

Assessment the roles of the social worker as a generalist practitioner in dealing with the intellectual security risks among university youth

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Abstract

The current study aimed at assessment the roles of the social worker as a generalist practitioner to deal with intellectual security risks among university youth, by identifying the intellectual security risks among university youth and the obstacles facing the generalist practitioner in dealing with intellectual security risks, and providing a set of recommendations that can contribute to activate the role of the generalist practitioner in dealing with intellectual security risks among university youth. This study belongs to the analytical / descriptive studies, and the study used the comprehensive social survey method for social workers in the General Administration of Youth Care (Aswan University) and their number was (33) individuals, and a non-random sample of Aswan University students numbered (115) male and female students. The study reached a set of results, the most important of which was the identification of educational, psychological and social intellectual security risks. Suggested mechanisms were found to activate the role of the generalist practitioner to deal with intellectual security risks among university youth.

Keywords: Assessment, generalist practitioner, intellectual security, university youth.

تقييم أدوار الأخصائي الاجتماعي كممارس عام في التعامل مع مخاطر الأمن الفكري لدى الشباب الجامعي

مستخلص:

استهدفت الدراسة الحالية تقييم أدوار الأخصائي الاجتماعي كممارس عام للتعامل مع مخاطر الأمن الفكري لدى الشباب الجامعي ، وذلك من خلال تحديد مخاطر الأمن الفكري لدى الشباب والمعوقات التي تواجه الممارس العام في التعامل مع مخاطر الأمن الفكري ، وتقديم مجموعة من التوصيات التي يمكن أن تساهم في تفعيل دور الممارس العام في التعامل مع مخاطر الأمن الفكري لدى الشباب الجامعي. وتنتمي هذه الدراسة إلي نمط الدراسات الوصفية التحليلية ، وقد استخدمت الدراسة منهج المسح الاجتماعي الشامل للأخصائيين الاجتماعيين بالإدارة العامة لرعاية الشباب (جامعة أسوان) وبلغ عددهم (٣٣) مفردة ، وعينة عمدية من طلاب جامعة أسوان بلغ عددهم (١١٥) طالب وطالبة. وقد

توصلت الدراسة إلى مجموعة من النتائج أهمها تحديد مخاطر الأمن الفكرى التعليمية والنفسية والاجتماعية وتم التوصل إلى آليات مقترحة لتفعيل دور الممارس العام للتعامل مع مخاطر الأمن الفكرى لدى الشباب الجامعى.

الكلمات المفتاحية : التقييم ، الممارس العام ، الأمن الفكرى ، الشباب الجامعى.

First: An introduction to the study problem

Youth in any society represents its dynamic energy. It is the stage in which the physical and mental maturity of a person is completed in order to be an active member of society and able to give. It is noticeable that the percentage of youth has increased in many developed and developing societies, and it is expected that this percentage will increase in the future and it is in fact a weapon double-edged, if their energies are invested in a planned and scientific way, they are the effective force for the progress of society and satisfy its needs. And it turns into a force for reconstruction, not for sabotage (Fahmy, 2012, p. 7).

Global variables have a role. Globalization has contributed greatly to the penetration of culture and the dissipation of identity among youth, with the negative ideas and values that it produced, which greatly affected their personalities and affected the national and social security, as the area of deviant behavior expanded because this is an indication of the weakness of the controlling power of value systems, either because of penetration Either because it has not been absorbed into the personalities of human beings to form their consciences that are imposed on them from within to follow straight behaviors, or because the quality of life has deteriorated in society so that it has regressed to a state similar to the state before human socialization, where there is no effectiveness for any rule that can direct social interaction. Delinquency and the incidence of crime are steadily increasing (Laila, 2011, p. 96).

University youth are nowadays subjected to an unprecedented attack to change their convictions and ideological attitudes towards their religion and homeland and the sensitivity of the stage in which they are living, being targeted by extremist groups and deviant thinkers, which made some of them use them as a tool to destroy themselves, their families and their homeland (Bin Abdullah, 2017, p. 155).

Therefore, youth face many risks related to intellectual security,

especially after the rapid development of modern technology (WhatsApp, Facebook, Twitter, Instagram,...), which increases openness, especially when there is no adequate control over it, and the undocumented ideas it transmits that youth deal with among themselves, and questioned them in many of their beliefs and constants.

Intellectual security among youth is one of the shortest and best ways to achieve a secure and stable society.

Intellectual security at the present time is an important process and it must be taken care of and inculcated in the hearts of youth, and work to be strengthened, because of its importance in confronting all intellectual influences and deviations, as it preserves the moral and value components of society, and achieves the ability to think positive and sound.

Here, the importance of intellectual security becomes clear in the many aspects it provides, the most important of which are educational, social and psychological, including a sense of comfort, confidence, and the ability to participate honestly and effectively in thinking and belonging, and away from pressures and intellectual dangers (Herbs, S. 2010, p86).

Hence, society has faced, during the last decades, a crisis of a complex nature, being both a crisis of thought and reality, that included multiple levels (cultural, social and political), and intellectual security represented a special importance within this character of its pivotal role, both in terms of creating the crisis, or formulating a way out of it, especially facing its risks .

Social work is a specialized human profession that relies on scientific foundations and value and skill frameworks aimed at developing and investing the capabilities of individuals to provide a better social life in line with the aims of social development and firm positive beliefs (Al-Sayed, 2002, p. 131).

Social work works in many fields, including (the school field, youth care field, family and childhood care field) with the aim of contributing to making desirable changes in individuals, groups, organizations and societies (Abdul Majeed et al., 2008, p. 16).

Since it seeks to achieve security, stability and progress, and also contributes to uncovering security threats and raising society's awareness of these threats in an attempt to alleviate them for all members of society, the social work exerts many efforts, including

preventive, curative and developmental ones, to achieve social and intellectual security for youth (Abu Al-Nasr & Al-Najjar, 2019, p.209).

The social worker, as a generalist practitioner, chooses the theories and methods of multiple professional intervention, using the perspective of environmental systems and the problem-solving process as guidelines for his work. Connected systems to clients (individual - couple - family - small group - organization or institution - social network - neighborhood - local community - national community - regional community - limited global community - global community) (Al-Sanhouri, 2001, p. 602).

The assessment of the roles of the generalist practitioner is a means of measuring the level of social workers in carrying out their professional roles with youth and their cooperative ability with the university community environment, and identifying the obstacles facing their practice of their roles in the light of their professional skills with youth.

The importance of the assessment and evaluation process for the social worker appears in that it helps him or her to deepen his or her knowledge base and strengthen it to make decisions in the light of accurate and detailed information and the certainty that the goals or aims that the client seeks have been achieved (Khater, 2001, p. 271).

The assessment and evaluation process in various professions or fields, whether social work or other professions, determines for the researcher or practitioner how to act towards the situation he or she is exposed to, or how to deal with high sensitivity and credibility with the social problem he or she faces, without assessing the situation , it is not possible in any way to deal with the profession only as a matter of routine (Habib and Hanna, 2011, p. 277).

For a further presentation of the study problem, previous research studies can be presented in the light of the following two axes:

- **The first axis research studies dealing with the roles of the generalist practitioner in social work:**

Mabrouk's study (2001) indicated the social worker's need to provide him or her with the skills that make him or her able to work in a scientific and organized manner, which contributes to improve his or her level of professional performance, as well as the need to refine his or her knowledge, experience and skills and modern methods of work,

and to inform them of all that is new in the areas or fields of professional practice in social work.

