Behavior and Attitudes Development

Introduction

Training is one of the most important issues involved in building and developing human beings, especially in this era which is characterized by rapid development and scientific progress in all aspects of life. In addition, training has great importance as it increases the efficiency and productivity of individuals and provides them with the best methods and practices in their fields. It can be said that training has been a top priority at institutions seeking to compete and survive to the highest quality. (Al-Gameel, 2016, p 6)

Al-Ta'ani stresses that training is an important source for preparing and developing human resources, developing work performance and increasing production and productivity. It is also an urgent necessity for rapid development in all fields in order to keep pace with the rapid development that puts individuals in front of new responsibilities and many tasks and burdens. (Al-Ta'ani, 2002, p. 88)

Al-Zamil study also emphasizes that in order to find an effective training capable of achieving its goal, it is necessary to plan well and properly identify the needs of the trainees. There is no doubt that the success of the training process is linked to meeting the specific needs of each category of the organization (Al-Zamil, 2009, p. 43).

Therefore, training is the centerpiece of the development process in society. It is the tool and means of development and it is the main engine for all aspects. It is also a pliable tool that, if properly exploited, can achieve the optimal efficiency of education and put its theories into proper application to achieve optimal performance and achieve growth and prosperity for society. The results of research of Miller and Hijazi, showed the role of training in the growth of the economy and social life as well as its role in the growth of culture and civilization in general, and that it is of great importance as it is considered the basis of all learning and development of the human beings and then the progress of society and its construction. (Miller & Osinski, 2002), (Hejazi, 2010).

Thus, training and development in its modern concept are an integrated framework and a strategic choice in the development of human resources that the University seeks to meet the challenges of changing work requirements, considering that training leads to the transfer of technical and practical knowledge in a way that enables

students in particular to meet any challenges posed by knowledge acceleration within the current learning environment and in the future work environment.

The National Commission for Academic Accreditation and Assessment (NCAAA) has confirmed that there are “characteristics” that should be available for students and that higher education institutions “universities” should pursue to achieve these characteristics such as the ability to apply this knowledge intelligently and constructively when dealing with expected and usual issues and problems related to employment and other aspects of lives, as well as the ability to work individually or collaboratively in group activities effectively, the ability to act responsibly, and to initiate to achieve self and social goals, the ability to communicate effectively orally and in writing, the ability to effectively use commonly used communication and information technology, the ability to act in ways that are consistent with Islamic values and beliefs which reflect faithfulness, responsibility, and commitment to community service, and the ability to act reliably and responsibly in personal and career situations. (National Commission for Academic Accreditation and Assessment, 2009, pp. 28:25). It is evident here the need for concerted efforts by colleges, programs and bodies concerned with development and improvement to ensure the quality of education to achieve those characteristics for their graduates.

As a result, identifying training needs is the cornerstone of the success of the training process and represents the basic start to build effective programs, based on a diagnosis of real problems that hinder required performance, so training needs must be properly identified so that program designers are able to determine the quantity and type of knowledge and skills needed to be selected in the programs to be implemented, and to choose the appropriate training methods for the transfer of this knowledge and skills (Abu Alnasr, 2009, p. 38), (Annese, 2003, p. 106). Al-Kubisi points out that the process of identifying the training needs must be done in scientific ways without improvisation and without the participation of individuals who are not involved in these programs, which result in failure of these programs. While identifying the training needs contributes to the decreasing of expenditure on training programs. (Al-Kubisi, 2010, pp. 103-105).

The importance of this study came from the importance of the topic which is the process of identifying the actual training needs, which target one of the most important pillars in the educational

process, namely students in general and social work students in particular, and it is the first and essential step in the training process where identifying and implementing this process accurately according to clear scientific methodologies contributes to increase the effectiveness and efficiency of the training programs because of their relevance and influence on other factors such as (the training program design, choosing the appropriate training methods, qualified trainers, choosing the right place and time, and evaluating the training process).

Taking everything into account, this study aims at identifying the differences in the training needs of students of social work and the difference between male and female students in the level of training needs according to the difference of gender and age variables. In addition to identifying the training areas (knowledge, skills, self-developing) as defined by the students of social work from their point of view to determine the type and level of training required for these students and access to training programs that help them achieve professional and self-development and enable them to perform their duties and responsibilities at the university and at future jobs they are looking for efficiently.

