

The Social Supervision and Its Role in Developing of the School Social Service in Libyan Arab Jamahiriya

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Abstract

The new direction of the social control over the Libyan Arab Jamahiriya is a phase that began in Tripoli city in 1990. After opening of the Office of Education ministry, education and health as a result of the efforts made by the Department of Education, which affected the evolution of modern educational thought, which emphasizes the process of educational guidance and establish social participation among the specialist-oriented towards social and professional growth and improve performance for both sides to improve the educational process. The importance of this study indeed arose from the fact that the field of education is in need of social supervision. This is based on the diagnosis and school social realities of service and identified obstacles and professional problems and work out successful solutions in order to assist managers to develop this field, as well as the profession of social supervision network.

Keywords: Social control, School of Social Work, The Specialist in the field of school social, Libyan Arab Jamahiriya.

1. Introduction

The development of peoples depends on the efficiency and effectiveness of the educational organizations and systems because the educational process is considered an investment of human resources which achieves the comprehensive objectives of development for country. Educational institution needs more than other institutions and organizations and systems to keep pace with new changes in its field, as the educational institution seeks to transfer knowledge and develop and prepare trainees for life in society, so supervisory process is one of the most important things to evaluate and develop the effectiveness of the educational institution abreast of up-to-date education at all levels, such as knowledge, prescribed text books, methods, approaches and evaluation and measurement. As social service is not confined its work to help individuals and groups, but it also aims at the same to achieve renaissance for all mankind.

The process of social supervision over specialists for monitoring and evaluating their work has began in AL-Jamahiriya since 1979 with a small number of inspectors in Tripoli city only, and they visited schools once a year, and this process was known as inspection process, and it depended on terror, fear, strict discipline, accurate accountancy and fault-finding insomuch that Specialists did not speak frankly to the inspector about the problems they faced in order not to be punished. The philosophy of inspection process and its style did not help developing the specialists or even the educational process because the inspection system did not allow the specialist to develop his job and did not even make any clear developments for the social specialists.

After that, the social supervision in Libyan Arab Jamahiriya had a new guidance stage which began in Tripoli in 1990 by opening the Office of Social Education, and health care as a result of the efforts made by the secretariat of Education which was affected by the evolution of modern educational thought which emphasizes that the process of educational and social guidance must be based on contribution between social specialist and instructor to improve the professional growth and performance for both sides, thus to improve the educational process, but change and development was not easy because the practices of supervisors occurring now have still affected by the concepts and ways which were dominated in the early stage of supervision.

Social supervision seeks to achieve professional development for the school social specialist, which includes a variety of activities and educational experiences and aims to increase the knowledge of professionals, deepen their attitudes, increase the professional skills and their abilities to work and help people (Alzarif, 1995).

The supervision is a humanitarian operation aiming above all to recognize the value of social specialist as a human being, so that the supervisor can build of a mutual trust between himself and social specialist and to be

able to know potentials of each individual he deals with.

As stated in Article (3) to modify the list of education inspection in Libya “inspection (supervision) aims to study and assess the feasibility of the pedagogic practices of educational institutions and direct research and study and analysis to find alternatives and develop them for creating a pedagogic and educational atmosphere abreast of humanitarian and professional ties based on participation and cooperation” (Educational Inspection Regulations, 2006).

1.1 Problem of Research

Research problem consists in this question:

What is social supervision? and what is its role for developing of professional performance for school social specialist in Libyan Arab Jamahiriya?

1.2 The important of Research

As researcher works as a social supervisor, he feels like a study of social supervision and the importance of this study consists in the urgent need for social supervision which is required by the field of education. Social supervision makes diagnosis for school social service and identifies obstacles and professional problems and works out successful solutions in order to assist managers in developing this aspect, in addition it identify the profession of social supervision.

1.3 Research objectives

- 1) Identify the role of social supervision in developing professional performance of the social specialist in the school field.
- 2) To assure that success of social specialist depends on the success of social inspector in his role.

