INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps.

ProQuest Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600

UMI

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
NOTE TO USERS

Page(s) not included in the original manuscript and are unavailable from the author or university. The manuscript was microfilmed as received.

vii

This reproduction is the best copy available.
SOCIAL WORK COMMUNITY SERVICES
PROVIDED BY
COMMUNITY DEVELOPMENT AND SOCIAL WORK CENTERS:
A COMPARATIVE STUDY
OF THE PERCEPTION AND SELF-REPORTING OF
SOCIAL WORK-EDUCATED AND NON-SOCIAL WORK-EDUCATED
PROFESSIONALS IN SAUDI ARABIA

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor
of Philosophy in the Graduate School of The Ohio State University

By

Khalid Yousef Bargawi, MSW

* * * * *

The Ohio State University
2002

Dissertation Committee:
Professor Mariá Juliá, Advisor
Professor Richard Boettcher
Professor Mary Ellen Kondrat
Professor Cathy Rakowski

Approved by

Professor Maria Juliá
Advisor
College of Social Work Doctoral Program
ABSTRACT

This research explores the social work community services provided by
community development and social work centers in Saudi Arabia. It is a comparative
study of the perception and self-reporting of social work-educated professionals (n = 19)
and non-social work-educated professionals (n = 87) in Saudi Arabia working at
community development and social work centers. This population study focuses on the
five regions in Saudi Arabia: Central, Western, Eastern, Northern, and Southern regions.
The researcher distributed an on-location self-administration questionnaire to each of the
106 employed staff members (Central = 30, Western = 37, Eastern = 15, Northern = 14
and Southern = 10) who practice social work in 24 centers (7 social work centers and 17
community development centers) to examine their perceptions about social work and
community development. There were only 19 staff members who had a social work
degree, while 87 had a non-social work degree. The researcher achieved a 100% return
rate. The most interesting finding of this study is that social work-educated and non-
social work-educated staff members were similar in terms of their practice of social work
skills and activities, and there was no significant difference between their models of
social work intervention, primary methods to gather information, and their identification
of community needs approach.
Dedicated to my wife, son and daughter, mother and father, brothers and sisters
ACKNOWLEDGMENTS

I owe my gratitude to my advisor, Dr. Mariá Juliá, for her generosity and expertise. She kindly offered me her help to complete this research and meet the requirements for the College of Social Work Doctoral Program. I am also grateful to all of my committee members, Dr. Richard Boettcher, Dr. Mary Ellen Kondrat, and Dr. Cathy Rakowski, for their valuable feedback and continued support.

I wish to thank the Ministry of Labor and Social Affairs of Saudi Arabia for helping and allowing me to collect data, and I thank my department at the University of Um-Al-Qura in Saudi Arabia for their help and feedback during the data collection and analysis. I especially thank Dr. Khalid Hagar for his inspiration, encouragement, and kind support. Furthermore, this endeavor would not have been possible without the sponsorship of the Royal Embassy of Saudi Arabia Cultural Mission to the U.S.A.

I owe much to my parents, my brothers, and sisters for their support and prayers along the way. Finally, without my wife Fatmah, daughter Sarah, and son Bandar, I could not have had the strength, patience, and good health to get through the last seven years to complete my graduate studies. Shukran jazilan.
VITA

April 26, 1966 ................................................. Born – Makkah, Saudi Arabia.

July 30, 1990 ................................................ Bachelor's Degree in Social Work.
   Umm Al-Qura University
   Makkah, Saudi Arabia.

1990 - 1991 ..................................................... Student Advisor at Al-Gazali Elementary
   School, Yanbu, Saudi Arabia.

1991 - 1993 ..................................................... Social Worker at King Fisal Hospital,
   Makkah, Saudi Arabia.

1993 - 1995 ..................................................... Teaching Associate at Umm Al-Qura
   University, Makkah, Saudi Arabia.

May 7, 1999 ........................................................ M.S.W., Michigan State University,
   Lansing, Michigan.

FIELDS OF STUDY

Major Field: Social Work
Community Organization
Community Development
Social Planning
Needs Assessment and Analysis
Administration
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>iv</td>
</tr>
<tr>
<td>Vita</td>
<td>v</td>
</tr>
<tr>
<td>List of Tables</td>
<td>vii</td>
</tr>
<tr>
<td>List of Figures</td>
<td>viii</td>
</tr>
<tr>
<td>Chapters:</td>
<td></td>
</tr>
<tr>
<td>Chapter 1: Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Purpose of the study</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Major research questions</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Statistical hypotheses (null hypotheses)</td>
<td>4</td>
</tr>
<tr>
<td>1.5 Research hypotheses</td>
<td>5</td>
</tr>
<tr>
<td>1.6 Significance of the study</td>
<td>5</td>
</tr>
<tr>
<td>1.7 Definition of constructs and terms</td>
<td>6</td>
</tr>
<tr>
<td>1.7.1 Community development and community organization</td>
<td>6</td>
</tr>
<tr>
<td>1.8 Knowledge and values of social work practice</td>
<td>9</td>
</tr>
<tr>
<td>1.9 Definition of concepts</td>
<td>11</td>
</tr>
<tr>
<td>1.9.1 Community</td>
<td>11</td>
</tr>
<tr>
<td>1.9.2 Community development and community organization</td>
<td>11</td>
</tr>
<tr>
<td>1.9.3 Social work and social work practice</td>
<td>12</td>
</tr>
<tr>
<td>1.9.4 Social work-educated staff</td>
<td>12</td>
</tr>
<tr>
<td>1.9.5 Non-social work-educated staff</td>
<td>13</td>
</tr>
<tr>
<td>1.9.6 Approach to participation</td>
<td>13</td>
</tr>
<tr>
<td>1.9.7 Model</td>
<td>13</td>
</tr>
<tr>
<td>1.9.8 Skills and techniques</td>
<td>13</td>
</tr>
</tbody>
</table>
NOTE TO USERS

Page(s) not included in the original manuscript and are unavailable from the author or university. The manuscript was microfilmed as received.

vii

This reproduction is the best copy available.

UMI®

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Community development and social work centers within the five regions of Saudi Arabia</td>
<td>53</td>
</tr>
<tr>
<td>4.1 Distribution of the study population according to location</td>
<td>59</td>
</tr>
<tr>
<td>4.2 Distribution of the study population according to gender</td>
<td>60</td>
</tr>
<tr>
<td>4.3 Distribution of the study population according to age</td>
<td>60</td>
</tr>
<tr>
<td>4.4 Distribution of the study population according to nationality</td>
<td>61</td>
</tr>
<tr>
<td>4.5 Distribution of the study population according to marital status</td>
<td>61</td>
</tr>
<tr>
<td>4.6 Distribution of the study population according to languages utilized</td>
<td>62</td>
</tr>
<tr>
<td>4.7 Distribution of the study population according to job classification by gender</td>
<td>63</td>
</tr>
<tr>
<td>4.8 Distribution of the study population according to job classification by degree</td>
<td>64</td>
</tr>
<tr>
<td>4.9 Distribution of the study population according to employment nature</td>
<td>65</td>
</tr>
<tr>
<td>4.10 Distribution of the study population according to income</td>
<td>65</td>
</tr>
<tr>
<td>4.11 Distribution of the study population according to years of experience on the job</td>
<td>66</td>
</tr>
<tr>
<td>4.12 Distribution of the study population according to experience by academic degree</td>
<td>67</td>
</tr>
<tr>
<td>4.13 Distribution of the study population according to educational institutions in which the staff members completed their education</td>
<td>68</td>
</tr>
</tbody>
</table>
4.14 Distribution of the study population according to academic degree

4.15 Distribution of the study population according to discipline

4.16 Distribution of the study population according to degrees attained

4.17 Distribution of the study population according to number of staff members who studied outside Saudi Arabia

4.18 Distribution of the study population according to primary area of specialization

4.19 Distribution of the study population according to services offered

4.20 Distribution of the study population according to work location, where they spend most of their work time

4.21 Distribution of the study population according to primary field of practice at work

4.22 Distribution of the study population according to academic degree (social work degree and non-social work degree) and scores (1-5) of beliefs, self-assessment, practice, and skills

4.23 Distribution of the study population according to academic degree (social work degree, sociology degree, and other disciplines) and scores (1-5) of beliefs, self-assessment, practice, and skills

4.24 Distribution of the means of social workers' beliefs according to academic degree

4.25 Distribution of the means of social workers' self-assessment of social service skills according to academic degree

4.26 Distribution of the means of social workers' practice according to academic degree

4.27 Distribution of the means of social workers' skills according to academic degree

4.28 The five regions with similar means of scores on beliefs, self-assessment, practice, and skills
4.29 Correlations among subscale scores of beliefs, self-assessment, practice, and skills................................................................. 81
4.30 Correlation between the continuous variables, belief, assessment, practice, and skills, and the dichotomous variable, academic degree...... 82
4.31 Distribution of the scores of problems facing the community as reported by staff members with a social work degree and those without a social work degree............................................................... 83
4.32 Distribution of the study population according to responsibilities and activities by academic degree.................................................. 84
4.33 Distribution of the study population according to motivation at work.... 85
4.34 Distribution of the study population according to types of motivation at work.............................................................................................. 85
4.35 Distribution of the study population according to practice models by academic degree................................................................. 86
4.36 Frequencies between locations by degree of staff members............. 87
4.37 Frequencies between practice models of social work by academic degree of staff members.............................................................. 88
4.38 Frequencies between intervention practice models by academic degree... 89
4.39 Frequencies between primary methods to gather information by academic degree.................................................................................. 90
4.40 Frequencies between identification of community needs approach by academic degree........................................................................... 91
4.41 Distribution of the study population according to membership of a local or national social work organization.................................................. 92
4.42 Distribution of the study population according to belief that membership in a social work organization would be helpful.................... 92
CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

Two practice areas of social work in Saudi Arabia focus on rural community development and urban community development social work. The idea of community development and social work centers began in 1960 when the government of Saudi Arabia carried out an experimental project for community development in one of the rural areas near Riyadh City and a group of adjacent villages (Ministry of Labor & Social Affairs, 2002; Al-Maghlooth, 1992). The goal of this project was to develop human, material, and economic conditions, improve the cultural, medical health, and social conditions, and finally, to encourage people to participate in and identify their community needs. As it was expanded to include the other regions in Saudi Arabia, this project significantly improved the quality of life for Saudis in the five regions—Central, Western, Eastern, Northern, and Southern—by providing social, medical, educational, and economic services. However, the needs of people and environmental forces change over time, demanding changes in social services, and the Saudi government needs to accommodate these changes (Al-Maghlooth, 1992).
The practice of professional social work is relatively new in Saudi Arabia. Current social service centers base the practice of social work and relevant training programs on non-indigenous models imported from the industrialized Western world, particularly the U.S.A. Professional social work services in Saudi Arabia have yet to receive wide societal acceptance for a variety of reasons, including the newness of the social work profession, education schemes, and other avenues available for managing societal well being. Consequently, most citizens still do not understand the role of professional social work in Saudi Arabia. The limited research that has been conducted in the field of social work in Saudi Arabia does not distinguish between professional services provided by social workers educated at the bachelor or master's levels and non-social work-educated social workers in Saudi Arabian social work centers in urban areas and community development centers in rural areas (Al-Saif, 1991). On the other hand, without a Saudi-constructed social work practice platform, it is not likely that the profession of social work can establish a useful role for the peoples of Saudi Arabia or provide appropriate services for rural and urban centers. That is, social work practice in Saudi Arabia may be underdeveloped in significant areas such as its approaches, models, techniques, preferred skills and activities (Al-Maghlooth, 1992). Therefore, the profession of social work requires indigenization and appropriate analysis specific to rural and urban areas to convince the government and the public domain of the important role professional social work offers for the enhancement of human social wellbeing.

This dissertation explores social work community development practice by social work-educated and non-social work-educated professionals at all social work centers (7 total urban areas) and all community development centers (17 total rural areas) in all five
total urban areas) and all community development centers (17 total rural areas) in all five regions of Saudi Arabia. Thus, the study explores the population (n = 24) of community development and social work centers and the population of social work and non-social work staff (n = 106) employed to provide social work community services. This research also compares staff with academic social work education and staff without social work education, employed to conduct social work activities in one of the five regions of Saudi Arabia. Specific areas of interest include approaches, models, techniques, skills, activities, community development, and social work practice.

1.2 Purpose of the Study

The practice of social work community development in social work and community development centers in Saudi Arabia is relatively new, and no specific practice model has been tested there yet. Other researchers have conducted studies in these centers, but they have focused on all workers who provide a variety of services at the centers, whereas the current study is focused only on staff members who practice social work.

The overall purpose of this study is to explore the social work community development practice at community development centers and social work centers in Saudi Arabia through examining the education of professional staff members employed to practice social work. This study explores, describes, and compares the approaches, models, techniques, preferred skills, and activities utilized by social work-educated and non-social work-educated professionals in community development and social work centers within the five regions in Saudi Arabia.
1.3 Major Research Questions

This study was guided by the following research questions:

1. What are the characteristics of staff members employed to practice social work in Saudi Arabia at community development centers (rural areas) and social work centers (urban areas) as conducted by social work-educated and non-social work-educated staff?

2. What is the level of professional/higher education of social work-educated and non-social work-educated staff in Saudi social work and community development centers? (For purposes of this study, social work education means an academic degree in social work).

3. What are the approaches, models, techniques, preferred skills, and activities of social work practice conducted by social work-educated and non-social work-educated staff at community development centers (rural) and social work centers (urban) in the five regions of Saudi Arabia?

4. How do the social work-educated staff members differ from the non-social work-educated staff members within the five regions, in conducting social work community development practice and activities at the community development and social work centers in Saudi Arabia?

1.4 Statistical Hypotheses (Null Hypotheses)

There are no differences in the practice of social work community development at social work and community development centers between the social work-educated and the non-social work-educated staff members who practice social work in social work and community development centers within the five regions in Saudi Arabia.
1.5 Research Hypotheses

1. There are differences in the practice of social work community development between social work-educated and non-social work-educated staff members at social work centers and community development centers within the five regions of Saudi Arabia.

2. There are differences in preferred practice model utilization between social work-educated and non-social work-educated staff members in social work community development practice of Saudi Arabia. In particular, social work-educated staff members use imported models of Western social work community development practice (primarily U.S. models) more than the non-social work-educated staff members.

1.6 Significance of the Study

This study aims to explore and describe social work community development practice at social work centers and community development centers in Saudi Arabia. It is the first to focus on social work and community development practice regarding social work-educated and non-social work-educated professionals in the five regions of Saudi Arabia.

This study is important because it explores the practice of social work and community development by staff members, who work as social workers at social work and community development centers, in order to enhance the practice of social work and community development at these centers. The results of the study can enhance the practice of social work in Saudi Arabia. Since the field of social work is new in Saudi Arabia, more research is needed in order to be able to develop an indigenous model.
Therefore, research in the field can contribute toward this effort, which may ultimately benefit the country as a whole toward educational and social policy changes.

1.7 Definition of Constructs and Terms

In this section, the researcher introduces important constructs and provides useful definitions for understanding this research project.

1.7.1 Community Development and Community Organization

“Community development” is not a new concept, but since World War II, it has become a more popular term (Encyclopedia of Social Work, 1987). Harrison (1995) proposes that the concept of community development refers to taking planned action to address shared problems among community members from the same geographical area and cultural and philosophical background, with a social and economic relationship. Development implies growth, strengthening, and maturation from simpler to more complex structures of organization.

Harrison (1995) also notes that when social workers pay attention to community development, they will improve the lives of community members through enhancing the structure of social networks and the economic and technological skills of community members. The idea of community development comes from community organizations, which offer various programs and activities, and other programs set in place to promote economic growth in the community (Al-Maghlooth, 1992). Al-Maghlooth (1992) also reviewed several definitions of community development written by several authors as follows:

According to Al-Maghlooth (1992), theoretical formulations in community development operate on two levels: at the level of the practitioner, who is mainly
engaged in administration, and at the level of the social scientist, who is mainly engaged in theory making. Community development means different things to different people and groups from different fields and professions, who have different interests (public, voluntary, or sectarian) (Al-Maghlooth, 1992). Community development is related to many other concepts concerned with improving a community, such as community organization, community problem solving, neighborhood organizing, or grass roots organizing. Social-, economic-, political-, national-, industrial-, and cultural (Encyclopedia of Social Work, 1987).

The United Nations defined community development as a process of creating conditions that further the economic and social standing of a community, with the full and active cooperation of members of the community. This especially requires the community’s own initiative (United Nations, 1955). This definition implies that both the members of a community and the government will participate in the community’s development. The Saudi government, for example, uses this definition of community development to refer to rural programs in community development centers in Saudi Arabia. Its aim is to offer technical and other support such as counseling, teaching, and financial aid in order to help members of communities learn how to help themselves (Al-Maghlooth, 1992; Kutubkhanah, 1986).

At the Cambridge Summer Conference on African Administration in London in 1948, community development was officially adopted and was defined as a movement organized to create conditions for the whole community, while members of that community are fully engaged in their own community’s development. In fact, any movement toward community development is best initiated by members of the
community, themselves. However, if the community members do not take initiative on their own, then social workers can serve as catalysts to inspire and stimulate that initiative in individuals (Kutubkhanah, 1986). Batten (1957) defined community development as any action by an organization that is meant to benefit the community.

From the perspective of social work, social workers in community development deliberately intervene into the social network and relations among people and organizations. This intervention offers sociopolitical education and organizational development and creates a structure in order to facilitate social problem solving and service delivery. Community development uses a grass-roots approach rather than a top-down approach to solving social problems. It is nationally and internationally committed to economic and social development among disadvantaged groups in a community (Estes, 1984).

It is important to make a distinction between the terms “community development” and “community organization,” that are often used interchangeably. It is also important to understand how they are similar and different. In 1955, the United Nations distinguished these terms as follows:

“The term community development is used mainly in relation to the rural areas of less developed countries, where major emphasis is placed upon activities for the improvement of the basic living conditions of the community, including the satisfaction of some of its nonmaterial needs. The complementary term “community organization” is more often used in areas in which levels of living are relatively high and social services relatively well developed, but in which a greater degree of integration and
community initiative is recognized as desirable. Both terms, as well as the combined form, "community organization and development," refer to the similar concepts of progress through social action" (NASW, 1961, p. 33).

These two terms, community organization and community development, both aim to create favorable conditions for social growth and change. Both terms have as their goal the improvement of all members within a community. Both terms assume that the social worker is familiar with the community members, and can help them identify and talk about their problems, can nurture leaders among them, can support them in designing a course of action, and can help to find resources to bring this help to the community (NASW, 1961, p. 33).

1.8 Knowledge and Values of Social Work Practice

Social work is the professional activity which aims to help individuals, groups, and communities enhance and change their capacity for social functioning and to help create social conditions that promote beneficial change in the community (NASW, 1996).

Gordon (1965) indicated that when social work is applied, it brings further knowledge. Social workers are guided by the following kinds of knowledge: (1) knowledge of human development and behavior, which emphasizes the wholeness of individuals and reciprocal influences of their surrounding environment. (2) The idea of giving and receiving help from another person or source. (3) Ways in which individuals communicate with each other and express their inner feelings. (4) Group work processes and their interaction with individuals. (5) The meaning and effect of spiritual values, laws, and other social institutions on community members and the larger community.
(6) Relationships and interactions between individuals and groups, as well as between groups. (7) The community’s internal processes, changes, and resources for social service. (8) The organization, methods, and structure of social services. (9) Attention to the social worker’s own emotions and attitudes, since they affect her/his professional performance.

According to Hepworth, Rooney and Larsen (1997) “The values of the profession of social work similarly refer to strongly held beliefs about the rights of people to free choice and opportunity. They also refer to the preferred conditions of life that enhance people’s welfare, how members of the profession should view and treat people, about preferred goals for people, and how those goals should be reached”. Social work values are based on social responsibility for one another and are committed to improving everyone’s wellbeing (NASW, 1996).

Stoez (1997) states that the knowledge base of social work is derived from other disciplines in the social sciences, which is why social work relies on theories from other disciplines to examine and solve problems in the realm of social work. We have yet to establish original, field-tested theories of social work, that are not borrowed from another field, to guide social workers in their practice. The International Federation of Social Workers (2000) defined social work practice as a process of addressing inequities, injustices, and limitations among groups in society. The profession of social work meets individuals’ needs at times of crises as well as more daily personal and social problems. Social workers must have a variety of skills, techniques, and activities to be able to help individuals and their communities. Their interventions include not only work with
individuals but also with the greater social network, social policy, planning, and community development.

1.9 Definition of Concepts

1.9.1 Community

"Community" refers to a group of individuals or families who use the same values, services, institutions, interests, and who live in the same geographic area (Barker, 1999).

1.9.2 Community Development and Community Organization

"Community development and community organization" refer to social workers' and community members' efforts to improve the local community by paying attention to the bonds between members of the community, encouraging self-help, developing leadership, and creating new institutions, as well as revitalizing existing ones (Barker, 1999). In this study, "community development" refers to collaborative work between citizens and government centers to provide services (medical, cultural, social, and economic), to meet a community’s needs (Ministry of Labor & Social Affairs, 2002).

"Community organization" is an intervention process and a collective action that used to help members of a community solve their problems and enhance their wellbeing (Barker, 1999). According to Khan (1995), there exist four methods to analyze the difficult relationship between social work and community organization. They include: service, to meet the basic needs of individuals; mobilization, to empower individuals by helping them to help themselves; advocacy, to help and support individuals to improve their society; and organization, to create a sustained and ongoing change.
1.9.3 Social Work and Social Work Practice

Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes. The practice of social work requires knowledge of human development and behavior; of social and economic, and cultural institutions; and of the interaction of all these factors. (NASW Homepage, 2002).

This is the practice of social workers to provide social services by using their social work knowledge and skills. Social workers use both preventative and curative methods. Some of the roles in social work practice are clinician, administrator, evaluator, mobilizer, planner, protector, supervisor, advocate, researcher, upholder of equitable social values, socializer, broker, caregiver, case manager, communicator, outreacher, consultant, data manager, and teacher. Moreover, the social worker may operate in micro-, mezzo-, or macro practice in order to serve the community (Barker, 1999).

1.9.4 Social Work-Educated Staff

"Social work-educated staff" refers to the professional who has an academic degree (e.g., diploma, bachelor’s, master’s, or Ph.D.) in social work to be able to provide social services. He/she uses social work knowledge, values, and approaches to alleviate social problems (Reamer, 1994; Al-Maghloth, 1992).
1.9.5 Non-Social Work-Educated Staff

“Non-social work-educated staff” refers to the professional who has an educational degree [e.g., diploma, bachelors, masters, or Ph.D.] in a different discipline than social work and is working to provide, organize, or direct social services. He/she is hired for and should use social work knowledge, values, and approaches to alleviate social problems (Reamer, 1994; Al-Maghlooth, 1992).

1.9.6 Approach to Participation

The written strategies that the community development centers and social work centers are using to achieve their agencies’ goals and objectives include pre-existing indigenous committees; talking with indigenous community leaders; asking community members for help; using the media, such as national television and national radio to learn about community needs; and using incentives, such as rewards to encourage community members to participate in community planning (Al-Maghlooth, 1992).