Al-Kubisi & Helal emphasize that training must be planned within the actual training needs of the target group to be effective. In addition, identifying the training needs must depend on diagnosing the shortcomings of the trainees and identifying the improvements and changes that should be made to develop their skills, expand their knowledge and modify their behaviors in order to identify changes in information, trends and skills. (Al-Kubisi, 2010, p. 32), (Helal, 2003, p. 65).

The researchers noted through their work at the University that the level of performance of some social work students at King Faisal University remains largely linked to the achievement aspect, reflecting the shortcomings in some of the performance and skills due to the relative focus on knowledge and experience associated with courses without focusing on the new trends in integrated skills training that helps them to adapt and invest in scientific and technical changes according to the requirements of the labor market. Based on the above, it is clear that KFU social work students need more training programs that focus on (knowledge, skills, and self-development) and that these programs should reflect the actual training needs of KFU social work students. Therefore, the researchers felt the need to conduct a study to identify the differences in the training needs of students of social work

and the difference between male and female students in the level of training needs according to the difference of gender and age to determine the order of training areas (Knowledge, skills, self-development) as determined by students of social work depending on the level of their needs.

There are many opinions of specialists in the field of training on the concept of training needs. Alghohany defined the training needs as a set of changes and required positive developments in the information, experience and knowledge of workers which raise their competence, skills and attitudes to make them able to perform their work optimally. (Alghohany, 2008, p. 7). As for Memar defined them as a group of specific skills, knowledge and trends that an individual in an organization or job needs in order to perform certain tasks more efficiently and effectively. (Memar, 2010, p. 122)

In the framework of this study, training needs are defined as a set of changes or developments to be made in the students' information, skills, behavior, abilities and attitudes in order to reach the required performance levels and the learning environment desired by the institution. Thus, the training needs in this study at the individual level include the knowledge, skills and self-development needed by social work students at King Faisal University necessary to graduate outstanding students able to meet the needs of labor markets.

Purpose of the study

1. Defining the differences of training needs among the male and female social work students.
2. Defining the difference of the level of training needs among the social work male and female students according to gender variable.
3. Defining the relation between age and the level of training needs of social work male and female students.
4. Defining the order of training fields (knowledge, skills, self-development) as they were defined by the social work male and female students.
5. Getting proposals for training programs for social work male and female students.

Reasons for choosing gender and age variables

As for the gender variable:

- There is a separation between males and females in education systems at universities in Saudi Arabia, and therefore there is a need to identify the training needs of each of them separately.

- Some studies such as Al-Khatib (2013) has confirmed that there are no differences in the training needs between males and females, while Al-Bakr (2017) study said that the differences between males and females in the training needs were for males. However, Al-Sayed (2018) said that the differences between males and females in the scale of training needs were for females, and for these differences between these studies, the current study will identify the differences between males and females in the training needs of students of social work.

As for the gender variable:

The enrollment of social work students is carried out immediately after completing the secondary level; there are also a number of students who are enrolled after exhausting years of failure in other academic departments in the college, in addition to the transfers of some students from other colleges in the university to the social work department which does not have any university or college pre- requirements.

Study Hypothesis

- There is a statistically significant correlation between training needs for male and female social work students (study population).
- There is a statistically significant correlation between some demographical variables (gender, age) and degree of training needs for the social work students (study population).

Method

Study Design:

The current study is part of a cross-sectional study designed to assess the differences of training needs among male and female social work students, the differences of the level of training needs among social work male and female students according to gender variable, the relation between age and the level of training needs of social work male and female students, and the order of training fields (knowledge, skills, self- development) as they were defined by the social work male and female students.

Popoulation

The study included all first year students of social work department at KFU (149 male students and 231 female students). Data has been collected in 2018.