1.4 Research Questions

- 1) What is the role of social supervision in developing the professional performance of the social specialist in the field of school in Libya?
- 2) How does the role of social inspector give rise to the success of social specialist in school?

1.5 Research Methodology

Documentary descriptive approach (inductive) is used in this research to follow the process of social supervision historically and monitoring its role developing the professional performance of social specialist in school field.

1.6 Search terms

1.6.1 Social supervision

Supervision is a humanitarian process: First of all, it aims to recognize the value of individual as a human being, so that the supervisor can build of a mutual trust between himself and social specialist and to be able to know potentials of each individual he deals with.

Educational encyclopedia summarized the concept of social and educational supervision as “It is program to improve education” and the educational dictionary defined social supervision wider as all organized efforts made by responsible people to take over leadership by the other specialists and workers in the educational field in regard with improving educational professionally including stimulating the professional growth, developing social specialists, testing and re-forming of the educational objectives, educational methods and study approaches and evaluating the educational process. The term of social supervision, social guidance and educational supervision is used for the same meaning.

1.6.2 School social service.

School social service is a novel idea in Libya and it is a part coming out of co-operation with purpose of understanding school programs and helping students who find difficulties to get benefits of their school resources and potential. The purpose is to help the student who has constantly difficulties and prevent them from being aggravated in future.

Social service in the field of school "means the professional practice of social service at the school level, furthermore at supervisory, professional and administrative levels and others which have an influence on school, and represent the group of efforts, services and programs that foster social growth of student for the sake of creating suitable conditions for students educational progress (Sediki, 2002).

1.6.3 Social specialist in the field of school.

A Social specialist is defined in the field of school as "a technical and professional person who practices in the

field of school under the concept of social service and depending on this service philosophy he is committed to the principles and ethical standards of this service, aiming to help students who stumble in their education, and help the school to achieve the educational objectives for the preparation of their children for the future (Hasanin, 1989), and he (Social specialist) is "the person who exercises the role of professional social service inside school the school and he has been prepared for this purpose through the study in specialized institutes and colleges of social service and obtained field training, and he is committed to the principles of the social work profession, and works to achieve its goals (Altkali, 2008)..

1.6.4 Libyan Arab Jamahiriya

It is an abbreviation for the name of the Great Socialist People's Libyan Arab Jamahiriya to save time and effort.

1.7 Previous studies

1.7.1 Study of Abdul Hakim Ahmed Mohamed Abdel-Hadi in 2005

Entitled: The relationship between the role of social supervision and developing the knowledge performance for social specialist in school. The aim of the study was to identify the relationship between the role of social supervision and developing cognitive and skill performance and vocational, social specialist and school performance. The results of this study pointed out that there is a relational and a statistical relationship between the role of social supervision and the development of social cognitive specialist school performance. It is also pointed out that there is not a statistical and relational relationship between the role of social supervision and the development of skill performance or development of school, social, specialist, professional performance. The majority of were convinced of the importance of the role of social supervision in developing their professional performance. And the significance of social supervision in developing professional, social, specialist performance stands for transferring experience from supervision to social specialist. Most researchers are not convinced about the performance of social supervision, and this is due to the monotonous routine and lack of experience for some social supervisors, in additional to lack of possibilities which help supervisor to do his role.

The nature of the relationship between social supervision and social specialist in school is featured with a mutual respect and ruled by strict laws and controlled by a mutual experience as well. The majority of social specialists are dissatisfied about the performance of social supervision because of the monotonous routine and supervisor does not contribute to understand obstacles and difficulties faced by the social specialist, the study emphasized that help specialist to identify what's new is the most important roles played by social supervision and it's necessary to find new supervisory methods which develop school, social, specialist, professional performance (Abd al-Hadi, 2005).

1.7.2 Study Of Sadeeq Yosuf Khoja And Ibrahim Yusuf Aqsam And Mari Bin Ali Al Garni In 2006

Entitled: Supervision is inevitable for the field of education. The aim of this study was to establish a theoretical framework of the concepts of educational supervision and its functions and responsibilities and emphasize the necessity of Supervision for Education and identify the following: Firstly, the nature of the relationship between the educational supervision and the teacher. Secondly, the nature of the relationship between the educational supervision and student. Thirdly, the nature of the relationship between the educational supervision and curriculum and finally with school administration. The study has stated that social supervision is inevitable for the following: Education – teacher- curriculum –student- school management. (Khoja, 2006).

