

A FUTURE VISION FOR USING QUALITATIVE DESIGN TECHNIQUES IN PROFESSIONAL INTERVENTION RESEARCH FOR SOCIAL WORK

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Abstract

The research aimed to explore the future of the use of qualitative design techniques in professional intervention research in social work by assessing the actual reality of using qualitative design techniques in professional intervention research for social work, and monitoring and analyzing research and studies that dealt with qualitative design in professional intervention for social work in an attempt to formulate a future vision for developing Using qualitative design techniques in professional intervention research for social work. The research is considered prospective or future research using the content analysis approach and relying on the deductive or deductive approach and critical analysis of previous research and studies conducted during the last decade of the year (2014-2024). Study and research, The study concluded how to use qualitative design techniques in professional intervention research and studies for social work, and then concluded the strategic determinants of the future vision for developing the use of qualitative design techniques in professional intervention research in social work.

Keywords: - future vision - qualitative design techniques - professional intervention research.

Introduction:

Scientific research represents the backbone of the human, social and scientific sciences, and it is not possible to imagine the existence of real knowledge that will advance societies and enrich the scientific journey of any nation without relying on a scientific methodology. It is built on the foundations of scientific research by investigating human and social phenomena by analyzing and interpreting the correlational relationships between variables to reach scientific facts and conclusions. Accurate and applicable (Al-Bayati, 2018, p. 21)

Scientific research is considered the focal point around which all aspects of reform and development in any society revolve, and this importance imposes the necessity of scientific research being based on strong and solid foundations, pillars, and pillars that stem from the needs of society that suit its circumstances and circumstances (Ahmed, 2009, p. 9).

Keeping up with development in various aspects of life requires a deep understanding of problems and arriving at improvements to them, based on an organized intellectual process based on scientific research because of its role in solving problems because of its characteristics of originality, creativity, objectivity and accuracy, and its results depend on the method used, and the

results of research cannot be relied upon unless they are The approach followed is sound, and this is confirmed by the study of Abdel, Hassan (2014).

Familiarity with scientific research methods, procedures, types, innovation and development has become one of the basics of any field of knowledge in general and fields of social work in particular, which aims to find appropriate solutions linked to the empirical reality of the social work profession. The researcher in social work needs a set of advanced methods to study societal problems, as no Only describing the problem is sufficient to address the problems. Rather, the researcher needs to have in-depth knowledge of the phenomenon and knowledge of many types of research.

Although the study of social and human phenomena differs from the study of natural and physical phenomena, it requires different methods in which the focus is on understanding human and social behavior from an internal perspective related to the way individuals coexist professionally in a particular institution and from specific social motives, as human behavior is related to the context. Which contains the reality that you live (Al-Dahshan, 2014, p. 7).

Its orientations varied, which were defined in two main directions: quantitative and qualitative research. In the twenties of the last century, the fields of scientific research in the humanities and social sciences were dominated by research methods that depend on quantitative field data and statistical analysis of these data. The competition in gaining scientific status focused on the degree of complexity and detail, methods of collecting data, and how to analyze it. These approaches have achieved wide spread in a way that suggests that anyone who does not resort to these complex methods is not well prepared in scientific research methods (Al-Alwani 2006, p. 8).

As for qualitative research, it has been observed since the last quarter of the twentieth century that a number of scholars have criticized quantitative statistical research and addressed its philosophy, reference, and methods for interpreting results. There has also been much talk about qualitative approaches as a more appropriate alternative to the humanities and social sciences (Al-Bilawi, 2005, p. 2).

Qualitative design enriches and deepens the research and reaches levels that make it have a clearer meaning to the researcher and contributes to the development of social theories. In addition, qualitative research is capable of understanding human phenomena in a deep and honest way because of the tools it includes such as interviews, observation, and case studies. It allows the researcher to understand social reality, the dimensions of the phenomenon studied, and data collection. Analyzing and interpreting them in order to formulate theoretical frameworks that can explain reality. Therefore, there is a need for qualitative research, as it is an interpretation of human phenomena based on a study of the behavior of society or a sample (Al-Gharib, 2012, p. 58).