The level of training needs has been judged as the following:

Indicator	Phrases number	Lowest value	Highest value	difference	Low	Medium	High
1	10	10	30	6	10- 16	17- 23	24-30
2	20	20	60	13	20-33	34- 47	48-60
3	20	20	60	13	20-33	34-47	48-60
Lowest weight		1	3	0.66	1-1.66	1.67- 2.33	2.33- 3

Data Collection Procedure and Ethical Considerations:

For this study, we created and administered a questionnaire with a cover letter explaining the purpose of the study, potential confidentiality issues, and informed consent to the respondents. The data collection process lasted for 45 days.

Measurement Instruments

The author of this study have followed the following steps to prepare the questionnaire: first, defining data and information related to questions within the tool, in accordance with the review of scientific references and previous studies around the subject, the procedural concepts of cases and meetings with teaching staff and students. Then, the researchers have composed the questions of the questionnaire taking into considerations the aims and dimensions of the study.

The initial form of the questionnaire contained two dimensions. The first one contained the personal characteristics (Gender, Age). The second one contained the cognitive training needs consisted of 10 items, the skillful training needs consisted of 20 items and the self-development related training needs consisted of 20 items). The researchers have executed the validity of the tool content through presenting it to (10) members of social work teaching staff, the agreement was not less than 80%. Some phrases have been omitted and others have been paraphrased. Hence, the final form has been composed. Statistical stability has been applied on a sample of (20) male and female social work students at KFU using Cronbach's Alpha, the stability factor was (0.84). Split – half Spearman – Brown equation also applied for tool stability and the stability factor was (0.89).

Ethical Considerations

Prior to data collection, ethical clearance was obtained from university. In addition, verbal consent from the respondents was obtained prior to the commencement of the study.

Study Results

The analysis of study results showed the characteristics of the sample as the following:

- According to the distribution of the sample according to gender: the female students were 60.8% of the sample and 39.2% were males. That showed the variety of students at KFU. According to age the male students (22 years) of (2.97%), while females (21 years) of (2.44%). That showed proportion of the sample according to age variable.

Table (2) - Training needs related to the knowledge of male and female social work students Male students= 149 Female students= 231

s.	Training needs (Knowledge)	Level of training needs for social work male students						Weighted average	level	order	Level of training needs for social work Female students						Weighted average	level	order
		High		Medium		Low					High		Medium		Low				
		K	%	K	%	K	%				K	%	K	%	K	%			
1	The quality and accreditation concepts in the Higher education institutions.	56	37.6	83	55.7	10	6.7	2.31	High	6	83	35.9	105	45.5	43	18.6	2.17	Medium	4
2	The strategic plan of the university	60	40.9	71	47.7	17	11.4	2.29	High	7	83	35.9	106	45.9	42	18.2	2.18	Medium	2
3	Evaluation of curricula to enhance the educational process	64	43	73	49	12	8.1	2.34	High	4	112	48.5	97	42	22	9.5	2.38	High	1
4	Academic support and counsel.	74	49.7	54	36.2	21	14.1	2.35	High	3	81	35.1	109	47.2	41	17.7	2.17	Medium	4
5	University services (library, housing, food, medical, transportation, licenses, loans)	75	50.3	62	41.6	12	8.1	2.42	High	1	85	36.8	102	44.2	44	19	2.18	Medium	2
6	Disciplinary rules for students	51	34.2	75	50.3	23	15.4	2.18	High	10	66	28.6	92	40.3	72	31.2	1.97	Medium	10
7	Students' activities	75	50.3	58	38.9	16	10.7	3.39	High	2	77	33.3	120	51.9	34	14.7	2.16	Medium	6
8	First aids	66	44.3	58	38.9	25	16.8	2.27	High	8	74	32	87	37.7	70	30.3	2.02	Medium	9
9	Scientific research (concepts, techniques, ethics)	53	35.6	82	55	14	9.4	2.26	High	9	63	27.3	117	50.6	51	22.1	2.05	Medium	8
10	University values	56	37.6	87	58.4	6	4	2.33	High	5	72	31.2	101	43.7	58	25.1	2.06	Medium	7
The weighted average of training needs of Male social work students (Knowledge)								24.4	High	The weighted average of training needs of female social work students (Knowledge)						21.34	Medium		

The above-mentioned table shows that the level of training needs related to knowledge for male social work students is “high” as the weighted average =24.4, within (24:30). The highest training needs for them was the university services (library, housing, food, medical, transportation, licenses, loans) as the weighted average =2.42 while the lowest one was the disciplinary rules as the weighted average = 21.34, within (17:23). The highest training needs related to knowledge for female social work students was the evaluation of curricula to enhance the educational process. The weighted average was 2.38. While the lowest one was the disciplinary rules as the weighted average was 1.97.