1.7.3 Study of Hesham Mohamed Abdel-Aziz 1996

This study is about the difficulties faced by the school social specialist and how to get benefit from the instructive social supervision. The result of this study revealed that there are difficulties deterring the social specialist from getting benefits from supervision including the official state that exists in supervision, the sudden coming that made by inspector, difficulty of contacting with inspectors when they out of work or in off-duty and difficulty of understanding some inspectors' instruction. (Abdul Aziz, 1996).

1.7.4 Study of Ahmad Husni Ibrahim 2001

It is about the role of social guidance in achieving professional development for school social specialist aiming at evaluating the role of social guidance in achieving professional development for social specialist under new changes which their findings pointed out the social guidance has weakness in regard to increase the knowledge of these social specialists working in school, and the social guidance has also a weak role in regard to achieve professional development for these specialists concerning with dealing with the individual and group problems and the social guidance uses traditional techniques to achieve professional development (Ibrahim 2001).

1.8 Comment on the previous studies

First of all, I would like to point out that there are no previous studies is quite similar to this issue in Libya, in addition to presence of many studies that dealt with the issue of educational and technical supervision because of the novelty of social supervision in Al-Jamahiriya. Several studies from Egypt and Saudi Arabia have been exploited well and our present study has agreed with previous studies emphasizing the importance and inevitability of social supervision and its methods in regard to take care human relations in the supervisory process and stress its active role in developing the professional performance for social specialist, hence the developing school social service.

1.9 Social supervision

That social supervision is "an organized, cooperative, democratic, leading process dealing with didactic and learning position of all elements, such curriculum, learning methods, activities, styles, teacher and student aiming to study the factors that have influence on that situation and evaluate these factors to improve them. (Aldweik 1988).

The social supervision is defined as "a humanitarian and interactive process aiming at improving the work of social specialist and his performance helping him to develop himself and solve his problems. The concept of social supervision and its philosophy and its styles has developed a lot and clearly in recent years due to the various efforts that have been made to develop the educational system and raise its efficiency that it will improve the quality of education and raise its level. As a result of the evolution of educational thought in regard to the educational philosophy of and its aims and stages of growth, principles and theories of learning, rules which encourage human relations, group dynamics, and to all other methods of communication and other such topics and issues of pedagogy, psychology and social and behavioral sciences, there has been a new change in regard to the concept of social supervision.

Social supervision and its goals and methods has developed to be known as a process of human interaction aiming at improving the work and performance of the social specialist and help him to develop himself and solve the his problems. This concept emphasizes cooperation between the social supervisor and social specialist in a framework of respect and good human relations with the continued evolution of modern educational thought. The concept of social supervision in the educational community is developing to take a wider and broader meaning in order to meet the needs of a comprehensive view of the components of the educational process and social supervision moved from a position of taking care social specialist or improving his performance or changing his professional behavior moved on looking after all didactic and learning process and bringing about a desired positive change with various components " teacher, social specialist, learner, curriculum, environment and school facilities.

Social supervision in Libya is defined as the following (Altkali, 2008) :

- 1) Social supervision is a technical service based on a proper planning aiming at improving the educational process.
- 2) social supervision is a technical and cooperative service targeting to study the conditions which affect the education and learning processes, and work out to improve these conditions to ensure that every student grows constantly abreast of the education objectives.
- 3) It works to promote both teaching and learning processes.
- 4) It is a goal of communication and interaction process among the different parties of educational process and its components.
- 5) It achieves an appropriate learning opportunities for students and growth opportunities for other parties.
- 6) Supervision is a process of guidance and amending of the educational process in order to provide students with better services.
- 7) It is a technical process aiming at improving and developing the educational process in all its axes.