The study of Varanica C. (2001) indicated that there are shortcomings in the performance of the social worker to exercise his or her role in social care institutions, and that this shortcoming is mainly due to the lack of knowledge of administrative and cognitive aspects and his or her weak motivation.

The study of Ian R. & Sreghen W. (2002) showed that the social worker needs more training during his or her work, especially in the context of contemporary developments, so the training program must include elements related to those changes so that the training fits with the methods used in order to achieve performance improvement for him or her.

The study of Abdel Hamid (2003) indicated that the social worker needs continuous development and improvement, especially in light of the massive and continuous changes in knowledge and the consequent continuous changes in work systems and the necessity of preparing and developing or developing the professional performance of the social worker to confront these changes. understanding and adapting to its requirements.

The study of Charron P. (2004) confirmed that the job performance of the social worker periodically needs to be developed and improved, and this is done by overcoming the obstacles he or her faces, especially the obstacles that are due to lack of abilities and cognitive aspects of workers in government and private institutions.

Ahmed's study (2008), which indicated the need for the social worker to perceive a set of theoretical information and knowledge about the beneficiaries that would contribute to the success of professional work. His or her professional intervention so that he or she can then benefit from the evaluation process to perform his or her roles.

Rowa A. study (2008) indicated that the exposure of many fields of social work to societal changes imposed by the nature of rapid development in all aspects of life in technology led to the failure of many social workers to adhere to the ethical standards of social work, which negatively affected their job role.

The Ramadan study (2009) emphasized the need for social workers to refine their professional skills related to solving problems, building professional relationships, and discovering strengths to

improve their professional performance.

The study of Bashir (2010) indicated the necessity of informing social workers of all that is new, and of permanent contact with what is happening on the local, national and international arena in the areas of social care or welfare.

Ahmed's study (2010) sought to determine the extent to which the generalist practitioner in social work performs his or her roles in facing the problems resulting from widowhood and to identify the obstacles to the performance of the generalist practitioner in social work for his or her roles in facing the problems resulting from widowhood and proposals to confront them. To activate the social worker's performance of his or her roles in working with the problems resulting from widowhood and overcoming these obstacles.

Osman's study (2014) aimed to determine the level of professional performance of the generalist practitioner when he or her plays the professional roles in achieving the goals of the family empowerment program, by monitoring the strengths and weaknesses in professional performance. Social support for the family to invest its abilities and capabilities, and to provide means of psychological support for the family. As for the weaknesses, including the lack of following-up of children academically and behaviorally in schools, the failure to provide awareness programs for children's rights in the family. Aims of the Family Empowerment Program to protect children at risk.

The Suwaidan study (2019) aimed to determine the level of the social worker's behavioral commitment with student groups in basic education schools in light of quality and accreditation standards, the level of his or her investment of the resources available in the institution and the obstacles that prevent him or her from achieving the quality of his or her professional performance. The lack of adequate training courses on quality, the lack of clarity on the role of the social worker in the quality system.

Salam study (2019) sought to determine the level of performance of the social worker for his or her roles as a generalist practitioner in improving social relations for the physically disabled, identifying the factors affecting the performance of his or her role and reaching proposals to improve his or her role. Society in improving social relations for the physically disabled.

Muhammad's study (2020) aimed to reach a proposed vision from the perspective of the generalist practice of social work to achieve the aims of aftercare for graduates of orphan institutions, by defining the professional requirements of the social worker as a generalist practitioner, which included cognitive requirements, the most important of which is to identify everything new in the aftercare of orphans, and value requirements It was represented in maintaining the confidentiality of information, taking into account the individual differences of all forms, respecting all human rights, and finally skill requirements, the most important of which is benefiting from the various disciplines, and understanding the personality of graduates of orphan institutions.

• **The second axis, related to social work research studies and intellectual security:**

Al-Kharji study (2010), which aimed to identify the effectiveness of the student advisor in enhancing the intellectual security of secondary school students and identifying the proposals that can contribute to increase the effectiveness of its role, and one of its most important results was that the counselors and school principals strongly agreed on the process of enhancing intellectual security, and one of its most important recommendations was to spread the culture and contents of intellectual security in the school community.

Muhammad's study (2013) aimed to identify the role of academic curricula in enhancing intellectual security among university students through the viewpoint of faculty members and students. Paying attention to intellectual security and reviewing the content of educational curricula and supporting them with values that enhance intellectual security.

The study of Al-Sayyid & Anas (2014) referred to the identification of the impact of the use of social networking sites on the intellectual security of university youth, and it reached the effectiveness of the social network in achieving intellectual security, especially with university youth, due to its wide spread, and recommended educating youth from the dangers of intellectual security. It is a danger that destroys thought and belief and strips the youth of citizenship and loyalty.

Bahjat's study (2016) showed that extremist thought is characterized by its ability to overturn concepts, distort facts and provide insufficient and contradictory evidence and proofs of reality.

The results of the study led to the necessity of activating community efforts to achieve intellectual security among youth and building a national strategy to achieve intellectual security for society in the face of terrorism, and to reveal its role in achieving intellectual security, and that the most important roles that institutions should play to achieve intellectual security include promoting the values of tolerance , moderation and developing the values of belonging among the youth.

The study of Shamroukh (2016), which confirmed that intellectual security was the essence of security in its comprehensive concept and its pillar within society. On the available opportunities and risks that hinder the programs of civil society organizations in enhancing the intellectual security of youth.

Jaber's study (2017) indicated about the importance of the way of working with groups in taking care of university youth, directing and guiding them so that it can help them preserve their identity and modify their deviant and abnormal ideas and direct them to assume social responsibility towards their society. The study proved that the university administration plays an important role in strengthening the principle of moderation and intellectual security for university youth through the implementation of a set of activities and programs aimed at promoting moderation and intellectual security.

Sadiq's study (2017) aimed to highlight the current situation of the role of student activities in developing intellectual security for university youth and the importance of practicing activities that aim to protect the human mind from ideas that threaten intellectual security and the obstacles that face the work of student activities and prevent them from benefiting from them in developing intellectual security among youth. The study reached a proposed conception of the role of student activities and their relationship to the development of intellectual security among university youth.

Al-Basati study (2018) clarified that social work as a human profession practiced by social workers in various fields of social work, as well as its association with technical and professional means and methods contributed to have a role in strengthening the intellectual security of university youth. The study aimed to determine the reality of intellectual security and its dimensions among university youth, and to identify Difficulties affecting intellectual security. Also, the study concluded that there were a lack of cultural activities and programs that

enhance intellectual security.

Sayed's study (2018) sought to describe the role of the social worker in enhancing intellectual security to confront extremism and terrorism. The role was reached by identifying the professional components associated with the knowledge, values and professional skills that the social worker must adopt in enhancing intellectual security to confront extremism and terrorism, as well as describing the difficulties that prevent the social worker from achieving his or her role.

The study of Suwaidan & Amara (2018) clarified the role of the social group work method in enhancing the intellectual security of university youth, and reaching a suggested indicative program for professional intervention from the perspective of the social group work method to enhance intellectual security among university youth. The study found weak measures and appropriate mechanisms to prevent the youth and the protection of their intellectual security and the cultural and intellectual risks to which youth are exposed, and recommended the necessity of providing university youth with positive thinking skills that enable them to make rational decisions and help them prevent intellectual security risks.