Table (3) - Training needs related to skills for male and female social work students Male n= 194 female n= 231

s.	Training needs (Skills)	Level of training needs for social work male students						Level of training needs for social work Female students						Weighted average	level	order	
		High			Medium			High			Medium						
		K	%	order	K	%	order	K	%	order	K	%	order				
1	Computer basics	57	38.3	74	49.7	18	12.1	9	55	23.8	79	34.2	97	42	1.82	Medium	16
2	(Microsoft Word)	46	30.9	75	50.3	28	18.8	15	47	20.3	93	40.1	91	39.4	1.81	Medium	17
3	(Microsoft Power Point)	44	29.5	77	51.7	28	18.8	16	54	23.4	109	47.2	68	29.4	1.93	Medium	13
4	(Microsoft Excel)	51	34.2	63	42.3	35	23.5	10	46	19.9	118	51.1	67	29	1.90	Medium	14
5	(Macromedia Flash)	44	29.5	68	45.6	37	24.8	20	50	21.6	138	59.7	43	18.6	1.03	Low	20
6	Social media network employment within the educational process	63	42.3	58	38.9	28	18.8	10	97	42	113	48.9	21	91	1.32	Low	19
7	Using BANNAR system	77	51.7	29	19.5	43	28.9	11	55	23.8	78	33.8	98	42.4	1.81	Medium	17
8	Cloud storage	38	25.5	81	54.4	30	20.1	19	86	37.2	119	51.5	26	11.3	2.26	Medium	5
9	Searching within data bases and digital libraries	48	32.2	77	51.7	24	16.1	14	67	29	101	43.7	63	27.3	2.01	Medium	12
10	Creative thinking	69	46.3	72	48.3	8	5.4	4	52	22.5	136	58.9	43	18.6	2.03	Medium	10
11	Statically analysis using SPSS	38	25.5	84	56.4	27	18.1	18	46	19.9	101	43.7	84	36.4	1.83	Medium	15
12	Self-learning	71	47.7	64	43	14	9.4	1	28	29.4	103	44.6	60	26	2.03	Medium	10
13	Preparing researches and scientific stickers	57	38.3	66	44.3	26	17.4	11	74	32	117	50.6	40	17.3	2.14	Medium	9
14	Community engagement skills	51	34.2	75	50.3	23	15.4	13	72	31.2	133	57.6	26	11.3	2.19	Medium	7
15	Studying Well	65	43.6	70	47	14	9.4	7	78	33.8	117	50.6	36	15.6	2.18	Medium	8
16	Effective Discussion	64	43	63	42.3	22	14.8	8	88	38.1	116	50.2	27	11.7	2.27	Medium	3
17	Dealing with others	82	55	46	30.9	21	14.1	4	83	35.9	116	50.2	32	13.9	2.22	Medium	4
18	Problem solving and taking decisions	85	57	50	33.6	14	9.4	3	84	36.4	113	48.9	34	14.7	2.21	Medium	6
19	Time management	88	59.1	48	32.2	13	8.7	2	105	45.5	97	42	29	12.6	2.32	Medium	2
20	Presentation skills	72	48.3	64	43	13	8.7	6	102	84.2	117	50.6	12	5.2	2.38	High	1
The weighted average of training needs of Male social work students (skills)		The weighted average of training needs of female social work students (skills)												39.69	Medium		
														45.41	Medium		

The above-mentioned table shows that the level of training needs related to skills for male social work students is “Medium” as the weighted average =45.41, within (34:47). The highest training needs for them was self-learning skills (as the weighted average =2.88) while the lowest one was Macromedia Flash program as the weighted average was 2.04. The level of training needs related to skills for female social work students is “Medium” as the weighted average =39: 69, within (34:47). The highest training needs related to skills for female social work students was the presentation skills. The weighted average was 2.38. While the lowest one was Macromedia Flash program as the weighted average was 1.03.