1.9.7 Model

“The model” is a practical implementation of a given theory in social work practice. A “model” is used in social work practice to represent the reality of clients and their environment. A model duplicates the environment in which the clients must cope (Barker, 1999; Hornby, Cowie & Lewis, 1974). Rothmans’s (1995) model of community organization is the framework used in this study (locality development, social planning, and social action).

1.9.8 Skills and Techniques

“Skill” is defined as measurable proficiency in the use of one’s hands, knowledge, resources, talents, and personality. Skills include organizational skills, professional
skills, administrative skills, disseminating information about available community
resources, communication skills, problem-solving skills, intervention skills, emergency
crisis intervention skills, research skills, technology skills, and teaching skills (Barker,
1999; Hornby, Cowie & Lewis, 1974).

"Technique" is the actual practice of social work (e.g., teaching and interviews). It
refers to knowledge-based skills, methods, and procedures used to achieve desirable
goals (Barker, 1999; Hornby, Cowie & Lewis, 1974).

1.9.9 Activity

"Activity" is a form of organized, supervised, often extracurricular recreation. In
the context of social work "activity" refers to any behavior plan that is consistent with the
goal of social work to deliver services to clients. Activities include counseling,
administering, advising, educating, training, and mentoring (Barker, 1999; Hornby,
Cowie & Lewis, 1974).

1.10 Geography, Culture, and Socioeconomic Conditions in Saudi Arabia

With the arrival of the new millennium, the world has become a global
community, which has significantly changed the way we live on this earth. Like the rest
of the world, Saudi Arabia, too, has been preparing for these changes.

The Kingdom of Saudi Arabia is one of the largest countries in the Middle East,
with approximately 16.9 million citizens. Saudi Arabia occupies four-fifths of the
Arabian Peninsula, approximately 865,000 square miles that contain a variety of
landscapes, such as forests, grasslands, rugged mountain ranges, and vast deserts. As a
monarchy that is ruled by a king, Saudi Arabia is assisted by an appointed Council of
Ministers. All Saudis have the right of direct petition to the monarch, the regional
governors, or other government officials (Saudi Embassy, 1999).

The main cities of Saudi Arabia are in the Central and Western Regions. Islam’s
two holiest cities, Makkah and Madinah, are located in the Western Region in Saudi
Arabia. Makkah is the birthplace of the prophet Mohammed, the location of the Islamic
Holyland, and the focal point of the Islamic pilgrimage (Hajj). Madinah is the city to
which the prophet Mohammed emigrated from Makkah, and where he lived. About two
million Muslims from Saudi Arabia, and around the world come to Makkah each year to
observe the Hajj. This holy gathering brings diversity into the region. Due to the
holylands, the Western Region has a much more highly diverse population than all other

Riyadh city, the capital of Saudi Arabia and the center of government, is located
in the Central Region. With the oil boom of the mid 1960s, an era of growth began in the
city and later spread to the Eastern Region. Today, Riyadh is considered an advanced
technology center and has been appointed as the headquarters of the Gulf Cooperation
(GCC), which gives the Kingdom of Saudi Arabia an increasingly important position in

The Eastern Region contains Saudi Arabia’s massive petroleum resources. It is
here that the headquarters of the Kingdom’s oil industry is located. There is an industrial
complex in this region, to which many individuals come to seek jobs, bringing diversity
into the region. The Northern Region was the main gate for pilgrims heading for the
holylands of Makkah and Madinah. This region is especially good for farming because it

The Southern Region has a border with the Republic of Yemen. This region is known for its natural beauty and its high level of rainfall compared to all other parts of the peninsula. As a result, the Saudi government established a number of national parks for Saudi citizens to enjoy their holidays. There are several valleys (wadis) in this region in which large-scale farming is possible due to the oases (The Saudi Arabian Information Resource, 2002; Metz, 1992).

With its vast petroleum reserves, Saudi Arabia is at the world's economic forefront, and in the 1970s and 80s, the Saudi economy showed unprecedented growth by exploiting the petroleum reserves in the Arabian Peninsula. As a result, the Saudi treasury has been enriched by approximately $800 billion in oil revenues. The Kingdom's proven reserves are estimated at 315 billion barrels—the largest in the world, sufficient to maintain current production levels for more than a century (Al-Sweel, 1993).

Saudi Arabia's official religion is Islam, which forms the basis for the nation's legal system. There are two religious holidays, Eid Al-Fitr, celebrating the breaking of the annual Ramadan fast, and Eid Al-Adha, celebrating the pilgrimage to Makkah. Saudis follow the Islamic calendar based on lunar cycles, with 354 days in one year. Fridays are reserved as the weekly day of rest and worship (The Saudi Arabian Information Resource, 2002; Saudi Embassy, 1999).

Family ties and kinship lines provide the basic structure to Saudi society, left over from the nomadic tradition in which everyone was a member of a clan. Kin affiliations and mutual obligations in the Saudi family, clan, and tribe and are regulated by Muslim
law and strong ethics that place restrictions on individuals (Al-Sweel, 1993). The family is the center of loyalty, obligations, and expectations in Saudi culture. Tribal and family ties determine status and relationships within the family are complex and sensitive: the father and mother are generally considered the main authority figures (Al-Saif, 1991; Al-Dakheelallah, 1984).

The social development in the Kingdom is taking place in the context of enormous material/economic wealth, giving the Kingdom much advantage over other developing countries. Oil wealth is distributed through a patrimonial tribal organization, which has enabled Saudis to build a complex and modern infrastructure.

The Saudi government provides free social services to all citizens, including education, health care, pensions for the elderly, widows, and the disabled, as well as aids to victims of natural disasters. The government also provides interest-free mortgages and loans for homes, construction, business, or agricultural development (Al-Sweel, 1993).

The authorities and citizens of Saudi Arabia are both aware of the need for social change and social development. The Kingdom has the financial resources to support social change, but still needs to devise effective methods of providing social services to the people of Saudi Arabia, who are not accustomed to the concept of social service, since in Saudi society one relies on one's family for support (Saudi Embassy, 1999; Al-Sweel, 1993).

The Saudi government created seven different development plans to achieve comprehensive development for Saudi Arabia, beginning in 1970. The current development plan in effect is the Seventh Plan (2000–2005), which followed the same course as the course that was started 30 years ago. Remaining true to Islamic values, the
Seventh Plan's objective is to defend the nation, maintain security and social stability, and expand productivity in all areas in order to increase the revenue. The Seventh Plan is thereby intended to enable Saudis to deal effectively with technological developments, to promote a productivity and prosperity in the country. The plan also reflects a special focus on health and social services, while also paying attention to educational training in order to achieve comprehensive development in Saudi Arabia (Ministry of Planning, 1999).
CHAPTER 2

REVIEW OF LITERATURE

This literature review uses the conceptual framework developed by Jack Rothman (1995). Rothman’s three models of community organization are the theoretical frame from which the researcher could study social work practice at social work centers and community development centers within the five regions in Saudi Arabia. Rothman’s models of community organization include locality development, social planning, and social action. Although these are Western models, they are more applicable to the Saudi context than are other Western models, because they focus on local people and social planning issues. Rothman’s models were also selected because they were used by a previous researcher from Saudi Arabia, Fahad Al-Maghlooth (1992) who was able to apply the locality development model successfully to the Saudi context. This chapter also reviews the literature on community social work and community development in Saudi Arabia, as well as community development and social work centers in Saudi Arabia and their objectives, goals, programs, and the social workers’ role. And finally, prior research on community development and social work centers in Saudi Arabia is reviewed.
2.1 The Theoretical Base of this Study

In the current study, the researcher uses the conceptual framework developed by Rothman (1995) as a source of knowledge and comparison. Rothman's framework is a current model of community practice for social work. The models set by Rothman are proposed as multimodal approaches, and the practitioner can use one or a combination of these models to meet the community's needs. In their article on community practice models in the Encyclopedia of Social Work, Weil and Gamble (1995) describe Rothman's model among many other community practice models and they give the practitioner an idea of how to implement these models. They also offer recommendations for which model to use, depending on a community's desired outcome, its primary constituency, and scope of concern. The choice of model can also vary depending on the role of the social worker and the targeted system. Weil (1996) offers a historical perspective of Rothman's model for locality development, social planning, and social action, when she writes an overview of different models of community practice.

Two of Rothman's (1995) models, locality development and social planning, are used in this study, because they are appropriate as theoretical guides for studying social work in Saudi Arabia, especially given the small number and limitations of previous research in the field of social work in Saudi Arabia. The researcher also does not use social action in this study, because it is not appropriate with Saudi society and historically it has not been used in Saudi Arabia.

2.2 Locality Development Model

Weil (1996) notes that the two main goals of locality development are encouraging self-help and building community capacity. Locality development focuses on helping
groups of individuals to identify and find a solution to their own problems. This model works best with a small community, in which members participate in solving their problems through interacting with one another.

Voth and Brewster (1990) state that in his locality development model, Rothman regards the community as potentially viable and free of incompatible conflicts of interest. Moreover, Rothman views the community as making its own decisions and achieving its own goals. The practitioner's goal is to support the community, not to make decisions for them. Furthermore, the practitioner is not task-oriented, but wants to improve the capability of the community.

Rothman (1995) states that community change must be pursued through the participation of a variety of people at the local community level. Community members must identify their own goals and must take steps locally to achieve their goals. Rothman also provides examples of locality development as conceived in the United States. These include "neighborhood work programs conducted by settlement houses and other community-based agencies; federal government programs such as Agricultural Extension and The National Service Corps; and village-level work in some overseas development programs including the Peace Corps and the Agency for International Development (AID)" (p. 29). Examples of locality development also include community work in adult education, public health education, consumer cooperatives, civic associations, neighborhood councils, and block clubs.

According to Weil and Gamble (1995), the locality development model primarily includes marginalized and low-income groups in both areas, urban and rural. In locality
development, the aim of development groups or corporations is to meet the targeted group’s needs.

Locality development targets both social and economic problems. It also aims to better educate community members and improve their leadership skills (Weil & Gamble, 1995). This model is most interested in improving the community members’ technical and management skills in order to create projects and services that promote economic development. The locality development model would help to develop income and service programs so that the community becomes more functional and self-sufficient.

Locality development has several components, which are listed and discussed in the following pages.

2.2.1 Goal Categories in Locality Development

Locality development’s primary goal is to encourage problem-solving among community members. Professionals using the locality development model must teach people autonomy, self-respect, and collaboration, rather than simply delivering services or meeting needs (Rothman, 1995).

2.2.2 Assumptions Concerning Problem Conditions in Locality Development

The locality development model recognizes that the local community is subsumed by the larger society and does not have its own problem-solving skills, nor has productive human relationships that are conducive to self-help. The model regards the community members as isolated, disillusioned, and frequently mentally ill—that is, lacking the skills to help themselves. The model also recognizes that technological advances, industrialization, and urbanization do not consider the detrimental consequences on social / human relations (Rothman, 1995).
Henderson and Thomas (1987) note that conflicts and blaming others rather than taking responsibility for a problem have divided community members, who may no longer know how to handle their personal relationships. They add that this may be due to the atrophy of community members’ social skills which are necessary in order to establish good networking and well-functioning neighborhoods.

2.2.3 Basic Change Strategy in Locality Development

The basic change strategy under locality development can be summarized by “Let’s all get together and talk this over” (Rothman, 1995, p. 37). However, this means that community members must come together to identify what they feel they need and how they can solve their own problems. The secret to successful change is in the community members’ taking their own initiative and in their collaborative decision-making (Rothman, 1995).

2.2.4 Characteristic Change Tactics and Techniques in Locality Development

The locality development approach stresses discussion and communication among community members. When there is a conflict, practitioners of locality development replace win-lose situations with shared problem-solving (Rothman, 1995).

2.2.5 Practitioner Roles and Medium of Change in Locality Development

In the locality development approach, the practitioner’s role is one of an “enabler, or encourager,” (Rothman, 1995, p. 38) and his or her responsibility is to help individuals to interact and participate in groups and networks. The practitioner’s goal is to empower the individual through his/her relationship with others and thereby improve their economic and social wellbeing. The practitioner promotes small task-oriented groups in which members work together to identify and solve their problems (Rothman, 1995).
2.2.6 Orientation Toward Power Structure(s) in Locality Development

The power structure under locality development is included within the concept of "community." All parts of a community are considered a part of the action system, and power elites are regarded as being concerned for the wellbeing of everyone. This means that only mutually agreed upon goals can be achieved, while goals with irreconcilable interests are abandoned. Therefore, any goals that involve fundamental changes in the power structure and control of resources are usually discarded, especially affecting minorities and the poor, because it may improve their economic standing and social position (Rothman, 1995).

2.2.7 Boundary Definition of the Beneficiary System in Locality Development

The locality development model designates the total community, such as a city, village, or neighborhood, as a beneficiary system, which means that it requires the participation of both genders, all ages, races, nationalities, religious persuasions, economic circumstances, and social and cultural groups (Rothman, 1995).

2.2.8 Assumptions Regarding Community Interests or Subsystems in Locality Development

The locality development model assumes that it is possible to reconcile different interests through reason, communication, and mutual concern. It regards people as capable of solving their own problems collaboratively regardless of their race, gender, ethnicity, or nationality. The humanistic orientation of community development allows for open communication and feedback (Rothman, 1995).
2.2.9 Conception of Intended Beneficiaries in Locality Development

The locality development approach refers to beneficiaries as ordinary people with inherent capabilities and skills, which are not fully developed and which require outside help from practitioners to bring them out. This perspective assumes that each individual has underdeveloped abilities that can be cultivated, and that each individual is capable of becoming responsible and taking initiative, as well as enhancing his or her originality and leadership (Rothman, 1995).

2.2.10 Conception of the Role of Intended Beneficiaries in Locality Development

Locality development views beneficiaries as active participants who are in interaction with other community members and with the practitioner. Group discussions are considered helpful to individuals’ education and growth. Participants are encouraged to work in groups in order to determine what they feel they need as a community, what their preferred goals are, and what is an appropriate action for the group to take (Rothman, 1995).

2.2.11 Uses of Empowerment in Locality Development

In the locality development model, empowerment means gaining competence and skills in decision making, so that individuals can agree and take action together. Empowerment also refers to individual growth and development among the community members, which is essential to community building. In short, it is the goal of locality development (Rothman, 1995).

2.2.12 Social Work Roles and Skills Required in the Locality Development Model

In locality development activities, a social worker often joins the corporation or helps to staff the corporation as it is first getting established. Necessary skills that the
social worker must have include needs-assessment and research in order for him or her to establish realistic goals and identify the skills and resources the community needs. The social worker also needs to be able to organize and train individuals to develop their community leadership and technical skills (Weil & Gamble, 1995). Additionally, the social worker's roles in this model include planning, managing, and negotiating. The social worker or practitioner needs to have high-level process-, task-, and technical skills, as he or she may be engaged in different aspects of an individual's development (Weil & Gamble, 1995).

2.2.13 Research Studies on the Locality Development Model

Burwell (1995) stimulated public welfare initiatives among African Americans in 38 counties in racially segregated North Carolina before and during the Great Depression. The tool he used was the politics of black self-help toward social change in public social welfare activities. His emphasis on black self-help and indigenous leadership contributed to the hiring of the first black social workers in public welfare offices in North Carolina.

Kurtz and Lindsay (1987) used a locality development model to form local groups empowered to set goals in three areas: (1) cooperative working relationships between school and juvenile court staff; (2) establishment of local groups that plan and coordinate services to troubled youth; and (3) development of prevention plans based on local needs. They found that there factors that influenced the outcome of similar future programs.

Cnaan and Rothman (1986) used locality development on a sample of 105 community organization practitioners in the Middle East. The participants were asked to examine their perceptions of the activities at work. The researchers were looking for empirical evidence concerning Rothman's conceptual formulation of locality.
development, social planning, and social action. In locality development, social workers perceived and performed their roles at a high level; in social action, they perceived and performed their roles as social worker at a low level.

Cnaan and Rothman found the largest gap between perception and performance of the social worker’s role in the area of social planning. In general, the social workers who participated in the study reported that they could not perform their roles as well as they believed that they should have.

Nussbaum (1984) used locality development to explore how social work education could apply to Martin Luther King’s conception of a “beloved community”—to King, a beloved community promoted social justice and reconciliation. Nussbaum discusses ways to include these models in social work education and ways that social work values can be taught through incorporating the issue of racism into the social work curricula.

Richardson, Kairys, LaManna and Krell (1983) use a coalition-building exercise to illustrate the locality development model. In this study, staff members of a child abuse prevention and treatment project acted as catalysts. They created an ad hoc group in several small New Hampshire communities, using task-oriented communities to promote family life education. Their study stresses the conditions for locality development: an available enabler, clear and worthwhile payoffs, consensus on issues, and short-term task achievement.

2.3 Social Planning Model

According to Weil (1996), Rothman identifies the main goal of social planning as problem solving that focuses on community problems. The basic strategy in Rothman’s model is to gather facts and make rational decisions for the community.
Weil & Gamble (1995) state that social planning could be conducted in several ways: at the individual or agency level, by a regional human services planning council, or by a consortium of human service agencies. Weil and Gamble (1995) note that elected officials and government bureaus at city, county, and regional levels also use social planning. A task force is assigned which combines public and private interests and resources.

Lauffer (1981) refers to social planning as “the development, expansion, and coordination of social services and social policies” (p. 583). Social planning involves a technical process of problem solving. Examples of these are housing, delinquency, and mental health. It is data driven, with an eye on carefully controlled change.

Voth and Brewster (1990) note that, in social planning, the individual is the focus, followed by the community. The social planning model views community members as “consumers” who rely on local decision-makers and administrators. The authors also note that this model emphasizes a rational process. The increased complexity of issues that communities must deal with have made this model very popular.

Weil and Gamble (1995) note that the social planning is carried out by different configurations of elected officials, leaders of social agencies, interagency organizations. Weil and Gamble (1995) indicate that the social planning model is concerned with human service networks that plan, coordinate, or integrate social needs and geographic planning.

Social planning has many components as are discussed below.
2.3.1 Goal Categories of Social Planning

Social planning stresses task goals that focus on the solutions for social problems. Rothman (1995) notes that social planning organizations often deal with officially identified problems and deficiencies. Examples of this are mental health departments, municipal housing authorities, legislative committees, the American Cancer Society, and commissions on physical rehabilitation or alcoholism.

Weyers (1992) summarizes the goals of social planning in three categories: solving social problems, satisfying social needs, and coordinating services. These goals require various disciplines to cooperate and assume that new services and facilities will also be established developed. Rothman (1995) states that many planners are facing challenges in processing their goals because of official mandates, legislative directives, formal time lines, and prescribed procedures that make their work difficult.

2.3.2 Assumptions Concerning Problem Conditions in Social Planning

Rothman (1995) states that the social planning model views the community as overcome by concrete social problems. Rothman regards certain types of problems as characteristically “American.” A few examples include the spread of urban malaise, lack of much-needed affordable housing, high delinquency and crime rates, poorly funded and understaffed schools, among others. These different problems are so vast that they can be subdivided into various categories.
2.3.3 Basic Change Strategy in Social Planning

Rothman (1995) tells us that the main change in the data-driven modality of social planning can be described by the statement of, "Let's get the facts and think through the logical next steps" (p. 37). However, this requires bringing a wide range of community people into determining their felt needs and solving their own problems, as well as assembling and analyzing facts. Doing this is largely the responsibility of the practitioner.

2.3.4 Characteristic Change Tactics and Techniques in Social Planning

Rothman (1995) states that fact-finding and analytical skills are most important in the process of social planning. The practitioner's analysis of the situation determines how conflict may be resolved or how consensus can be achieved. In the social planning model, cooperative participation is highly valued.

2.3.5 Practitioner Roles and Medium of Change in Social Planning

Rothman (1995) indicates that social planning stresses more technical or expert roles. The expert's role includes the following components: community diagnosis, research skills, advice on methods, technical programmatic information, information about other communities, and finally, evaluation. In addition to collecting and analyzing data, the practitioner guides and maneuvers agencies, bureaucracies, and legislative staff.

Weyers (1992) adds that the social planner must work to correlate the needs of the community with the resources that are available. Different forms of research are needed to identify the nature and range of these needs, through formal systems and structure of authority. In order to acquire support and funding, the social worker should identify the needs of the community.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
2.3.6 Orientation toward Power Structure(s) in Social Planning

According to Rothman (1995), the power structure in social planning is represented by the practitioner's sponsor or employer, who may be a board of directors, an office of city government, or a legislative unit. However, it is important to realize that social planners can only carry out their work by the support of those in power who possess wealth, control of machinery of government, or high prestige. Therefore, social planners are limited in their actions by their employers' interests, motivations, and funding. Therefore it can be difficult for them to make decisions independent of their employers.

2.3.7 Boundary Definition of the Beneficiary System in Social Planning

Rothman (1995) states that the intended beneficiaries may be a whole community or part of a community. According to community welfare councils and city planning commissions, beneficiaries of social planning make up the widest cross-section of community interests. Sometimes the intended beneficiaries are more segmented, such as a given neighborhood, the mentally ill, the aged, or youth. Some representatives might view intended beneficiaries in the community in universal terms or in terms of specific constituencies.

2.3.8 Assumptions Regarding Community Interests or Subsystems in Social Planning

Rothman (1995) says that, in the social planning model, no assumption is made about the difficulty of resolving conflicting interests. This model is more likely to be pragmatically oriented toward the specific problem and those affected by it. Before making reliable predictions regarding possible resistance in a variety of situations, the
planner needs to study and analyze the interest groups dominant in different types of organizations to guide him or her.

2.3.9 Conception of Intended Beneficiaries in Social Planning

Rothman (1995) states that, in social planning, the beneficiary group is usually known as “consumers of services” (p. 41). It is these consumers who will receive and use the social planning programs and services. For example, those who receive mental health treatment, public housing, health education, recreation, or welfare benefits are the consumers of these programs.

Weyers (1992) indicates that the main objective of social planning is to provide social services. As a result, the community depends on the quality and quantity of the services provided. Moreover, in many public policy settings, beneficiaries may be regarded as both “consumers and constituents” (p. 41).

2.3.10 Conception of the Role of Intended Beneficiaries in Social Planning

Rothman (1995) tells us that clients, consumers or recipients of services are beneficiaries in the social planning model. Although they are active in using services, they do not determine policy or goals. Decisions are made through a planner who collaborates with a community group consisting of business and professional elites. The specialist then needs to watch over this process with the realization that constituency interests and pressures could impact policy enactment.

2.3.11 Uses of Empowerment in Social Planning

Rothman (1995) indicates that the social planning model aims to empower and inform. Residents and consumers are empowered when they ask to inform planners about their needs and preferences, so that the plan design can include their input and feedback.
This information could be obtained through surveys using, for example, focus-group techniques or public hearings. Through these means, consumers would be able to have their views included in decision-making. Moreover, when information and details are provided to the consumers regarding available services, they are, in turn, further empowered and they feel better equipped to choose the best program for their community.

2.3.12 Social Work Roles and Skills Required in the Social Planning Model

Weil and Gamble (1995) state that research skills such as needs assessment, research, evaluation, proposal development and analysis, communication, and managing are important to the role of planner. The planners' communication and management skills are especially necessary because the planners work with such a wide variety of people.