Qualitative design comes with unique features and characteristics that take into account the characteristics of human phenomena characterized by continuous change. Reality is multifaceted, giving new horizons to the social researcher, enabling him to integrate with the human

phenomenon and interact with it in order to understand the social reality associated with it (Al-Qarni, 2009, p. 90).

As well as the study of El-Sherbiny (2020), which confirmed the existence of obstacles facing faculty members to activate qualitative research methods in social work, which are represented by the weakness of the university professor's conviction in the usefulness of qualitative research in social work, the lack of training in qualitative research patterns, and the weakness of the moral incentives driving the dissemination of qualitative research.

As well as The study of Thabet and El-Sherbiny (2022), which confirmed the low activation of researchers in Egyptian society to use qualitative research due to several factors, including the lack of sufficient stage on the qualitative method and the fear of not being able to carry out this type of research.

As well as the study of Hawass & Al-Sherbiny (2022), which concluded that there is difficulty in applying it and this is due to several factors, including that it requires a scientific environment that is socially and economically supported by the conditions that are concerned with achieving intellectual creativity, and the understanding of some of the qualitative methods that they do not follow the precise steps of scientific research, such as research design. Its objectives are imposed, and the variables are not specified, and the researcher goes to the field without clear research from the point of view of some faculty members. The study emphasized the importance of using qualitative methods in social work research and studies and the necessity of directing researchers and academics to do so.

Research Problem

identifying The reality of using qualitative design techniques in professional intervention research for social work

in order to determine its use of qualitative design and to develop a future vision for the use of qualitative design techniques in professional intervention research for social work.

Research Goals

- 1- Identify the reality of using qualitative design techniques in professional intervention research for social work
- 2- Determine the future vision for developing the use of qualitative design techniques in professional intervention research for social work

Research Questions

- 1- What is the reality of using qualitative design techniques in professional intervention research for social work?
- 2- What is the future vision for developing the use of qualitative design techniques in professional intervention research for social work?

Research concepts

The concept of future vision

Is defined as “an early exploration of the future in light of the present data and the future challenges imposed by the nature of growth, transformation, development, and ambition. It is a close look at the future through a lens whose lenses consist of the depth of the seas of the past, the results and fruits of the present, and indicators of future aspiration (Al-Baroudi, 2019, p. 21).

It is also known as studies that aim to identify, analyze, and evaluate all future developments in time periods ranging from five to fifty years (Jandali, 2017, p. 21). It is also known as: the scenario for a desirable future, which is a set of broad, comprehensive intentions that all think about the future (Khawaja (2010, p. 33).

The future vision in research is defined as “

- 1- A future vision based on an analysis of the current situation of the reality of using qualitative design techniques in professional intervention research for social work.”
- 2- An organized scientific effort based on analysis, induction, and deduction that seeks to identify future possibilities and address them through a plan. An executive proposal for developing the use of qualitative design techniques in professional intervention research.

The concept of professional intervention research in social work

is defined as “the research methodology that relies on studying the problem of one of the areas of professional practice and faces the format (client - individual - group - society - organization). A professional intervention program is developed and applied to a specific sample, and the suitability of this program to deal with is chosen.” The problem (Abdel Qader, 2022, p. 214).

It is defined in the research as “research and studies measuring the return of professional intervention carried out by researchers specializing in social work, which require them to design and implement a program for professional intervention using qualitative design techniques to achieve the objectives of the study.”

The concept of design: - The process of making decisions based on scientific and professional evidence and evidence before the situation in which the decision must be implemented arises (Abdel Qader, 2022, p. 214).

Qualitative designs are defined as “the plan and procedures prepared by the researcher to answer research questions, methods for obtaining data and information, the research sample, and how to obtain it. The accuracy of the research results depends on the accuracy of the design prepared by the researcher. Experimental designs include the researcher’s direct intervention in modifying or adding some conditions.” Or excluding certain conditions, and this research aims to study the obstacles, causes and results (Abu Bakr, 2016, p. 7).

