The role of artificial intelligence in activating the professional practice of digital social work

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Abstract:

        The current study aimed to determine the role of artificial intelligence in activating the professional practice of digital social work. This study belonged to the style of analytical descriptive studies, and the social survey method was used with a sample, and the human field was represented by (32) of social workers working in the schools of the Awlad Saqr Educational Administration in the Sharkia Governorate. The study was applied to (13) schools affiliated with the Awlad Saqr Educational Administration in Sharkia Governorate. The most important results of the study were: 1- Emphasizing the importance of the social worker having knowledge about how to use different artificial intelligence applications, 2- Emphasizing the importance of the social worker respecting and adhering to the values and ethics of the social work profession when using artificial intelligence applications in his or her work, 3- Emphasizing the importance of the social worker working to respect the students' right to obtain high-quality digital services using artificial intelligence techniques, 4- Emphasizing the need for the social worker to have the ability to use the (Chat GPT) application to achieve effective communication between him or her and the students and all elements of the educational process, 5- Emphasizing the importance of holding the necessary training courses to qualify social workers to use artificial intelligence, which enables them to activate the professional practice of digital social work , 6- Emphasizing the importance of encouraging social workers to use artificial intelligence techniques so that they can activate the professional practice of digital social work.

Keywords: Artificial intelligence, professional practice, digital social work.

دور الذكاء الاصطناعي في تفعيل الممارسة المهنية للخدمة الاجتماعية الرقمية

المستخلص:

هدفت الدراسة الحالية إلى تحديد دور الذكاء الاصطناعي في تفعيل الممارسة المهنية للخدمة الاجتماعية الرقمية. وتنتمي هذه الدراسة إلى نمط الدراسات الوصفية التحليلية، وتم استخدام منهج المسح الاجتماعي بالعينة، وتمثل المجال البشري في (٣٢) مفردة من الأخصائيين الاجتماعيين العاملين بمدارس إدارة أولاد صقر التعليمية بمحافظة الشرقية. وقد تم تطبيق

الدراسة على عدد (١٣) مدرسة تابعة لإدارة أولاد صقر التعليمية بمحافظة الشرقية. ومن أهم نتائج الدراسة: ١. التأكيد على أهمية أن يتوافر لدي الأخصائي الاجتماعي معارف حول طريقة استخدام تطبيقات الذكاء الاصطناعي المختلفة، ٢. التأكيد علي أهمية أن يحترم ويلتزم الأخصائي الاجتماعي بقيم وأخلاقيات مهنة الخدمة الاجتماعية عند استخدام تطبيقات الذكاء الاصطناعي في عمله، ٣. التأكيد على أهمية أن يعمل الأخصائي الاجتماعي على احترام حق الطلاب في الحصول على الخدمات الرقمية وبجودة عالية باستخدام تقنيات الذكاء الاصطناعي، ٤. التأكيد علي ضرورة أن يتوافر لدي الأخصائي الاجتماعي القدرة على استخدام تطبيق (Chat GPT) لتحقيق التواصل الفعال بينه وبين الطلاب وكافة عناصر العملية التعليمية، ٥. التأكيد على أهمية عقد الدورات التدريبية اللازمة لتأهيل الأخصائيين الاجتماعيين لاستخدام الذكاء الاصطناعي والتي تمكنهم من تفعيل الممارسة المهنية للخدمة الاجتماعية الرقمية، ٦. التأكيد على أهمية تشجيع الأخصائيين الاجتماعيين على استخدام تقنيات الذكاء الاصطناعي حتى يتسنى لهم تفعيل الممارسة المهنية للخدمة الاجتماعية الرقمية.

الكلمات المفتاحية: الذكاء الاصطناعي، الممارسة المهنية، الخدمة الاجتماعية الرقمية.

First: An introduction to the study problem

Social work works in many and varied fields, often covering all sectors, segments, groups and regions of any society, with the aim of helping these sectors, segments, groups and regions develop their capabilities, increase their life chances, satisfy their needs and confront their problems at the level of prevention and treatment, and one of these fields is the school field (Abo El-Nasr, 2017, 16).

Also, social work is a humanitarian profession that deals with people in the various stages of their development, especially in the education stage, as the school field is considered one of the important fields for the practice of social work, so it contributes in its various ways alongside other specializations in dealing and responding to social changes and the various social problems that accompany them to achieve goals. Developmental, preventive, and therapeutic (Salim, 2020, 686).

