گۆڤاری کوردستانیی بۆ لێکۆڵینەوەی ستراتیجیی

A Qualitative Study of School Social Workers' Practice and Case Management Process in Preparatory Schools in Erbil City

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Abstract

This study investigated the status of school social workers in preparatory schools in Erbil city in managing students' problems, as a case management process. It is also focused on the school social workers in empowering, strengthening, and solving the daily problems in which students face. Additionally, the level of student's trust and reliance on the capacity and skills of the school social workers were illustrated in overcoming their problems. The study looked at the reasons behind the lack of school social workers and the supervision procedures by the Ministry of Education for school social workers. Furthermore, discussing prepared guidelines for school social workers to rely on by Ministry of Education. Methodologically, semi-structured Interviews have been used with school social workers as a tool to obtain the necessary information and data. interview has been referred to as a "conversation with a purpose. Aside from interviews, focus group FGD tool applied with students to obtain in-depth and accurate data.

The conclusion of the study was that school social workers have no knowledge of the case management process and procedure. and most of the school social workers are graduates of sociology; a small number of graduates were from psychology, and some schools have social workers who have graduated from different specialties.

Keywords: School Social Work, Case Management. Student/Client, System.

Introduction

Case management is considered one of the scientific methods of dealing with clients in the social work profession and has a crucial role in solving and or minimizing problems.

This study focuses on education, namely preparatory public schools in Erbil city, It evaluates the process of case management and the knowledge of the school social workers about the international standards for school social workers, especially the role of the school social workers in managing the problems of the students who have problems scientifically and professionally through the process of case management. On the other hand, the students are another crucial part of this study.

This study considers using several theories because it attempts to explore the operation of a process in which interrelated cases vary, and needs can be met through the case management process. This determination suggests that every case has unique and individual needs that differ from one another. In this study, five theories that are frequently used in the case management process are presented: Task-centered Perspective, Person/Client-centered Approach, Strengthen Perspective, Solution-Focused Approach, and System theory. Furthermore, two major challenges the researcher realized, first, time limitations were one of the major obstacles the researcher encountered during interviews with school social workers and students. This is because the school social workers and students have only a brief break-time of 10-15 minutes, second, the idea of case management has posed a significant challenge for researcher, as it demands additional effort to convey its true meaning and purpose in the context of this study. This is because school social workers have not previously encountered this concept in their practical work.

This study sheds light on the school social workers profession as well as the case management process, analyzing and evaluating the available guides, to the social workers provided by the Ministry of Education and the extent to which facilitates the job of the school social workers. The study aims to answer the following questions:

1. To what extent do school social workers are aware of their roles and duties and implement related standards in managing students' cases?

2. Do school social workers implement a case management process step by step to promote student's quality of life, in terms of educational, psychological, social, and mental well-being?

3. To what extent do school social workers effectively take part in the process of overcoming students' challenges and problems?

4. Has the Ministry of Education in Kurdistan region of Iraq (KRI), designed sufficient instructions for social workers to rely on during the case management process?

Definition of the Mian Concepts:

1. School Social Worker

School Social Work Association of America (SSWAA) defines school social work "as the position title that correctly identifies the educational background, profession, and function of a social worker employed by a local education agency" (SSWAA, 2017, p.14). according to the New York State School Social Worker's Association (NYSSWA) "School Social Workers are trained mental health professionals who can assist with mental health concerns, behav-

ioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy" (NYSSSA, 2018, p.18).

David Dupper defines School Social Worker "as draw on several diverse roles and tasks to meet the unique needs of each school and the priorities of each building principal, advocating for at-risk students and their families: empowering to share their concerns with school officials; maintaining open lines of communication" (Dupper, 2003, p. 10).

The operational definition is that: school social worker is an interrelated profession among students, families, school staff, and other relevant actors aiming to enhance and promote student's quality of life in the school setting in terms of educational, psychological, and social aspects.

2. Case Management

For Case Management several definitions supposed, convinced by social, cultural, psychological, and human services perspectives reliant on the status of service users in each country, society, and group at different

Nancy Summers defines case management "as a process for assessing the individual's total situation and addressing the needs and problems found in that assessment" (Summers, 2016, p.1).