Table (4) - The training needs related to self-development of male and female social work students Males (n=149) Females (n=231)

s.	Training needs (Self-development)	Level of training needs for social work male students						Level of training needs for social work Female students						order	level	Weighted average			
		High			Medium			High			Medium								
		K	%	order	K	%	order	K	%	order	K	%	order						
1	curriculum vitae	83	55.7	60	40.3	6	4	2-51	High	2	80	34.6	118	51.1	33	14.3	2-20	Medium	12
2	Personal interview	76	51	65	43.6	8	5-4	2-45	High	7	78	83.8	116	50.2	38	16	2-17	Medium	15
3	Preparing and designing projects	60	40.3	70	47	19	12-8	2-27	Medium	20	57	24.7	127	50	47	20.3	2-04	Medium	19
4	Negotiations	68	45.6	65	43.6	16	10-7	2-34	High	15	56	24.2	128	55.4	47	20.3	2-03	Medium	20
5	Self-dependant& self-confidence	79	53	62	41.6	8	5-4	2-47	High	4	92	39.8	105	45.5	34	14.7	2-25	Medium	7
6	persuasion	74	49.7	66	44.3	9	6	2-43	High	11	85	36.8	115	49.8	31	13.4	2-23	Medium	9
7	small projects management	81	54.4	56	37.6	12	8-1	2-46	High	6	81	35.1	102	44.2	48	20.8	2-14	Medium	18
8	Creativity & initiatives	75	50.3	66	44.3	8	5-4	2-44	High	9	98	42.4	101	43.7	32	13.9	2-28	Medium	6
9	Vocational work market skills	71	47.7	63	42.3	15	10-1	2-37	High	14	62	26.8	133	57.6	36	15.6	2-11	Medium	16
10	continuous learning culture	75	50.3	66	34.3	8	5-4	2-44	High	9	69	29.9	143	61.9	19	8.2	2-21	Medium	11
11	Team work management	66	43.3	68	45.6	15	10-1	2-34	high	15	75	32.5	127	55	29	12.6	2-19	Medium	13
12	Observation	83	55.7	51	34.2	15	10-1	2-45	High	7	79	34.2	99	42.9	53	22.9	2-11	Medium	16
13	Managing& organizing events	72	48.3	65	43.6	12	8-1	2-40	High	12	92	39.8	104	45	35	15.2	2-24	Medium	8
14	Effective leadership skills	61	40.9	75	50.3	13	8-7	2-32	Medium	18	91	39.4	19	51.4	12	5.2	2-24	High	4
15	Volunteer efforts management	63	42.3	73	49	13	8-7	2-33	Medium	17	90	39	97	42	44	19	2-19	Medium	13
16	Concentration and memory power	71	47.7	68	45.6	10	6-7	2-40	Medium	12	97	42	108	46.8	26	11.3	2-30	Medium	5
17	Etiquette & social ethics	81	54.4	60	40.3	8	5-4	2-48	High	3	94	40.7	96	41.6	41	17.7	2-22	Medium	10
18	Social intelligence	90	60.4	55	36.9	4	2-7	2-57	High	1	112	48.5	91	39.4	28	12.1	2-36	High	3
19	Positive thinking	78	52.3	64	43	7	4-7	2-47	High	4	123	53.2	84	36.4	24	10.4	2-42	High	1
20	Camps	60	40.3	71	47.7	18	12-1	2-28	Medium	19	114	49.4	96	41.6	21	9.1	2-40	High	2
The weighted average of training needs of Male social work students (self-development)														48.22	High	The weighted average of training needs of female social work students (self-development)		44.43	Medium

The above-mentioned table shows that the level of training needs related to self-development for male social work students is “High” as the weighted average = 48.22, within (48:60). The highest training needs for them was social intelligence (as the weighted average =2.75) while the lowest one was Preparing and designing projects as the weighted average was 2.27. The level of training needs related to self-development for female social work students is “Medium” as the weighted average = 44.43, within (34:47). The highest training needs related to self-development for female social work students was the positive power. The weighted average was 2.42. While the lowest one was Negotiation as the weighted average was 2.03.