Abdo's study (2020), which sought to test the effectiveness of practicing the group-member focus model in alleviating the intellectual security threats of university youth, social, psychological and technical.

• **By reviewing the previous research studies, it becomes clear that:**

- 1- Some research studies focused on the importance of the role of the generalist practitioner in social work and his or her role in addressing many problems and raising awareness of societal risks in general that face youth in particular, including the risks and threats to intellectual security and the need to provide him or her with knowledge, refine his or her skills, and be acquainted with everything that is new.
- 2- While other research studies focused on intellectual security and its promotion among youth, confronting its threats and risks, the role of student activities, and the role of the university in facing the risks facing the intellectual security of university youth.
- 3- The current study differs from other research studies in that it aims to assess the roles of the generalist practitioner to deal with the

intellectual security risks of university youth, and the researcher benefited from previous research studies in formulating the study's problem and determining its aims and questions.

Second: Determine the problem of the study

Through the previous presentation of theoretical literature and the results of previous research studies, it became clear that no study has directly addressed the assessment of the roles of the generalist practitioner to deal with intellectual security risks among university youth. Therefore, the problem of the current study is determined in assessment the roles of the generalist practitioner to deal with risks Intellectual security among university youth, by identifying the intellectual security risks of university youth, educational, psychological and social, and determining the extent to which the generalist practitioner performs his or her role and the obstacles that face his or her role to deal with intellectual security. With the aim of reaching mechanisms to activate the role of the generalist practitioner of social work to deal with the intellectual security risks of university youth.

Third: Aims of the study

The current study seeks to achieve the following aims :

- 1- Identifying the intellectual security risks that university youth may be exposed to.
- 2- Assessing the role of the generalist practitioner to deal with the risks of intellectual security among university youth.
- 3- Determining the obstacles facing the role of the general practitioner in social work to deal with the intellectual security of university youth.
- 4- Reaching proposals to activate the role of the generalist practitioner in social work in dealing with intellectual security risks among university youth.

Fourth: The importance of the study

- 1- The study focuses on one of the important issues in society in general and the university in particular, on the issue of intellectual security risks, which have become a threat to society, given the multiplicity of risks, including educational, psychological and social ones.
- 2- The current study is conducted on one of the most important groups in society, which is the university youth category.

Central Agency for Public Mobilization and Statistics (2021, p. 20) indicated in the annual bulletin that the number of students enrolled in higher education 3424171 of them are 1760,131 males, or (51.4) percent, while females are 1664043, or 48.6 percent.

- 3- The current study is concerned with the social worker as a generalist practitioner and the nature of his or her work in one of the important educational institutions, which is the university, and its role in practicing activities, developing awareness, providing university youth with correct positive values and facing the dangers of intellectual security.
- 4- The lack of research studies that have focused on the issue of intellectual security risks within the scope of the social work profession within the limits of the researcher's knowledge, despite what results from intellectual security risks that require highly effective roles on the part of the generalist practitioner to confront these risks.
- 5- The importance of the study appears in that it seeks to assess the roles of the generalist practitioner to deal with the intellectual security risks of university youth, by identifying the intellectual security risks of university youth and determining the extent to which the generalist practitioner performs his or her role and the obstacles facing his or her role to deal with intellectual security. A proposal to activate the role of the generalist practitioner in social work to deal with the intellectual security risks of university youth. An interest not addressed by any of the above-mentioned studies.

Fifth: Study questions

The current study seeks to answer the following questions:

- 1- What are the intellectual security risks that university youth may be exposed to?
- 2- What is the level of performance of the generalist practitioner in his role to deal with the risks of intellectual security among university youth?
- 3- What are the obstacles facing the role of the generalist practitioner in social work to deal with the risks of intellectual security among university youth?

- 4- What are the proposals to activate the role of the generalist practitioner in social work to deal with the risks of intellectual security among university youth?

Sixth: Concepts of the study

(1) The assessment concept :

The linguistic meaning of the assessment is coming from the verb assess, which means give a value or price for something (Al-Wajeez, 2011, p. 52). The dictionary of social sciences terms refers to evaluation as the process of estimating the value of something based on certain or specific criteria (Badawi, 1986, 447).

It is also defined as estimating the value of something and making a judgment about the value of a specific activity (project, program, policy) (Robert, 2005.p238).

Assessment means the process of collecting, classifying, analyzing and interpreting quantitative or qualitative data about a phenomenon, situation or behavior with the intention of using it in making a judgment or decision (Abda& Abdel Fattah, 2004, p. 123).

Assessment is defined as the efforts that are made to ascertain the extent of success in achieving the set goals, or a method for identifying the desired and undesirable goals achieved by the work, in order to identify the extent to which the objectives set have been achieved (Ali, 1998, p. 34).

It is also defined as a systematic process of collecting and analyzing data for the purpose of verifying goals or in order to reach a specific decision (Johan and Phylli, 2000, p4).

Assessment can be dealt with as the process through which the reality of the total or partial impact of the programs can be revealed, the rate of achievement of each goal, the opinion of the beneficiaries of the programs and projects, and the benefit of this data and information in the future work plan (Khuzam, 2015, p. 287).

The concept of assessment in this study can be defined as: those efforts that are made to ascertain the extent of success in achieving the set goals while dealing with the intellectual security risks of university youth.

A measurement of the results, whether negative or positive, of the generalist practitioner's performance of his or her roles to deal with the intellectual security risks of university youth.

Reaching for suggested mechanisms to confront the obstacles that the generalist practitioner in the social work performs his or her roles to deal with the intellectual security risks of university youth.

(2) The Generalist Practitioner :

The generalist practitioner means the professional person whose skills and general information are in all areas of practice and who performs a general assessment of problems and their solutions and whose job is to coordinate the efforts of specialists and facilitate communication between them and adopt the continuity of care until the end of the client's treatment or solution of his problem (Al-Sukari, 2000, p. 219).

It is also known as a social work specialist who is prepared to have the skill and ability to work in various situations and with various groups of clients and contribute to solve or confront a set of individual and social problems using his or her skills in professional intervention and at different levels between the individual and society (Ali, 2003 , p. 130).

It is also defined as the person who represents the professional leadership of the social work and who is prepared to exercise his professional role with many modes of dealing using cognitive, value and skill frameworks without focusing on a specific method to achieve the goals of professional practice in cooperation with other professional disciplines (Osman et al., 2002, 447). .

The concept of the generalist practitioner in the study can be defined as following :

- 1- A professional person specialized in the profession of social work, who is prepared to have the skill and ability to deal with intellectual security risks. In dealing with intellectual security risks, he or she relies on the knowledge, skills and values of the profession.
- 2- He or she works in the General Administration of Youth Care or Welfare or in the Youth Care or Welfare departments at the faculties of Aswan University.
- 3- Practicing various cultural activities and programs with university youth.

(3) The Intellectual Security :

Security is considered one of the blessings of God Almighty, with which He is grateful to His faithful servants in the Almighty's saying:

{ فَلْيَعْبُدُوا رَبَّ هَذَا الْبَيْتِ } { ٣ } الَّذِي أَطْعَمَهُمْ مِّنْ جُوعٍ وَأَمَّنَهُمْ مِّنْ خَوْفٍ { ٤ } سورة قريش الآيات ٣-٤ .