Save the Children International has developed a manual on case management and defined it as "A system by which required services are provided to children in conflict/contact knowledge or understanding of case management amongst staff" (Save the Children International, 2011, p.5).

The United States Agency for International Development USAID (2014, p.7) released a practical guide for case management globally applied in humanitarian in it. It defines case management as "the key work method used by the social worker and involves the child and family needs assessment in collaboration with the beneficiaries the coordination, monitoring, and support for the beneficiary's access to social, education, healthcare, etc., services that meet their needs".

The operational definition is that: case management is a process that aims to empower a person's circumstances by learning new skills to protect themselves from further problems.

3. Client/Student

In this study, the client concept refers to the students in preparatory schools, especially students who are asking for help or have problems in school. The Canadian Association for Social Workers (CASW, 2005, p.10) Code of Ethics (2005), defines a client, "a person, family, group of persons, incorporated body, association, or community on whose behalf a social worker provides or agrees to provide a service or to whom the social worker is legally obligated to provide a service".

APA Dictionary of Psychology (Vandenbos, 2015, p.13) defines the client "as the person receiving treatment or services, especially in the context of counseling or social work".

(McLaughlin, 2009, p.1115) defines client "as constructed as someone asks for help because he/she lack either the necessary abilities or the capacity to help themselves and thus need the specialized knowledge and skills of the social worker".

4. System

Defining the system in this study is important in several ways. First, the social work profession, school social work consistently demonstrated being concerned with helping people and promoting environmental responsiveness that supports human well-being and growth. Second, considering the individual's situation within the environment is one of the social worker's functions. Lastly, according to the needs of individuals social workers adhere to relate and advocate for needs and requirements through a system (Gitterman and Germain, 2008).

(Teater, 2010, p.16) defines the concept of a system as: "being either open, where the system is receptive to and influenced by outside stimulus".

(Payne and Reith-Hall 2019, p. 182) defines system "either a universal or local rules, laws or process that linked to a system in a wide range of domain and scales. Or system is a collection of interacting elements that have a meaningful boundary separating them from their various environment".

Collins Dictionary of Sociobiology defines a system as any area of organized social provision (e.g., the educational system or the transport system). Or "a group of interrelated elements or parts where a change in one part would affect some or all the other's parts" (Jary and Jary, 1991, p. 648).

The operational definition is that: is an asset of organized rules or instructions to manage individual, group, or community situation, or to manage an institution or agency where the role and responsibility of the practitioner are calcified.

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Literature Review

1. (Mahmood, 2022) entitled (The Role of School Social Worker in Governmental and Non-Governmental Preparatory Schools). A comparative method was used the study aims to understand and evaluate the resources between governmental and non-governmental preparatory schools and explain the policy and program of the Ministry of Education to enhance the performance quality of school social workers.

Mahmood, concentrated on exposing the role of school social workers in terms of gender, years of service, marital status, economics, specialization, and degree, furthermore, indicating the number of students against school social workers in governmental and non-governmental schools. Understanding available\ accessible rules, regulations, and guidelines for school social workers, and identification of the barriers to school social workers.

The researcher found these results:

In the event of any student-related problems school social workers in governmental schools contact students and invite their caregivers, which results in vulnerability and threat to students. In contrast, school social workers in non-governmental schools are increasingly developing students' abilities, inviting caregivers to events and celebrations this has made caregivers more aware of the role and responsibility of school social worker.

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۱ محمــود محمــد همــزه، (رۆڵــی تویێــژەری کۆمەڵایەتـی لــه قوتابخــانە ئامادەییەکانــی حکومــی و ناحکومــی)، 2022

School Social Workers include four specialties from humanity faculty including the Department of Sociology, Psychology, Social Work, and Psychological Guide, In governmental schools %86 graduated from Sociology graduates and %14 Psychology graduates. In contrast, in non-governmental schools, %69 of Sociology graduates, %15 Psychology graduates, %8 Social Work graduates, and %8 of psychological Guide graduates.

Theories taught in college have been of little use in the field practice, except Social Work and Psychological Counseling. However, graduates of Psychology, Social Work and Psychological Counseling have better knowledge of dealing with and understanding student's problems.