According to Weil (1996), technical skills (research, analysis, program implementation and facilitation) are important to the role of the practitioner. Rothman (1995) notes that social planners need technical skills to be able to gather and analyze quantitative data as well as diplomatic skills to interact with different organizations.

2.3.13 Research Studies on the Social Planning Model

Boehm and Litwin (1999) conducted a study on social planning in community organization work that reflects two planning styles, a rational and an organizational-political style. They used a sample of 138 Middle Eastern community organization workers and found that workers were using varying methods to implement planning activities, indicating a lack of homogenous task patterns. Furthermore, workers focused more on traditional planning activities and did not engage in activities based on new knowledge.
Jones and Harris (1987) presented a three-phase model to analyze social planning, thus addressing some of the misconceptions regarding social planning. Scholars and practitioners cannot agree on the definition of "social planning." The researchers present dynamic interactions between the phases to support the challenge that the practitioner faces in attempting to enhance the quality of life for all citizens.

Westhues (1982) conducted a comparative analysis of planning and general systems theories and their approach to social planning and explored the development of public policy in Quebec and Ontario, Canada. Her objective was to determine the approach that was adopted in the planning of personal social services after the passage of the Canada Assistance Plan. The results of her research showed that planning in the personal social service sector was more comprehensive in Quebec than it was in Ontario during the Canada Assistance Plan.

Cummings (1981) conducted a study of pluralistic societies to discover whether social planning methods could meet their needs especially in troubled times. He measured the coordination and order of societies formed with the guidance of social planning, using traditional planning functions and tools. His findings showed that there is a viability of emergent planning.

Andrews and Linden (1984) studied employees of state and local human service agencies in Warren County, Kentucky. The members were not experienced or educated in social planning; but they were given the responsibility to develop community resources without using state funds, which was successful. This effort demonstrated that the public will respond with enthusiasm when they realize that the policies will improve their quality of life.
2.4 Social Action Model

Weil (1996) indicated that both the task and process goals of the social action model are intended to change power relationships and basic institutions. The practitioner functions as an activist advocate for disadvantaged individuals and uses either contest or conflict to meet their goals. Weil and Gamble (1995) noted that the social action practitioner challenges inequalities and confronts decision-makers who have ignored the community's needs. The practitioner also disputes unjust decisions and helps community members to believe in themselves so that they will take responsibility to change unjust conditions.

Rubin and Rubin (1992) stated, "Social action campaigns document a problem, choose as a target those who can effect a solution, symbolize the issue, take pressureful actions and try to ensure the implementation of promised changes" (p. 245). Voth and Brewster (1991) noted that Rothman's social action model tries to redistribute power. Practitioners emphasize building power bases by forming coalitions among community members. Their objective is to maintain and accomplish activities. However, their focus of attention often is ways that power and influence can be seized.

Rothman (1995) indicated that the social action model aims are to help disadvantaged people who need to be organized so that they can make demands on the larger community for equal treatment and resources. He also added that those who practice this model are rather militant in their tactics and goals.

Rothman (1995) stated that the main goal of social action is to make fundamental changes in the community, especially to redistribute power and resources and allow
marginal groups access to make decisions. Moreover, social action also aims to change legislation. For example, a welfare department or housing authority, or city council.

Additionally, the social action model has been used by many organizations, such as feminist groups, environmental protection organizations, and AIDS activists. Industrial Areas Foundation, ACORN (Association of Community Organizations for Reform Now), and labor unions have also embraced the social action model.

Weil and Gamble (1995) noted that the selected beneficiaries of the social action model are citizens in a particular political jurisdiction. They (1995) stated that “building political power and promoting institutional change for greater social justice” comprise the scope of concern of the social action model (p. 588).

There are several components of social action, as are discussed below.

2.4.1 Goal Categories in Social Action

Rothman (1995) indicted that the social action model might depend on either task goals or process goals. Some social action organizations aim to achieve legislative change or changes in specific social practices. However, these objectives require changes in government and organizational policies. On the other hand, some groups prefer process goals. They seek to exercise power, such as ACORN or the black power movement. These days, we can see how these social action groups stress process goals and capacity building, as expressed in the feminist slogan, “the personal is political.”

2.4.2 Assumptions Concerning Problem Conditions in Social Action

Rothman (1995) stated that, those who take a militant advocacy stance see a hierarchy of privilege and power in the community. He also mentioned that the social action model recognizes the oppressed, deprived, ignored, or powerless populations in the
community that suffer under the powerful and oppressive control of big government, large corporations, global capitalism, as well as racism, or sexism. Injustices such as these lead to unequal distribution of wealth, which often also bring about human suffering.

2.4.3 Basic Change Strategy in Social Action

As the strategy for social action, Rothman (1995) wanted to organize to overpower the oppressor. He wanted to crystallize issues and mobilize people so that they could identify "the enemy" and pressure selected targets in order to change the system. The targeted oppressors might be an institution, an individual, or a group of individuals who represent a behavior, such as the welfare department, the mayor, or slum landlords, respectively.

2.4.4 Characteristic Change Tactics and Techniques in Social Action

Rothman (1995) indicated that the social action model emphasizes militancy and direct action, confrontation, and conflict tactics. The practitioner must be capable of mobilizing relatively large numbers of people to participate in rallies, marches, boycotts, and picketing. Their success in bringing about change depends on their ability to embarrass the oppressor, if not to harm the oppressor politically or financially, or both. As Alinsky (1962) has said, "Issues involve differences and controversy. History fails to record a single issue of importance which was not controversial. Controversy has always been the seed of creation" (p. 7).
2.4.5 Practitioner Roles and Medium of Change in Social Action

Rothman (1995) indicated that in the social action model, roles demand the organization of disadvantaged groups to pursue their interests in a pluralist political culture. The practitioner’s goal is to create and direct mass organizations and movements in order to have an impact on political processes.

2.4.6 Orientation Toward Power Structure(s) in Social Action

Rothman (1995) stated that the power structure lies outside the beneficiary system and therefore is an external target of action, or an oppositional / oppressive force. Sometimes this power is completely antithetical to the oppressed group, whom the practitioner wants to help. Additionally, individuals in power must in turn be coerced or overthrown for the sake of social equity.

2.4.7 Boundary Definition of the Beneficiary in Social Action

Rothman (1995) stated that intended beneficiaries, who suffer at the hands of the boarder community, deserve the special support of the social worker. Moreover, practitioners in this model tend to think in terms of relationships like sister or brother rather than a “client,” because it is less patronizing and more engaged.

2.4.8 Assumptions Regarding Community Interests or Subsystems in Social Action

Rothman (1995) indicated that the social action model believes that it is not easy to reconcile different interests within a community. And also resources are limited or dominated. Therefore, coercion is often necessary in order to get results. However, individuals who hold the power and privilege and who profit from the disadvantage of
others have so much to lose, that they will not easily give up their power, and one cannot expect them to do so without a fight.

2.4.9 Conception of Intended Beneficiaries in Social Action

Rothman (1995) indicated that the intended beneficiaries of social action are victims of racist institutions, patriarchal entities, landlords, the medical establishment, government bureaucracies, and corporate abusers. They are seen as the “underdog.”

2.4.10 Conception of the Role of Intended Beneficiaries in Social Action

Rothman (1995) stated that the employer of the practitioner or constituents is the benefiting group in this model. The Industrial Areas Foundation usually waits until the individuals in a target area have gained some control and independence in the funding of the organization before they enter the target area. Ideally in unions, members are in charge of running the organization.

Khan (1982) indicated that the staff director should be held directly accountable by and to the board. Moreover, individuals who are not involved the decision-making process might participate in mass action, through marches or boycotts, to put pressure on the oppressive political or organizational power structure.

2.4.11 Use of Empowerment in Social Action

Rothman (1995) stated that in social action, empowerment means to gain economic power. This power is meant to make the community members an equal party in decision-making. For example, community members must be able to be on agency boards or municipal commissions, or have the political power in some way to directly affect decisions. There is a notion in this model, “get the government off our back,” which means that citizens should be able to conduct their lives without restraint (p. 43).
2.4.12 Social Worker Roles and Skills Required in the Social Action Model

Weil and Gamble (1995) indicated that advocate, educator, organizer, and researcher are the roles of social worker in the social action model. As organizer, the social worker should engage in capacity building, both internally to help the group make decisions and externally in the greater community, to enable the group to engage in direct action, public and media relations, and investigative research. In some situations, the organizer might serve directly as an advocate and also seeks to assist group members in becoming their own advocates, building their capacity for leadership. Organizer also might get involved in politics by running for office.

Weil and Gamble (1995) also addressed three important principles that the organizer of social action should engage in: (1) create real and concrete improvements in people’s lives; (2) empower individuals; (3) redistribute power. Moreover, an organizer for political and social action needs to have skills in organizing as well as research and computer skills and skills in public relations and in media.

2.4.13 Research Studies on the Social Action Model

Hardina (2000) reported data collected from a survey of members of the Association for Community Organization and Social Administration (ACOSA) who teach a course in community practice. Respondents reported having discussed the social action model in class and said they preferred it to other models. Strategies taught in the classroom included collaboration, campaign, and confrontation. The study found that most of the respondents personally preferred collaboration to confrontation.
Galambos (1999) examined two ethical conflicts in managed health care, an area that presents countless ethical conflicts for the social worker: competing fiduciary relationships, and justice versus injustice. The researcher also offered several mechanisms to reduce these ethical conflicts. The author examines the social worker's role in reducing injustice in managed care, while applying principles of distributive justice, egalitarianism, and the NASW Code of Ethic.

Domanski (1998) presented the results of a national survey of political participation. The survey was administered to a random sample of social work leaders in health policy. A total of 513 respondents reported their participation in 44 government, private sector, and personal political activities during the health policy reform debate in 1994. The study found that these prototypes provide a reliable empirical model for political participation, integrating routine social work professional functions with their political components.

Cherry and Cherry (1997) conducted a study 14 months after Hurricane Andrew, to examine the long-term impact of this natural disaster on the homeless in the hardest hit areas of South Florida. This is the first study conducted on the effects of a natural disaster on the homeless. The foundations for principles of social action are rooted in the best scientific and social justice traditions. In this disaster study, the principles of social action are introduced and described. The results explained how findings contributed to changes in policy, procedure, and practice.

Roberts and Pietsch (1996) were concerned with the conditions for effective social action and the role of community-managed organizations in political participation in the context of Australia, and in particular the state of Victoria, in the mid-1990s when there
was a fight for survival of many alignments between the state and non-government sectors. The results demonstrate that favorable conditions for localized collective action can be attained in a community-managed structure. Roberts and Pietsch analyzed the changing state itself as the social action target.

2.5 Research Studies Critiquing Rothman’s Models

According to Weil (1996), around 1967, Rothman focused his attention on local planning, local development, and local action, and not on coordinating community service planning. Weil criticizes Rothman for paying less attention to organizing communities of interest in that time.

In “The Interweaving of Community Intervention Approaches,” Hyde (1996) she argues that Rothman’s account does not recognize the scope of feminism. In her discussion, she constructs this feminist typology to point out problems in a categorical approach to community practice, such as Rothman’s models. Hyde also argues in favor of recognizing the dimensions of ideology, longitudinal development, and commitment within community intervention and incorporating social movement literature into practice analyses.

Jeffries (1996) argues that the most useful aspect of Rothman’s development of his models for community practice was that he identified three different orientations to community change in the United States, Models A, B, and C, and assigned variables to each orientation. Jeffries also argues that these three orientations would be described more accurately as “approaches to practice” that are adopted as the outcome of modeling activity. Jeffries notes that Rothman now refers to these as “modes” and he finds it ironic
that this core feature of Rothman’s work has been overlooked in subsequent literature on models.

2.6 Social Work and Community Development in Saudi Arabia

Social work education and practice was borrowed and brought from the West by the governments of developing countries either during the colonial era or after World War II when these countries declared their independence (Midgley, 1981). However, in the case of Saudi Arabia, which was never colonized, Western models of social work were still borrowed and brought, not by a government, but by Saudi schools of social work. Also in Saudi Arabia, social workers use models from Africa (eg., Egypt) and Asia (eg., India), but even these are based on Western models, though they have been modified throughout a long time, to meet the needs of their societies. Tribes, families, and relatives were the primary institutions for social work in Saudi Arabia prior to World War II. This continues to be the case, today (Al-Saif, 1991).

Social work education and practice in Saudi Arabia uses the Western model. It was Egyptian and Saudi social workers, who had studied in the West, and experts from the United Nations, who developed the first Saudi institution to offer social work training. Students who study social work in universities in Saudi Arabia are trained to apply the goals, methods, and theories of social work borrowed by the Saudi government. This is because social work is a new practice in Saudi Arabia and there are no established indigenous models or theories of social work in Saudi Arabia, yet, and borrowed models do not fit the needs of Saudi society (Al-Saif, 1991).

There are only four schools that provide a degree in social work in Saudi Arabia. One in Makkah City in the Western Region, Umm Al-Qura University, and three in
Riyadh City in the Central Region, King Saud University, Imam Mohammad Bin Saud Islamic University, and High Institute of Social Work for Girls. Colleges in Saudi Arabia have adopted social work education and practice without indigenization to Saudi Arabia. Students were able to find jobs in different public welfare organizations, where social problems were treated as they would be treated in the West (Al-Saif, 1991).

Today, Saudi social workers are attempting to adapt Western models to match local needs, which is a result of the reality that Western social work is incompatible with Saudi society's needs. According to Al-Saif (1991), most of those who call for indigenization agreed that the basic principles of social work can be useful to Saudi society and can be used to fit Saudi culture, if modified.

2.6.1 Prior Research Done on the Profession of Social Work in Saudi Arabia

According to Al-Saif (1991), the profession of social work cannot gain public recognition in Saudi Arabia, until the field has gained full legitimacy. Such a recognition can only come about when the profession of social work has proven that it can deal with local Saudi needs and has shown that it reflects the Saudi economic, political, religious, and sociocultural milieu. Al-Saif's (1991) objective was to examine the degree to which these ends have been achieved to date. He used the following methods of data collection: reviewed institutional sources, conducted structured interviews with faculty members in social work, conducted structured interviews with selected leaders in the Ministry of Labor and Social Affairs, and sent out self-administered questionnaires to social work practitioners in three ministries.

Al-Saif’s findings show that Saudi Arabia has yet to accept the profession of social work, given the country’s traditional and religious social fabric. Another problem
that Al-Saif found was that the current Saudi training programs and the practice of social work in Saudi Arabia are based on nonindigenous models imported from the industrialized Western world. Consequently, the profession of social work in Saudi Arabia still faces many problems.

2.7 Community Development and Social Work Centers in Saudi Arabia

The idea of community development centers began in 1960 in Saudi Arabia. In October of 1960, the government carried out an experimental project for community development in one of the rural areas near Riyadh City and nearby villages (Ministry of Labor & Social Affairs, 2002; Al-Maghlooth, 1992).

Today, there exist 17 community development centers in rural areas all over the Kingdom and 7 community service centers in urban areas. Both rural and urban centers offer the same programs: health education, childcare, literacy, and sports activities. The community development centers in rural areas also have an agricultural counseling program (Ministry of Labor & Social Affairs, 2002).

The Ministries of Education, Health, Agriculture, and Labor and Social Affairs have formed an inter-ministerial coordinating committee to supervise community development centers in Saudi Arabia. Their goal is to implement the policy of the Deputy Ministry of Social Affairs (Ministry of Labor & Social Affairs, 1980- 2002).

The seven social work centers in Saudi Arabia providing services in urban areas consist of three sections: social, cultural, and health. On the other hand, the seventeen community development centers in rural areas consist of four sections: social, cultural, health, and agricultural.
The educational and cultural section is responsible for libraries, adult literacy, and school activities. The health section establishes health committees and extension services and offers health education and clinics. The agricultural section provides extension services, prepares model fields, offers seed improvement, insecticide spray and fertilizers, among others (Kutubkhanah, 1986). Finally, the social section establishes indigenous committees, rural clubs, youth summer camps, extension visits to houses, women's committees, and kindergartens. All of these programs encourage citizens to participate in their community in order to better their lives. This researcher's choice is the social section, because this is a particular area where social workers are able to provide their services more directly at community development centers and social work centers in Saudi Arabia (Al-Maghlooth, 1992; Kutubkhanah, 1986).

2.7.1 Objectives of Community Development and Social Work Centers in Saudi Arabia

There are several national objectives enacted and administrated by the Saudi Ministry of Labor and Social Affairs and Ministry of Planning. These objectives are:

1. Working toward making the desired changes within the guidelines of Islamic tradition to help citizens attain a balance in their physical and intellectual development, while using available environmental resources.

2. Spreading awareness among the citizens in health, education, social, and agricultural aspects of their lives.

3. Providing integrated services and programs to the local rural community in order to improve their standard of living.

4. Establishing indigenous village committees in which people can work together to help their communities.
5. Encouraging individuals to participate in different programs and services.

6. Establishing youth athletic clubs where young people can organize various activities for themselves and their communities so that the fitness of youth can be improved.

7. Improving the health of rural people.

8. Encouraging education and literacy, mainly reading and writing.

9. Increasing social and health care for women and children and giving women the opportunity to participate in community life within the framework of Islamic tradition.


2.7.2 Social Workers’ Roles in Saudi Community Development and Social Work Centers

The roles of the staff members that are discussed below are set by the Ministry of Labor and Social Affairs in Saudi Arabia. The primary role of a staff member who practices social work in community development and social work centers is to support Saudi citizens in creating a committee that represents them. Staff members collaborate with other practitioners to create a committee out of members of the community, the director of centers and the staff members, which develops, executes, and evaluates collective projects for the local community (Al-Maghlooth, 1992). Staff members also know the area that their center serves so that they can follow the changes within these
areas. Their job includes implementing different activities, such as sports activities, and researching and studying different problems in their areas. Staff members also work in teams with doctors, administrators, nurses, and technicians, to achieve the center’s goals and finally, they provide monthly reports about their work to their directors.

In Saudi Arabia, there is a distinct division of the work world into male and female. Therefore female social workers serve only female clients with their children. Their activities and responsibilities are the same as male staff members, except that they focus their programs on women and children. For example, organizing different programs for women, visiting and helping families in need, developing different classes for women and girls, helping women come to the centers for support, and designing different women’s committees that represent their community. The main role of female staff members is to encourage women to come to the centers and participate in different activities under the guidelines of Islamic tradition. (Al-Maghlooth, 1992).

2.7.3 Prior Research on Community Development and Social Work Centers in Saudi Arabia

In his dissertation, “A Study of Social Work Community Development Practice in Saudi Arabia: Implications for Professional Social Work Development,” Al-Maghlooth (1992) studied eight community development centers in Saudi Arabia out of 22. They were stratified (only one third of the target population was used because of the large distances between the locations), and 40 practitioners were randomly interviewed. Data were chosen and analyzed using frequency and content analysis. Al-Maghlooth used a semi-structured interview as an instrument for collecting data. Additionally, he surveyed related literature in the field of social work and community development, and he
consulted selected Saudi documents before going to the field. To increase the social worker’s knowledge and skills and enhance their efficiency, Al-Maghlooth also designed a 12-step professional social work development approach. This is a descriptive study. The study found a number of factors that affect the efficiency of Saudi social workers, such as lack of support, lack of encouragement, lack of training programs, lack of social awareness, and especially lack of understanding of the role of social workers.

Kutubkhanah (1986) examined government-sponsored programs as well as villagers’ participation and opinions about social work in the Wadi Fatma village outside of Makkah. These programs include the areas of agricultural extension, health, education, culture, and social affairs. Kutubkhanah examined the relationships between participation (dependent variable) and age, marital status, level of education, size of family, length of residence, and distance from the center (independent variables). He first surveyed related literature in the field of sociology and community development. Kutubkhanah also used informal interviews with some officials, community development center workers, and several rural leaders of the Wadi Fatma area to gather background information to help him construct the instrument. He also consulted various Saudi government documents.

Kutubkhanah (1986) used the structured interview technique in gathering data for his study. Two hundred and sixty household heads were randomly selected from a population of 2,050 household heads in six smaller villages of the Wadi Fatma village served by the community development center. Only 245 of the total of 260 were included in the final analysis. Data were analyzed using frequency analysis and cross-tabulation techniques. Kutubkhanah employed the chi-square procedure to test six hypotheses.
related to the participation of heads of households in the community development center programs.

Kutubkhanah found that three of the factors—marital status, level of education and length of residence—have a statistically significant relationship to participation. Moreover, there were more household heads who participated in the community development centers’ activities and programs among those who were married, those who had a higher level of education, and those who had lived longer in the area. Age, distance to the center, and number of persons in the household did not have a significant relationship to participation. Kutubkhanah concluded that participation tends to increase with increasing number of members in the household, but this relationship is not statistically significant.

2.8 Summary of the Literature Review

Rothman developed three models of community intervention. These are locality development, social planning, and social action. Practitioners can use any one of these models or multi-approaches to meet the community needs. Several researchers supported Rothman’s models and they have applied them in their studies. Although some researchers critique Rothman’s models, they are valuable for practicing social work in the community. Moreover, two Saudi researchers, Al-Maghlooth (1992) and Kutubkhanah (1986), have conducted research regarding the profession of social work in Saudi Arabia and rural community development in Saudi Arabia, respectively.

The researcher in the current study goes further. Using two of Rothman’s models that can be applied to Saudi society, locality development and social planning, the current study explores, describes, and compares the practices, approaches, models, techniques,
preferred skills, and activities utilized by staff members who have a degree in social work as well as of those without a degree in social work, all of whom work at community development and social work centers within the five different region of Saudi Arabia where these centers are located.
CHAPTER 3

METHODOLOGY

The aim of this chapter is to provide details on the study design and research methodology. This chapter includes presentation of (a) the research setting in Saudi Arabia, (b) the research design, (c) the sampling design, (d) the research instrument, and (e) the target population and unit of analysis.

3.1 Research Setting

The research setting of this study is twenty-four sites including seven social work centers (SWC), n = 7, and seventeen community development centers (CDC), n = 17, in Saudi Arabia. These centers are located in the five different regions of the country serving both urban and rural communities. The regions served by the centers are: The Central Region (SWC = 2, CDC = 5), the Western Region (SWC = 3, CDC = 4), the Eastern Region (SWC = 1, CDC = 1), the Northern Region (SWC = 0, CDC = 3) and the Southern Region (SWC = 1 , CDC = 4 ).
<table>
<thead>
<tr>
<th>Region</th>
<th>Community Development Centers (Rural)</th>
<th>Social Work Center (Urban)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Western</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Eastern</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Northern</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Southern</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>7</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Table 3.1: Community development and social work centers within the five regions of Saudi Arabia.

This table shows the numbers of community development and social work centers separately in each of the regions.

3.2 Research Design

The design of this dissertation is a descriptive and comparative research that explores the practice of social work community development at community development and social work centers and compares the practice of social work community development between social work-educated and non-social work-educated staff within five different regions of Saudi Arabia. This design is appropriate because of the lack of information and research on social work practice in Saudi Arabia, especially on issues related to social work-educated and non-social work-educated staff. This kind of study is appropriate when the subject of the study is relatively new and unstudied, or when a researcher aims to test the feasibility of undertaking a more careful study or wants to
develop the methods to be used in a future study. The researcher tends to observe and then describe what was observed (Rubin & Babbie, 1997). To collect data on these observations and information, a questionnaire was designed to interview the social work staff of 24 social work centers and community development centers in the five regions in Saudi Arabia where these centers are located.