And in the Sunnah of the Prophet, may God bless him and grant him peace, he said:

" من أصبح منكم آمناً في سربه معافى في جسده ، عنده قوت يومه ، فكأنما حيزت له الدنيا " . رواه البخارى فى الأدب المفرد ، رقم الحديث (٣٠٠) .

And the word thought: It has been mentioned in the Holy Qur'an more than once, and in different locations and in multiple forms:

(أفلا يتفكرون) ، { إِنَّهُ فَكَّرَ وَقَدَّرَ } { ١٨ } { فَقَتِلَ كَيْفَ قَدَّرَ } { ١٩ } ، سورة المدثر الآيتان ١٨-١٩ .

Intellectual security means: the joint activities and measures between the state and society to avoid individuals and groups doctrinal, intellectual or psychological impurities that cause deviation in behavior, ideas and morals or lead to disasters (Abdullah, 2007, p. 15).

It is also the protection of the intellectual, religious, cultural, moral and security system of the individual and society in a way that ensures reassurance of the safety of human thought from the deviation that poses a threat to national security with all its components (Al-Hakim, 2011, pg. 4).

The researcher defines the intellectual security risks in the study as: everything that exposes youth to the invasion of thought, such as a decline in the educational level, the spread of societal violence and extremist ideas, which leads to psychological crises and loss of confidence, and thus causes social disintegration and a threat to national security.

(4) The concept of youth:

Linguistically, youth are defined as: the age before middle age, and young people who are age between 15 years to 25 years (Al-Fayoumi, 1997, p. 14).

It can be considered as a stage of transition between childhood and adulthood, and also that stage through which his or her physical, mental, social and emotional maturity is achieved. And this stage is determined from the beginning of puberty to the person's marriage and his bearing the responsibility as a mature adult man (Al-Sukari, 2000, p. 23).

Psychologists define the youth stage as a psychological condition that accompanies a certain age stage in which the individual is characterized by vitality, ability to teach, flexibility in human relations and the ability to take responsibility.

Socially, youth are defined as usually individuals in adolescence, i.e. individuals between the stage of sexual puberty and maturity. However, the period during which the youth stage ends is not defined and some may extend it to around the age of thirty (Al-Gohary, 2010, p. 549).

As for university youth, it can be considered as every university student in the youth stage who studies in university education and falls in the age group (19-23 years) (Nanette J Davis, 1994, p.7).

Based on the foregoing, the concept of youth can be addressed in the study as:

- 1- His or her age ranges from 18 to 25 years.
- 2- Student at the Faculty of Social Work, Aswan University.
- 3- He or she practices student activities and participates in many of them.

Seventh: Theoretical Guidelines for the Study:

• The Role Theory :

There are many definitions of the concept of role, for example:

1 -Role is the expected behavior of someone who occupies a certain position or position, and the concept of position includes a number of rights, duties and feelings on the part of the person who occupies this position, as well as an interaction that takes place between two or more, one of whom occupies this position and thus plays a specific role and the other or others who are involved with him within the scope of his role (Al-Nouhi , 2005, p. 129).

2 -The role is the pattern of behavior that the group expects and demands from the occupants of a certain position in it, and it is a behavior that distinguishes the individual from individuals occupying other positions” (Mengarius et al., 2007, p. 207).

3 -The role is the behavior expected of the individual towards the group, and it is a dynamic aspect of the individual’s position, while the center can refer to the individual’s position in the group, so the role refers to the model of behavior required by the center, and thus the individual’s behavior is determined in the forms of others’ expectations of him.

Concepts related to role theory:

1 -The expected role:

The expected role consists of the system of expectations that exist in the social environment, and these expectations are related to the behavior of the person who occupies a certain position in the social

structure towards others who occupy other positions at the same time (Othman, 1996, p. 642).

Where the social worker actually carries out activities and programs within the university and with the students directed towards how to deal with intellectual security risks and is linked to the roles of the general practitioner, skills, principles and technical methods from the perspective of the generalist practice of social work.

2-The actual role:

It is a specific behavioral patterns that can be observed and behaved by the person occupying the position when he meets the occupants of other positions (Maree, 1995, p. 193).

The actual role is what the social worker should do in his or her work in the Youth Care or Welfare Department within the university and with university youth Care or Welfare , and this work is linked to many activities directed towards dealing with intellectual security risks.

3-The described role:

In order for an individual to perform his or her roles successfully in accordance with what society and others expect of him or her, there must be a specific and agreed-upon description and framework in society for what the incumbent of this role must do, and what his or her rights and duties he or she has to occupy a certain position.

Therefore, if the description of the role is not clear, the individual may behave in a behavior that may not be appropriate and may not be accepted by others or society (Mengarios&et. al., 2007, p. 209).

It is the specific role according to the university's work regulations or the central youth welfare administration or youth welfare departments in faculties according to the nature of the activities or departments.

4 -The perceived role:

It is the role as perceived by the person in charge of it, and it differs from what is expected as a result of the individual changing his own experiences and his connection with other institutions. With the change in the individual and society, the perceived role changes faster than the expected role. If the roles differ, a conflict of roles arises.

•**Input and Output Model** : (Abu Al-Nasr, 2009, p. 295):

1- Assessment of inputs:

This element is concerned with assessing the availability of human, financial and organizational resources in terms of quantity and type necessary to achieve the desired goals.

Through this, the researcher determines the level of human resources availability from social workers working in the General Administration of Youth Welfare, as well as the financial resources necessary to implement activities to confront intellectual security risks, as well as organizational processes from various seminars and events concerned with intellectual security risks.

2 -Assessment of outputs:

It is concerned with assessing the services, programs and activities offered by the organization to its clients and the extent to which they achieve the required objectives.

Here it is possible to determine the level of activities from various seminars and activities in achieving the goal of facing the intellectual security risks of university youth.

3 -Assessment of feedback:

It is concerned with assessing the process of benefiting from feedback to improve inputs, and thus transformational processes, in a way that contributes to improving the outputs represented in services, programs and activities that are provided to the organization's clients in the future.

Through the assessment of the feedback process, it becomes clear the transformational processes that have taken place in order to achieve the goal of dealing with the intellectual security risks of university youth.

Eighth: The methodological framework of the study:

1 -Type or kind of the study:

Proceeding from the problem of the study, and in line with the aims and questions that it seeks to achieve, this study is considered a descriptive study, which aims to describe the subject or problem of the study and define its characteristics specifically quantitatively and qualitatively. The descriptive study is one of the most appropriate studies that are suitable for the subject of the study, as the current study focuses on assessing the roles of the generalist practitioner to deal with intellectual security risks among university youth, by identifying the intellectual security risks of university youth and determining the extent to which the generalist practitioner performs his or her role and the obstacles facing his or her role to deal with intellectual security. This is with the aim of activating the role of the generalist practitioner of social work to deal with the intellectual security risks of university youth

2 -The method used:

The current study used the comprehensive social survey method for social workers in the General Administration of Youth Welfare and faculties, and a sample of students from the Faculty of Social Work, Aswan University.

3 -Fields of the study:

A-The Spatial field: Faculty of Social Work, Aswan University, and the General Administration of Youth Welfare and Youth Welfare of Faculties at Aswan University.

b- The human field, which is represented in a non- random sample of university youth at the Faculty of Social Work, Aswan University, and their number was (115) students.