Social worker laws, rules, and guidelines have been available to all social workers for governmental and non-governmental schools. However, the number of guidelines for non-governmental schools is higher.

2. (Rivera, 2018) entitled (Case Management and Social Work Practice in Public Schools). The study aims to address school social workers' perspectives on the success of case management interventions, regarding the educational and behavioral outcomes of students and it evaluates school social workers' perspective toward case management intervention.

Rivera, argues that the case management process is an opportunity to increase intervention for students with mental health needs. Mental health concerns with additional resources for caring for students including counselling, a referral system among service providers, and other support services that lack interconnectedness. Furthermore, by case management services in public schools, social workers can explore behavioral and educational outcomes of students at-risk to address their needs because they are unaware of mental health services and resources in the community.

The researcher reported that at_risk students who are involved in armed groups and gangs are underreported. Local authorities are insufficient to reach and follow up with at-risk children. Therefore, case management is a supportive procedure for social workers to mitigate the negative consequences and risks on students in terms of behavioral and academic performance at school.

The sample consists of 8 focus group discussions with school social workers in eight different public schools. In this division all interviewees (social workers) are professionals with graduate degree in Social Work, typically with a concentration in clinical social work. Through a thematic analysis, the study finds out following results:

Effective case management intervention involves collaboration with students and their families to the optimum practice including holistic strategies for prevention and intervention. And the targets at-risk students efficiently and rapidly.

Public school systems across the country have varying student demographics. Even though financial resources and environmental factors have major influences increase in behavioral concerns, depression poor grades, self-esteem concerns, and low attendance.

Rivera suggested that early intervention of case management strategies while at-risk youths are still enrolled in school, increases the success rates of positive behavioral and educational outcomes. The need for policy changes related to professional conduct and building better professional relationships with colleagues in the school system are seen as the main requirements.
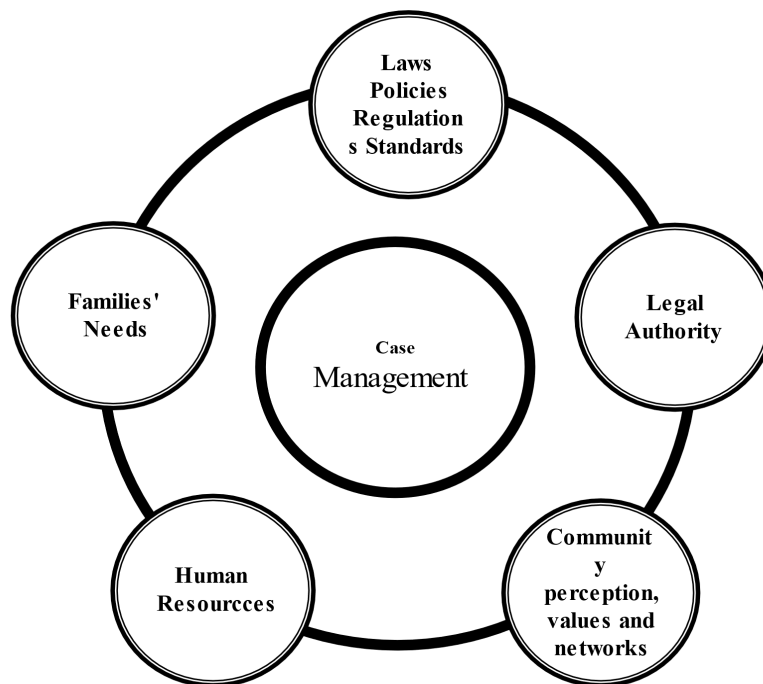
Case Management Steps

Case management steps is a method for determining an individual service plan to be sure it is practical, second, ensuring of using the resources to the client properly (Save the Children International, 2011). It is a prerequisite to understand that not all cases need to go through the case management process, Case management is not applied and appropriate for all students who have problems, rather this depends on the type of problem and the level of risk to the student. Case management requires a lot of effort and work on the part of the school social worker, Consequently, time and resources can be wasted without a clear understanding of what is possible to be done (Interagency Guideline for Case Management and Child Protection, 2014). Furthermore, case management services are needed where students are at risk of being harmed and need a special individual care plan and session, whether the school social worker assumes that the support required is likely to be comprehensive and ongoing. Lastly, case management services are not needed where students' situations need basic needs (food and shelter) poor students included the concentration goes for providing basic needs, or problems are referred to other agencies, as there is no expectation that the student needs ongoing intervention (Interagency Guideline for Case Management and Child Protection, 2014).Top of Form

This figure shows that the case management process influenced by a wide-range of systems that interconnected one to another, each of which complements the other in meeting the needs of individuals, groups, and their families (USAID, 2014, p.15).