The observer notices without effort that the success of practicing social work as a profession in any institution of society depends on several elements, the most important of which is the efficiency and quality of the generalist practitioner's performance in it, which represents the cornerstone of professional practice and the extent

to which he has available scientific knowledge, skills, professional values and motivation to work to the extent that it becomes His or her practice is effective and he becomes more influential on the clients he deals with and more capable in his job performance and various management inside and outside the organization (Muhammad, 2021, 294).

In line with the above, and in the light of the challenges faced by social organizations in general and educational organizations in particular at the present time, represented by the rapid and successive changes and challenges imposed by the third millennium of the twenty-first century, with the increasing need for speed in achievement and improving the performance of these organizations, especially with the huge increase in the number of clients. The beneficiaries of these organizations and the rapid, successive and unprecedented progress in communications methods and their impact on the mechanisms, means and tools of social work show the need for the importance of benefiting from communications technology and information systems (Ali: 2006, 259).

Information (digital) wealth has come to impose its influence on peoples and nations and constitute the striking force of the new world order, and in light of the new, very advanced, rapid and successive shift in knowledge technology, the world appears divided into three sections in such a way that (15%) of the world's population revere almost all innovations. Modern technology, while (50%) of the world's population is able to absorb this technology for consumption or production, while the rest of the world's population (35%) lives in a state of disconnection and isolation from this technology (Al-Dabisi & Al-Tahhat: 2012, 7).

The observer will notice without effort that Egypt is now witnessing its most important stages in digital transformation, in which all state agencies are cooperating as it is the basis of the process of transition to a knowledge economy, as it works to move the state in the field of providing services and the field of integrating the local economy with the global economy (Ministry of Planning, Follow-up and Administrative Reform: 2019).

Digital technology helps improve communication with citizens regarding government activities and thus opens new participatory paths for democracy. Improving the efficiency of the public sector is usually accompanied by an increase in demand for government electronic services. Governments also benefit from digitization in analysing data, identifying public opinion, trends and variables, and using digital

platforms , to test and make policies faster, and the Internet contributes to raising the efficiency of the government, its services, and its productivity (League of Arab States, 2019, 32).

Since providing services efficiently and effectively to customers or clients in the current social, economic, and educational environment is the key to the organization's survival, organizations aim to bring about radical changes to improve the level of service provision and achieve the highest possible quality for their customers. If an organization wants to achieve customer satisfaction, it must focus on developing existing human resources. It has to keep pace with digital transformation now (Sharma, Renu & Ravikant,2015,60).

Consequently, the importance of social workers' use of communications and information technology in their field of work came as this constitutes a great degree of importance in the professional development process with its various aspects of knowledge, skills, and values (Coos, 2013, 54).

Based on the above and in line with the recognition of the importance of the Egyptian state moving towards digital transformation in all its institutions and the use of artificial intelligence techniques and service digitization to provide its services to citizens with efficiency and high quality, which necessitates the need to focus on the efficiency and quality of performance of those in charge of them, and requires hard and diligent work by researchers, specialists and those in charge. The social work profession must find a way and develop quick and safe mechanisms and alternatives that are compatible with the nature of the current stage and the new challenges it has imposed on the profession that require working with full force in light of the call for the necessity of using artificial intelligence techniques and digitizing the service in all its institutions in line with the directions of the Egyptian state now, and as one of the current requirements for the use of... Artificial intelligence in activating the professional practice of digital social work.

By reviewing previous research studies that dealt with the variable of artificial intelligence in general and the variable of digital social work in particular, these research studies can be presented in light of the following topics:

The first axis: research and studies that dealt with the variable artificial intelligence in general

The Haiba Lahmar's study (2021): indicated learning about artificial intelligence, which has crossed borders, starting from the smartphone to smart cities, and knowing its capabilities, considering it the language of

the future that everyone must learn. Therefore, we find developed and even developing countries in a continuous effort to eradicate the illiteracy of their people in this particular field. The study recommended the importance of artificial intelligence in facilitating human lives so that it becomes a way of life in the United Arab Emirates (Lahmar, 2021).

Ali Yahya Ali Mutair's study (2022**):** emphasized the importance of recognizing the role of artificial intelligence in developing the educational process in Arabic language departments in Yemeni universities. The study recommended the need to pay attention to the subject of artificial intelligence in educational curricula and integrate artificial intelligence techniques and programs into the teaching and educational process.

The second axis: research studies that dealt with the variable of digital social work

Hani Joudah Abu Khrais's study (2021) : Also emphasized the importance of identifying the elements of digitizing the professional practice of social work in the school field, and the study recommended the necessity of conducting more studies and dissertations concerned with digitizing the professional practice of social work (Abu Khrais, 2021).