3.3 Research Instrument

The researcher used a modified survey instrument developed by Cnaan and Rothman (1986). Cnaan and Rothman’s instrument is a self-administered questionnaire composed of three parts: (a) background items on demographic variables; (b) items relating to perceived appropriate roles in community organization; and (c) items relating to activities actually performed in practice. Cnaan and Rothman (1986) report: “The reliability of the two by four factors was found in most cases to be above .700 which is by convention considered adequately reliable” (p. 46). This is relevant to the current research because the researcher wants to make sure their instrument was reliable before he used the instrument in his own survey.

The instrument is a Likert-type rating scale measuring approaches, models, techniques, preferred skills, and activities in community development centers that are performed in practice by the staff hired to do social work community development. The researcher in this current study modified Cnaan and Rothman’s instrument to include sections on demographics and on social work community development activities performed by the staff.

To explore the preferred skills, activities, and administrative roles of the staff members, approaches and methods of community needs identification and job position
titles, the researcher used information from Fahad Almaghlooth (1992), who conducted a descriptive study of community development centers in Saudi Arabia. The researcher also borrowed some questions relating to social work values from the MSW Exit Survey Instrument from the College of Social Work at The Ohio State University (2001). In addition, the researcher included items on the questionnaire based upon his knowledge of community development, and upon governmental documents related to community development centers in Saudi Arabia. The researcher adapted and translated the instrument into the Arabic language from American English to collect information from the subjects of this study.

After the instrument was translated into Arabic, the researcher established the face- and content validity of the Saudi Arabia Urban Area Social Work & Rural Area Community Development instrument with a pilot-study. The researcher sent the questionnaire to a carefully selected sample of seven experts, who are professors of social work in the Department of Social Work at Umm-Al Qura University in Makkah, Saudi Arabia; the researcher also surveyed four social work practitioners in Makkah. The researcher talked to each individual to critically examine and provide suggestions for instrument improvement.

The questions in the survey asked about their beliefs, self-assessment, practice, and skills, and their answers were rated from 1 to 5: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The survey also contained a question about the most severe problems facing the community in which the professionals were working. This question was rated from 0 to 5: None, Slight, Below Average, Average, Severe, and Most 55

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Severe. The participants' suggestions and later discussions and modifications resulted in the final instrument.

The researcher is confident that the Saudi Arabia Urban Area Social Work & Rural Area Community Developments has face validity and content validity. The reliability of the instrument: For the reliability of this survey, the researcher used alpha coefficient: Reliability analyses of Assessment, Practice, Skills, and Belief totals were examined with an alpha coefficient. The range of reliabilities ranged from .70 to .92. Reliability of Belief total (v24 to v40) the Alpha reliability = .87, Reliability of Assessment total (v54 to v62) the Alpha reliability = .87, Reliability of Practice total (v63 to v74) the Alpha reliability = .84, Reliability of Skill total (v75 to v83) the Alpha reliability = .92. This means the researcher made split-half correlations between the scores of four items within the same study population—Beliefs, Self-Assessment, Practice, and Skills—by dividing all items into two sets and recomputing until he completed all possible split-half estimates of reliability and achieved the final score (Grinnell, 1997).

The researcher went to the five regions in Saudi Arabia where social work and community development centers are located and met with the directors who introduced him to the staff who practice social work in social work centers and community development centers. The researcher then met with staff members to explain the questionnaire and answer questions. The researcher also informed all staff members about their confidentiality and told them that their information would be used only for academic research purposes. Within twenty-four hours, the researcher received back the completed questionnaires from directors of the centers. All staff members who practice
social work at social work centers and community development centers participated in this study with 100% population participation.

3.4 Sampling Design

This study includes a population of all social work centers and all community development centers in Saudi Arabia. All of these centers provide the same services. The researcher selected a population of all 106 social work centers and community development centers staff members: Central Region staff (30), Western Region staff (37), Northern Region staff (14), Southern Region staff (10), and Eastern Region staff (15). The researcher surveyed all staff members who practice social work community development in all 24 community development centers: the Central Region (7 development centers), Western Region (7 development centers), in the Eastern Region (2 centers), the Northern Region (3 centers), and the Southern Region (5 centers) to respond to the researcher's survey, titled *Saudi Arabia Urban Area Social Work & Rural Area Community Development.*

3.5 Target Population and Unit of Analysis

The unit of this analysis is the practicing of social work community development at the social work centers and community development centers in Saudi Arabia. The study population consisted of all staff members who practice social work community development at all 24 centers in the five Saudi regions where these centers are located. There are 7 centers in the Central Region, 7 centers in the Western Region, 2 centers in the Eastern Region, 3 centers in the Northern Region, and 5 centers in the Southern Region, totaling 24 in all of Saudi Arabia.
CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

The data gathered from the staff members were used to describe and compare the demographic characteristics of the population. This is a census study of all staff members who work in all 24 centers in Saudi Arabia. The study included the approaches, models, techniques, preferred skills, and activities of social work community development practice in social work and community development centers in Saudi Arabia that social work staff members are using. It also included how staff members react to some new issues concerning social work community development practice.

The researcher looked at differences and similarities in mean values in the number of different variables for the different groups of social work-educated and non-social work-educated staff, including income, level of education, occupation status, age, sex, and number of years on the job. General questions about social work community development and practice, activities, approaches, models and skills questions were also compared by their means. The researcher also compared the means of the practice, activities, approaches, models, and skills scores of the population from the five regions that practice social work community development in all 24 centers. The researcher used this kind of analysis because this is a population study that allows the researcher to use
and describe results by using average of means. The researcher used chi square, which can be used to examine whether a single sample differs significantly from a known population (Howitt & Cramer, 1999). Even though this is a population study, chi-square can help the researcher to see if there exists a relationship between different variables.

<table>
<thead>
<tr>
<th>Region</th>
<th>Centers</th>
<th>Number of Staff Members</th>
<th>Percent</th>
<th>Staff-to-Center Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>7</td>
<td>30</td>
<td>28.3%</td>
<td>4.2 to 1</td>
</tr>
<tr>
<td>Western</td>
<td>7</td>
<td>37</td>
<td>34.9%</td>
<td>5.2 to 1</td>
</tr>
<tr>
<td>Eastern</td>
<td>2</td>
<td>15</td>
<td>14.2%</td>
<td>7.5 to 1</td>
</tr>
<tr>
<td>Northern</td>
<td>3</td>
<td>14</td>
<td>13.2%</td>
<td>4.6 to 1</td>
</tr>
<tr>
<td>Southern</td>
<td>5</td>
<td>10</td>
<td>9.4%</td>
<td>2.0 to 1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>106</strong></td>
<td><strong>100%</strong></td>
<td><strong>4.4 to 1</strong></td>
</tr>
</tbody>
</table>

Table 4.1: Distribution of the study population according to location.

Most of the service areas were from Western Region (n = 37, 34.9%) and Central Region (n = 30, 28.3%). The highest number of staff members to center ratio is from the Saudi population in the Eastern Region. The lowest number of staff members to center ratio is from the Saudi population in the Southern Region.
Table 4.2: Distribution of the study population according to gender.

Table 4.2, the distribution of the study population according to gender, shows that 71.7% are men, whereas 28.3% are women. In the Eastern Region, the greatest percentage of social workers is women. In the Southern Region, the lowest percentage of social workers is women. The data indicates the need for more female social workers, since only women can serve women in Saudi Arabia.

Table 4.3: Distribution of the study population according to age.

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>6</td>
<td>5.7%</td>
</tr>
<tr>
<td>26-30</td>
<td>31</td>
<td>29.2%</td>
</tr>
<tr>
<td>31-40</td>
<td>14</td>
<td>13.2%</td>
</tr>
<tr>
<td>41-45</td>
<td>12</td>
<td>11.3%</td>
</tr>
<tr>
<td>46-50</td>
<td>35</td>
<td>33.0%</td>
</tr>
<tr>
<td>51-60</td>
<td>8</td>
<td>7.5%</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>
This table shows the distribution of the study population according to age. A majority of the staff was between 46-50 (33.0%) or 26-30 (29.2%). The data corresponds to the period of hiring.

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saudi</td>
<td>104</td>
<td>98.1%</td>
</tr>
<tr>
<td>Non-Saudi</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.4: Distribution of the study population according to nationality

Table 4.4 shows the distribution of the study population according to nationality of the staff members. One hundred and four (98.1%) were Saudis and two (1.9%) were non-Saudis.

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>88</td>
<td>83.0%</td>
</tr>
<tr>
<td>Engaged</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>Single</td>
<td>15</td>
<td>14.2%</td>
</tr>
<tr>
<td>Widowed</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.5: Distribution of the study population according to marital status.

As the table shows, a vast majority was married (n = 88, 83.0%) or single (n = 15, 14.2%).
<table>
<thead>
<tr>
<th>Languages</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>65</td>
<td>61.3%</td>
</tr>
<tr>
<td>English</td>
<td>41</td>
<td>38.7%</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.6: Distribution of the study population according to languages utilized.

This table shows that sixty-five staff members (61.3%) spoke Arabic only and two (38.7%) spoke English.
<table>
<thead>
<tr>
<th>Job Classification by Gender</th>
<th>Gender</th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>% Within Job</td>
<td>% Within Gender</td>
<td>% of Total</td>
<td></td>
</tr>
<tr>
<td>Director (Manager of the Center)</td>
<td>14</td>
<td>100%</td>
<td>18.4%</td>
<td>13.2%</td>
<td>14</td>
<td>100%</td>
</tr>
<tr>
<td>Head of the Department (Chairman)</td>
<td>2</td>
<td>100%</td>
<td>18.4%</td>
<td>13.2%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Social Worker</td>
<td>5</td>
<td>31.3%</td>
<td>16.7%</td>
<td>4.7%</td>
<td>11</td>
<td>68.8%</td>
</tr>
<tr>
<td>Cooperative Worker</td>
<td>2</td>
<td>100%</td>
<td>2.6%</td>
<td>1.9%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Social Researcher</td>
<td>17</td>
<td>35.4%</td>
<td>56.7%</td>
<td>16.0%</td>
<td>31</td>
<td>64.6%</td>
</tr>
<tr>
<td>Cultural Specialist</td>
<td>6</td>
<td>100%</td>
<td>7.9%</td>
<td>5.7%</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>33.3%</td>
<td>20.0%</td>
<td>5.7%</td>
<td>12</td>
<td>66.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>28.3%</td>
<td>100%</td>
<td>28.3%</td>
<td>76</td>
<td>71.7%</td>
</tr>
</tbody>
</table>

Table 4.7: Distribution of the study population according to job classification by gender.
The number of males (71.7%) is more than twice the number of females (28.3%) and there are more female social researchers within gender (56.7%) than male social researchers within gender (40.8%).

<table>
<thead>
<tr>
<th>Job Classification by Academic Degree</th>
<th>Academic Degree</th>
<th>Social Work Degree</th>
<th>Non-Social Work Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director (Manager of the Center)</td>
<td>Count</td>
<td>3</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>% Within Job</td>
<td>21.4%</td>
<td>78.6%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>% Within Degree</td>
<td>15.8%</td>
<td>12.6%</td>
<td>13.2%</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>2.8%</td>
<td>10.4%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Head of the Department (Chairman)</td>
<td>Count</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Within Job</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Within Degree</td>
<td>2.3%</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>1.9%</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td>Count</td>
<td>5</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>% Within Job</td>
<td>31.3%</td>
<td>68.8%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>% Within Degree</td>
<td>26.3%</td>
<td>12.6%</td>
<td>15.1%</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>4.7%</td>
<td>10.4%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Cooperative Worker</td>
<td>Count</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Within Job</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Within Degree</td>
<td>2.3%</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>1.9%</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td>Social Researcher</td>
<td>Count</td>
<td>10</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>% Within Job</td>
<td>20.8%</td>
<td>79.2%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>% Within Degree</td>
<td>52.6%</td>
<td>43.7%</td>
<td>45.3%</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>9.4%</td>
<td>35.8%</td>
<td>45.3%</td>
</tr>
<tr>
<td>Cultural Specialist</td>
<td>Count</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>% Within Job</td>
<td>16.7%</td>
<td>83.3%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>% Within Degree</td>
<td>5.3%</td>
<td>5.7%</td>
<td>5.7%</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>0.9%</td>
<td>4.7%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Other</td>
<td>Count</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>% Within Job</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Within Degree</td>
<td>20.7%</td>
<td>17.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>70.0%</td>
<td>17.0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>19</td>
<td>87</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>% Within Job</td>
<td>17.8%</td>
<td>82.1%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>% Within Degree</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>17.9%</td>
<td>82.1%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.8: Distribution of the study population according to job classification by degree.
Out of 87 staff members with no social work degree 38 worked as a social researcher. Out of 19 staff members with a social work degree, 10 also worked as a social researcher.

<table>
<thead>
<tr>
<th>Employment Nature</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>98</td>
<td>92.5%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>Voluntary</td>
<td>6</td>
<td>5.7%</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.9: Distribution of the study population according to employment nature.

This table shows that most staff members were employed full time (n = 98, 92.5%).

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$500-1,000</td>
<td>30</td>
<td>28.3%</td>
</tr>
<tr>
<td>$1,001-1,500</td>
<td>47</td>
<td>44.3%</td>
</tr>
<tr>
<td>$1,501-2,000</td>
<td>27</td>
<td>25.5%</td>
</tr>
<tr>
<td>$2,001-3,000</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.10: Distribution of the study population according to income.

This table shows that almost half of the staff members earned $1,001-1500, (n = 47, 44.3%). The income level corresponds to the number of years staff members spent on the job.
<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>36</td>
<td>34%</td>
</tr>
<tr>
<td>6-10</td>
<td>17</td>
<td>16%</td>
</tr>
<tr>
<td>11-15</td>
<td>18</td>
<td>17%</td>
</tr>
<tr>
<td>16-20</td>
<td>18</td>
<td>17%</td>
</tr>
<tr>
<td>21-25</td>
<td>7</td>
<td>6.6%</td>
</tr>
<tr>
<td>26-30</td>
<td>4</td>
<td>3.8%</td>
</tr>
<tr>
<td>31-35</td>
<td>6</td>
<td>5.7%</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.11: Distribution of the study population according to years of experience on the job.

This table shows that most staff members had 1-5 (34.0%) years in their job.
<table>
<thead>
<tr>
<th>Experience by Academic Degree</th>
<th>Experience</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-5 Years</td>
<td>6-10 Years</td>
</tr>
<tr>
<td>Social Work Degree</td>
<td>Count</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% Within Degree</td>
<td>47.4%</td>
</tr>
<tr>
<td></td>
<td>% Within Experience</td>
<td>25.0%</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>8.5%</td>
</tr>
<tr>
<td>Non-Social Work Degree</td>
<td>Count</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>% Within Degree</td>
<td>31.0%</td>
</tr>
<tr>
<td></td>
<td>% Within Experience</td>
<td>75.0%</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>25.5%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>% Within Degree</td>
<td>34.0%</td>
</tr>
<tr>
<td></td>
<td>% Within Experience</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>35.0%</td>
</tr>
</tbody>
</table>

Table 4.12: Distribution of the study population according to experience by academic degree.

This table shows that the highest number of staff members in the social work and development centers who have held the same job for more than 15 years is among those without a degree in social work (88.6%). On the other hand, a larger number of those with a degree in social work (25%) held their jobs from one to five years. In other words, staff members with non-social work degree have somewhat more professional experience than those with a social work degree, which makes sense, since the field of social work is relatively new in Saudi Arabia.

67
Table 4.13: Distribution of the study population according to educational institutions in which the staff members completed their education.

This table shows that staff members came from a variety of educational institutions, with a slight majority coming from King Saud University (n = 33, 31.1%) or King Abdulaziz University (n = 23, 21.7%).

Table 4.14: Distribution of the study population according to academic degree.
This table shows that most of the staff members had no social work degree (n = 87, 82.1%), 4 (3.8%) had a social work diploma, and 15 (14.2%) had a Bachelor of Social Work.

<table>
<thead>
<tr>
<th>Area of Discipline</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>19</td>
<td>17.9%</td>
</tr>
<tr>
<td>Sociology</td>
<td>49</td>
<td>46.2%</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>2.8%</td>
</tr>
<tr>
<td>Islamic Studies</td>
<td>5</td>
<td>4.7%</td>
</tr>
<tr>
<td>Geographic</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td>Arabic Languages</td>
<td>3</td>
<td>2.8%</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>4.7%</td>
</tr>
<tr>
<td>No Area of Discipline</td>
<td>17</td>
<td>16%</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.15: Distribution of the study population according to discipline (social work and non-social work).

Those without a social work degree had a variety of majors. Most had a degree in Sociology (n = 49, 46.2%).
### Table 4.16: Distribution of the study population according to degrees attained.

<table>
<thead>
<tr>
<th>Non-Social Work Degrees</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work Degree</td>
<td>19</td>
<td>17.9%</td>
</tr>
<tr>
<td>Diploma</td>
<td>23</td>
<td>21.7%</td>
</tr>
<tr>
<td>Bachelor Degree in Art</td>
<td>60</td>
<td>56.6%</td>
</tr>
<tr>
<td>Bachelor Degree in Science</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td>Master Degree</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>Ph.D. Degree</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

This table describes the distribution of the study population according to the level of education of staff members. A vast majority of staff members had a Bachelor's degree in Art (n = 60, 56.6%) or high school or vocational diploma (n = 23, 21.7%).

### Table 4.17: Distribution of the study population according to number of staff members who studied at a university outside Saudi Arabia, but not necessarily in social work.

<table>
<thead>
<tr>
<th>Staff Members who Studied outside Saudi Arabia</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>9.4%</td>
</tr>
<tr>
<td>No</td>
<td>96</td>
<td>90.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The majority did not study outside Saudi Arabia (n = 96, 90.6%) and 10 (9.4%) did study outside Saudi Arabia.
<table>
<thead>
<tr>
<th>Primary Work Area of Specialization</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Development</td>
<td>78</td>
<td>73.6%</td>
</tr>
<tr>
<td>Children And Youth</td>
<td>4</td>
<td>3.8%</td>
</tr>
<tr>
<td>Families</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>Physical Health</td>
<td>5</td>
<td>4.7%</td>
</tr>
<tr>
<td>Developmental Disabilities</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>School Social Work</td>
<td>6</td>
<td>5.7%</td>
</tr>
<tr>
<td>Corrections</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>International Social Work</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td>Research</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>4.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.18: Distribution of population according to primary area of specialization.

Most areas of specialization included community development ($n = 78, 73.6\%$).

<table>
<thead>
<tr>
<th>Diverse Groups</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>73</td>
<td>68.9%</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>31.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.19: Distribution of the study population according to services offered.

As shown in Table 4.19, most ($n = 73, 68.9\%$) endorsed that they offer services to diverse groups such as the elderly, individuals with disabilities, non-Saudis, and women's groups, and 33 (31.1\%) did not.
<table>
<thead>
<tr>
<th>Where Work Time is Spent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>39</td>
<td>36.8%</td>
</tr>
<tr>
<td>Field Community</td>
<td>10</td>
<td>9.4%</td>
</tr>
<tr>
<td>Both Equally</td>
<td>57</td>
<td>53.8%</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.20: Distribution of the study population according to work location, where they spend most of their work time.

Most of the staff members spent their time equally at the agency and at the field (n = 57, 53.8%), while 39 (36.8%) spent their time just at the agency, and 10 (9.4%) worked in the field community.

<table>
<thead>
<tr>
<th>Primary Field of Practice at Work</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Development</td>
<td>79</td>
<td>74.5%</td>
</tr>
<tr>
<td>Children And Youth</td>
<td>6</td>
<td>5.7%</td>
</tr>
<tr>
<td>Families</td>
<td>3</td>
<td>2.8%</td>
</tr>
<tr>
<td>Physical Health</td>
<td>4</td>
<td>3.8%</td>
</tr>
<tr>
<td>Developmental Disabilities</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td>Social Work in School</td>
<td>9</td>
<td>8.5%</td>
</tr>
<tr>
<td>Corrections</td>
<td>1</td>
<td>.9%</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
<td>2.8%</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.21: Distribution of the study population according to primary field of practice at work.
Most staff members reported their primary field of practice was mostly in community development (n = 79, 74.5%).

<table>
<thead>
<tr>
<th>Scores</th>
<th>Social Work Degree</th>
<th>Non-Social Work Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Dev.</td>
</tr>
<tr>
<td>Beliefs</td>
<td>4.11</td>
<td>.41</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>4.06</td>
<td>.46</td>
</tr>
<tr>
<td>Practice</td>
<td>3.84</td>
<td>.37</td>
</tr>
<tr>
<td>Skill</td>
<td>4.16</td>
<td>.61</td>
</tr>
</tbody>
</table>

Table 4.22: Distribution of the study population according to academic degree (social work degree and non-social work degree) and scores (1–5) of beliefs, self-assessment, practice, and skills.

Table 4.22 shows that the two groups have very similar means of scores on their beliefs, self-assessment, practice, and skills.
Table 4.23: Distribution of the study population according to academic degree (social work degree, sociology degree, and other disciplines) and scores (1–5) of beliefs, self-assessment, practice, and skills.

The table shows that the two groups still have very similar means of scores on their beliefs, self-assessment, practice, and skills, even when staff members with a degree in sociology are excluded from the count.