Also, a comprehensive survey of social workers in the General Administration of Youth Welfare and Aswan University faculties, and their number was (33) social workers.

C- The Time field: The time field of the study was determined in the period of data collection and the theoretical framework during the period from 1/1/2022 to 10/3/2022.

5 - The Study tools:

The data collection tools were represented in the two questionnaire forms to be two tools for this descriptive study and its consistency with the method used as well as its relevance to the appropriate human society (social workers in the General Administration of Youth Welfare, faculties and students at Aswan University. The two questionnaire forms were designed according to the following steps:

The researcher designed two questionnaire forms to assess the roles of the general practitioner to deal with intellectual security risks, by referring to the theoretical heritage, the theoretical framework guiding the study, and referring to the related studies, in addition to making use of some standards and questionnaires related to the subject of the study to identify the statements that are related to each of the variables. For the study, the dimensions and indicators of data collection were determined according to the study's aims and questions.

6 -The validity and reliability of the two tools:

a- The validity :

Where the tool was presented to (8) faculty members at the Faculty of Social Work, Helwan University, and the Faculty of Developmental Social Work, BeniSuef University, to express their opinion on the

validity of the tool in terms of language safety on the one hand and its relationship to the study variables on the other hand, an agreement rate of no less than (85%) was relied upon, and some phrases were deleted and some were reformulated.

b- The reliability:

Reliability of the two tools was calculated using the reliability coefficient (Alpha-Cronbach) for the estimated stability values of the student questionnaire, by collecting data from a sample of (10) students at Aswan University, the researcher applied the questionnaire again to them to ensure the stability of the questionnaire, The result of the questionnaire's stability was high (0.93).

The social workers questionnaire was also presented to (5) social workers working in the General Administration of Youth Welfare at Aswan University, and it was applied again to them after fifteen days, and the result of the questionnaire's stability was also high(0.925).

Ninth: Study table and results:

•Intellectual Security Risks

Table No.(1) Intellectual Security Risks (Educational Risks)

No	sample Phrases	Students n=115							Social workers n=33						
		Responses			total weights	weighted average	%	rank	Responses			total weights	weighted average	%	rank
		yes	To some extent	no					yes	To some extent	no				
1	Youth neglect their academic lectures	23	86	6	247	2.1	71.5	5	19	10	4	81	2.4	80	2
2	Low educational level of youth	98	15	2	326	2.8	94.4	2	13	18	2	76	2.3	76.6	3
3	Youth neglect their homework	18	81	16	232	2	67.2	6	16	17	-	82	2.4	80	2
4	Youth learn misconceptions that harm society	111	4	-	341	2.9	98.8	1	21	11	1	86	2.6	86.6	1
5	Weak ability of youth to achieve academic achievement	65	47	3	292	2.5	84.6	4	17	9	7	76	2.3	76.6	3
6	Youth exposure to school failure.	99	11	5	324	2.8	93.9	3	22	11	-	88	2.6	86.6	1
Total overall weights		1726							489						
General weighted average		2.5							2.4						
Relative strength		85.1%							80%						

Table No. (1) concerning educational intellectual security risks shows that the relative strength reached (85.1%), total weights (1762) and a weighted average of (2.5), for the sample of university youth, while in the sample of social workers the relative strength was (80%). The sum of the weights is (489) and the weighted average is (2.4).

It also came in first place for both samples, social workers and university youth. The phrase “educating young people of misconceptions that harms society” was (98.8%) for students and (86.6%) for social workers, and this confirms a decline in the moral values of youth and teaching them some misconceptions. Which affects them and makes them harm society, and all this is due to the various media and the various means of communication, which have a role in this, and this is consistent with the study of Abdel-Momen (2017), which targeted the factors that impede the achievement of intellectual security and are represented in subjective factors attributed to the youth themselves and factors related to the youth’s family, and factors related to school, media and technological means of communication, while in the last rank the expressions differed between the two samples. It is clear in the sample of university youth, in the last order, that the youth neglected their academic duties at a rate of (67.2%) while in the sample of social workers the low level of educational youth and weak ability of the youth The percentage of youth on academic achievement was (76.6%) for both phrases, which confirmed a group of risks facing university youth, including educational risks, which lead to a weak.

table (2) intellectual security risks (social risks)

No	sample Phrases	Students n=115							Social workers n=33						
		Responses			total weights	weighted average	%	rank	Responses			total weights	weighted average	%	rank
		yes	To some extent	no					yes	To some extent	no				
1	Limiting youth's dealings with unhealthy people	113	2	-	343	2.9	96.6	1	23	10	-	89	2.6	86.6	3
2	Youth fall prey to moral deviation	88	15	2	296	2.5	85.7	4	28	3	-	96	2.9	96.6	1
3	Youth are constantly criticized by others	65	23	27	268	2.3	77.6	5	15	10	8	70	2.1	70	5
4	Youth committing societal crimes	98	16	1	327	2.8	94.7	2	19	11	3	82	2.4	80	4
5	The inferior view of the youth on the part of others	43	45	27	246	2.1	71.3	6	22	11	-	88	2.6	86.6	3
6	Colleagues avoid dealing with youth with extremist ideas	87	21	7	310	2.6	89.8	3	29	4	-	95	2.8	93.3	2
Total overall weights		1790							520						
General weighted average		2.59							2.6						
Relative strength		86.47%							87.6%						

It is evident from Table No. (2) concerning the risks of social intellectual security that the relative strength reached (86.47%), the total weights amounted to (1790) and a weighted average of (2.59), for the sample of university youth, while in the sample of social workers the relative strength was (87.6%), total weights (520) and a weighted average of (2.6), as it came in the first rank of the university youth sample, the limitation of youth’s dealings with abnormal people at a rate of (96.6%), while in the first rank of the sample for social workers At a rate of (96.6%), it is the phrase that youth fall prey to moral deviation, and this was confirmed by Sherif Abdullah’s study (2020) that one of the cradles of social intellectual security is the deviation of university youth from following proper values and standards and the spread of negative behavioral patterns that contradict the societal reality, as well as the study of Ibtisam Rashid (2006) (), which proved that university youth face many problems that are classified according to specific criteria. Accompanying bad friends, and all this is due to the various media and the various means of communication that have a role in this, and the last order of phrases did not differ between the two samples. It is clear in the university youth sample the inferior view of the youth on the part of others with a percentage of (71.3%) while in the sample of social workers The percentage reached (86.6%), as well as the phrase that youth deal with unhealthy people. The percentage reached (86.6%), and the phrase differed here from the university youth sample, which showed that it is in the first place.