Table (5) -The difference between sample groups according to gender variable to define the level of training needs (n=380)

Variant	Gender	N	Average	Standard deviation	T value	Freedom degree	indication
Training needs (Knowledge)	Males	149	23.19	3.49	3.699	378	0.001 indicated for males
	Females	231	21.38	5.26			
Training needs (skills)	Males	149	45.13	6.57	3.707	378	0.001 indicated for males
	Females	231	42	8.86			
Training needs(self-development)	Males	149	48.47	7.20	4.207	378	0.001 indicated for males
	Females	231	44.53	9.85			

“Significance level: 0.01”

“Significance level: 0.05”

The above-mentioned table shows that there is a statistical significance differences between male and female social work students at the level of their training needs. The differences tend to males at the level of training needs (knowledge, skills and self-development).

Table (6) - The relation between age and the level of training needs of male and female students At KFU. (n=380)

Variable	Level of training needs	R value	Significance
Age	Knowledge	- 0.130	0.011
	Skills	- 0.046	3.76
	Self- development	0.125	0.001

**significant at level: 0.01

- Non-significant at level: 0.02

The above-mentioned table shows that there is no statistical significance between age and the training level related to skills except the training level related to knowledge and self-development. Where there is a statistical significance relation between age and level of training requirement related to knowledge and self-development

Although there is a moral significance relation between age and training needs related to knowledge and self-development, there is adverse moral significance relation between age and training needs related to knowledge. That means the higher age the less training needs related to knowledge and university life requirements.

Table (7)- Order of training needs as it defined by male and female social work students

Social work male students n=149				Social work female students n= 213			
Training needs	Weighted average	Standard deviation	Order	Training needs	Weighted average	Standard deviation	Order
Knowledge	24.14	3.49	3	Knowledge	21.34	5.26	3
Skills	45.41	6.45	2	Skills	39.69	8.86	2
Self-development	48.22	7.20	1	Self-development	44.43	9.86	1

The above-mentioned table shows that the order of training needs as it defined by social work male students is the training needs related to self-development with a weighted average of 48.22 at the first rank, the training needs related to skills with a weighted average of 45.41 at the second rank. The training needs related to knowledge with a weighted average of 24.14 at the third rank. While the order of training needs as it defined by social work female students is the training needs related to self-development with a weighted average of 44.43 at the first rank, the training needs related to skills with a weighted average of 39.69 at the second rank and the training needs related to knowledge with a weighted average of 21.34 at the third rank.

Discussion

The study defined the training needs for both male and female social work students at KFU. The results were consistent with some studies and non-consistent with others. The current study defined the level of training needs of social work students related to knowledge as “High” and the most training needs related to knowledge was knowledge related to university services (library, housing, food, clinical, transportation, licenses and loans). That may refer to the level of social work students’ interest to know the services provided by the university to benefit from them. Where the least training needs for male social work students was knowledge related to the definition of the disciplinary rules that may refer to knowing them through orientation programs provided by the university to new students after joining in. While the level of training needs related to knowledge of female social work students was “medium”. The most training needs related to knowledge were related to evaluation of the curricula to

enhance education process. That may refer to the level of female students' recognition of their role in the process of quality assurance and their positive role to evaluate the curricula as a necessary step for continuous enhancing and developing of education process. This is considered to be as one of institutional and program accreditation requirements (Education and Training Evaluation Commission, 2018). Where the least training needs for female social work students related to knowledge were the knowledge related to the definition of the disciplinary rules.

The level of training needs of male social work students related to skills is "medium" and the most training needs related to skills were the self-learning skills as one of the effective strategies that helps them to be self-independent to achieve, study and follow up. That was asserted by the study of Hossam & Soha (2012), as the study of Masoudy (2010). Whereas the least training needs for male social work students were the skills related to using Macromedia Flash. That may refer to being, as a special program for computer specification and it has no direct role to be employed in social work education. That does not consistent with the study of Abdul-Aziz & Asaad (2015).