Elements Influences on Case Management

Step 1: Identification and Registration

There are several ways to identify vulnerable students experiencing risk that need to be addressed through case management. Once a case has been identified the school social worker will verify or screen that the case meets the vulnerability criteria in some student's cases the school social worker may not receive the case due to illegibility criteria immediately need to be referred, the client does not need to be screened and registered to deliver further service (Save the Children International. 2014).

Step 2: Assessment and Planning

In this stage, the school social worker gathers information and analyzes it to form a professional judgment on the student's situation. Furthermore, the school social worker considers protective factors and risk factors to strengthen the students and their families as well. It is an opportunity for school social workers to develop a relationship with student's families and involvement in a participatory approach to benefit the client/student (Save the Children International. 2014) Following the gathering of necessary information assistance to the student is required through develop a proper plan based on the collected information. A student support plan should be devised. It should determine the type of support that is required. The case plan should consider immediate, short-term, and long-term plans it is recommended that a student should be informed this is essential when some of the action points are the student's responsibility (Save the Children International. 2014).

Step 3: Implementing and Follow-up the Case Plan

Once the case plan is in place, it is possible to move on to the next step of implementing the plan. Depending on the plan, the school social worker works with the student, the family, the community, and any service provider to ensure that the student receives appropriate services. In the case management process to make sure the plan is implemented the school social worker should review the case plan if needed to identify any changes in a student and the family's circumstances to redesign a case plan. During this process, the school social worker can decide whether the case needs to be referred or not to receive services to the relevant agency service provider (Validating Workshop Standardized Operating Procedure for Child Protection Case Management, 2014).

Step 4: Case Closure

It is a final step in the case management process however, most often closing the case happens when the goals of the student as outlined in the case plan, have been met. However, (Validating Workshop Standardized Operating Procedure for Child Protection Case Management, 2014). it should rely on a criterion which is called Standard Procedure Operation. Furthermore, in case of closure, other ways are suggested to determine that the case is no longer willing to receive the case management services and support when: the student/family no longer wants support or the student dies.

The Study Method and Design

1. Methodology

The researcher applied the qualitative method sine the subject of the study requires in-depth semi-structured interviews and objective analysis of different aspects of the study in terms of individual, group, and family perspectives; policy, rule, and regulations involvement.

Furthermore, a content analysis has been applied too, which means it "goes beyond merely counting words or extracting objective content from texts to examine meanings, themes, and patterns that may be manifest or latent in a particular text. It allows researchers to understand social reality in a subjective but scientific manner" (Huberman and et al, 2014, p. 234). In this study, the researcher used a critical analysis of Ministry of Education guidelines related to school social workers in the practice field.

2. Community of the Study

This is the framework for determining the community of the study choosing sample. It helps the researcher to reach the objectives of the study that applied to a selective community. It maximizes the researcher's focus on a specific group to collect relevant specific data. For the (School Social Work Practice and Case Management in Preparatory Schools) An Exploratory Study: in Erbil city, the center of Erbil city is the research community. Therefore, the research sample consists of (school social workers and students).

3. Sample of the Study

A purposive sampling used is known as non-probability sampling as well, the researcher chooses samples selectively among the population to participate in the study. As a result of purposive sampling, the researcher can save time and money (Robin and Babbie, 2016). This study sample consists of two units that have a direct relationship to the research goals; first, (16) interviews with schools social workers that considered an expert in the field of school dealing with students' problems in preparatory schools for boys, girls, and mixed schools; second, students that the study partially applied on students' behaviors, problems, and movement in the school (8) focus group discussion undertaken with students in schools for boys, girls, and mixed schools.