-The concept of qualitative design techniques

is defined in the research as: “the methods and tools that researchers use in professional intervention research for social service to collect data. Its analysis relates to people's experiences, feelings, social processes, cultural patterns, and other phenomena that cannot be easily measured by numbers. The common techniques in qualitative research are (in-depth interviews - participant observation - content analysis - focus groups).

Methodology research Type

This research is considered a prospective research, as: This research is based on the study and analysis of the past and the present in light of studies and research related to the research topic, and the use of quantitative and qualitative analysis to deduce and anticipate the future with a futuristic vision and attempt to anticipate and reveal the determinants of the future, which serves as a planning tool, and in light of which the executive plan was formulated to develop the use of design techniques. Qualitative in professional intervention research for social work.

Method used

The researcher relied on content analysis through the use of the deductive or deductive approach, which is considered one of the approaches that rely on deductive logical thinking and that is appropriate to the type and objectives of the current research in order to reach logical conclusions related to the aspects related to the future vision for developing “the use of qualitative design techniques in professional intervention research for social work

The following procedures were followed for content analysis

A - Analysis framework: - The framework of the sources whose content was reviewed and analyzed, including research and studies related to professional intervention in social work.

2 - Research tools

The researcher relied on the content analysis guide tool by developing Specific indicators for analyzing theoretical literature and previous studies, and the content analysis guide included the variables of the current research.

- Sample units of analysis:-

The researcher identified some criteria for selecting studies and research related to professional intervention

- She specified the time frame for studies and research in the period from 2014 to 2024 due to relative modernity.
- That it meets the definitions used in the current research.
- That these studies and research are among the basic variables of the current research.
- That they are published on approved local and international information bases.

- The time frame for the research

The researcher was able to The time frame for the analysis material is determined from (2014 AD - 2024 AD) in order to analyze the latest Arab and foreign research and studies to determine the techniques of designing qualitative research. The time period was chosen for the following reasons (multiple professional fields of research

Quantitative analysis of scientific studies and research.

Table No. (1) Distribution of research and studies according to year of publication

No	Year of Publication	Arabic Studies	Foreign studies	the total	The ratio	ranking
1	2014-2019	30	3	33	40.7	2
2	2020-2024	40	8	48	59.3	1
the total		70	11	81	100	

It is clear from the previous table No. (1), which is related to the distribution of research and studies according to the year of publication, that they came in first place from (2020 to less than 2024) with a percentage of (59.3%), followed in second place by (2014 to 2019) with a percentage of (40.7).

It is clear from This is because a large percentage of studies and research came mostly in the time period from 2020 to 2024. This may be due to the interest in professional intervention research in social work because of its importance in distinguishing the identity of the social work profession from other social sciences because it was not limited to describing and interpreting the phenomenon only, but rather Dealing with problems and trying to find solutions to them.

Table No. (2) Distribution of research and studies according to scientific form

No	Scientific form of study	Arabic Studies	Foreign studies	the total	The ratio	ranking
1	Charter discussion	45	11	56	69.2	1
2	Ph.D	23	-	23	28.3	2
3	Master	2	-	2	2.5	3
the total		70	11	81	100	

It is clear from the previous table No. (2), which concerns the distribution of research and studies according to the scientific form. Published research came in first place with a percentage of (69.2%), followed in second place by Ph.D with a percentage of (28.3%), and in third place came master’s with a percentage of (28.3%). 2.5%). This may be due to the nature of the social work

specialty's interest in professional intervention research in the stages of academic promotion and obtaining a doctorate degree.

Table No. (3) Distribution of Research and Studies according to the type of study

No	type of study	Arabic Studies	Foreign studies	the total	The ratio	ranking
1	Experimental study	23	3	26	32	2
2	Quasi-experimental study	17	8	25	30.8	3
3	Measuring the return of professional intervention	30	-	30	37	1
the total		70	11	81	100	

It is clear from the previous table No. (3) related to the type of study that studies measuring the return of professional intervention ranked first with a rate of (37%), followed in second place by an experimental study with a rate of (32%), followed in the last rank by a quasi-experimental study with a rate of (30.8%). This agreed with the results of Table No. (2), which related to the fact that the published research obtained (69.2%), and this explains the social service's interest in research measuring the return of professional intervention with human and social phenomena and problems.