Table (3) Intellectual Security Risks (Psychological Risks)

No	sample Phrases	Students n=115							Social workers n=33						
		Responses			total weights	weighted average	%	rank	Responses			total weights	weighted average	%	rank
		yes	To some extent	no					yes	To some extent	no				
1	Youth are exposed to feelings of despair	48	54	3	255	2.2	73.9	6	25	7	1	90	2.7	90	3
2	Youth exposed to psychological disorder	112	2	1	341	2.96	98.8	1	33	-	-	99	3	100	1
3	Youth are exposed to depression	87	22	6	311	2.70	90.1	2	27	6	-	93	2.8	93.3	2
4	Poor psychological compatibility	83	22	10	303	2.63	87.8	4	28	7	-	92	2.7	90	3

No	sample Phrases	Students n=115							Social workers n=33						
		Responses			total weights	weighted average	%	rank	Responses			total weights	weighted average	%	rank
		yes	To some extent	no					yes	To some extent	no				
	of youth, whether with themselves or with others														
5	Youth withdrawal from social situations	23	54	38	215	1.86	62.3	7	24	5	4	86	2.6	86.6	4
6	Youth feel constant anxiety and stress	91	12	12	309	2.68	89.5	3	19	11	3	82	2.4	80	5
7	Low self-concept of youth	66	43	6	290	2.52	84	5	17	6	10	73	2.2	73.3	6
Total overall weights		2024							615						
General weighted average		2.51							2.6						
Relative strength		83.80%							86.6%						

Table No. (3) concerning the psychological security risks indicates that the relative strength reached (83.80%), the total weights (2024) and a weighted average of (2.51), for the sample of university youth, while in the sample of social workers the relative strength was (86, 6%), total weights (615) and a weighted average of (2.6), as it came in the first place for both samples, social workers and university youth, the expression of youth exposure to psychological disorder at a rate of (98.8%) for students and (100%) for social workers, and this agrees with Abdullah's study (2020) that psychological risks are represented in young people's frustration with achieving goals or desires, as the individual turns into an extremist and practices violence and aggression as a result of his feeling of defeat or failure and leads to feelings of depression, isolation, lack of adaptation and integration into society and a study by Noshi (2014), which recommended educating youth one of the dangers of intellectual security, as it is a danger that destroys thought and belief and strips away citizenship and loyalty from youth, and this confirms that psychological risks are important and must be worked on so that youth are not exposed to psychological diseases that lead to improper actions that may amount to sabotage. In the last rank, the expressions differed between the two samples. It became clear in the university youth sample that in the last order was the withdrawal of

youth from social situations, at a rate of (62.3) percent, while in the sample of social workers the low self-concept of young people reached (73.3)

- Assessment the roles of the generalist practitioner in social work to deal with intellectual security risks:

Table (4) The roles of the generalist practitioner in social work to deal with intellectual security risks

No	sample Phrases	Students n=115							Social workers n=33						
		Responses			total weights	weighted average	%	rank	Responses			total weights	weighted average	%	rank
		yes	To some extent	no					yes	To some extent	no				
1	Raising youth's interest in the dangers of intellectual security and its harmful effects	76	34	5	301	2.61	87.2	6	23	11	-	88	2.6	86.6	4
2	Conducting seminars and lectures on the risks of intellectual security	76	8	31	275	2.39	97.7	1	33	-	-	99	3	100	1
3	Facilitate the participation of youth in recreational, sports and social activities to raise their awareness of the dangers of intellectual security	65	45	5	290	2.52	84	9	29	4	-	95	2.8	93.3	3
4	Creating guiding boards to educate youth about the dangers of ideas that are broadcast on the Internet	47	34	34	243	2.1	70.4	11	28	5	-	94	2.8	93.3	3
5	Coordination between the university and youth welfare institutions in holding seminars related to educating youth about the dangers of intellectual security	93	19	9	326	2.8	94.4	3	31	2	-	97	2.9	96.6	2
6	Putting forward real models that fell prey to the risks of intellectual security to take advantage of them	98	17	-	328	2.85	95	2	17	11	5	77	2.3	58.7	6
7	Helping youth to	79	31	5	304	2.64	88	5	31	1	1	96	2.9	96.6	2

sample		Students n=115							Social workers n=33						
No	Phrases	Responses			total weights	weighted average	%	rank	Responses			total weights	weighted average	%	rank
		yes	To some extent	no					yes	To some extent	no				
	face problems that make them vulnerable to intellectual security risks														
8	Dissemination and affirmation of sound positive values in the hearts of youth	83	13	19	294	2.55	85.2	8	33	-	-	99	3	100	1
9	Helping youth families to carry out their roles successfully as a preventive measure in the problem of intellectual security risks	77	29	9	299	2.6	86.6	7	33	-	-	99	3	100	1
10	Urging youth to stay away from bad companions	96	7	12	314	2.7	91	4	33	-	-	99	3	100	1
11	Helping youth to increase their self-confidence and build their capabilities	49	43	23	256	2.22	74.2	10	26	5	7	80	2.4	80	5
Total overall weights		3230							1023						
General weighted average		2.5							2.8						
Relative strength		85.11%							93.9%						

Looking at the data of Table No. (4) regarding the roles of the generalist practitioner in social work in dealing with intellectual security risks, it is clear that the relative strength reached (85.11%), the total weights (3230) and a weighted average of (2.55), for the sample of university youth, while in the social workers sample reached a relative strength of (93.3%), a total of (1023) weights, and a weighted average of (2.8), and it came in first place for both samples, social workers and university youth. % for students and a percentage of (100%) for social workers, as stated in the first repetition of the sample of social workers, to broadcast and confirm sound positive values in the hearts of youth and to help students families to carry out their roles successfully as a preventive measure in the problem of intellectual security risks and to urge youth to stay away from bad companions, While in the last rank, the expressions differed between the two samples, and it became clear in the university youth sample that in the last rank, guiding boards were made to educate youth about the dangers of ideas broadcast over the Internet. At a rate of (70.4%), while in the social workers sample put forward real models that fell prey to the risks of intellectual security to take advantage of them, and the percentage reached (58.7%).

•Obstacles facing the role of the generalist practitioner in social work to deal with intellectual security risks

Table (5) Obstacles facing the role of the generalist practitioner in social work to deal with intellectual security risks

No	sample Phrases	Students n=115							Social workers n=33						
		Responses			total weights	weighted average	%	rank	Responses			total weights	weighted average	%	rank
		yes	To some extent	no					yes	To some extent	no				
1	It is difficult for social workers to communicate with youth	54	33	28	256	2.22	74.2	7	25	6	2	91	2.7	90	1
2	Social workers' implementation of activities not related to confronting intellectual security risks	65	32	18	277	2.4	80.2	6	17	9	7	77	2.3	76.6	4
3	It is difficult for social workers to communicate with the family when youth are exposed to intellectual security risks	111	2	2	339	2.9	98.2	1	8	17	8	68	2	66.6	6
4	The many pressures facing youth and hindering them from benefiting from activities that face intellectual security risks	87	21	7	310	2.69	89.8	3	18	9	6	80	2.4	80	3
5	Lack of social workers holding seminars to educate youth about the dangers of intellectual	63	4	48	245	2.1	71	8	21	11	1	88	2.6	86.6	2
6	Few of the means to attract youth to join activities that protect them from the dangers of intellectual	87	23	5	312	2.71	90.4	2	15	17	1	82	2.4	80	3

No	Phrases	Students n=115							Social workers n=33						
		Responses			total weights	weighted average	%	rank	Responses			total weights	weighted average	%	rank
		yes	To some extent	no					yes	To some extent	no				
7	Weak ability of social workers to diagnose the factors that expose youth to intellectual security risks	56	52	7	279	2.42	80.8	5	8	11	14	62	1.8	60	7
8	Deficiency of student activities directed towards intellectual security risks	32	18	65	197	1.71	57	9	5	9	19	90	2.7	90	1
9	Lack of experience of social workers in strengthening the values of loyalty and belonging among youth	61	8	46	245	2.13	71	8	11	18	4	73	2.2	73.3	5
10	Lack of time available for students to practice activities related to face the risks of intellectual security	84	7	24	290	2.52	84	4	23	7	3	88	2.6	86.6	2
Total overall eights		2750							799						
General weighted average		2.39							2.4						
Relative strength		79.7%							80.7%						