4. Scope of the Study

Regarding human resource scope the study units (school social workers and students as consists of (16) interviews and () FGD. Furthermore, place of the study is (governmental preparatory schools in central Erbil for boys, girls, and mixed). In addition, for the theoretical and practical (fieldwork) the study started from November 2020 to September 2023. However, the fieldwork started in between (20th February - 1st May 2023).

5. Data and Information Collecting Tools

It helps the researcher to collect the data and information based on a scientific measurement. various sorts can the researcher employed wisely and attempt to match to the subject of their study.

1-   Semi-Structured Interview: Used to obtain the necessary information and data. interview has been referred to as a "conversation with a purpose" (Kirkman, De Lacey, 2016, p.499). The interviewer follows the guide but can follow relevant lines of inquiry in the conversation that may stray from the guide when they feel this is appropriate providing opportunities for both interviewer and interviewee to discuss some topics in more detail. It

often encourages the interviewee to answer. Therefore, probing is an effective successful technique that helps the researcher to collect answers in detail through open-ended questions (Kirkman, De Lacey, 2016).

2-   Focus Group Discussion (FGD): This research topic benefitted from the FGD tool; it required the best choice of participants based on similarity as it is expected from participants to share common significant experiences (Tracy, 2013).

3- Content Analysis: In this study, content analysis was conducted for the Guide to Educational Instructors (2021, ڕێبـەری ڕێنماییکارانـی پەروەردەیـی) to analyze the guide and identify weaknesses and strengths, and how benefit it is to the profession of school social work practice and to what extend school social workers rely on this guideline.

Presenting and Analyzing Data and Information of the Study
Interview Results with School Social Workers

1. School social workers have no idea/information about the case management process and procedure. All the school social workers interviewed have no idea about the case management process and procedures. Some school social workers indicated that "in my opinion case management is a process of case study". This means that the case management process is not followed at the school level so that they can benefit from the services as students.

2. School Social Workers are less motivated to learn new skills to promote their effectiveness on students. Despite the participation of school social workers in several courses and trainings by the Ministry of Education in coordination with organizations, their skills are still limited in how to deal with students. Social workers are generally less willing to gather new information through their own googling. School social workers reported that "So far, there have been no student problems that require case study". Therefore, they desire to solve the student's problem in the least time and in the least number of sessions.

3. School social workers and students do not have adequate time to have counseling sessions. Some energetic school social workers say that "I do not have enough time to help students with their problems. Because "the rest time for students is only 10 minutes for each rest". This means that students have only two rests while attending school, which is very little time for the school social worker and student to sit, to discuss solutions and guidance for the student.

 4. The Ministry of Education has not established a criterion for school social workers to identify the problems that students face.

The lack of criteria for school social workers to identify the types of students' problems, has prevented them from dealing with student problems in a professional manner. In the absence of such criteria, school social workers point out that "To determine the type of student problem, we rely on our previous work experience in how to deal with the type of student problem". This makes it difficult for school social workers to guide students incorrectly. Furthermore, it prevents them from being able to distinguish between psychological, social, and emotional problems. Having such a criterion makes it easier for school social workers to choose the type of service for the student.

5. All school social workers agree that the supervisory style of the Directorate of Education is not in their best interest, previous years school social workers had their own supervisors, graduates from departments of Sociology and Psychology departments. However, currently, a committee established called (the Critical Friend Committee)

consists of three supervisors per school directed by the Ministry of Education with the technical support of the British Council. Each member of the committee possesses a different specialty of the social professions, school social workers mentioned: "the previous method was very sufficient and successful as they had their specializing supervisor when having gaps or advanced situations, thus consulting the supervisor and relaying the message directly would have been easier, quicker and better understood than currently, because the current supervisors specialize in different fields of professions, and sometimes they face barriers such as not having enough time and lack of desirable knowledge in the field of social science".

6. The professional identity (ID) of social workers does not match their specialty. They are considered "employees".

7. All social workers are required to change their professional title on their ID from "employee to an educational counselor or social worker". They indicated that "this title has no relation with our professional work", This title is a reason for their exploitation by teachers, principals, and school administration in using them for administrative work purposes and filling teachers' vacancies in the classes.