Thus, the duties of social supervisor focus on professional practice in the educational process according to its wide concept and its implementation framework with its different components physical and human, therefore the social supervisor took out the psychological barrier between him and the social specialist so, this definition has considered them two parties in one process taking part to achieve their goals according to humanitarian relations ,however, the purpose of social supervisor is to develop the educational process and this does not suggest that social specialist is weak or deficient compared with social supervisor.

1.10 The importance of social supervision

The function of the school social specialist is the one of social functions that deals with human who has different inclinations, abilities and wishes, in addition to the work he does is in constant change and driven by his difficult mission to get help of those who are more experienced in the field to guide and supervise him to enhance his experience in his career, and this is the task of social supervision.

We also find specialist social suffers from a lack of capabilities and tools resulting in a lot of problems that require more supervision to help treat these problems, no doubt, supervision and leadership is essential and necessary for developing activity and improve the relationship between school and community and everything helps grow and develop this relationship through achievement its objectives.

1.11 The objectives of social supervision in Libyan Jamahiriya

In general, social supervision aims to improve teaching and learning processes and improve their environment, through the upgrading all the factors affecting them, mending all problems and developing school activities according to the objectives included in the education policy. Social supervision will not be effective and will not be able to achieve its goals unless there is human positive relations between the supervisor and the social specialist, this type of relations encourage social specialist to do more of constant effort and do a lot of attempts in order to create suitable conditions that help to develop professional performance for specialist social and thus achieve the goals of social supervision.

1.12 Characteristics of social supervision in Libyan Jamahiriya (Abu Mallouh net)

The social supervision is characterized by the following characteristics:

- 1) It is a leading process which has components of strong personality that can make influence on the social specialists in school, students and others who are involved with the educational process. On the other hand, it coordinates their efforts, in order to improve the process and achieve its objectives.
- 2) It is an interactive process which depends on the situation that it deals with and monitoring what is new in the field of intellect and scientific progress.
- 3) It is a cooperative, administrative process in all its different phases (planning, coordination, implementation and evaluation and follow-up). It welcomes different points of view which lead to eliminate the negative relationship between the supervisor and social specialist, and organize the relationship between them to face educational problems to find appropriate solutions.
- 4) It is a process dealing with developing human relations and emotional participation in the field of education, so as to achieve an active incarnation of principles of consultation, loyalty, affection and guidance at work, seriousness in giving fruitful results, and staying away from using authority, giving many penalties and fault-finding. Etc.
- 5) It is a process to encourage research, experimentation, creativity, and employ its results to improve education, and it aims at achieving clear, measurable and noticeable objectives.
- 6) It is a flexible advanced process which is released from routine encouraging positive initiatives, and aiming to disseminating good and successful experiences, in additional to flexibility and variety of methods.
- 7) It is an ongoing process on its way towards the better. It does not start at supervisor visit and ends at the end of that visit, but the next supervisor completes the former supervisor's work.
- 8) It is a process that respects the individual differences between social specialists and appreciates them, that it accepts the weak or whiner specialist, and accepts the creative specialist as well.
- 9) It is a preventive and curable process aiming at enlightening the social specialist to be stayed away from mistakes as he practices his educational mission and it helps him enough to overcome the obstacles that may face him through his work.
- 10) It is a process aiming at building self-supervision for social Specialists.
- 11) It is a comprehensive process taking care of all factors affecting improvement educational process and developing it through the overall framework of the objectives of school social service.
- 12) It is an important means to achieve all the objectives of educational policy and the objectives of school social service in particular.

1.13 School social service in Libyan Jamahiriya.

Social service in school is a educational process that completes the mission of school to prepare students to face

their working lives, “which is a part of a joint cooperation in order to understand school programs and provide assistance to students who face difficulties concerning getting benefit of resources and potential of school efficiently, The purpose of the service is to provide assistance to a student who continuously faces difficulties to prevent them from risk of developing these difficulties until they become impossible to treat” (Altkali, 2008).