The following four tables itemize social workers’ beliefs, self-assessment, practice, and skills. Each table is broken down into the precise questions that were asked of the participants regarding their beliefs, self-assessment, practice, and skills. On beliefs, 17 questions were asked; on self-assessment, 9 questions were asked; on practice, 12 questions were asked, and on skills, 9 questions were asked. The means of the scores for those with a social work degree and for those without a social work degree are listed separately for each of the questions in the survey.
<table>
<thead>
<tr>
<th>Social Workers' Belief in</th>
<th>Academic Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Work Degree</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Dignity and respect for clients</td>
<td>4.53</td>
</tr>
<tr>
<td>Client’s right to self-determination</td>
<td>3.79</td>
</tr>
<tr>
<td>His/her contribution to strengthen community</td>
<td>4.63</td>
</tr>
<tr>
<td>His/her participation in city's decision making</td>
<td>4.00</td>
</tr>
<tr>
<td>Analyzing existing data re: the community</td>
<td>4.00</td>
</tr>
<tr>
<td>Gathering data regarding community needs</td>
<td>4.05</td>
</tr>
<tr>
<td>Writing proposals for social work programs for community</td>
<td>4.26</td>
</tr>
<tr>
<td>Bringing together various agencies to share information</td>
<td>3.89</td>
</tr>
<tr>
<td>Developing alternative plans re: population and zoning</td>
<td>3.58</td>
</tr>
<tr>
<td>Providing data to decision makers re: community needs</td>
<td>4.11</td>
</tr>
<tr>
<td>Bringing agencies together for community interventions</td>
<td>4.00</td>
</tr>
<tr>
<td>Conducting evaluation studies on community development services</td>
<td>3.89</td>
</tr>
<tr>
<td>Initiating self-help groups within the community</td>
<td>3.63</td>
</tr>
<tr>
<td>Teaching people to find solutions with their own resources</td>
<td>4.42</td>
</tr>
<tr>
<td>Teaching people to find solutions using community resources</td>
<td>4.32</td>
</tr>
<tr>
<td>Teaching people how to work in committees</td>
<td>4.58</td>
</tr>
<tr>
<td>Teaching people how to work in self-help groups</td>
<td>4.16</td>
</tr>
</tbody>
</table>

Table 4.24: Distribution of the means of social workers’ beliefs according to academic degree on a scale of 1 (strongly disagree) to 5 (strongly agree).
In most of the questions on belief, staff members with a social work degree indicated a similar degree of belief as did staff members without a social work degree. However, in eight questions, those with a social work degree responded with a stronger belief than those without a social work degree. For example, staff members who have a social work degree indicated a stronger belief in the importance of teaching people to find solutions to their needs using community resources. Furthermore, the answers of staff members who have a degree in social work indicated a stronger belief in the importance of teaching people how to work in committees and in initiating self-help groups within the community, compared to staff members with a non-social work degree. With regard to dignity and respect for clients, participation in the city’s decision making, analyzing existing data, and providing data to decision makers regarding community needs the staff members who have a social work degree tended to feel more strongly than staff members without a social work degree.
<table>
<thead>
<tr>
<th>Social Workers’ Self-Assessment of their own Social Service Skills</th>
<th>Academic Degree</th>
<th>Academic Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Work Degree</td>
<td>Non-Social Work Degree</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Dev.</td>
</tr>
<tr>
<td>I have good organizational skills</td>
<td>4.26</td>
<td>.56</td>
</tr>
<tr>
<td>I have good professional skills</td>
<td>4.05</td>
<td>.62</td>
</tr>
<tr>
<td>I have good administrative skills</td>
<td>4.21</td>
<td>.71</td>
</tr>
<tr>
<td>I use community resources</td>
<td>4.00</td>
<td>.58</td>
</tr>
<tr>
<td>I have good communication skills</td>
<td>4.00</td>
<td>.67</td>
</tr>
<tr>
<td>I have good problem-solving skills</td>
<td>4.16</td>
<td>.69</td>
</tr>
<tr>
<td>I have good intervention skills</td>
<td>4.16</td>
<td>.60</td>
</tr>
<tr>
<td>I have good research skills</td>
<td>3.79</td>
<td>.79</td>
</tr>
<tr>
<td>I have good computer skills</td>
<td>3.89</td>
<td>1.05</td>
</tr>
</tbody>
</table>

Table 4.25: Distribution of the means of social workers’ self-assessment of social service skills according to academic degree on a scale of 1 (strongly disagree) to 5 (strongly agree).

In three questions (how good they are in using organizational skills, professional skills, and intervention skills), staff members with a social work degree assessed their social service skills as higher than staff members without a social work degree.
| Social Workers’ Practice in | Academic Degree | | | |
|-----------------------------|----------------|----------------|----------------|
|                             | Social Work Degree | Non-Social Work Degree | |
|                             | Mean | Std. Dev. | Mean | Std. Dev. | |
| Identifying impact of culture on his/her interactions with clients | 4.37 | .60 | 4.00 | .81 |
| Advocating for agency change as needed to better serve clients | 4.32 | .85 | 3.93 | .79 |
| Influencing social policy to bring about community well-being | 3.47 | .61 | 3.62 | .77 |
| Setting up working relations with clients, co-workers, & agencies | 4.53 | .51 | 4.10 | .75 |
| Determining validity, reliability, & usefulness of research findings | 3.95 | .71 | 3.67 | .73 |
| Seeking opportunities to enhance his/her professional development | 4.16 | .77 | 4.07 | .77 |
| Encouraging people to participate in community development | 3.37 | .90 | 3.55 | .89 |
| Working toward same goals with community members | 3.11 | .66 | 3.37 | .84 |
| Promoting self-determination, self-direction, and empowerment | 3.79 | .79 | 3.77 | .80 |
| Identifying the theory of intervention for a program | 3.63 | .83 | 3.57 | .86 |
| Identifying cultural differences among clients | 3.79 | .79 | 3.67 | .76 |
| Conducting client outcome information system | 3.58 | .77 | 3.66 | .85 |

Table 4.26: Distribution of the means of social workers’ practice according to academic degree on a scale of 1 (strongly disagree) to 5 (strongly agree).

In two thirds of the questions, the answers of all staff members indicated equal degree of agreement regarding the social worker’s practice. In one third of the questions, staff members with a social work degree replied more strongly (in between “agree” and “strongly agree”) than staff members without a social work degree. These areas included...
identifying impact of culture on the social worker's interactions with clients, advocating for agency change as needed, and setting a working relation with clients, co-workers, and agencies. In only one area, the higher score was for staff members with a non-social work degree: many of them replied that they agree with working toward the same goals with community members, while those with a social work degree were mostly neutral on the subject. This may be because those without a social work degree have longer experience at the community development and social work centers, leading them to realize the value of having the same goals with community members.

<table>
<thead>
<tr>
<th>Required Skills for all Social Workers</th>
<th>Academic Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Work Degree</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Organizational</td>
<td>4.21</td>
</tr>
<tr>
<td>Professional</td>
<td>4.11</td>
</tr>
<tr>
<td>Administrative</td>
<td>4.16</td>
</tr>
<tr>
<td>Community Resources</td>
<td>4.32</td>
</tr>
<tr>
<td>Communication</td>
<td>4.21</td>
</tr>
<tr>
<td>Problem-Solving</td>
<td>4.32</td>
</tr>
<tr>
<td>Intervention</td>
<td>4.00</td>
</tr>
<tr>
<td>Research</td>
<td>4.11</td>
</tr>
<tr>
<td>Computer and Technology</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Table 4.27: Distribution of the means of social workers' skills according to academic degree on a scale of 1 (strongly disagree) to 5 (strongly agree).

In half of the questions, staff members with a social work degree responded with stronger agreement about the importance of these skills required for all social workers, while staff members without a social work degree remained mostly neutral about these
skills. These are administrative, community resources, communication, problem-solving, and research skills.

<table>
<thead>
<tr>
<th>Scores by Region or Degree</th>
<th>Academic Degree</th>
<th>Social Work Degree</th>
<th>Non-Social Work Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Dev.</td>
<td>Mean</td>
</tr>
<tr>
<td><strong>Central</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Total</td>
<td>3.94</td>
<td>.25</td>
<td>4.01</td>
</tr>
<tr>
<td>Beliefs Total</td>
<td>4.00</td>
<td>.47</td>
<td>3.81</td>
</tr>
<tr>
<td>Practice Total</td>
<td>3.78</td>
<td>.45</td>
<td>3.51</td>
</tr>
<tr>
<td>Skill Total</td>
<td>4.04</td>
<td>.72</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Western</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Total</td>
<td>4.11</td>
<td>.49</td>
<td>4.06</td>
</tr>
<tr>
<td>Beliefs Total</td>
<td>4.14</td>
<td>.40</td>
<td>4.09</td>
</tr>
<tr>
<td>Practice Total</td>
<td>3.82</td>
<td>.27</td>
<td>3.93</td>
</tr>
<tr>
<td>Skill Total</td>
<td>4.19</td>
<td>.58</td>
<td>4.12</td>
</tr>
<tr>
<td><strong>Eastern</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Total</td>
<td>3.67</td>
<td>.16</td>
<td>3.85</td>
</tr>
<tr>
<td>Beliefs Total</td>
<td>4.09</td>
<td>.46</td>
<td>3.86</td>
</tr>
<tr>
<td>Practice Total</td>
<td>3.79</td>
<td>.53</td>
<td>3.65</td>
</tr>
<tr>
<td>Skill Total</td>
<td>3.94</td>
<td>.39</td>
<td>3.62</td>
</tr>
<tr>
<td><strong>Northern</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Total</td>
<td>3.92</td>
<td>.48</td>
<td></td>
</tr>
<tr>
<td>Beliefs Total</td>
<td>4.04</td>
<td>.32</td>
<td></td>
</tr>
<tr>
<td>Practice Total</td>
<td>3.70</td>
<td>.58</td>
<td></td>
</tr>
<tr>
<td>Skill Total</td>
<td>3.95</td>
<td>.62</td>
<td></td>
</tr>
<tr>
<td><strong>Southern</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Total</td>
<td>5.00</td>
<td></td>
<td>4.12</td>
</tr>
<tr>
<td>Beliefs Total</td>
<td>4.47</td>
<td></td>
<td>4.27</td>
</tr>
<tr>
<td>Practice Total</td>
<td>4.50</td>
<td></td>
<td>4.05</td>
</tr>
<tr>
<td>Skill Total</td>
<td>5.00</td>
<td></td>
<td>4.23</td>
</tr>
</tbody>
</table>

Table 4.28: The five regions with similar means of scores on beliefs, self-assessment, practice, and skills.
In the Northern region there are no staff members with a social work degree. Therefore they have zero mean and zero standard deviation. In the Southern region, there is only one staff member with a social work degree. Therefore, \( \text{Sd} = 0 \).

<table>
<thead>
<tr>
<th>Pearson Correlation</th>
<th>Belief</th>
<th>Assessment</th>
<th>Practice</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief</td>
<td>1</td>
<td>.480</td>
<td>.601</td>
<td>.460</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>106</td>
<td>106</td>
<td>106</td>
<td>106</td>
</tr>
<tr>
<td>Assessment</td>
<td>.480</td>
<td>1</td>
<td>.620</td>
<td>.662</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>106</td>
<td>106</td>
<td>106</td>
<td>106</td>
</tr>
<tr>
<td>Practice</td>
<td>.601</td>
<td>.620</td>
<td>1</td>
<td>.526</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>106</td>
<td>106</td>
<td>106</td>
<td>106</td>
</tr>
<tr>
<td>Skill</td>
<td>.460</td>
<td>.662</td>
<td>.526</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>106</td>
<td>106</td>
<td>106</td>
<td>106</td>
</tr>
</tbody>
</table>

Table 4.29: Correlation among subscale scores of beliefs, self-assessment, practice, and skills.

This table describes Pearson correlation between the continuous variables, assessment total, belief total, skill total, and practice total. The correlation was significant between them at the 0.01 level.
<table>
<thead>
<tr>
<th>Point Biserial Correlation</th>
<th>Belief</th>
<th>Assessment</th>
<th>Practice</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>.10</td>
<td>.04</td>
<td>.07</td>
<td>.09</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.32</td>
<td>.67</td>
<td>.46</td>
<td>.35</td>
</tr>
<tr>
<td>N</td>
<td>106</td>
<td>106</td>
<td>106</td>
<td>106</td>
</tr>
</tbody>
</table>

Table 4.30: Correlation between the continuous variables, Belief, Assessment, Practice, and Skills, and the dichotomous variable, academic degree.

This table describes Point Biserial correlation, which shows no correlation between academic degree and belief, assessment, practice, and skills at the 0.01 level.
### Table 4.31: Distribution of the problems facing the community as reported by staff members with a social work degree and those without a social work degree.

<table>
<thead>
<tr>
<th>Problems Facing the Community</th>
<th>Academic Degree</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Work Degree</td>
<td>Non-Social Work Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Dev.</td>
<td>Mean</td>
</tr>
<tr>
<td>Hunger</td>
<td>0.68</td>
<td>1.00</td>
<td>0.72</td>
</tr>
<tr>
<td>Poverty</td>
<td>2.26</td>
<td>1.45</td>
<td>2.01</td>
</tr>
<tr>
<td>Illiteracy</td>
<td>2.26</td>
<td>1.41</td>
<td>2.06</td>
</tr>
<tr>
<td>Health Problems</td>
<td>2.47</td>
<td>1.35</td>
<td>2.15</td>
</tr>
<tr>
<td>Other Problems</td>
<td>0.89</td>
<td>1.82</td>
<td>0.63</td>
</tr>
</tbody>
</table>

The minimum value equals 0.00 and corresponds to “none.” The maximum value equals 5.00 and corresponds to “most severe problem.” The means indicate that both staff members with a social work degree and those with a non-social work degree are confronted by similar problems.
<table>
<thead>
<tr>
<th>Responsibilities and Activities</th>
<th>Non-Social Work Degree</th>
<th>Social Work Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>21</td>
<td>24.1%</td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>8</td>
<td>9.2%</td>
</tr>
<tr>
<td>Advisor</td>
<td>2</td>
<td>2.3%</td>
</tr>
<tr>
<td>Primary Interventionist</td>
<td>4</td>
<td>4.6%</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>2.3%</td>
</tr>
<tr>
<td>Training or Consultant</td>
<td>4</td>
<td>4.6%</td>
</tr>
<tr>
<td>Research</td>
<td>35</td>
<td>40.2%</td>
</tr>
<tr>
<td>Community Development</td>
<td>11</td>
<td>12.6%</td>
</tr>
</tbody>
</table>

Table 4.32: Distribution of the study population according to responsibilities and activities by academic degree.

This table shows that 35 (40.2%) staff members with non-social work degree conduct research and 21 (24.1%) do group counseling, while 7 (36.8%) staff members with a social work degree conduct research and 6 (31.6%) do group counseling. Staff members with a social work degree reported zero in both individual counseling and advising.
Table 4.33: Distribution of the study population according to motivation at work.

Most of the staff members said “Yes,” they were motivated (felt appreciated and encouraged by the administration) at their jobs (n = 86, 81.1%), while 20 (18.9%) said they were not motivated at work.

Table 4.34: Distribution of the study population according to types of motivation at work.

Most of the staff members with a non-social work degree group (n = 70, 80.5) endorsed that they were morale motivated; and those with a social work degree group (n = 14, 73.7%) also endorsed that they were morale motivated.
<table>
<thead>
<tr>
<th>Models</th>
<th>Academic Degree</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Work Degree</td>
<td>Count</td>
<td>%</td>
<td>Non-Social Work Degree</td>
<td>Count</td>
</tr>
<tr>
<td>Western</td>
<td>9</td>
<td>47.4%</td>
<td></td>
<td>25</td>
<td>28.7%</td>
</tr>
<tr>
<td>Non-Western</td>
<td>10</td>
<td>52.6%</td>
<td></td>
<td>62</td>
<td>71.3%</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100%</td>
<td></td>
<td>87</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.35: Distribution of the study population according to practice models by academic degree.

This table describes different practice models by academic degree. Most staff members reported using non-Western models (n = 72, 67.9%), such as Asian, African, Middle Eastern, and other models. This means that Saudi social workers are using a collection of several different models and do not have a unified model to use.
<table>
<thead>
<tr>
<th>Location</th>
<th>Social Work</th>
<th>Non-Social Work</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Region</td>
<td>6 (20%)</td>
<td>24 (80%)</td>
<td>30 (28.3%)</td>
</tr>
<tr>
<td>Other Regions (Western, Eastern, Northern, and Southern)</td>
<td>13 (17.1%)</td>
<td>63 (82.9%)</td>
<td>76 (71.7%)</td>
</tr>
<tr>
<td>Total</td>
<td>19 (17.9%)</td>
<td>87 (82.1%)</td>
<td>106 (100%)</td>
</tr>
</tbody>
</table>

Table 4.36: Frequencies between locations by degree of staff members.

A chi-square was conducted to examine the relationship between region and academic degree. The chi-square revealed no significant relationship, $\chi^2 (2) = .123$, $p > .05$, between regions and academic degree. There was not a significant relationship between these variables.
### Table 4.37: Frequencies between practice models of social work by academic degree of staff members.

<table>
<thead>
<tr>
<th>Models</th>
<th>Social Work</th>
<th>Non-Social Work</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Models</td>
<td>9 (26.5%)</td>
<td>25 (73.5%)</td>
<td>34 (32.1%)</td>
</tr>
<tr>
<td>Non-Western Models</td>
<td>10 (13.9%)</td>
<td>62 (86.1%)</td>
<td>72 (67.9%)</td>
</tr>
<tr>
<td>Total</td>
<td>19 (17.9%)</td>
<td>87 (82.1%)</td>
<td>106 (100%)</td>
</tr>
</tbody>
</table>

A chi-square was conducted to examine the relationship between practice models of social work and academic degree of staff members. The chi-square revealed no significant relationship, $\chi^2 (2) = 2.49$, $p > .05$. There was not a significant relationship between the practice models that the staff members used, regardless of their academic degree (social work vs. non-social work).
### Academic Degree

<table>
<thead>
<tr>
<th>Models</th>
<th>Social Work</th>
<th>Non-Social Work</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eclectic</td>
<td>13 (18.3%)</td>
<td>58 (81.7%)</td>
<td>71 (67.0%)</td>
</tr>
<tr>
<td>Non-Eclectic</td>
<td>6 (17.14%)</td>
<td>29 (82.86%)</td>
<td>35 (33.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>19 (17.9%)</td>
<td>87 (82.1%)</td>
<td>106 (100%)</td>
</tr>
</tbody>
</table>

Table 4.38: Frequencies between intervention practice models by academic degree.

In Table 4.38, the chi-square revealed no significant relationship, $\chi^2 (2) = .022$, $p > .05$, between practice intervention models and academic degree.
<table>
<thead>
<tr>
<th>Methods of Gathering Information</th>
<th>Social Work</th>
<th>Non-Social Work</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through Indigenous Committees</td>
<td>10 (16.9%)</td>
<td>49 (83.1%)</td>
<td>59 (55.7%)</td>
</tr>
<tr>
<td>Talking with Community Members</td>
<td>2 (22.2%)</td>
<td>7 (77.8%)</td>
<td>9 (8.5%)</td>
</tr>
<tr>
<td>Visiting Community Members</td>
<td>5 (16.7%)</td>
<td>25 (83.3%)</td>
<td>30 (28.3%)</td>
</tr>
<tr>
<td>Using the Media (National TV and Radio)</td>
<td>0 (0%)</td>
<td>2 (100%)</td>
<td>2 (1.9%)</td>
</tr>
<tr>
<td>Using Incentives (Prizes and Appreciation Certificates)</td>
<td>1 (25%)</td>
<td>3 (75%)</td>
<td>4 (3.8%)</td>
</tr>
<tr>
<td>Using Agency Records</td>
<td>1 (50%)</td>
<td>1 (50%)</td>
<td>2 (1.9%)</td>
</tr>
<tr>
<td>Total</td>
<td>19 (17.9%)</td>
<td>87 (82.1%)</td>
<td>106 (100%)</td>
</tr>
</tbody>
</table>

Table 4.39: Frequencies between primary methods to gather information on community needs by academic degree.

A chi-square revealed no significant relationship, $\chi^2 (5) = 2.15$, $p > .05$, between primary methods and academic degree of staff members.
Table 4.40: Frequencies between identification of community needs approach by academic degree.

A chi-square was conducted to examine the relationship between identification of community needs approach and academic degree. The chi-square revealed no significant relationship, $\chi^2 (3) = 2.97$, $p > .05$, between identification of community needs approach and academic degree. It is surprising in this table that staff members with a degree in social work reported that they never talk with community leaders, which is one of the most important roles of a social worker.
Table 4.41: Distribution of the study population according to membership of a local or national social work organization.

This table shows that none of the staff members are members of any social work organization.

<table>
<thead>
<tr>
<th>Membership</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.42: Distribution of the study population according to belief that membership in a social work organization would be helpful.

This table shows that all 106 staff members believe that a local or national social work organization would be helpful for community development in Saudi Arabia.

<table>
<thead>
<tr>
<th>Would be Helpful to be a Member of a Social Work Organization</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>106</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
4.1 Summary of Analysis of Data

The researcher gathered data from staff members to accomplish the following:

1. Describe the characteristics of the population;

2. Describe the level of professional/higher education of social work-educated and non-social work-educated staff community development centers and social work centers; and

3. Describe and analyze the approaches, models, techniques, preferred skills, and activities of social work practice conducted by social work-educated and non-social work-educated staff members at community development centers (rural) and social work centers (urban) in the five regions of Saudi Arabia.

Since this is a population study of 106 staff members who responded to the survey, the use of parameter language (e.g., most, similar, few, and vast majority) was the most appropriate descriptive language. The use of statistical language (e.g., significant differences) was not applicable because the researcher was not inferring from a sample to the population. The researcher used chi square, which can be used to examine whether a single sample differs significantly from a known population (Howitt & Cramer, 1999), to compare relationships and to see whether there were differences between several variables within the population (location, models, primary method to gather information on community needs, primary approach to identify community needs, and intervention models). That is, whether some of the variables were more important than others. The researcher also used Pierson correlation and Point Biserial correlation between Academic Degree and Belief, Assessment, Practice, and Skills to see if they were correlated to each other.
Most of the staff members were from the Central Region (n = 30, 28.3%) and Western Region (n = 37, 34.9%) with more male professional staff (n = 76, 28.3%) than female professional staff (n = 30, 28.3%). The majority of workers were married (n = 88, 83.0%), while 15 were single (14.2%). Sixty-five staff members (61.3%) spoke Arabic and 41 (38.7%) spoke fluent English as well as Arabic. Ninety-eight of the staff members (92.5%) worked as full-time employees. Most staff members were between 25 and 26 (29.2%) years old and 46 and 50 (33.0%) years old. Most of them earned $1,001–1,500 (USD) monthly (n = 47, 44.3%) and had 1 to 5 (34.0%) years of experience in their current jobs. The highest number of staff members in the social work and development centers who stayed in the same job for more than 15 years was among those without a degree in social work (88.6%). On the other hand, a larger number of those with a degree in social work (25%) held their jobs from one to five years. In other words, staff members with a non-social work degree had somewhat more professional experience than those with a social work degree.

Most staff members in the study population described their current job classification as a social researcher (n = 48, 45.3%). Of particular importance for this research, social work-educated staff (n = 19) accounted for 17.92 percent of the study participants. There were more female social researchers within gender (56.7%) than male social researchers within gender (40.8%). Most (n = 87) of the staff members did not have a social work degree and the highest number of jobs held by those without a social work degree was 38, as a social researcher. Most of those with a social work degree worked as a social researcher (n = 10, 20.8%).

94
Regarding the work environment, most staff members were employed full time (n = 98, 92.5%), graduated from King Saud University (n = 33, 31.1%), and were non-social work-educated (n = 87, 82.1%). Most staff members earned their degree in sociology (n = 49, 46.2%) and their primary concentration or area of specialization was community development (n = 78, 73.6%). Moreover, most staff members had research responsibilities (n = 42, 39.6%), and most of them endorsed that they offer services to diverse groups (n = 73, 68.9%), such as families, the elderly, children, and women’s groups (i.e., parenting, professional teachers’ training).

Most of the staff members were spending their working hours equally between the agency and the field (n = 57, 53.8%); their primary field of practice was mostly in community development (n = 79, 74.5%). The researcher found that the two groups have similar average scores on beliefs, self-assessment, practice, and skills. Even after removing the scores of members with a sociology degree, the two groups’ scores were still similar in their beliefs, self-assessment, practice, and skills.

The study found that even though both groups are similar in terms of their beliefs, in half of the questions, those with a social work degree responded with a stronger belief than those without a social work degree. These were in areas such as the importance of teaching people to find solutions to their needs using community resources or the importance of teaching people how to work in committees and in initiating self-help groups within the community.