Table No. (4) Distribution of research and studies according to fields

No	field of study	Arabic Studies	Foreign studies	the total	The ratio	ranking
1	Youth care field	15	4	19	23.4	2
2	The field of family and children's affairs	21	2	23	28.3	1
3	the field of medicine and the disabled	11	1	12	14.9	4
4	the field of the elderly	3	3	6	7.40	5
5	The field of social defense	15	1	16	19.8	3
6	the field of the environment	5	-	5	6.2	6
the total		70	11	81	100	

It is evident from the previous table No. (4) of the multiplicity of areas of professional intervention in social work The family field ranked first with a rate of (28.3)%. This may be due to the interest of the service profession in the field of family and childhood, as it is one of the important fields in

social work, as the family is the oldest social system known to humanity. It will remain in place as long as life continues, as it is the first unit responsible for the socialization process, followed in second place by the field of youth care with a rate of (23.4)%, followed in third place by the field of social defense, and in last place is the field of the environment, and this indicates the diversity of fields. The social work profession is a humanitarian profession that deals with the individual in an environment and seeks to help in reforming and solving many of the problems faced by the individual and society and developing their abilities to deal with them and prevent them from falling into problems.

Table No. (5): Distribution of research and studies according to the components of the professional intervention program

No	Program components	Arabic Studies	Foreign studies	the total	The ratio	ranking
1	Program stages and goals	70	-	70	86.4	3
2	tools	70	11	81	100	1
3	strategies	70	9	79	97.5	2
4	techniques	70	-	70	86.4	3
5	roles	70	-	70	86.4	3

It is clear from the previous table No. (5) related to the components of the intervention program, the tools of the professional intervention program at a rate of 100%. This may be due to the importance of the intervention tools, as the program and its activities are based on the tools that are used to implement them and vary according to the diversity of activities and objectives, followed in second place by strategies at a rate of 97.5%, followed by The program stages, techniques, and roles ranked equally in third place, at 86.4%, as each of them is linked to the other to achieve the goals of professional intervention.

Table No. (6): Distribution of research and studies according to qualitative research tools

No	The program's qualitative research tools	Arabic Studies	Foreign studies	the total	The ratio	ranking
1	Interviews	70	7	65	80.3	1
2	observation	30	1	31	28.3	3
3	content analysis	55	4	59	72.9	2
4	focus group	1	3	4	4.93	4

It is clear from the previous table No. (6) related to the research tools that interviews came in first place with a percentage of (80.3%). This may be due to the importance of interviews in the professional intervention program from the engagement stage. The interview is considered an important tool in collecting data, as it convinces the researcher of the importance of the study and the data is obtained. From all the respondents, the questions are directed to the respondents and the responses are obtained, followed in second place by the content analysis with a percentage of (72.93%), followed by observation with a percentage of (28.3%), and in the last place is the focus group. This may be due to the diversity of tools and their importance in professional intervention research. .

Table No. (7) Distribution of research and studies according to data analysis

No	data analysis	Arabic Studies	Foreign studies	the total	The ratio	ranking
1	Quantitative analysis	70	-	70	86.4	1
2	qualitative analysis	50	11	61	57.3	2

It is clear from the previous table No. (7) that the quantitative analysis came in first place with a percentage of 86.4. This may be due to the nature of research measuring the return of professional intervention and its reliance on pre-post measurement to determine the impact of the program.

It also depends on statistical coefficients to find differences before and after the intervention and to know the degree of variance. For professional intervention, qualitative analysis came in second with a rate of 75.3%. This may be due to the fact that it describes and includes the provision of reliable information because it relies on communication between the researcher and patterns of dealing and provides a deeper insight into their opinions.

First: - The foundations on which the future vision is based.

The future vision starts from

- 1- The necessity of achieving a balance between the two types of quantitative and qualitative research in professional intervention research.
- 2- The results of the studies and their analysis, which confirmed the scarcity and lack of professional intervention research's use of qualitative design techniques. .
- 3- The global trend towards using qualitative research alongside quantitative

Second: Objectives of the future vision: -

Strategic objective: - Reaching the formulation of a future vision to develop the use of qualitative design techniques in professional intervention research and target groups

Several sub-objectives emerge from this objective:-

1- Developing the capabilities of faculty members and graduate students. And their knowledge of qualitative design techniques in professional intervention research in social service and the importance of using them.