2. Focus Group Discussion Results with Students

1. Hardly students prefer to ask school social workers for help with their specific personal needs.

2. Students' attitudes towards their school social workers are divided into three different opinions. In terms of seeking help from school social workers. First, they believe that the school social worker cannot influence their demands and needs, which means that the school social workers are incapable of communicating with students and do not have good relationships with teachers and school administrative staff. Second, "We do not want our families to be informed by the social worker about our problems". Students believe that social workers are the cause of family problems for students, which causes families to become violent against students after being invited to school-by-school social workers. This makes the students' families think that their student has made a big mistake. Third, when we go to the school administration, "principal and assistants, loudly and insultingly tell us that you are causing congestion in the administration when we want to talk to the school social worker about a problem in the classroom or postponing an exam".

3. Social workers in all classes did not introduce students to their roles., duties, and responsibilities.

4. Some students point out that from the beginning to the end of the school year, the school social worker did not visit the classrooms to introduce themselves, their roles, responsibilities, and how to help students. As a result, this has prevented students from seeking help from school social workers. Another reason is that researchers are not aware of their real duty towards students, or lack of skills and knowledge to deal with students' problems.

3. An Evaluation of The Psychological Guidance Guide by Ministry of Education:

In 2020 the Ministry of Education published a broader comprehensive guideline for school social workers like the international standards but with different tasks and roles. The guideline consists of two main sections: Part 1, Psychological Guidance and Principles, and Part 2, Educational Guidance, and its functions. The three different professions of Sociology, Psychology, and Social Work are called educational guidance each profession holds a specific academic background in terms of tasks, roles, duties, functions, and performance in field practice. The guideline defines the duties of social workers in 33 points.

For the present, the guide is a good and innovative overview of the work of school social workers, it explains the

details of the social worker's function to a good extent. In addition, considering and relying on international standards of the role of social workers at school requires a comprehensive understanding of the role, duties, and function we will focus on two aspects, first, explaining several points that need to be changed or added in the guideline to work sufficiently and adequately, second, discuss a process of case management as main as a crucial role for school social worker to deliver services for students effectively. Discussing some points that need to be changed, or added to the guideline below

1. It is significant for social workers to know theories and which theories can be applied in the field of practice, it gives a wider and more comprehensive understanding for a school social worker because they would support individual, group, and system level for each level Social Work depends on specific modules or theories include client-center therapy, problem-solving skill, strengthening theory, and system theory. Each of these theories has a direct relationship to the work with clients (students).

2. The problems faced by students have been discussed extensively like isolation, failure, and sexual abuse, which school social workers deal with, however, it is vital to mention the level of risks on the students to potential intervention because each case has its own unique story and intervention level. According to the international standards of the case management process in the initial stage, it is essential to measure risk level and needs to be considered about harm to the child in the immediate, medium, short, and long term.

• High-risk student needs urgent intervention between (0-24 hours) refer to medical services, is likely to be injured, harmed, or ongoing sexual abuse.

• Medium risk the intervention is between (2-7 days) and students are likely to suffer or face harm without evidence.

• Low-risk intervention is between (over one week) for the student the home is safe if the services are not provided there are concerns about the potential risk.

3. The guide states that no one else should be informed of a student's situation unless consent is taken, however, the international standards confirm that in a condition of self-harm, suicide attempt, and being high risk of others, the confidentiality must break to protect the life of the client/student.

4. Limiting interview sessions with the clients to five sessions, sometimes the client/students require more than five sessions to solve or to close the case, depending on the problems the student suffer from.

5. In the Ministry of Education Guideline for school social work refers to a process of helping students called (the counseling process) it involves three main steps (understanding of the problem, case identification, and solution) If these steps are to be compared to international standards, there is a need to change and replace the steps and add steps to the case assistance process.

The counselor's understanding of the client/student's problem is a prerequisite for the success of the interview process because, without the counselor's proper and complete understanding of the problem, the solution steps will not achieve many results and will not affect and benefit the student. The diagnosis of the problem depends mainly on the amount of information obtained during the investigation.

Results

1. Findings

1. School social workers have no knowledge of the case management process and procedure.

2. A vast majority of the school social workers are graduates of sociology, a small number are graduates of psychology, and some schools have social workers who have graduated from different specialties, however, play the role of school social workers, or some schools do not have school social worker.