With regard to self-assessment of social service skills, in three questions (how good they are in using organizational skills, professional skills, and intervention skills),
staff members with a social work degree assessed their social service skills as higher than staff members without a social work degree.

In one third of the questions, staff members with a social work degree replied more strongly (in between “agree” and “strongly agree”) than staff members without a social work degree regarding the social worker’s practice. These areas included identifying impact of culture on the social worker’s interactions with clients, advocating for agency change as needed, and setting a working relation with clients, co-workers, and agencies. In only one area, working toward the same goals with community members, the higher score was for staff members with a non-social work degree.

In half of the questions about the importance of the skills required for all social workers, staff members with a social work degree responded with stronger agreement while staff members without a social work degree remained mostly neutral. These are administrative, community resources, communication, problem-solving, and research skills.

The correlation was significant between the continuous variables, assessment total, belief total, skill total, and practice total at the 0.01 level, but there was no significant correlation between these continuous variables and the dichotomous variable, academic degree at the 0.01 level. The study also found that the staff members of the two groups reported similar problems facing the community.

The responsibilities and activities at work of most staff members with a non-social work degree included conducting research (n = 35, 40.2%) or group counseling (n = 21, 24.1%). This was also true for staff members with a social work degree, most of whom conduct research (n = 7, 36.8%) and group counseling (n = 6, 31.6%), as well.
Most staff members with a non-social work degree endorsed that they were morale motivated (n = 70, 80.5); those with a social work degree (n = 14, 73.7%) endorsed also that they were morale motivated. Most staff members with a non social work degree said they used non-Western models (n = 72, 67.9%).

A chi square analysis indicated that there were no differences between regions and academic degree, x (2) = .123, p > .05, and models of social work and academic degree, x (2) = 2.49, p > .05, intervention models and academic degree, x (2) = .022, p > .05, primary methods to gather information and academic degree, x (5) = 2.15, p > .05, and community needs approach and academic degree, x (3) = 2.97, p > .05. None of the 106 staff members are members of any local or national social work organization in Saudi Arabia because there are no such organizations. All 106 staff members said Yes, they believe that a local or national social work organization would be helpful for community development and social work centers in Saudi Arabia.
CHAPTER 5

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter includes three sections based on the results analyzed in the presentation and analysis of the data chapter and the research questions in the first chapter. The first section is devoted to discussion of some findings of this study related to literature areas. This discussion includes descriptive analysis and chi-square of the relationships among different variables. The second section is comprised of more discussions of the implications for practice and research areas in social work and community development centers in Saudi Arabia. Finally, the recommendations and conclusion are presented also in this chapter.

5.1 Summary of the Problem

The problem addressed in this study was to explore social work community development practice by social work-educated and non-social work-educated professionals at all social work centers (7 total urban areas) and all community development centers (17 total rural areas) in Saudi Arabia. The study explores the population (n = 24) of community development centers and the population of social work staff members (n = 106) to see whether there are differences in the practice of social work community development at community development centers and social work centers.
between social work-educated and non-social work-educated staff members who practice social work community development within the five regions in Saudi Arabia.

5.2 Summary of Objectives of the Study

The objective of this study is to explore, describe, and compare the practice, approaches, models, techniques, preferred skills, and activities utilized by social work-educated and non-social work-educated professionals in community development centers and social work centers within five regions in Saudi Arabia.

5.3 Summary of Major Research Topics

This study is guided by the following research topics:

1. Describe characteristics of professional social workers in Saudi Arabia at community development centers (rural areas) and social work centers (urban areas) as conducted by social work-educated and non-social work-educated staff members.

2. Describe the level of professional/higher education of social work-educated and non-social work-educated staff members in community development centers and social work centers in Saudi Arabia. (For purposes of this study, "social work education" means an academic degree in social work).

3. Describe and analyze the approaches, models, techniques, preferred skills, and activities of social work practice conducted by social work-educated and non-social work-educated staff members at community development centers (rural) and social work centers (urban) in the five regions of Saudi Arabia.

4. Describe and analyze how the social work-educated staff members differ from the non-social work-educated staff members within the five regions, in conducting
social work community development practice and activities at the community
development and social work centers in Saudi Arabia.

5.4 Summary of Statistical Hypotheses (Null Hypotheses)

There are no differences in the practice of social work community development at
social work and community development centers between the social work-educated and
the non-social work-educated staff members who practice social work in social work and
community development centers within the five regions in Saudi Arabia.

5.5 Summary of Research Hypotheses

1. There are differences in the practice of social work community development
between social work-educated and non-social work-educated staff members at social
work centers and community development centers within the five regions of Saudi
Arabia.

2. There are differences in preferred practice model utilization between social
work-educated and non-social work-educated staff members in the social work and
community development practice models in Saudi Arabia. In particular, social work-
educated staff members use imported models of Western social work community
development practice (primarily U.S. models) more than the non-social work-educated
staff members.

5.6 Summary of Methodology

5.6.1 Population

The unit of this analysis is the practice of social work community development at
the social work centers and community development centers in Saudi Arabia. The study
population consisted of all staff members who practice social work community
development at all 24 centers in the five regions. There are 7 centers in the Central Region, 7 centers in the Western Region, 2 centers in the Eastern Region, 3 centers in the Northern Region, and 5 centers in the Southern Region. This is a 100% population study of all social work centers and community development centers. It is a population study of all staff members at the 24 social work and community development centers in Saudi Arabia with a total of 106 staff members.

5.6.2 Research Instrument

The researcher used a Likert-type rating scale adapted from Cnaan and Rothman (1986) to measure approaches, models, techniques, preferred skills, and activities used by staff members in social work and community development centers in five different regions of Saudi Arabia. The adjustments that the researcher made to Cnaan and Rothman’s instrument was to add sections on demographics and on social work community development activities performed by the staff and to borrow questions from Fahad Almaghlooth (1992) related to preferred skills and activities of staff members and approaches and methods of the identification of community needs and job position titles. And finally, the researcher borrowed some questions relating to social work values from the MSW Exit Survey conducted at OSU (2001).

5.7 Discussion of the Study Findings

Social work is still a new profession in Saudi Arabia and the numbers of graduating students are still few compared to other disciplines. For example, there are five universities in Saudi Arabia that grant a degree in sociology but three universities that grant a degree in social work. Most of them also offer graduate level classes.
In regard to the level of professional/higher education of social work-educated and non-social work-educated staff members in social work and community development centers in Saudi Arabia, descriptive findings indicate that the largest proportion of the staff members had no social work degree (n = 87, 82.1%), 4 (3.8%) had a social work diploma, and 15 (14.2%) had a Bachelor’s degree in social work. The largest proportion of the staff members (46.2%) had a Bachelor’s degree in sociology. Only 14.2% had a Bachelor’s degree in social work and 3.8% had a social work diploma. This means the number of those from other disciplines is greater than the number of those with a social work degree.

Most of the staff members were from the Central Region (n = 30, 28.3%) or Western Region (n = 37, 34.9%). These two regions are the most populous and popular regions in Saudi Arabia. The government is located in the Central Region, making it an international diplomacy and business center. The Western Region houses the two Islamic holy lands—Makkah and Madinah—the pilgrimage sites for all Muslims.

The majority of social work practitioners were males (n = 76, 71.7%). The number of female social workers was 30 (28.30%). This employment difference between the genders is rooted in employment tradition. Men take responsibility for their family’s financial stability. Yet, since it is culturally unacceptable for male social workers to interact with female clients, the number of employed female social workers reflects the difference in proportion of male to female clients. This is interesting, because the first school of social work in Saudi Arabia was for women.

A majority of the staff members were married (n = 88, 83.00%), while few were single (n = 15, 14.20%). Sixty-five staff members (61.30%) spoke only Arabic, while 41
(38.70%) staff members spoke English as well as Arabic. Ninety-eight of the staff members (92.5%) worked as full-time employees. Most staff members were between 46 and 50 (33.00%) years old and 25 and 26 (29.20%) years old. The mean age for all staff members was 37.42. This young work force reflects the newness of the professional practice of social work in Saudi Arabia.

The mean income in 2002 in U.S. Dollars\(^1\) was $1,675.00 or $20,103.74 annual tax-free dollars. Adjusting for the cost of living index, on average, social workers in Saudi Arabia make more money than the average social worker in the United States. However, the situation is similar to the United States, in that social work positions pay less than professional and technical positions in the country, as indicated in *Who We Are*, a study of the membership of the National Association of Social Workers by Gibelman and Schervish (1996).

Most of the staff members had 1 to 5 (34.0%) years of experience, again suggesting the newness of the profession. The majority of staff members described their job classification as a “social researcher” (n = 48, 45.3%), “social worker” (n = 16, 15.1%), or “director” (n = 14, 13.2%). However, it is important to note that even though the largest proportion of the social work staff members at these centers work as social researchers, this does not mean that they are not certified social workers (i.e., practitioners) (Al-Maglooth, 1992). The nature of the system used in social work and community development centers determines these job classifications.

The criterion for social work job eligibility in Saudi Arabia is a Bachelor’s degree, whether in social work or other disciplines. This hiring criterion ensures multi-

---

\(^1\) 3.75 Riyal = 1.00 U.S. Dollar.
disciplinary social work endeavors, but may also create stress or even conflict with professional social work approaches, such as strengths perspective approach. Changing hiring practices could easily foster the social work approach. Social work-educated personnel would be required to have a social work degree. Saudi schools of social work graduate enough students to make this a viable change in community development and social work hiring practices.

In terms of the approaches, models, techniques, preferred skills and activities of social work practice conducted by social work-educated and non-social work-educated staff members at community development centers (rural) and social work centers (urban) in the five regions of Saudi Arabia, there was no significant relationship between staff members with a social work degree and those with a non-social work degree in their use of approaches to identify community needs. The chi-square revealed no significant relationship, $\chi^2 (3) = 2.97$, ns. The chi-square also revealed no significant relationship between staff members with a social work degree and those with a non-social work degree within primary methods to gather information (techniques), $\chi^2 (5) = 2.15$, ns.

In addition, the models that the staff members chose were also similar in both groups. The chi-square revealed no significant relationship ($\chi^2 (2) = .022$, ns) between staff members with a social work degree and those with a non-social work degree in using intervention models. In regard to the use of different models of social work practice (Western models), the chi-square revealed no significant relationship ($\chi^2 (2) = 2.49$, $p > .05$).

There was also no significant relationship between academic degree and practice models used. This means that staff members at social work and community development
centers are using no specific and unified models but a collection of several different models. The models that the staff members chose were chosen by common sense about locality development and social planning, and they were chosen to fit Saudi culture. Saudi social workers may have selected models that best match Saudi culture, which may account for the similarity. Furthermore, there must be model diffusion, as the staff members share their knowledge of these models, which may also explain the similarity in the scores of the two groups.

Moreover, there were no differences in the means of scores of beliefs, self-assessment, practice, and skills between staff members with a social work degree and staff members with a non-social work degree. First, the means of the scores of staff members with a social work degree were as follows on a 5-point scale: Beliefs = 4.11; Self-Assessment = 4.06; Practice = 3.84; and Skills = 4.16. On the other hand, the means of the scores of staff members with a non-social work degree were as follows on a 5-point scale: Beliefs = 3.99; Self-Assessment = 4.00; Practice = 3.75; and Skills = 4.00. Even when the scores for staff members who have a degree in sociology were removed, the two groups still had similar means.

The scores of the two groups may have been similar also because of curriculum diffusion. For example, there may have been an overlap of courses offered between the disciplines of sociology, psychology, and social work. And maybe both groups shared their work, so they had the same quality of work. Another possible explanation for the similarities between the scores of the two groups may be that social work education and curriculum are not well organized yet, and the graduates with a social work degree are not able to apply what they have learned.
Also there were no differences between staff members with a social work degree and those with a non-social work degree in identifying the problems that the community faced. Staff members with a social work degree had means as follows on a 5-point scale: Hunger = .68; Poverty = 2.26; Illiteracy = 2.26; Health Problems = 2.47; and Other problems = .89. And staff with a non-social work degree had means as follows: Hunger = .72; Poverty = 2.01; Illiteracy = 2.06; Health Problems = 2.15; and Other Problems = .63. The similarity in the two groups' responses may be due to information sharing within each social work and community development center.

Another possible explanation for the similarity in the two groups' answers about their beliefs, self-assessment, practice, and skills may be due to agency culture. Staff members with a social work degree may be following the lead of those with a non-social work degree, because the latter have more experience and have been on the job for a longer number of years. Furthermore, there are greater numbers of staff members with a non-social work degree (n = 87) than those with a social work degree (n = 19), which may lead the staff members with a non-social work degree to impact the programs at these centers.

The similarity between the two groups may also be due to measurement error. In other words, the instrument used may not have been sensitive to detect differences between the two groups and to measure what should be measured. Maybe the scale could not detect the true behavior of staff members. The research also did not account for gender difference.

Staff members in the two groups showed a few differences when their responses were evaluated one by one. Among the more interesting differences were that those
without a social work degree tended to have better computer and technology skills (mean = 4.13) and they also tended to work toward the same goals with community members in their practice (mean = 3.37), more than staff members who have a social work degree do (mean = 3.89 and 3.11, respectively). A possible explanation for this may be in the motivation scores (feeling appreciated and encouraged by the administration) of the two groups. The findings indicate that motivation plays an important role for staff members with a non-social work degree (n = 70, 80.5%) to do their work well more than for staff members who have a social work degree (14, 73.7%). This may explain why the staff members with a non-social work degree were more motivated to use computer technology in their work.

Staff members with a social work degree had shorter experience working in social work and community development centers (25% worked for only 1 to 5 years), whereas staff members with a non-social work degree have been practicing the profession for longer years (88.6% worked for over 15 years). The greater number of years on the job allowed the latter group to gain more experience at their jobs as well as attend more workshops that are made available to the working population through universities. Through their work as social workers, staff members without a social work degree may have been exposed to a variety of professional experiences, through attending meetings and conferences organized and held by the Ministry of Labor and Social Affairs, which may have allowed them to perform similarly as those with a social work degree.

In regard to responsibilities and activities, 8 (9.2%) staff members with a non-social work degree reported that they engage in individual counseling and 8 (7.5%) reported that they talk with community leaders to identify community needs and
approach. These findings, that very few of them engage in individual counseling and communicate with community leaders, is not that surprising, because it is assumed that these staff members, who do not have a degree in social work, did not learn about the importance of these activities in school. The staff members with a social work degree reported under responsibilities and activities that they do not engage in individual counseling at all (n = 0, 0%) and they do not talk with community leaders to identify community needs (n = 0, 0%). In their case, this is very surprising, because these are two of the most important roles of a social worker. A possible explanation for this may be that most (25%) social workers with a social work degree have graduated within five years of taking their jobs and may need more time with additional training and experience to effectively practice social work methods.

Again under responsibilities and activities, 40.2% of non-social work-educated staff members and 36.8% of social work-educated staff members reported that they conduct research, which received the highest score in both groups. However, by “conducting research,” they were referring to something other than academic research. They were referring to keeping records by writing daily reports, as well as monthly or annual evaluations for the end of the work year, as required by the administration at each centers. That is, for both groups, their time is mainly taken up with paperwork, rather than social work practice.

Finally, the social desirability factor may have played a part in the similarity between the answers from both groups at the social work and community development centers in Saudi Arabia. They may have given the answers of what their agency would approve of, but not what they really wanted to answer. Even though the researcher
reassured the staff members about the confidentiality of their answers, the staff members may still have had personal concerns, which may have led them to give socially desirable answers.

5.8 Implications for Policy, Practice, and Research

There are no culture-specific theories or models of social work for Saudi community development practice. Saudi social workers still use theories from other cultures and disciplines. Rothman's three models of community organization (1995) are the foundational theoretical frames from which the researcher of this dissertation could study social work in community organization. The researcher used these three models of community organization, as validity, because there are no indigenous models available for study in Saudi Arabia.

This study may provide some valuable information to social work and community development centers in Saudi Arabia in three areas of community development social work, policy implications, practice implications, and research implications.

The findings of this study may provide useful information to policy makers, especially in Saudi Arabia where the study was conducted. First, this population study provides census-descriptive information about social work and community development centers. This information could be used as a fundamental reference for policy makers who are interested in expanding on or seeking more specific data or information on clinical-, administrative-, and models related to community development social work.

This work may also help agency directors to develop a comprehensive understanding of the situation of those with a degree in social work and those with degrees in areas other than social work. With this understanding, agency directors can
contribute to policy making with regard to the field of social work as it is taught at the university level. The findings of this study showed that the social workers with and without a degree in social work are similar in their practice of social work in community development and social work centers in Saudi Arabia. Consequently, more attention is needed to develop the social work curriculum at the schools of social work so that students who graduate with a degree in social work are better skilled and know how to apply what they have studied in school to their practice at work in order to best serve Saudi citizens who go to community development and social work centers. Overall, Saudi citizens would benefit greatly from a more professional practice of social work by social workers who have a degree in the field and who are more specially trained to practice social work.

The results of this study imply that policy changes are also needed with regard to staff members with a non-social work degree who are working at these centers, whose practice and roles are similar to those who have a social work degree. These policy changes, for instance, may require staff members without a social work degree to take evening classes in the field of social work, so that the practice of social work is improved in the community development and social work centers in Saudi Arabia.

The findings of the current study have serious implications for the practice of social work in community development and social work centers in Saudi Arabia. Since the findings of this study show that staff members with and without a degree in social work are similar in practice, it implies that those who have a degree in social work are not fully utilizing what they have studied in school and do not practice social work as would be expected from a professional social worker. This makes the practice of social work in
Saudi Arabia very challenging. Understanding different issues among staff members with a social work degree and staff members with a non-social work degree would be a useful step toward improving the practice.

The results of this study imply that staff members who practice social work or anyone interested in working in social work and community development centers in Saudi Arabia need to improve their practice and activities. For example, recognizing areas of practice where staff members with a social work degree are failing (individual counseling, advising, talking to community leaders) would be useful, so that staff members could better understand where to put more effort in their daily work. Examining and adapting new models of social work in community development and social work centers in Saudi Arabia are highly needed in order to best help Saudi citizens who come to these centers for help. This research is a first step in this direction of distinguishing between staff members with and without a social work degree.

The results of this research have important implications for social work research, which is connected to the practice of social work at community development and social work centers. The findings of this research have implications for the administration and practice of social work at these centers, which in turn informs researchers and educators about social work practice at the centers by those with and those without a degree in social work. For example, the findings indicate that none of the staff members are using any specific models in particular, but randomly choose a model to follow. Therefore, further research is needed to focus on the use of models in helping clients, especially models that are indigenous.
The findings of this current study may be highly valuable for further studies that could be conducted in other developing countries with a different system of social work background, to see whether similar results can be achieved. The current information revolution and globalization allow knowledge transfer from one country to another. Future research may be directed to investigate the effects of social work education, administration of community development and social work centers, and clinical research within and beyond the borders of Saudi Arabia.

5.9 Limitations

The researcher worked with an expert Arab language professional to translate the instrument from English into Arabic to be able to communicate with the participants. The researcher also adjusted the instrument to fit the needs of the Saudi public in the Saudi context. The answers of the participants to open-ended questions were also translated, from Arabic into English. Therefore, this study is limited by the meaning that may be lost in some instances.

This study is an exploratory, comparative study. Consequently, the researcher cannot provide specific suggestions for improvement of social work practice. Rather, the researcher can merely report the practice of social work at community development and social work centers to the extent that the instrument accurately and completely reflects community development practice in Saudi Arabia. In this regard, the researcher obtained content validity for the instrument—namely, utilizing a panel of Saudi professors from Umm-Al-Quar University.
5.10 Recommendations

Based on the study results gathered from the staff members who are working at the social work and community development centers, the following recommendations are suggested.

1. Even though staff members in social work and development centers are using different models (Western and non-Western), it is this researcher's opinion that there is a need for developing an indigenous model for Saudi Arabia. The researcher recommends the Ministry of Labor and Social Affairs in Saudi Arabia to fund the development of indigenous models to best service Saudi citizens.

2. Based on the results of this research, the ratio of the number of staff members to number of centers is too low in most of the regions, except one: in the Eastern Region, the ratio is 7.5 staff members to one community development and social work center. Therefore, the researcher recommends the Ministry of Labor and Social Affairs in Saudi Arabia to hire more staff members at each center in Saudi Arabia in order to improve staff members-per-center ratio.

3. Since the staff members spoke about their desire for a social work association where they can meet others in the field and discuss and share their experiences, the researcher recommends establishing a local or national social work association, which conducts annual conferences or meetings for staff members who work in social work and community development. One hundred percent of the staff members surveyed strongly said "Yes," when asked about establishing such an association.

4. As the results showed that there are fewer numbers of female social workers practicing social work at community development and social work centers in
Saudi Arabia, the researcher strongly recommends the Ministry of Labor and Social Affairs in Saudi Arabia to hire more female social workers. To accomplish this, the researcher also recommends the Ministry of Higher Education to establish more schools of social work for women in Saudi Arabia.

5.11 Conclusion

The researcher concludes that the study of the applications of social work theories and methods being taught in schools of social work in Saudi Arabia can be greatly improved. From the study findings, the researcher concludes that most staff members who practice social work in community development and social work centers in Saudi Arabia are not professional social workers with degrees in social work. Yet, even though most staff members did not have degrees in social work, the practice of social work is very similar between those with a social work degree and those with a degree in another discipline or with no higher education degree. The existing four schools of social work that offer a Bachelor's degree in social work do not have a curriculum that really fits the needs of Saudi society. Social work education and curriculum are not well organized yet, and the graduates with a social work degree are not able to apply what they have learned.

The similarity in the ways that social work is practiced by staff members with and without a social work degree may be due to curriculum diffusion: many courses that are offered in other disciplines may overlap with courses offered in the schools of social work. Furthermore, staff members in both groups may share information with each other about their practice, which may account for the similarity in their answers. The similarity between the two groups may also be due to measurement error in not detecting differences.
The results also indicate that the structure of the work environment at the centers is such that the social workers spend more time keeping records than they do, actually speaking to and helping those who need their help. Therefore, not only does the curriculum in schools need to be improved, but also, the staff members themselves need to be more committed and more motivated to enhance their practice so that they are serving Saudi citizens at these centers and not only keeping records.

The researcher also concludes that the greater number of years on the job allowed staff members with a non-social work degree to gain more experience, which helped them to practice similarly as those with a social work degree. Moreover, their further experience and greater numbers may have led the staff members with a social work degree to follow their lead, which represents the center's culture. Also, social desirability may have contributed to the similarity between the answers from both groups, as they may have answered what their agency would like to see, rather than what they really wanted to answer.