“Social service is a collection of efforts, services and programs offered by the social specialists for children and school students at different levels, with a purpose of achieving the goals of modern education, to put it another way, it develops students’ personalities as much as they could to help them benefit from the opportunities and experiences of school as much as they could according to their faculties, therefore this service is considered as a tool to achieve the goals of modern education” (Abdel Almoheey, 1997).

“School social service is supplementary to school in socialization process and this service must participate with other school services to achieve the desired results as social specialist takes care helping students, parents and teachers regarding to issues which are under school responsibility and solve the problems of poor adaptation, introduce the service through groups and contact the school community. The social specialist looks after shyness, introversion, over sensitivity, unsociable behavior, fear and delay in study... etc, so the work of social specialist includes all study, psychological and social problems and others” (Fahmi, & Ahmed, 1989).

School social service in Arab Jamahiriya is needed by education institute to achieve its social function especially with changes that Jamahiriya community acquire and affect everyone life who lives under these changes.

1.14 Targets of school social service in Libyan Jamahiriya

The school social service has goals that are consistent with the nature of the educational process and we can explain some of them as following:

- 1) Making social adaptation of students for new changes occurring in community which is featured ongoing changes.
- 2) Social coherence, and help students and their families to know what types of human relationships with a significant value in the community.
- 3) Developing Personality through developing and modifying experiences, and changing the behavior of the student, making him a good citizen of the society in which he lives.

1.14.1 The social Specialist in the field of school

Social specialist is “a technical and professional person who practices in school under the concept of social service and according to this service philosophy, he commits to its principles and manners standards aiming to help students who stumble in their education and help school to achieve its educational goals to prepare its children for the future” (Hasanin, 1989).

School social service depends on social specialists in schools who do many roles inside school and outside and they have a lot of characteristics and professional roles to do inside school.

1.14.2 Characterization of the role of the social specialist in the field of school (Altkali, 2008)

- 1) Social specialist works in school according to a time work plan which is drawn up at the beginning of the school year, and must be consistent with the plans of the administrative work.
- 2) The role of the social specialist is a professional role inside school and in order to carry out his job, he Should not be detailed to do irrelevant work and devote himself to professional work related to him.
- 3) Social specialist deals with a difficult segment of people, such as sensitive children and teenagers who are more sensitive, so it should be a limited number of students per social specialist.
- 4) Social specialist works in top secret applying to the principle of confidentiality, so there should be an office reserved for Social Service in each school.
- 5) Social specialist works with students through faculty members, so there should be a cooperative relationship between teachers and social specialist in order to help him doing his educational task and actual participating to solve the problems of the management.
- 6) Social specialist needs to contact with some people or parties to carry out various activities as well as when he tries to find solutions for individual cases, so management school should help him to take procedure.
- 7) Social specialist should join the different training programs, conferences and symposia which are related to his major in order to develop him and to make his social role social important.

1.14.3 The role of the social specialist in the field of school in Libyan Jamahiriya (Altkali, 2008)

The social specialist has a number of duties and responsibilities whether in basic education or intermediate education. Her they are:

- 1) Discuss the problems of social, psychological, behavioral, ethical, educational and health... etc. from which might students suffer, and draw up a plan of treatment and follow it after studying and making an accurate diagnosis.
- 2) Providing direction and guidance in the rapid individual positions that he receives.
- 3) Refer the cases that are impossible to solve to the Social Education Department of Education secretariat.
- 4) Encourage students to join activity groups and incite them to join willingly and participate in supervision on some of these groups by attending their meetings and support them to achieve their goals.
- 5) Arrange programs to enroll new students, and prepare them to adapt to the new school atmosphere.
- 6) Supply the teachers who are assigned by school to be responsible for their classes and groups supervisors, with technical and professional consultation, furthermore, provide them with data and instructions that help them to deal with the students, and the information that is important to be attached to social student certificate.
- 7) Make practical and actual visits to social institutions and make an effective contribution in their work, and doing exploratory visits to factories and agricultural projects and achievements occur in the country.
- 8) Strengthen ties by all means between school and parents of students to find a mutual cooperation among them.
- 9) Contact the institutions and organizations that exist in the Al-jamahiriya area to ensure their cooperation with the school and serve students, and provide services to the residents of this area.
- 10) Cooperate with parents and teachers and what follows from that such as, arrange, organize and register meetings sessions and follow the decisions that resulted from that meetings and work on carrying out them.
- 11) Arrange the records of social education.