3. Most of the school social workers do not have good relationships/coordination with outside schools to aid students when needed.

4. Overall, school social workers are not interested in self-development to develop their skills, in terms of gathering new information and techniques about their profession.

5. None of the school social workers were aware of the contents of the new (educational guide), which was issued by the Ministry of Education in 2020. However, all school social workers have access to it electronically.

6. The lack of specialized supervisors for school social workers, has left school social workers to make mistakes in how to deal with cases or to deal with all types of cases in a very simple similar way of solution.

7. Some school social workers do not fulfill their duties and responsibilities, however, are given administrative duties by the school administration or fill the vacancies of absent teachers.

8. Overall, school social workers are unwilling with their professional identity which they should have been considered as employees. Rather their title should be social worker or educational counselor. This creates a discrepancy between the task assigned to the school social worker in the Ministry of Education and their professional identity (ID).

9. School social workers have no criteria for identifying a student's problem, whether it is psychological, social, emotional, or educational.

10. Students rarely ask the school social workers for help with their problems, but rather take general and common problems to the school social workers.

11. The psychological aspects of students are given little attention due to the lack of skills and experiences of school social workers on how to deal with psychological problems.

2. Recommendations

1. When meeting with parents of students, school principals should give more opportunities to social workers so that parents become more familiar with the work of social workers to trust and rely on the work of researchers.

2. Establishment of professional and ethical standards for school social workers by the Ministry of Education, relying on university teachers in the fields of Social Work and Psychology.

3. Opening continuous capacity building and training for school social workers on the current problems and issues of students by the Ministry of Education, organizations, and other relevant parties. in how to deal with them and

how to provide solutions.

4. Employment opportunities should be provided in public schools for graduates of Social Work and Psychology departments because graduates of these two departments are better prepared in terms of practical, theoretical, and fieldwork in how to act at individual and group levels.

3. Suggestions

1. Emphasis on incorporating the case management process in the school system for the school social worker.

Organize and follow up the roles, duties, and responsibilities of school social workers in the schools by a team of experts in the field of school social workers.

Removal of school social workers from direct administrative work and other school duties.

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الملخص

تحقـق هـذه الدراسـة في وضـع الأخصائيـين الاجتماعيـين في المـدارس الثانويـة في أربيـل في إدارة مشـاكل الطـلاب، مثـل عمليـة إدارة الحالـة. كـما يسـلط الضـوء عـلى الأخصائيـين الاجتماعيـين في المدرسـة حـول كيفيـة تعزيـز وتمكين وحـل المشـكلات التـي يواجههـا الطـلاب كل يـوم. بالإضافـة إلى أنـه يجسـد ثقـة الطـلاب واعتمادهـم عـلى قـدرات ومهـارات الأخصائيـين الاجتماعيـين بالمدرسـة في التغلـب عـلى مشـكلاتهم. تبحـث هـذه الدراسـة في أسـباب نقـص الأخصائيـين الاجتماعيـين في المـدارس وإجـراءات المراقبـة عـلى الأخصائيـين الاجتماعيـين في المـدارس مـن قبـل وزارة التربيـة والتعليـم. بالإضافـة إلى مناقشـة المبـادئ التوجيهيـة المعـدة للأخصائيـن الاجتماعيـين والتـي يعتمـد عليهـا الباحثـون مـن قبـل وزارة التربيـة والتعليـم. ومـن الناحيـة المنهجيـة، تـم اسـتخدام المقابـلات شـبه المفتوحة مـع الأخصائيـين الاجتماعيـين في المـدارس

كأداة للحصـول عـلى المعلومـات والبيانـات اللازمـة. بالإضافـة إلى المقابلات، تـم اسـتخدام جلسـات جماعيـة مكثفـة مـع الطـلاب للحصـول عـلى معلومـات متعمقـة ومفصلـة. وخلصـت الدراسـة إلى أن الباحثيـن الاجتماعيـن في المـدارس ليـس لديهـم معرفـة بعمليـات وإجـراءات إدارة الحـالات. ومعظـم الباحثيـن في المـدارس هـم مـن خريجـي علـم الاجتـماع، وعـدد قليـل مـن خريجـي علـم النفـس، وبعـض المـدارس لديهـا باحثيـن اجتماعيـن مـن خريجـي تخصصـات مختلفـة، إلا أنهـم يقومـون بـدور الأخصائيـن الاجتماعيـن في المدرسـة، وبعـض المـدارس لا يوجـد بهـا أخصائيـون اجتماعيـون.