2- Holding lectures and workshops through university research centers to develop the capabilities of faculty members and graduate students in qualitative design techniques in professional intervention research in social work

3- Training faculty members and graduate students to practice qualitative designs in professional intervention research for social work.

Third: - Justifications for the future vision: -

- The complexity of the nature of human and social phenomena.
- The nature of the social service specialization, the complexity of the problems it deals with, and its influence on various factors that may not be monitored by the various quantitative approaches.
- Global trends towards making decisions based on evidence resulting from scientific research that relies on qualitative approaches.
- The importance of using qualitative design recommended by previous studies.
- Qualitative research highlights the skills and abilities of university professors and graduate students in critical analysis and inference of relationships. Tangibly.

Fourth: The target groups of the future vision

1- All faculty members in colleges and institutes of social work who conduct professional intervention research in the specialty.

2- Postgraduate students, especially those in charge of professional intervention programs in the various fields of social work

The group implementing the vision:

The success of the vision depends to a large extent on implementing the vision

Universities and their role in activating qualitative research, especially in the social work specialty, in professional intervention research through research centers at universities, and this is done through: -

- spreading a culture of use Qualitative design techniques in scientific research specializing in social work.
- Developing awareness of the importance of qualitative design through seminars, conferences and workshops through various means of communication.

- Emphasizing the improvement of the outcomes of professional intervention research for the social work profession
- Providing time for faculty members to conduct research
- Providing the data that researchers need in their research.
- Highlighting the problems that have been solved through the results of qualitative research
- The role of the authorities supervising research at the university
- organizing workshops, conferences, and courses on qualitative design and its importance.
- facilitating the publication of qualitative professional intervention research in the social work specialty.
- translating some books and articles in qualitative research

This is done through her role with the faculty member

- Facilitating and providing training courses on qualitative research and analytical programs.
- Facilitating attendance at conferences related to how to conduct and apply qualitative research.
- Participating in scientific journals that published qualitative research in the specialty.
- Giving value For qualitative research in promoting a faculty member.
- Providing all facilities for a faculty member specializing in social work.
- Granting distinction to faculty members when using the qualitative approach in professional intervention research for social work

The role of faculty members with postgraduate students

- Teaching courses specializing in qualitative research in social work
- Training students to implement qualitative research during the preliminary study stage.
- Training students to critique qualitative research.
- Developing students' skills on methods and methods of collecting Qualitative data.
- Training students to analyze and interpret qualitative data.
- Training students to work in research teams while studying for the social work major.
- Supporting students to use qualitative research methods.
- Holding workshops with the participation of postgraduate students majoring in social work (PhD stage).

Fifth: - Stages of implementing the vision: -

The first stage: - The stage of spreading the culture of qualitative research and building the research capabilities of faculty members (teacher - assistant professor), assistant teachers, and graduate students at the (doctoral) stage. Its duration is one year. It is carried out in accordance with the following procedures

- Preparing the social work community in particular with the need to create balance between quantitative and qualitative research, especially in professional intervention research.
- Providing educational courses on qualitative research through social media, universities and institutes for the benefit of faculty members and graduate students.
- Holding workshops and seminars in qualitative research, specializing in social work
- Adding a number of courses in qualitative research within postgraduate programs at the doctoral level, and applying best practices for qualitative research.
- That a conference be held every two years to which experts in qualitative research are invited and to share their experiences. For faculty members and graduate students.
- Criteria are set for judging qualitative research, taking into account its characteristics and stages of application.

The second stage: The stage of forming research teams in universities and institutes to implement joint qualitative research. The first stage continues to implement the dissemination of the culture of qualitative research through the formation of research groups at the university specializing in social work. Each group carries out qualitative research during the academic year with the assistance of experts in Qualitative research.