1.15 *The relationship between the supervisor and the social specialist.*

Social supervisor can leave an impact in his work especially among the people working in the same occupation. When the supervisor and social specialist have a mutual, affectionate and respectable relationship, they will have fruitful results by increasing participation in their work because of the well-treatment of the supervisor. No doubt that social supervision is a tool to improve the professional, specialist and social performance, in addition to the didactic and learning process. Social supervision has affected all the factors which have influence on learning process. The success of the social specialist in his mission depends on the success of the social supervision in duties that related to it. The educational and social work will develop practically by the completion between the supervisor and the social specialist, so we will achieve an excellent education. As long as there is a strong cohesion between the supervisor and the social specialist, the excellence will increase and enhance as educational results.

Social supervision is an educational service because the social supervisor aims at helping the specialist and guiding him to educate students. As this service includes developing of the social supervisor personality, so it includes increase of professional work so that the specialist gets more and more experience in his work. Social supervision is also a cooperative service because the supervisors ,the specialists, head teachers, workers in the school and the students take part in this service under an atmosphere of cooperation, compassion and mutual trust, consequently the relation between the specialist and the student allow them to conduct and devise freely in order to achieve the wanted benefit of the supervision process. Cooperation is very necessary to improve the educational process and achieve the positive and wanted completion, so the supervisor should harness his abilities to help the specialist and guide him scientifically and professionally and work on solving his private and professional problems and let him participate in educational meetings whether they are inside or outside the school by which he will know the new methods and directions in his occupation and help him make educational planning, in addition to measure and set straight his social service occupation and how to treat kindly with students and excite their motives and take allowances for individual differences among them. Social supervisor also discovers the abilities and talents of social specialists trying to develop these abilities and talents and infuse confidence into them and make them take pride their work, furthermore, the supervisor should value and encourage all fruitful efforts and he should incite the social specialist to take care of the new educational researches and experiments and encourage them to read specialist books and magazines by which their influence will reflect upon work and students indirectly.

Specialists support that the social supervision aims at developing and improving performance in order to create generations who are qualified mentally, morally, physically and behaviourally by guide the social specialists in school to do the idealist way in their professional work and guide them how to treat politely to be an example for others. From all above, the social supervision is necessary and the supervisor is extremely important for the specialist as he is his fellow and supervision is an urgent claim for educational process.

1.16 Results of the study

To answer questions of research, the study concluded the following:

- 1) That social supervision in Libyan Jamahiriya is a humanitarian process aiming at developing school social service by helping social specialist in the field of school.
- 2) Social supervisor uses his skill and experience to help social specialist in the field of school to develop his capabilities and professional performance during the supervisory process through direction and guidance.
- 3) Social supervision helps social specialist to be successful in his professional role in the field school through guide him to exploit available capabilities and to have knowledge about the scientific theories which help him do his professional role successfully.
- 4) Social specialist play an effective role in school and face a lot of problems that may need help to study and how to amend them .The social supervisor interfere to help the social specialist through the best professional methods to study problems and find appropriate solutions .

1.17 Recommendation

Researcher recommends the following:

- 1) It is necessary to focus on social supervision and assign a certain department for it because the school social service has a privacy which makes it different from other subjects and because of its importance in helping students solve their problems.
- 2) Interest of preparing training courses and workshops for social supervisors to keep up with the rapid development of the social work profession.
- 3) Social supervisors should study human relations and use the positive human relations during supervisory process as their importance for social specialist to take advantage from supervisor.
- 4) Interest of preparing researches and studies in the field of social supervision and school social service to take advantage of these studies and researches for developing the programs of social supervision and school social service in Libyan society.

Conclusion

From Through the above view, we note that the role of social supervisor Gzmy important role in the success of the social specialist in the field of school social control as a tool to improve the professional performance of specialist in the educational process.

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