The data of the table No. (5) regarding the obstacles facing the role of the role of the generalist practitioner in social work in dealing with intellectual security confirms that the relative strength reached (79.7%), the total weights (2750) and a weighted average of (2.39), for the youth sample. While in the sample of social workers, the relative strength was (80.7%) and the total weights were (799) and a weighted average of (2.4), and it came in the first place for the sample of university youth, the phrase “the difficulty of social workers communicating with the family in the case of youth exposure to intellectual security risks” With a percentage of (98.2)%, and the phrase “the difficulty of social workers communicating with young people” by (90)% for social

workers, as stated in the first rank repeated for the sample of social workers, the lack of student activities directed towards the risks of intellectual security, and this is consistent with the study of Hassan (2018) and what The study explained it to determine the reality of intellectual security and its dimensions among university youth, and to identify the difficulties affecting intellectual security. The weakness of appropriate measures and mechanisms to protect youth and protect their intellectual security and the cultural and intellectual risks to which youth are exposed, while in the last rank the expressions differed between the two samples, so it becomes clear in the sample of university youth that in the last order there was a deficiency of student activities directed towards intellectual security risks, at a rate of (57%), while in the sample of social workers, the abilities of social workers to diagnose the factors that expose youth to intellectual security risks were weak, and the percentage amounted to.(%٦٠)

•Suggestions to activate the role of the generalist practitioner in social work to deal with intellectual security risks

Table (6) Proposals or Suggestions to activate the role of the generalist practitioner in social work to deal with intellectual security risks

No	sample Phrases	Students n=115							Social workers n=33						
		Responses			total weights	weighted average	%	rank	Responses			total weights	weighted average	%	rank
		yes	To some extent	no					yes	To some extent	no				
1	Developing the knowledge of social workers about the dangers of intellectual security	97	2	16	311	2	66.8	9	27	6	-	91	2.7	90	4
2	Supporting social workers for the values of loyalty and belonging among young people	89	21	5	314	2.7	91	8	33	-	-	96	2.9	96.6	2
3	Existence of programs to raise awareness of intellectual security risks	112	3	-	342	2.8	93.9	7	26	7	-	92	2.7	90	4
4	Activating social workers' use of professional strategies to confront intellectual security risks	99	14	2	327	2.8	94.7	5	23	9	1	87	2.6	86.6	5
5	The use of social workers to specialize in facing intellectual security risks	115	-	-	345	1	100	1	33	-	-	99	3	100	1

No	Phrases	Students n=115							Social workers n=33						
		Responses			total weights	weighted average	%	rank	Responses			total weights	weighted average	%	rank
		yes	To some extent	no					yes	To some extent	no				
6	Increasing the time allotted for student activities to face the risks of intellectual security	101	11	3	328	2.85	95	4	18	9	6	77	2.3	76.6	6
7	Coordination between the university and external institutions to implement awareness activities to confront intellectual security risks	112	1	2	340	2.95	98.3	2	29	3	1	94	2.8	93.3	3
8	Youth participation in the implementation of student activities related to confronting intellectual security risks	103	5	7	326	2.83	94.4	6	33	-	-	99	3	100	1
9	Educating youth with positive behaviors towards society	115	-	-	345	1	100	1	33	-	-	99	3	100	1
10	Correcting the misconceptions of youth by social workers	109	6	-	339	2.94	98.2	3	33	-	-	99	3	100	1
Total overall weights		3317							933						
General weighted average		2.88							2.8						
Relative strength		96.14%							94.2%						

It is clear from the data of Table No. (6) regarding the proposals suggestions to activate the role of the generalist practitioner in social work in dealing with intellectual security risks that the relative strength reached (96,14%), the total weights (3317) and a weighted average of (2.88), for a sample of the university youth, while in the social workers sample, the relative strength was (94.2%), the total weights were (933) and a weighted average of (2.8), and it came in the first place for both samples, the social workers and the university youth was the phrase that social workers use specialists in the face of intellectual security risks. At a rate of (100%) for social workers, as stated in the first rank repeated for both samples, and with the same percentage, the phrase "The youth acquire positive behaviors towards society." It was also two repeated phrases in the same order and the same percentage, the participation of youth in the implementation of student activities related to confronting the dangers of intellectual security and correcting the erroneous ideas of social workers. The youth, while in the last rank the

expressions differed between the two samples. It is clear in the sample of university youth that in the last order there was an increase in the time allotted to practice student activities for confronting the risks of intellectual security at a rate of (76.6%), while in the sample of social workers the development of social workers' knowledge of the risks of intellectual security reached (66.8%) and this is consistent with many previous studies. Fathi's study (2001) indicates the social workers' need to provide him or her with the skills that make him or her able to work in a scientific and organized manner, which contributes to improving his or her professional performance, as well as the necessity of refining his knowledge, experiences, skills and modern methods of work, and informing them of all that is new in the areas of professional practice in social work. The study of Ian R. & Sreghen W. (2002) that the social workers need more training during their work, especially in the context of contemporary developments.

The study of Youssef Muhammad (2003) indicated that the social workers need continuous development and improvement, especially in light of the massive and continuous changes in knowledge. Which indicated the need for social workers to perceive a set of theoretical information and knowledge about the beneficiaries that would contribute to the success of the professional work, and the necessity of informing social workers of all that is new, and of permanent contact with what is happening on the scene locally, nationally and internationally in the areas of social care or welfare.

The study of Radi (2013 AD), and one of its most important results is the lack of curricula developed by faculty members in containing concepts and ideas related to intellectual security, in a way that immunizes young people from the dangers of intellectual security. The extremist thought is characterized by its ability to overturn concepts, distort facts and provide insufficient and contradictory evidence and evidence. The results of the study led to the necessity of activating community efforts to achieve intellectual security among youth and building a national strategy to achieve intellectual security for society in the face of terrorism, and revealing its role in achieving security. Intellectual, and that the most important roles that institutions should play to achieve intellectual security include promoting values, tolerance and moderation, and developing the values of belonging among youth, and the study of Shamroukh (2016), which confirmed that intellectual

security is the essence of security in its comprehensive concept and its pillar within society, and the study aimed to clarify the vision of the strategic role of civil society organizations' programs in enhancing intellectual security, as well as identifying strengths and weaknesses in goodness. Involve civil society organizations in promoting intellectual security.

Also, Jaber's study (2017) indicated that the university administration plays an important role in promoting the principle of moderation and intellectual security for university youth through the implementation of a set of activities and programs aimed at promoting moderation and intellectual security, and Sadiq's study (2017), about the students' activities and their relationship to the development of intellectual security among university youth. Jamal's study (2018) sought to describe the role of the social worker in enhancing intellectual security to confront extremism and terrorism, and what was confirmed by Salem's study (2014) that social activity is one of the most activities in support of the values of preserving the nation's gains and the study of Muhammad and Salim (2013), which recommended the necessity of having a psychologist within the work teams sponsored by university youth and encouraging students to participate and join student councils and student clubs.