- Encouraging faculty members to form research teams with students to implement qualitative research projects.
- Establishing an advisory council from all colleges and institutes of social work that includes those interested and experts in qualitative research that provides assistance to researchers.
- Benefiting from the joint supervision program with universities Another in building expertise among faculty members in supervising qualitative research.

The third stage: - Implementing individual qualitative research in addition to joint research, which is continuous. The implementation stage begins after the completion of the previous two stages, while continuing to spread the culture of qualitative research within the university in the social work specialty. In addition to completing the training of the faculty member and graduate students on carrying out qualitative research in accordance with the following procedures:-

Announcing an annual qualitative research competition at the beginning of each year for faculty members and graduate students, individually and jointly.

- Publishing criteria for judging the quality of research and its conditions.

- Providing reinforcement for students and faculty members when using qualitative design in doctoral dissertations.
- Holding monthly workshops Includes those interested in qualitative design.
- Employing all modern technologies to serve scientific research and qualitative research in particular.
- Training students and faculty members on the qualitative analysis programs Nvivo and MAXQDA.

This is done through the knowledge of faculty members and researchers about the following qualitative design techniques in professional intervention research: -

1- Steps of professional intervention research through identifying the research topic and how to choose it, reviewing previous studies, how to select participants, and how to collect data, analyze and interpret data.

2- Taking into account methodological considerations in designing qualitative research in terms of title, problem, objectives, methodology and tools (interview, observation, content analysis and focus group).

A - Interviews: - Through their knowledge of how to apply the interview and focusing on the point of view of the respondents to enrich the interview and their knowledge that the interview in qualitative research is flexible and depends on the free answers of the respondents and allowing them to provide facts that contribute to dealing with problems and contributing to solving them, due to its interaction and ability. From the relationship between them, their knowledge of the types of interviews, as well as the use of technology in qualitative interviews (Skype and FaceTime, because of their importance in allowing interviews with respondents without being bound by geographical borders, especially in times of crises and disasters).
 B - Observation: - Through their knowledge of the importance of observation, which is based on the full participation of the researcher with the respondents, who is the one who conducts the observation himself, and the observation is based on describing behavior closely, to obtain realistic data from the real environment, such as patterns of behavior and interactions with others.

C - Content analysis :- Through their knowledge of the importance of content analysis in describing the phenomenon and describing the problem without issuing judgment by the researcher, and also its importance in analyzing documents and records for clients.

D- Focus group: - And their knowledge that it takes place between the researcher and a number of respondents together to discuss a topic and aims to collect opinions and ideas. A variety of aspects around it to provide an understanding and depth of the topic or problem and focus on meaning rather than quantitative measurement. It may be used in analyzing written, audio, or visual reports or data, such as analyzing interviews.

3- Considerations regarding the limits of qualitative research: - The methods that can be used, such as case studies, ethnography, phenomenology, institutional theory, samples, the method of collecting data, the role of the researcher in each method, and how to design the research for each of them, according to the nature of the problematic situation.

4- Methodological considerations in analyzing and interpreting quantitative data :- Through how to prepare, summarize, record and classify data, as well as interpreting data and writing the report on qualitative research.

Their knowledge of qualitative analysis programs such as MAXQDA and Atlas.ti and their knowledge that they support the Arabic language and the Nvivo program does not support the Arabic language.

It is considered strong in analyzing large amounts of data, dealing with the full complexity of the data, extracting, comparing, exploring, and reassembling meaningful symbols from large amounts of data in innovative and flexible ways. It accepts many inputs such as interviews, images, and video, exploring data, linking it, organizing it, and extracting reports about the data.

It is This is done through

- training courses, workshops, lectures and meetings for faculty members through persuasion strategies: - to convince them of the importance of qualitative research in professional intervention research
- and cognitive reconstruction: to modify the knowledge of faculty members and graduate students about the importance of qualitative designs in professional intervention in social work.
- Through research centers at universities or through colleges and institutes and providing specialists for faculty members to obtain courses.
- The mechanisms for conducting individual or joint qualitative research to promote a professor or assistant professor are carried out.
- Workshops and training courses for graduate students, especially at the doctoral level
- Through faculty members through academic courses and scientific research curricula.

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