الكلمات لمفتاحية: إدارة حالة، الباحث الاجتماعي المدرسي، طالب/عميل، نظام

پوخته

ئەم تو‌ێژینەوەیە لێکۆڵینەوە دەکات لە دۆخی تو‌ێژەرانی کۆمەڵایەتی قوتابخانەکان، لە قوتابخانە ئامادەکاییەکانی شـاری هەولێر لـە بەرێوەبردنـی کێشـەکانی خو‌ێنـدکاران، وەک پرۆسـەی بەرێوەبردنـی کەیـس. هەروەهـا تیشـك دەخاتـه سـەر تو‌ێژەرانـی کۆمەڵایـەتی قوتابخانـه لـه چۆنیـەتی بەهێزکـردن و بەتواناکـردن و چارەسـەرکردنی ئـەو کێشـانەی کـە رۆژانـە خو‌ێنـدکاران رووبەرووی‌ان دەبێتـەوە. سـەرەرای ئـەوەش، ئاسـتی متمانـەی خو‌ێنـدکار و پشتبەسـتن بـە توانـا و لێهاتووییـەکانی تو‌ێژەرانـی کۆمەڵایـەتـی قوتابخانـه لـە زاڵبـوون بەسـەر کێشـەکانیاندا و‌ێنـا دەکات. لە تو‌ێژینەوەکـەدا سـەیری هۆکارەکانـی پشـت نەبوونـی تو‌ێژەری کۆمەڵایەتی قوتابخانەکان و رێکارەکانـی چاودێریکـردن و بەدواچـوون بـۆ تو‌ێژەرانـی کۆمەڵایـەتی قوتابجانـەکان دەکر‌ێـت لەلایـەن وەزارەتـی پـەروەردەوە. جگە لـەوەش گفتوگۆکـردن لەسـەر رێنمایـە ئامادەکـراوەکان بـۆ تو‌ێژەرانـی کۆمەڵایـەتی قوتابخانەکان کـه پشـتی تو‌ێژەران پشـتی پێدەبەسـتن لەلایـەن وەزارەتـی پـەروەردەوە. لـە رووی میتۆدۆلۆژیـیـەوە، چاوپێکەوتنی نیمچـه-کـراوە لەگـەڵ تو‌ێژەرانـی کۆمەڵایـەتی قوتابخانه وەک ئامرازێك بـۆ بەدەسـتهێنانی زانیـاری و داتـای پێویسـت بەکارهێـنراوە.. جگە لـە چاوپێکەوتنـەکان، ئامـرازی دانیشـتنی چـری بـه کۆمـەڵ واتـا FGD لەگـەڵ خو‌ێنـدکاران بەکاهاتـووه بـۆ بەدەسـتهێنانی زانیـاری قـووڵ و ورد. دەرەنجامـی تو‌ێژینەوەکـە ئـەوە بـوو کـه تو‌ێژەرانـی کۆمەڵایـەتی قوتابخانـه هیـچ زانیاریـەکیان لەسـەر پرۆسـه و رێکارەکانـی بەرێوەبردنـی کەیسـەکان نییـه. و زۆربـەی تو‌ێژەرانـی کۆمەڵایـەتی قوتابخانـه دەرچـووی کۆمەڵناسـین، ژمارەیـەکی کـەم دەرچـووی دەروونناسـین، وه هەندێـك قوتابخانەش تو‌ێژەری کۆمەڵایەتیـان هەیـه کـه دەرچـووی پسـپۆری جیـاوازن، لەگـەڵ ئەوەشـدا، رۆڵـی تو‌ێژەری کۆمەڵایەتـی قوتابخانـه دەگێـرن، هەندێـك قوتابخانەکان تو‌ێژەری کۆمەڵایەتیـان نییـه.

کلیله وشەکان: بەرێوەبردنی کەیس، تو‌ێژەری کۆمەڵایەتی قوتابخانه، کلاینت/قوتابی، سیستەم