While the level of training needs related to skills of female social work students was "Medium". The most training needs related to skills were related to presentation skills. That may refer to that skills are highly needed to be used in presenting extracurricular activities, single or group presentations, graduation programs, seminars and students' conferences). This is consistent with the study of Alrashedy (2013), as the study of Alshmaat, (2013). Whereas the least training needs for female social work students related to skills were the skills of using Macromedia Flash. That may refer to being as a special program for computer specification and it has no direct role to be employed in social work learning. That is consistent with the results of male social work students.

The level of training needs of male social work students related to self-development is "High" and the most training needs related to self-development were the social intelligence. That may refer to the level of the sample interest of social work. The social intelligence is considered as a main pillar for communication with others to enhance the positive work relations. That was asserted by the study of Ketfy (2015) and the study of Altaee (2009). Whereas the least training needs for male social work students related to self-development were preparing and designing projects. That may refer to that projects are not required from the sample (First year students).

While the level of training needs of female social work students related to self-development is “Medium” and the most training needs related to self-development were the positive thinking. That may refer to the level of the sample interest of positive thinking in all problems. That is asserted by the study of Kamal (2016). Whereas the least training needs for female social work students related to self-development was negotiation. That may refer to that the sample does not have the chance to apply negotiation within a practical frame.

There are statistical significance differences between male and female social work students at the level of their training needs. The differences tend to males at the level of training needs (knowledge, skills and self-development). That may refer to that male students have training needs that may help them to work in the future. There is no statistical significance between age and the training level related to skills except the training level related to knowledge and self-development. Whereas there is no statistical significance between age and the training level related to knowledge and self-development. Although there is a moral significance between age and training needs related to knowledge and self-development, there is no adverse moral significance between age and training needs related to knowledge. That means the higher age the less knowledge. That may refer to that most knowledge may be related to university stage, while self-development relation is a moral positive relation as it related to age variable. That means that age affects the self-development side. That shows that the higher age the higher need for skills and programs related to self-development that help to future work at the social work career.

The order of training needs as it defined by social work male students is the training needs related to self-development at the first rank, the training needs related to skills at the second rank and the training needs related to knowledge at the third rank. While the order of training needs as it defined by social work female students is the training needs related to self-development at the first rank, the training needs related to skills at the second rank and the training needs related to knowledge at the third rank. That refers to the level of sample interest to self-development that helps them to join in future social jobs. Hence, the researchers recommended the necessity for defining training needs as it is an important step to training planning, the importance of training needs related to knowledge related to university

services and evaluation of curricula, the importance of caring about training needs related to self-learning, presentation skills, developing social intelligence and positive thinking. The most important obstacles that faced the researchers were the length of application time as it needs some of legal and administrative regulations. The researchers overcame the obstacles by following regulations while for the lack knowledge of the sample about application of the scientific research, the researchers overcame that by presenting a brief presentation for the sample about the nature of the response and questionnaire and the results to show the needs related to each field of training needs that are related to social work students before application.

Study Limitations

- The study faced some limitations and as a result future researchers are advised to implement the following suggestions for replicating such types of study. A major limitation of this study included sampling bias. The participants were first-year social work students at King Faisal University. Thus, the sample was heavily weighted towards fresh students, which is not a representative sample of the general social work student population in KFU University.
- The demographical variables are limited within gender and age; it would be more directed if selecting other different demographical variables as examples to the level of study.
- The study is limited with the exploration; it would be more valuable if the study is done with predictive purposes.

Implications for Social Work Practice

- Help social work colleges in the planning process of training programs and then develop a training plan according to the actual needs of students of social work, which will benefit the students and then the community.
- Help first year students of social work in acquiring the experiences of the university life and its requirements as well as providing them with the knowledge, skills and abilities for self-development. In addition to joining the training programs that are planned according to the actual need and the lack of knowledge or skills lead to the development of skills and knowledge of the students and serve as the basis on which the higher levels of social work skills to achieve outstanding graduated students who are able to meet the needs of local and international labor markets.

Conclusion

All in all, the results of the current study assert the importance of pre-planning for defining the training needs for both male and female social work students according to the actual need that supports the preparation of graduates to be able to compete locally and internationally. The researchers have noticed that there are some future researches related to the current study embodied in the following; defining the training needs for post graduate social work students, the evaluation of training programs related to developing the skills of male and female social work students, and the evaluation of training programs related to self-development of male and female social work students.

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