The problem in social work practice may further be with the applicability of Western models to the realities of Saudi society. Most of the staff members appear to be using a variety of models at random, with no consistency between the ways they use these models. The models were chosen because they were the closest fit to Saudi culture and they appealed to the staff members' common sense. There may also have been model diffusion, as the staff members shared their knowledge of these models and agreed on using the same ones. Even though Western, Asian, African, and Middle Eastern models of social work are being used in Saudi Arabia we need to move toward designing our own models that best fit Saudi society's needs, values, tradition, culture, and religion.
REFERENCES


The College of Social Work, The Ohio State University. (2000). *Who Will We Become?*


### APPENDIX A

**QUESTIONNAIRE BY RAM A. CNAAN AND JACK ROTHMAN**

**FOUR MAJOR FACTORS OF PERCEIVED COMMUNITY ORGANIZATION ROLES**

<table>
<thead>
<tr>
<th>Original #</th>
<th>Statement</th>
<th>Loading Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Factor 1 – Mostly Planning.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Active participation in the city’s decision-making bodies</td>
<td>.399</td>
</tr>
<tr>
<td>6.</td>
<td>Analyzing existing factual data regarding the community</td>
<td>.659</td>
</tr>
<tr>
<td>7.</td>
<td>Active gathering of data regarding the community</td>
<td>.699</td>
</tr>
<tr>
<td>8.</td>
<td>Using mass-media to expose problems/neglect and demand services*</td>
<td>.512</td>
</tr>
<tr>
<td>11.</td>
<td>Bringing agencies together for information sharing</td>
<td>.691</td>
</tr>
<tr>
<td></td>
<td>was proposed by the authors as social action</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Original #</th>
<th>Statement</th>
<th>Loading Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12. Developing alternative plans in response to changes in population and</td>
<td>.633</td>
</tr>
<tr>
<td></td>
<td>zoning policies relating to the community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>24. Providing updated data to decision makers regarding the community’s</td>
<td>.856</td>
</tr>
<tr>
<td></td>
<td>needs and problems</td>
<td></td>
</tr>
</tbody>
</table>

123

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
25. Bringing agencies together for jointly planned intervention    .724
28. Doing evaluation studies on services and programs in and
    for the community                                      .600
\[ \alpha = .867 \]

Factor II All Locality Development

10. Encouraging attitudes of cooperation among people    .397
16. Teaching people to solve problems                    .731
17. Teaching people how to work in committees           .899
22. Initiating self-help groups within the community      .503
23. Teaching people how to obtain resources on their own  .766
\[ \alpha = .813 \]

Factor III – Mostly Social Action

5. Mobilizing mass rallies and strikes demanding services .677
13. Organizing protest actions (including riots)          .737
14. Threatening officials with scandals and riots in order
    to achieve services**                                .436
18. Building conflict-oriented groups                     .451
19. Bringing agencies into joint planning of activities*** .441
21. Forming coalitions with other groups to put pressure
    upon officials and services                          .383
27. Training people to use conflictual techniques
    pressure to achieve their goals                      .581
\[ \alpha = .794 \]

**Appears both in factors three and four (double loading).
***Was proposed by the authors as planning.
## Factor IV – All Social Action

3. Threatening officials with withholding votes in order to achieve services  
   Loading Scores: .981

14. Threatening officials with scandals and riots in order to obtain services**  
   Loading Scores: .510

20. Organizing civil disobedience actions (cf, withholding taxes, rent etc.)  
   Loading Scores: .369

26. Agitating the community into dissatisfaction to evoke discontent  
   Loading Scores: .460

\[ \alpha = .718 \]

## MAJOR FACTORS OF REPORTED ACTUAL ROLES IN COMMUNITY ORGANIZATION

### Factor I: All Locality Development

1. Initiating groups to represent the people  
   Loading Scores: .640

4. Bridging the gaps between groups of different orientations (age, S.E.S., origin, etc.)  
   Loading Scores: .477

9. Enhancing informal leadership  
   Loading Scores: .663

10. Encouraging attitudes of cooperation among people  
    Loading Scores: .627

16. Teaching people to solve problems  
    Loading Scores: .778

17. Teaching people how to work in committees  
    Loading Scores: .728

22. Initiating self-help groups within the community  
    Loading Scores: .459
23. Teaching people how to obtain resources on their own .745
29. Entering people into the decision-making bodies of major services .553
\[ \alpha = .875 \]

**Appears both in factors three and four (double loading).**

| Original # |
| Statement |
| Loading Scores |
|---|---|---|

**Factor II: Mostly Social Action**

5. Mobilizing mass rallies and strikes demanding services .614
13. Organizing protest actions (including riots) .630
18. Building conflicts-oriented groups .417
19. Bringing agencies into joint planning of activities* .465
20. Organizing civil disobedience (cf. withholding taxes, rent, etc.) .681
26. Agitating the community into dissatisfaction to evoke discontent .519

\[ \alpha = .585 \quad \text{without } #19 = .786 \]

**Factor III - Mostly Planning**

8. Using mass media to expose problems/neglect and demand services** .543
11. Bringing agencies together for information sharing .584
24. Providing updated data to decision-makers regarding the community’s needs and problems .577
25. Bringing agencies together for jointly planned intervention .649
28. Doing evaluation studies on services and programs in and for the community .437

\[ \alpha = .710 \]

126
Factor IV – All Social Action

3. Threatening officials with no voting in order to achieve services .397
14. Threatening officials with scandals and riots in order to achieve services .518

*Was proposed by the authors as planning.
**Was proposed by the authors as social action.

21. Forming coalitions with other groups to put pressure upon officials and services .657
27. Training people to use conflictual techniques and pressure to achieve their goals .609

$\alpha = .700$
APPENDIX B

QUESTIONNAIRE BY FAHAD AL-MAGHLOOTH

I. DEMOGRAPHIC INFORMATION:

1. Name: _________________________(optional)

2. Marital Status: (please check one on blank provided)
   a. _______Single
   b. _______Married

3. Sex:
   a. _______Male
   b. _______Female

4. Age: (please check one)
   a. _______Less than 25 years
   b. _______25 – 34 years
   c. _______35 – 44 years
   d. _______45 – 54 years
   e. _______55 and over

5. Level of education: (please check one)
   a. _______Social Work Diploma
   b. _______B.S.W.
   c. _______Bachelor’s in sociology
   d. _______Other (please specify)

6. Occupation: (please check one)
   a. _______Director
   b. _______Social Worker
   c. _______Cooperative Worker
   d. _______Social Researcher
   e. _______Cultural Specialist

Computer Code No.

1 2 3 4 5
f. _______ Other (please specify)

7. Number of years on the job (approximate): (please check one)
   a. _______ Less than 1 year
   b. _______ 1–5 years
   c. _______ 6–10 years
   d. _______ 11–15 years
   e. _______ 16–20 years
   f. _______ More than 20 years

II. GENERAL QUESTIONS ABOUT JOB INFORMATION:

8. Overall, what kind of work do you do? Please briefly describe below your work in your own word.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   Computer Code No.

9. Specifically, what are your primary computer responsibilities at work? Please list your primary responsibilities below.
   a. ___________________________________________
   b. ___________________________________________
   c. ___________________________________________
   d. ___________________________________________

10. Do you think that almost anyone in your field could do the job you are doing? (please check one)
    a. ______ Yes         b. ______ No

11. If yes, why do you think that?
    ____________________________________________________________
    ____________________________________________________________

12. If no, why do you think that?
    ____________________________________________________________
    ____________________________________________________________

13. What kind of administrative activities are you engaged in now? (please check as many as apply)
    a. ______ Leadership
    b. ______ Writing papers
    c. ______ Collecting information
    d. ______ Making arrangements
    e. ______ Preparing agendas
f. _______ Supervision

g. _______ Administration

h. _______ Participation in decision making

i. _______ Other, please specify ______________________________

14. What are the three major problems that you have to deal with in the community? (please list in order of importance)
   a. ____________________________
   b. ____________________________
   c. ____________________________

15. Usually where do you spend most of your work time? (please check one)
   a. _______ At the agency
   b. _______ In the field community
   c. _______ Both equally
   d. _______ Other, please specify ______________________________

16. Does your agency motivate you to try new or innovative approaches in your job?
   a. _______ Yes
   b. _______ No
   c. _______ Don't know

17. If yes, what are some of these motivations? (please check as many as apply)
   a. _______ Morale (verbal/written appreciation)
   b. _______ Financial rewards
   c. _______ Other, please specify ______________________________

18. What kind of approaches do you use to meet community needs? (please check as many as apply)
   a. _______ Through indigenous committees
   b. _______ Talking with community leaders
   c. _______ Visiting community members and asking them their needs
   d. _______ Using the media to learn the community's needs
   e. _______ Using incentives to encourage community members
   f. _______ Other approaches, please specify ______________________________

III. PRACTICE SKILLS QUESTIONS:
19. Kindly rank the following eight skills that a social worker needs most, from 1 to 8, where 1 = most important, 2 = next in important, etc.

_____ a. Organizational Skills – activities relating to practice context like applying agency policy and procedures in provision of client services within agency practice standards or interpreting agency services to clients, etc.

_____ b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in services provision, etc.

_____ c. Administrative Skills – activities relating to management of client services like organizing priorities and allocating time, recording statistical information, or recording client assessment and intervention plan in formal and informal reports, etc.

_____ d. Community Resources Skills – activities relating to external social services systems like providing information on eligibility and availability of community services or developing services for unmet client needs, etc.

_____ e. Communication Skills – activities relating to verbal and non-verbal client interchange like observing non-verbal communication of client and situation, interviewing client or interpreting information to client, etc.

_____ f. Problem-Solving Skills – activities relating to client intervention like identifying and defining the client problem or situation, collecting, analyzing, and interpreting information relevant to problem or situation, etc.

_____ g. Intervention Skills – activities relating to intervention technique like establishing relationship with client, empathizing with him, supporting him, controlling him, if needed, etc.

_____ h. Research Skills – activities relating to evaluation of client intervention like selecting research design and method to evaluate client intervention and goal attainment, analyzing
data collected for short – and long – term effects of intervention or applying statistical procedures in data analysis, etc.

20. Let us take the same list of practice skills; do you think most social workers are trained to have these skills?

a. Organizational Skills – activities relating to practice context like applying agency policy and procedures in provision of client services within agency practice standards or interpreting agency services to clients, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don’t Know

b. Professional Skills – activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision, etc.
   a. _____ Yes       b. _____ No
   c. _____ Somewhat   d. _____ Don't Know
f. Problem-Solving Skills – activities relating to client intervention like identifying and defining the client problem or situation, collecting, analyzing, and interpreting information relevant to problem or situation, etc.
   a. _____Yes b. _____No
c. _____Somewhat d. _____Don’t Know

g. Intervention Skills – activities relating to intervention technique like establishing relationship with client, empathizing with him, supporting him, controlling him, if needed, etc.
   a. _____Yes b. _____No
c. _____Somewhat d. _____Don’t Know

h. Research Skills – activities relating to evaluation of client intervention like selecting research design and method to evaluate client intervention and goal attainment, analyzing data collected for short- and long-term effects of intervention or applying statistical procedures in data analysis, etc.
   a. _____Yes b. _____No
c. _____Somewhat d. _____Don’t Know

IV. GENERAL QUESTIONS ABOUT TRAINING, EXPERIENCE AND OPINIONS

21. Have you been involved in any training programs regarding your job (not including your academic preparation)?
   a. _____Yes
   b. _____No
   If yes, please go to next question.
   If no, please skip to question 26.

22. Please list your first training program and what it was about.

-----------------------------------------------------------------------------------------------------------------
-----------------------------------------------------------------------------------------------------------------

23. How useful to your current job was your first training program?
   a. _____Very Useful
   b. _____Somewhat useful
   c. _____Not useful

24. Please list your second training program and what it was about.
25. How useful to your current job was your second training program?
   a. _____ Very useful
   b. _____ Somewhat useful
   c. _____ Not useful

26. Have you had any previous experience regarding your job?
   a. _____ Yes
   b. _____ No

27. If yes, what kind of experiences do you remember most? (please explain)

28. Do you think that the social worker today has enough skills and knowledge to start his/her job in community development practice?
   a. _____ Yes
   b. _____ No
   c. _____ Somewhat
   d. _____ Don’t Know

29. If not, why do you think so?

30. What is the level of co-operation between the staff and community members?
   a. _____ Excellent
   b. _____ Very good
   c. _____ Good
   d. _____ Poor

31. What is the level of participation of community members with the agency’s services?
   a. _____ Excellent
   b. _____ Very good
   c. _____ Good
   d. _____ Poor

32. In your opinion, what are the major factors that affect the implementation of social work in community development?
(please list in order of importance below):

a. ___________________________

b. ___________________________

c. ___________________________

33. What techniques, if any, do you use to maximize participation of community people in your organization?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

34. In your opinion, what needs to be provided to the social worker to increase his/her community development knowledge and skills?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

35. What do you think should be included in social work training? (Please list in order of importance below):

________________________________________________________________________________________

________________________________________________________________________________________

V. EVALUATION AND OBSERVATIONS:

36. If you could start again, would you choose a different line of work?
   a. _____Yes
   b. _____No
   c. _____Don't know

37. If yes, why is that?
   ___________________________________________________________________________________

38. If no, why is that?
   ___________________________________________________________________________________

39. Generally, how would you rate the adequacy of the social worker performance in community development practice?

   51

135
a. _____ Above average
b. _____ About average
c. _____ Below average

40. Are there any additional comments you would like to make? (please use the space below)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

52
APPENDIX C

QUESTIONNAIRE BY THE MSW PROGRAM
AT THE OHIO STATE UNIVERSITY

2001 MSW-II Students

Who we will become . . .

College of Social Work
CSWE Exit Interview 2001
1947 College Road
Columbus OH 43210-1192
614.292.4378

137

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
2001 MSW-II Students: Who we will become...

Directions

First, indicate whether you agree or disagree with the statement by making an “X” in the appropriate box.

![Agree/Disagree Options]

Second, indicate the strength of your disagreement (agreement) by making an “X” in the appropriate box according to the Strength Estimator Scale.

![Strength Estimator Scale]

Think of the Strength Estimator Scale as a thermometer that measures the “temperature” of your agreement or disagreement. A strength level of “5” means that you could not be more emphatic about your agreement (disagreement). A strength level of “0” means that you agree rather than disagree (or disagree rather than agree) but you are otherwise indifferent.

Strength Estimator

- 5 = Most Strength Possible
- 4 = Very Much Strength
- 3 = Much Strength
- 2 = Little Strength
- 1 = Very Little Strength
- 0 = No Strength
Example 1: It is important for OSU undergraduates to earn their degree in 4 years.

<table>
<thead>
<tr>
<th>Agree</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>V</td>
</tr>
</tbody>
</table>

Now and After Graduation . . .

1. I believe that the MSW Program enhanced my commitment to social work values and philosophy.

<table>
<thead>
<tr>
<th>Agree</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>V</td>
</tr>
</tbody>
</table>

2. Having to choose an MSW social work concentration (i.e., clinical practice or social administration), I would choose, once again, the same program concentration.

<table>
<thead>
<tr>
<th>Agree</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>V</td>
</tr>
</tbody>
</table>
Having to choose an MSW program knowing now what I didn’t know before, I would choose, once again, to earn my MSW from the College of Social Work at The Ohio State University.

I believe that the OSU MSW Curriculum has provided me the opportunity to learn the knowledge and skills necessary for beginning a career in professional social work or enhancing social work skills I started before I entered the program.

"The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy."

Martin Luther King, Jr. (1929-1968)
Now and After Graduation . . .

Directions

☑ Please read each question in its entirety.

☑ Then, make an “X” next to the most appropriate choice. Thanks!

☐ Upon graduation, I plan to participate in professional social work activities.

☐ Agree
☐ Disagree
☐ Unsure

☐ I anticipate that my MSW-II field placement agency will offer me a job after graduation.

☐ Yes
☐ No
☐ Unsure

☐ Upon graduation, I plan to apply for (or take) a position as a social work professional.

☐ Yes
☐ No
☐ Unsure
8. My current employment is in a social work position.

- Yes
- No
- Not Applicable or Not employed.

9: I believe that I will remain in this position after graduation.

- Yes
- No
- Unsure

"Civilization is a method of living and an attitude of equal respect for all people."

Jane Addams (1860 - 1935)
Some information about you ...

Directions

Y Please read each question in its entirety.

Y Then, make an “X” next to the most appropriate choice. Thanks!

Before entering the MSW Program, did you work in the Human Services Field?

Y Yes

Y No

How many years of work experience did you have in the Human Services?

When you entered the MSW Program, did you have a Bachelor’s Degree in Social Work?

Y Yes

Y No

Indicate Type of UG Degree

Y BS

Y BA

(Print Discipline)

What gender are you (optional)?

Y Female

Y Male
12. What is the year of your birth (optional)?
(Please write your birth year in the space provided.)

[Blank space for birth year]

(Birth Year)

13. What is your International Student Status (optional)?

[Box with options]
- Y American student
- Y International student

14. What is your Ethnic Status (optional)?

[Box with options]
- Y African American
- Y Hispanic
- Y Asian
- Y Biracial
- Y Caucasian
- Y Other

Please indicate
15. Did you receive a fellowship or other grant to finance your MSW education at Ohio State University?

Y  Yes
Y  No

16. Did you receive student loans or other loans to finance your MSW education at Ohio State University?

Y  Yes
Y  No

17. What is your MSW Program Participation Level?

Y  Full Time
Y  Part Time

How many academic quarters did it take to earn your MSW degree?

Y  Advanced Standing Student (ASAP Student)
18. On average, what was your paid employment level while enrolled as an MSW-I Student (not including your practicum)?

<table>
<thead>
<tr>
<th></th>
<th>Not Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Less than 10 hours weekly</td>
</tr>
<tr>
<td>Y</td>
<td>10 to 19 hours weekly</td>
</tr>
<tr>
<td>Y</td>
<td>20 to 29 hours weekly</td>
</tr>
<tr>
<td>Y</td>
<td>30 or more hours weekly</td>
</tr>
</tbody>
</table>

19. On average, what was your paid employment level while enrolled as an MSW-II Student (not including your practicum)?

<table>
<thead>
<tr>
<th></th>
<th>Not Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Less than 10 hours weekly</td>
</tr>
<tr>
<td>Y</td>
<td>10 to 19 hours weekly</td>
</tr>
<tr>
<td>Y</td>
<td>20 to 29 hours weekly</td>
</tr>
<tr>
<td>Y</td>
<td>30 or more hours weekly</td>
</tr>
</tbody>
</table>
20. In which academic quarter will you (did you) graduate?

- Y Spring 2001 (June 2001)
- Y Autumn 2001 (December 2000)
- Y Winter 2001 (March 2001)
- Y Summer 2001 (August 2001)

21. On which campus did you begin your MSW Program?

- Y Main campus
- Y Lima
- Y Mansfield
- Y Marion
- Y Newark

22. What is your “declared” MSW Concentration?

- Y Clinical
- Y Social Administration
- Y Both
23. Did you take any courses from the other program concentration (i.e., clinical students taking administration courses and vice versa)?

Y Yes
Y No

24. Did you take any courses from other departments or colleges at OSU?

Y Yes
Y No

Please identify the course(s) and college(s) or department(s).

25. Did you participate in a "Study Abroad" Program?

Y Yes
Y No

25.1 What <is was were> the Name of the "Study Abroad Program(s)?"

"In the name of the hungry, of the naked, of the crippled, of the homeless, of the blind, in their name, I accept the award."

Mother Teresa, accepting the Nobel Peace Prize in 1979
26. I am a member of the NASW or another social work association? (Please mark with an X).

Y Yes
Y No

26.1. If not a member of a social work association, do you plan to become a member of the NASW or another social work association?

Y Yes
Y No

27. My primary field of interest is:

Y Children & Youth
Y Families
Y Mental Health
Y Physical Health
Y Aging
Y Development Disabilities
Y School Social Work
Y Corrections
Y International Social Work
Y Other (write below)

149
Please rate your level of satisfaction with each of the following general aspects of the MSW Program (Mark your evaluation for each Aspect of the MSW Program with an “X”).

<table>
<thead>
<tr>
<th>Aspect of MSW Program</th>
<th>Not Applicable</th>
<th>Very Satisfied</th>
<th>Very Satisfied</th>
<th>Very Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Field Liaison MSW-I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor MSW-I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSW-I Field Setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Office MSW-I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses in Concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Content MSW-II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of Course Offerings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall MSW Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VALUES
This set of questions is a little different from the more factual questions above. Here we are interested in exploring our MSW future graduates’ attitudes about certain value issues that they are likely to encounter in practice. Please remember that, like the entire questionnaire, all answers to questions in this section are anonymous. The purpose of these questions is to help the MSW Program discover where it is we need to strengthen the curriculum content. This is not a test of your learning ability!

We need your help.

Directions

First, indicate with an “X” whether you agree or disagree with the statement.

Second, indicate the strength of your disagreement (agreement) according to the Strength Estimator Scale.

Think of the Strength Estimator Scale as a thermometer that measures the “temperature” of your agreement or disagreement. A strength level of “5” means that you could not be more emphatic about your agreement (disagreement). A strength level of “0” means that you agree rather than disagree (or disagree rather than agree) but you are otherwise indifferent.

Strength Estimator

5 = Most Strength Possible
4 = Very Much Strength
3 = Much Strength
2 = Little Strength
1 = Very Little Strength
0 = No Strength
29. I have an important role to play in addressing the needs of individuals and groups historically denied opportunities as a result of prejudice or discrimination.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Strength of (dis)Agreement**

- 0
- 1
- 2
- 3
- 4
- 5

30. When I hear about people being treated unjustly, I become concerned.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Strength of (dis)Agreement**

- 0
- 1
- 2
- 3
- 4
- 5

31. I believe that all clients should be treated with dignity and respect regardless of what they have done (or not done).

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Strength of (dis)Agreement**

- 0
- 1
- 2
- 3
- 4
- 5

32. I believe in the client’s right to self-determination on decisions that affect his or her life, even if I do not necessarily agree with the choice he or she might make.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Strength of (dis)Agreement**

- 0
- 1
- 2
- 3
- 4
- 5
33. I believe it is important for social worker professionals to contribute to strengthening positive elements in her or his neighborhood or community.

Strength of (dis)Agreement

<table>
<thead>
<tr>
<th>Agree</th>
<th>( \forall )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>( \forall )</td>
</tr>
</tbody>
</table>

34. I can explain why maintaining client confidentiality is important.

Strength of (dis)Agreement

<table>
<thead>
<tr>
<th>Agree</th>
<th>( \forall )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>( \forall )</td>
</tr>
</tbody>
</table>

Value Section Comments:

If necessary, attach additional comments about social work values to this questionnaire.
In The Real World of Practice . . .

"We must become the change we want to see."

Mahatma Gandhi (1869-1948)

36. My MSW program has taught me many ways (e.g., some obvious others subtle, some at the individual level others at a systems level, some current and some historical) that individuals and groups have been denied opportunities as a result of prejudice or discrimination.

37. As a result of my MSW education, I know how to better identify the impact of gender, ethnic minority and cultural issues on my own interactions with clients.
38. I am able to identify ethical dilemmas in the workplace.

```
Agree ✓
Disagree 
```

Strength of (dis)Agreement

0 1 2 3 4 5
✓ ✓ ✓ ✓ ✓ ✓

39. I know how to resolve ethical dilemmas in a fair manner.

```
Agree ✓
Disagree 
```

Strength of (dis)Agreement

0 1 2 3 4 5
✓ ✓ ✓ ✓ ✓ ✓

40. I am able to accurately identify my professional strengths and weaknesses.

```
Agree ✓
Disagree 
```

Strength of (dis)Agreement

0 1 2 3 4 5
✓ ✓ ✓ ✓ ✓ ✓

41. I know how to analyze the impact of local, state, or federal social policies on clients, workers, and agencies.

```
Agree ✓
Disagree 
```

Strength of (dis)Agreement

0 1 2 3 4 5
✓ ✓ ✓ ✓ ✓ ✓
I know how to analyze the impact of organization (agency) policy on clients, workers, and others.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>Y</td>
</tr>
</tbody>
</table>

I know steps I can take to safeguard client confidentiality.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>Y</td>
</tr>
</tbody>
</table>

I can identify common ways client confidentiality may be violated.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td></td>
</tr>
</tbody>
</table>

I know how to advocate for organizational (agency) change when needed to better serve my clients.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td></td>
</tr>
</tbody>
</table>
46. I know strategies I could employ to influence social policy and social change if I came to the conclusion that social change is necessary to promote just and humane conditions, especially for the clients that I may serve.