Tenth: The results of the study

• Results related to the question of the intellectual security risks:

1 -Educational Intellectual Security Risks:

The relative strength reached (85.1%), the total weights (1762) and a weighted average of (2.5), for the sample of university youth, while in the sample of social workers the relative strength was (80%), the total weights (489) and a weighted average of (٢,٤)

As stated in the first rank for both samples, social workers and university youth, the phrase "educating young people of misconceptions that harms society" was (98.8%) for students and (86.6%) for social workers, while in the last rank the phrases differed between the two samples, and it became clear in the youth sample. At the university level, young people neglected their homework with a percentage of (67.2%) in the last rank, while in the sample of social workers the low level of educational youth and the weak ability of young people to achieve academic achievement reached (76.6%) for both phrases.

2 -Social Intellectual Security Risks:

The relative strength reached (86.47%), the total weights (1790) and a weighted average of (2.59), for the sample of university youth, while in the sample of social workers the relative strength was (87.6%) and the total weights (520) and a weighted average of (2.6), and it came in the first rank of the university youth sample that the youth deal with abnormal people by (96.6%), while in the first rank of the sample for social workers by (96.6%), which is the phrase that youth fall prey to delinquency. The last rank of expressions did not differ between the two samples, so it becomes clear in the university youth sample the inferiority of the youth on the part of others with a percentage of (71.3%) while in the sample of social workers the percentage amounted to (86.6%) as well as the phrase that youth deal only with non-persons are normal. The percentage reached (86.6%), and the phrase differed here from the university youth sample, which showed that it is in the first place

3 -Intellectual and psychological security risks:

The relative strength reached (83.80%), total weights (2024) and a weighted average of (2.51), for the sample of university youth, while in the sample of social workers, the relative strength was (86.6%), the total weights was (615) and a weighted average of (2.6). Also, in the first rank for both samples, social workers and university youth, the expression “youth exposure to psychological disorder” came in at a rate of (98.8%) for students and (100%) for social workers, while in the last rank the expressions differed between the two samples. In the last rank, youth withdrew from social situations, at a rate of (62.3) percent, while in the sample of social workers, the self-concept of young people decreased, and the percentage amounted to (73.3) percent.

- **The results of the question about the level of performance of the generalist practitioner in his or her role to deal with the risks of intellectual security among university youth**

It is clear that the relative strength of the level of performance was (85.11%), total weights (3230) and a weighted average of (2.55), for the sample of university youth, while in the sample of social workers the relative strength was (93.3%), the total weights (1023) and the average a weighted value of (2.8) also came in the first rank for both samples, social workers and university youth, in terms of conducting

seminars and lectures on the dangers of intellectual security, at a rate of (97.7%) for students and (100%) for social workers.

As stated in the first repetition rank for the sample of social workers, broadcasting and confirming sound positive values in the hearts of youth and helping student families to carry out their roles successfully as a preventive measure in the problem of intellectual security risks and urging youth to stay away from bad companions, while in the last rank the expressions differed between the two samples and it is clear in The university youth sample, in the last rank, was the work of guiding panels to educate youth about the dangers of ideas transmitted over the Internet. At a rate of (70.4%) while in the sample of social workers, real models were presented that fell prey to the risks of intellectual security to benefit from them, and the percentage reached. (%٥٨,٧)

- **The results of the question about the obstacles facing the role of the generalist practitioner in social work to deal with the risks of intellectual security among university youth**

The results indicated that the relative strength of women with disabilities (79.7%), total weights (2750) and a weighted average of (2.39), for the sample of university youth, while in the sample of social workers the relative strength was (80.7%) and the total weights (799), and a weighted average of (2.4), and in the first rank of the university youth sample came the phrase “the difficulty of social workers communicating with the family in the case of the youth’s exposure to intellectual security risks” by (98.2)%, and the phrase “the difficulty of social workers communicating with the youth” by (90) % As for the social workers, as stated in the first repetition rank of the sample of social workers, the lack of student activities directed towards the risks of intellectual security.

While in the last rank, the expressions differed between the two samples. It is clear in the sample of university youth that in the last order there was a lack of student activities directed towards the dangers of intellectual security, at a rate of (57%) while in the social workers sample weak abilities of social workers to diagnose the factors that expose young people to intellectual security risks, and the percentage amounted to(60%).

- **The results of the question about the proposals or suggestions to activate the role of the generalist practitioner in social work to deal with the risks of intellectual security among university youth**

The results of the study showed that the relative strength was (96.14%), the total weights were (3317) and the weighted average was (2.88), for the university youth sample, while in the social workers sample the relative strength was (94.2%) and the total weights (933)) and a weighted average of (2.8), and it came in the first rank for both samples, social workers and university youth, the phrase that social workers use specialists in the face of intellectual security risks at a rate of (100%) for social workers, as it came in the first rank repeated for both samples, and the same percentage is the phrase "Access" Youth have positive behaviors towards society. It was also two repetitions in the same rank and the same percentage. Youth participation in the implementation of student activities related to confronting intellectual security risks and correcting erroneous ideas among youth by social workers.

While in the last rank, the expressions differed between the two samples, so it became clear in the university youth sample that in the last rank there was an increase in the time devoted to practicing student activities to confront the risks of intellectual security by (76.6%), while in the sample of social workers the development of social workers' knowledge of intellectual security risks reached(66,8%).

Study recommendations:

- 1 -The importance of the use of social workers and the university administration with specialists in facing the intellectual security risks facing young people.
- 2 - Correcting the erroneous ideas of youth by social workers and presenting models to them.
- 3 -Providing youth with positive behaviors towards society by encouraging them to participate in activities and presenting the efforts of the state to them.
- 4 -Coordination between the university and external institutions to implement awareness activities to confront the dangers of intellectual security (Ministry of Defense, major national projects, Ministry of the Interior, Leaders Preparation Institute ... etc.).

- 5 -Youth participation in the implementation of student activities related to confronting the risks of intellectual security.
- 6 -Supporting social workers for the values of loyalty and belonging among university youth towards the university and society.
- 7 -Increasing the time allocated for practicing student activities to face the risks of intellectual security.
- 8 -Activating the use of modern professional strategies by social workers to confront the dangers of intellectual security.
- 9 -The necessity of providing special programs in all universities and higher institutes to raise awareness of the dangers of intellectual security and its continuity.
- 10 - Developing the knowledge and skills of social workers and workers in youth welfare agencies regarding the dangers of intellectual security.
- 11 -The necessity of informing social workers of all that is new in the areas or fields of professional practice in social work.
- 12 -Social workers need more training during their work, especially in the context of contemporary developments.
- 13 -Reviewing the content of educational curricula and supporting them with values that enhance intellectual security.
- 14 -Building a national strategy to achieve intellectual security for society in the face of violence, extremism and terrorism, and revealing its role in achieving intellectual security.
- 15 -All governmental and private institutions should promote intellectual security, including promoting the values of tolerance and moderation, developing the values of loyalty and belonging, and rejecting violence and extremism among young people.
- 16 -Describing the role of the social worker in enhancing intellectual security to confront extremism and terrorism.
- 17 -Developing a social activity plan from the beginning of the year because it is one of the activities that most support the values of preserving the nation's gains.
- 18 - The necessity of having a psychologist within the work teams of the Youth Welfare Authority in universities.

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