Strength of (dis)Agreement

Agree ✓
Disagree

47. I know how to set up working relations with clients, co-workers, and others that demonstrate respect, positive regard, acceptance, and a non-judgmental attitude.

Strength of (dis)Agreement

Agree ✓
Disagree

48. I know how to work with clients and others in a way that fosters self-determination, self-direction, and empowerment.

Strength of (dis)Agreement

Agree ✓
Disagree

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
I know how to determine whether existing social work research findings are valid, reliable, and useful for my social work administrative or clinical practice.

I have the knowledge necessary to work competently in an environment characterized by diversity (diversity defined by culture, race, ethnicity, gender, sexual orientation, condition of disability et cetera).

I know why it is important to seek out opportunities to enhance my professional development and skills after I graduate.

I know how to use the strengths of a client's culture, race, ethnicity, and gender in achieving positive outcomes.
53. I know why it is important to seek out opportunities to enhance my professional development and skills after I graduate.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>❌</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

54. I have an understanding of and can explain the mechanisms of exclusion and repression that have historically disadvantaged certain groups in our society.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>❌</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

My “Declared” MSW Program Concentration is . . .

Y Clinical Concentration Students
- Please SKIP to Question 73

Y Administrative Concentration Students
- Please CONTINUE with Question 55
**Administration Students**

**START HERE**

Directions

Y First, indicate with an “X” whether you agree or disagree with the statement.

Y Second, indicate the strength of your disagreement (agreement) according to the Strength Estimator Scale.

Y Think of the Strength Estimator Scale as a thermometer that measures the “temperature” of your agreement or disagreement. A strength level of “5” means that you could not be more emphatic about your agreement (disagreement). A strength level of “0” means that you agree rather than disagree (or disagree rather than agree) but you are otherwise indifferent.

**Strength Estimator**

<table>
<thead>
<tr>
<th></th>
<th>5 = Most Strength Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 = Very Much Strength</td>
</tr>
<tr>
<td></td>
<td>3 = Much Strength</td>
</tr>
<tr>
<td></td>
<td>2 = Little Strength</td>
</tr>
<tr>
<td></td>
<td>1 = Very Little Strength</td>
</tr>
<tr>
<td></td>
<td>0 = No Strength</td>
</tr>
</tbody>
</table>

Y We are asking you to respond to the following questions “as if” you will or would be applying for a professional social work position.

I know how to work collaboratively with staff and those from other agencies to coordinate and provide needed services to clients.
56. I know how to devise a plan for monitoring client outcomes that incorporates regular, timely feedback to workers.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

0 1 2 3 4 5

\[\text{\textbullet\textbullet\textbullet}\]

57. I can conduct an analysis of a program's organizational culture and write a plan for maintaining or enhancing the client and staff centered nature of the program.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

0 1 2 3 4 5

\[\text{\textbullet\textbullet\textbullet}\]

58. I know how to create programs that consider the interactions between clients and their environments.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

0 1 2 3 4 5

\[\text{\textbullet\textbullet\textbullet}\]

59. I know how to identify the theory of intervention for an agency program and determine its efficacy for client populations.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

0 1 2 3 4 5

\[\text{\textbullet\textbullet\textbullet}\]
I know how to assess the impact of a current program design upon the interests of minorities, women, and other oppressed groups.

I can identify cultural differences with clients that have relevance for program design and delivery.

I can explain how values influence client change.

I can identify ethical dilemmas and can come up with appropriate solutions for dealing with them.
64. I know how to use practice-based research methods including methods for program evaluation.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

0 1 2 3 4 5
∀ ∀ ∀ ∀ ∀ ∀

65. I can identify the impact of gender, ethnic, minority, and cultural issues on my own interactions with clients and others with whom I interact.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

0 1 2 3 4 5
∀ ∀ ∀ ∀ ∀ ∀

66. I know how to identify my own strengths, interests, competencies, and areas needing improvement.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

0 1 2 3 4 5
∀ ∀ ∀ ∀ ∀ ∀

67. I know how to conduct a task analysis.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

0 1 2 3 4 5
∀ ∀ ∀ ∀ ∀ ∀
68. I know how to develop an appropriate budget for a given agency program.

Strength of (dis)Agreement

Agree \( \checkmark \)
Disagree

0 1 2 3 4 5
\( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \)

69. I know how to identify and critique planning methods used by this agency.

Strength of (dis)Agreement

Agree \( \checkmark \)
Disagree

0 1 2 3 4 5
\( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \)

70. I know how to conduct a client outcome information system.

Strength of (dis)Agreement

Agree \( \checkmark \)
Disagree

0 1 2 3 4 5
\( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \)

71. I know how to construct a cost analysis plan in order to evaluate a selected agency program.

Strength of (dis)Agreement

Agree \( \checkmark \)
Disagree

0 1 2 3 4 5
\( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \) \( \checkmark \)
I know how to construct a managerial strategy for recruitment, hiring, retention, and promotion that supports diversity in the organization.

Strength of (dis)Agreement

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By Blue Ontario's Shore

in Leaves of Grass

O I see flashing that this America is only you and me,
its power, weapons, testimony, are you and me,
its crimes, lies, thefts, defections, are you and me,
its Congress is you and me, the officers, capitols, armies, ships, are you and me...
Natural and artificial are you and me,
Freedom, language, poems, employments are you and me,
Past, present, future, are you and me.

I dare not shirk any part of myself,
Not any part of America good or bad...

Walt Whitman (1819–1892)
CLINICAL CONCENTRATION STUDENTS

START HERE

Directions

Y First, indicate with an “X” whether you agree or disagree with the statement.

Y Second, indicate the strength of your disagreement (agreement) according to the Strength Estimator Scale.

Y Think of the Strength Estimator Scale as a thermometer that measures the "temperature" of your agreement or disagreement. A strength level of “5” means that you could not be more emphatic about your agreement (disagreement). A strength level of “0” means that you agree rather than disagree (or disagree rather than agree) but you are otherwise indifferent.

Strength Estimator

<table>
<thead>
<tr>
<th>5 = Most Strength Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Very Much Strength</td>
</tr>
<tr>
<td>3 = Much Strength</td>
</tr>
<tr>
<td>2 = Little Strength</td>
</tr>
<tr>
<td>1 = Very Little Strength</td>
</tr>
<tr>
<td>0 = No Strength</td>
</tr>
</tbody>
</table>

Y We are asking you to respond to the following questions "as if" you will or would be applying for a professional social work position.

73. I know how to deal with issues of diversity and difference in clinical practice with clients.

Agree ✓
Disagree ☐

Strength of (dis)Agreement

| 0 1 2 3 4 5 |
| ☑ ☑ ☑ ☑ ☑ ☑ |
I am able to accurately assess and evaluate the level of psychosocial functioning of clients with various presenting problems.

I am able to use formal systems of diagnosis and assessment, such as the DSM-IV with accuracy.

I know how to identify indicators of an individual client’s stage of the life cycle.

I know how to identify indicators of a family’s stage of the life cycle.
If I decide to take a Post-MSW social work position, I will be able to identify ways that interactions between clients and their environments may be involved in the presenting problematic situations.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td>V</td>
</tr>
</tbody>
</table>

I know how to consistently “join” and engage with clients verbally and non-verbally for maintaining positive working relationships.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td>V</td>
</tr>
</tbody>
</table>

I am able to call upon a wide repertoire of different clinical interventions and techniques from a variety of theoretical practice perspectives.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Strength of (dis)Agreement

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td>V</td>
<td>V</td>
</tr>
</tbody>
</table>
81. I know how to use practice-based research methods like single subject designs.

Strength of (dis)Agreement

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

0 1 2 3 4 5

"For this reason, what we believe and do in our profession is of great importance, not only for the growth of our profession in the future but because there is no more critical question in the world today than the relation of all nations to the well-being of their people."

Bertha Capen Reynolds (1885 - 1978)
Last Thoughts Before …

Comment Section

Social Work Administration and Clinical MSW “Alumni” …

Please take the time to comment about your experience in the OSU MSW program or with the social work job market that you believe is important that would be helpful for us to know. Please feel free to use the back of this page to communicate your comments to the MSW Program Office. If necessary use additional pages! Thank you for taking this time to share your thoughts, feelings, and beliefs.

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

“"The real world is always hidden, but it is the job of the artist to reveal it and the social worker to struggle with it."

John H. Behling, CSW Alumnus, Professor Emeritus.
Thank you!

And Congratulations. You are the next generation of social work professionals.
APPENDIX D

QUESTIONNAIRE BY KHALID YOUSEF BARGAWI

Saudi Arabia

Urban Area Social Work
&
Rural Area Community Development

Kingdom of Saudi Arabia
Ministry Of
Higher Education

Sponsor: UMM-AL-QURA UNIVERSITY
Makkah
Kingdom of Saudi Arabia Ministry of Higher Education
Riyadh, Saudi Arabia

CULTURAL MISSION TO USA
Washington, D.C.

172

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Some information about you ...

**DIRECTIONS**

- Please read each question in its entirety.
- Then, make an “X” in the box next to the most appropriate choice;
- Or, fill in the blank as necessary.

**START HERE**

1. In what location do you work?
   
   - 1. Central Region
   - 2. Western Region
   - 3. Eastern Region
   - 4. Northern Region
   - 5. Southern Region

2. What is your gender?
   
   - 1. Female
   - 2. Male

3. What is the year of your birth?
   (Please write your birth year in the space provided.)

   (Birth Year)
4. What is your nationality?

1. Saudi Arabian  
2. Non-Saudi Arabian

5. What is your marital status?

1. Married  
2. Divorced  
3. Engaged  
4. Single  
5. Widowed

6. What languages are you communicatively fluent in?

6. Arabic  
7. English  
8. Other
7. Please indicate your current position title.

1. Director
2. Head of Department
3. Social Worker
4. Cooperative Worker
5. Social Researcher
6. Cultural Specialist
7. Other (please specify)

8. What is your employment level?

1. Full Time
2. Part Time
3. Voluntary (Charitable Service)

9. What is your monthly income?

Income per Month

Saudi Riyal

175
10. Approximate the number of months / years that you have been on the current job.

   / 

   Months / Years

11. Approximate the number of months / years that you have been working in social services.

   / 

   Months / Years

12. Approximate the total number of months / years that you have been working (in social services and non-social services).

   / 

   Months / Years

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Educational Background...

- Please read each question in its entirety.
- Then, Circle the number next to the most appropriate choice;
- Or, fill in the blank as necessary.

13. What is (are) the name(s) of the post-high school educational institution that you attended? and location?

   Name:  
   Location:  
   
   Name:  
   Location:  

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
14. Do you have a degree in social work?

1. No Social Work Degree
2. Social Work Diploma
3. Bachelor's Degree in Social Work (BSW)
4. Master's Degree in Social Work (MSW)
5. Ph.D. in Social Work

15. If not a social work degree, indicate the area or discipline of your non-social work education.

______________________________

16. If not a social work degree, indicate the level of your non-social work degree.

1. Diploma
2. Bachelor's Degree Art (BA)
3. Bachelor's Degree Sciences (BS)
4. Master's Degree
5. Ph.D.
17. My primary educational area of specialization is:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Community Development</td>
</tr>
<tr>
<td>2</td>
<td>Children and Youth</td>
</tr>
<tr>
<td>3</td>
<td>Families</td>
</tr>
<tr>
<td>4</td>
<td>Mental Health</td>
</tr>
<tr>
<td>5</td>
<td>Physical Health</td>
</tr>
<tr>
<td>6</td>
<td>Aging</td>
</tr>
<tr>
<td>7</td>
<td>Developmental Disabilities</td>
</tr>
<tr>
<td>8</td>
<td>School Social Work</td>
</tr>
<tr>
<td>9</td>
<td>Corrections</td>
</tr>
<tr>
<td>10</td>
<td>International Social Work</td>
</tr>
<tr>
<td>11</td>
<td>Research</td>
</tr>
<tr>
<td>12</td>
<td>Other (write below)</td>
</tr>
</tbody>
</table>

Make an "X" next to only your primary area of interest.
18. Did you study outside of Saudi Arabia?

1. Yes
2. No

What country?
1. __________________________
2. __________________________

What was the name of the school from abroad?
1. __________________________
2. __________________________
Areas of Practice...

□ Please read each question in its entirety.
□ Then, make an “X” in the box next to the most appropriate choice;
□ Or, fill in the blank as necessary.

19. I was hired by the community development center to address a specific social work problem?

1. Yes
2. No

If yes, what is the type of social work problem for which you were specifically hired?

_____________________________
20. My primary responsibility at work is:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>2.</td>
<td>Individual Counseling</td>
</tr>
<tr>
<td>3.</td>
<td>Advisor</td>
</tr>
<tr>
<td>4.</td>
<td>Primary Interventionist <em>(disseminating information to community sectors)</em></td>
</tr>
<tr>
<td>5.</td>
<td>Education</td>
</tr>
<tr>
<td>6.</td>
<td>Training or Consultant</td>
</tr>
<tr>
<td>7.</td>
<td>Community Development</td>
</tr>
<tr>
<td>8.</td>
<td>Administration</td>
</tr>
<tr>
<td>9.</td>
<td>Other <em>(Describe Below)</em></td>
</tr>
<tr>
<td>10.</td>
<td>Research</td>
</tr>
</tbody>
</table>
21. Do you work with diverse community members?

1. Yes
2. No

If yes, specify areas of diversity

1. 
2. 
3. 
4. 

22. Where do you usually spend most of your work time? (Please check only one).

1. At the agency
2. In the field community
3. Both equally
4. Other (please specify)
23. My primary field of practice at work is:

1. Community Development
2. Children and Youth
3. Families
4. Mental Health
5. Physical Health
6. Aging
7. Developmental Disabilities
8. School Social Work
9. Corrections
10. International Social Work
11. Research
12. Other (write below)

Please Circle the number next to only ONE selection: Your primary area of practice.
Your Beliefs as a Social Work Staff Member

**Directions**

- First, Carefully read the statement.
- Second, Choose the Agreement Category that most accurately reflects your belief.

A belief level of "5" means that you could not be more emphatic about your agreement.
A belief level of "1" means that you could not be more emphatic about your disagreement.
A belief level of "3" means that your belief is neither in agreement or disagreement.

**Agreement Categories**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>
Example:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important that I share information with the neighborhood in which I am working.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

START HERE

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 I believe that all clients should be treated with dignity and respect regardless of what they have done (or not done).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 I believe in the client’s right to self-determination on decisions that affect his or her life, even if I do not necessarily agree with the choice he or she might make.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 I believe it is important for social work professionals to contribute to strengthening positive elements in their neighborhood or community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I actively participate in the city’s decision-making bodies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I analyze existing factual data regarding the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I gather data regarding community needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I write program proposals for new or continuing social work programs to address community needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>I bring together government, public or private, profit or non-profit agencies for information sharing on social issues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>32</td>
<td>I develop alternative plans in response to changes in population and zoning policies relating to the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>I provide current data to decision makers regarding community needs or problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>I bring agencies together for jointly planned community interventions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>I conduct evaluation studies on community development services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>I initiate self-help groups within the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>I teach people to find solutions to their needs with their own resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>I teach people to find solutions to their needs with community resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>I teach people how to work in committees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>I teach people how to work in self-help community development groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Administrative Responsibilities & Agency Activities . . .

☐ Please read each question in its entirety.
☐ Then, “circle” the number next to the most appropriate choice;
☐ Or, fill in the blank as necessary.

41. The primary administrative activity that I currently perform:

1. Leadership
2. Writing papers
3. Collecting information
4. Making arrangements
5. Preparing agendas
6. Supervision
7. Administration
8. Education
9. Support
10. None
11. Other (Please List)

__________________________________________
42. What are other administrative activities that you engage in now (please check as many as apply)?

1. Leadership
2. Writing papers
3. Collecting information
4. Making arrangements
5. Preparing agendas
6. Supervision
7. Administration
8. Education
9. Support
10. None
11. Other (Please List)
43. Does your agency motivate you to try new or innovative approaches in your job?

1. Yes
2. No

44. If yes, what are some of these motivations?
(Please circle as many as apply)

1. Morale (verbal/written appreciation)
2. Financial rewards
3. Other (please specify)

________________________________________
45. What "model" of social work or community development practice does your agency adopt for helping clients?

<table>
<thead>
<tr>
<th>1. Western Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ USA</td>
</tr>
<tr>
<td>□ Britain</td>
</tr>
<tr>
<td>□ Canada</td>
</tr>
<tr>
<td>□ European (non-Britain)</td>
</tr>
<tr>
<td>□ Other (Specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Middle Eastern Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Specify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. African Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Specify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Asian Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Specify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Specify</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
46. What is the specific intervention "model" of social work or community development in your agency?

1. Medical Model
2. Strengths Perspective
3. Psychoanalytic
4. Humanistic
5. Short Treatment
6. Eclectic
7. Behaviorist
8. Moral
9. Unsure
10. Other (Please Specify)

47. What is the primary method that you use to gather information about community needs?

1. Through indigenous committees
2. Talking with community leaders
3. Visiting community members and asking them their needs
4. Using the media to learn the community's needs
5. Using incentives to encourage community members
6. Using agency records
7. None
8. Other approaches (please specify)
48. The primary approach that your agency uses to identify community needs is

1. Pre-existing indigenous committees
2. Talking with community leaders
3. Asking community members
4. Using the media to learn about community needs
5. Using incentives to encourage community members to participate in community planning
6. Other approach (please list)
Rank the most severe problems facing the community in which you are working on a scale from 0 to 5, where 5 is most severe and 0 is least severe.

<table>
<thead>
<tr>
<th>Question</th>
<th>None</th>
<th>Slight</th>
<th>Below average</th>
<th>Average</th>
<th>Severe</th>
<th>Most severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hunger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illiteracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your Self-Assessment as a Social Work Staff Member

**DIRECTIONS**

- First, Carefully read the statement.
- Second, Choose the Agreement Category that most accurately reflects your self-assessment.

  Assessment level of “5” means that you could not be more emphatic about your agreement.
  Assessment level of “1” means that you could not be more emphatic about your disagreement.
  Assessment level of “3” means that your belief is neither in agreement or disagreement.

**Agreement Categories**

<table>
<thead>
<tr>
<th></th>
<th>5 = Strongly Agree</th>
<th>4 = Agree</th>
<th>3 = Neutral</th>
<th>2 = Disagree</th>
<th>1 = Strongly Disagree</th>
</tr>
</thead>
</table>

**Example:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important that I share information with the neighborhood in which I am working.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Your Self-Assessment of Social Service Skills

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>I have good organizational skills.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>55</td>
<td>I have good professional skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>I have good administrative skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>I make good use of community resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In The Real World of Practice

Directions

☐ First, Carefully read the statement.

☐ Second, Choose the Agreement Category that most accurately reflects your practice.

☐ A practice level of "5" means that you could not be more emphatic about your agreement.

☐ A practice level of "1" means that you could not be more emphatic about your disagreement.

☐ A practice level of "3" means that your belief is neither in agreement or disagreement.

Agreement Categories

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree
<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important that I share information with the neighborhood in which I am working.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63 I know how to identify the impact of cultural issues on my own interactions with clients.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64 I know how to advocate for organizational (agency) change when needed to better serve my clients.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 If I came to the conclusion that social change is necessary to promote community well-being, I know how to influence social policy to bring about change.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66 I know how to set up working relations with clients, co-workers, and other agencies that demonstrate respect, positive regard, acceptance, and a non-judgmental attitude.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>67</td>
<td>I know how to determine whether existing social work research findings are valid, reliable, and useful for my social work administrative or clinical practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>I know why it is important to seek out opportunities to enhance my professional development and skills after I graduate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>69</td>
<td>In your opinion, are community members and social work staff working toward the same goals?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>In your opinion, are community members actively participating in the community development efforts to resolve identified problems?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Community Development Centers promote client self-determination, self-direction, and empowerment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>I know how to identify the theory of intervention for a program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify cultural differences with clients that have relevance for program design and delivery.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to conduct a client outcome information system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Do You Think That All Of The Following Skills Should Be Required For Social Work Staff?

**Directions**

- First, Carefully read the statement.
- Second, Choose the Agreement Category that most accurately reflects skills required for worker.
- A skill level of "5" means that you could not be more emphatic about your agreement.
- A skill level of "1" means that you could not be more emphatic about your disagreement.
- A skill level of "3" means that your belief is neither in agreement or disagreement.

**Agreement Categories**

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

**Example**

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important that I share information with the neighborhood in which I am working.</td>
<td>5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

203

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
### Self-Assessment of Social Service Skills Required

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational Skills:</strong> Activities relating to practice context like applying agency policy and procedures in provision of client services within agency practice standards or interpreting agency services to clients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Professional Skills:</strong> Activities relating to social work practice standards like referring clients for professional consultation or maintaining boundary of social work role in service provision.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Administrative Skills:</strong> Activities relating to management of client services like organizing priorities and allocating time, recording statistical information, or recording client assessment and intervention plan in formal and informal reports.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community Resource Skills:</strong> Activities relating to external social services systems like providing information on eligibility and availability of community services or developing services for unmet client needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Communication Skills:</strong> Activities relating to verbal and non-verbal client interchange like observing non-verbal communication of client and situation, interviewing client or interpreting information to client.</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Problem-Solving Skills:</strong> Activities relating to client intervention like identifying and defining the client problem or situation, collecting, analyzing, and interpreting information relevant to problem or situation.</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Intervention Skills:</strong> Activities relating to intervention technique like establishing relationships with client, empathizing with him (or her) supporting him (her), supporting him (her), controlling him (her) if needed.</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Question</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Research Skills:</strong> Activities relating to evaluation of client intervention like selecting research design and method to evaluate client intervention and goal attainment, analyzing data collected for short- and long-term effects of intervention or applying statistical procedures in data analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Computer and technology skills:</strong> Ability to work with a computer and perform basic level word processing, spreadsheet construction, database construction, and presentation software.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
84. Are you a member of a (formal or informal) local or national social work organization?

☐ Yes
☐ No

Name of Social Work Organization
85. If not a member of a social work association, do you think a (formal or informal) local or national social work organization would be helpful for community development in Saudi Arabia?

☐ Yes
☐ No

EXPLAIN WHY

__________________
__________________
__________________
__________________
__________________

208
A Last Request . . .

Are there any other approaches and/or activities which you believe are important for your work in community development that I have not asked you about? Briefly explain what is important about these approaches and/or activities.
Thank you!

All for Helping the Citizens of Saudi Arabia and completing this Questionnaire.

Khalid Yousef Bargawi