Islam Muhammad Mustafa's study (2022) : The study was conducted on determining the reality of the level of achieving justice in social care services according to the digital transformation policy in its three forms, namely (procedural justice - distributive justice - compensatory justice), also explained. The study recommended the necessity of strengthening digital transformation to achieve justice in social care services.

By extrapolating and analysing previous research studies, the researcher can determine the current study's position on them as follows:

1- Many previous research studies agreed with the current study that there is great importance on the part of researchers and specialists in the variable of artificial intelligence for all scientific disciplines in general and the social work profession in particular, such as the study of Hiba Lahmar, Ali Yahya Ali Mutair, Marwa Jabro Abdel Rahman Abdel Mawli , and Elizabeth Depoy.

2- Previous research studies agreed with the current study on the importance of digital social work and digital transformation in the practice of social work, such as the study of Hani Gouda Misbah Abu

Khrais, Islam Muhammad Fares Mustafa, Medhat Abu Al-Nasr, and Aml Tayler-Beswick.

3- The current study differs from previous research studies to shed light on the role of artificial intelligence in activating professional practice.

4- The current study differed from previous research studies in dealing with activating the professional practice of digital social work.

5- The current study differed from previous research studies in dealing with the role of artificial intelligence in activating the professional practice of digital social work, as this, as stated in some previous theses and dissertations, leads to the need to determine the nature of the role of artificial intelligence, especially in activating the professional practice of digital social work, and is compatible with the desired digital transformation. Now in Egypt with all its institutions and the use of artificial intelligence techniques, which achieves the activation of the professional practice of social work.

However, the researcher's treatment of Arab and foreign studies related to the issue of the current study in a direct or indirect manner brought benefit to the researcher in several aspects, including finding sources, references, studies, research and literature related to the nature of the current study that helped the researcher in formulating the current research problem, the objectives and questions of the research, and defining the terms and concepts of the study. ...Based on the above, the current study emphasized the importance of focusing on the role of artificial intelligence in activating the professional practice of digital social work.

It must be emphasized that the social work profession is one of the professions that can interact with many different frameworks and seeks to help people invest in their potentials and abilities, in addition to being concerned with methods of practice that are based on participation and providing social services to groups at risk. In addition, the social work profession is distinguished from other professions by the characteristic of professional intervention in its interaction with the target system, and therefore the theoretical framework of the artificial intelligence approach can be relied upon to activate the professional practice of digital social work.

Given the nature of the problem of the current study and the requirements of previous scientific writings, this study relies, in its intellectual system and theoretical contexts, on the theoretical framework of the artificial intelligence approach to determine the role of artificial intelligence in activating the professional practice of digital social work.

In light of the previous presentation, the researcher can define **the problem of the current study in the following question: "What is the role of artificial intelligence in activating the professional practice of digital social work?"**

Second: Concepts of the study:

1- Artificial intelligence:

The definitions of artificial intelligence have been many and varied, as it includes many meanings. Artificial intelligence consists of two words: the first (Artificial) and refers to something made, and the second is intelligence, which refers to the ability to understand or think and learn (Saeedi & Mahdi, 2021, 27-28).

The UAE Ministry of Artificial Intelligence also defines artificial intelligence as a set of technologies that help a machine or system understand, learn, recognize, and feel like humans (UAE Ministry of Artificial Intelligence, 2022, 11).

On this basis, artificial intelligence is generally defined as the ability of a machine to simulate the human mind through computer programs that are designed, and to carry out those activities that usually require intelligence. It is concerned with developing machines and adding this ability to them (Agkun & Greenhow, 2021, 431).

In this study artificial intelligence can be defined as a relatively new computer science that aims to invent and design smart computer systems that mimic the same style as human intelligence, so that these systems can perform tasks instead of humans, and simulate their functions and capabilities using their qualitative properties, and its logical and mathematical relationship, which enables the general practitioner to activate the professional practice of digital social work with various modes of dealing.

2- The concept of professional practice

Professional practice is defined as the framework that provides the social worker with a selective theoretical basis for professional practice, as it addresses the changing structure of each level of practice from the individual to society (Abdel Majeed, & et al., 2008, 17).

Professional practice can be defined as practicing and performing a specific profession governed by labour laws subject to the type of interconnection between practitioners of this profession and various institutions, where the practitioner of the profession has a set of experiences and tools necessary for successful professional performance (Rahma, 2021, p.2).

3-The concept of digital social work:

Digital social work, or what is sometimes called electronic or on line social work, is the type of services that the social work provides to clients who benefit from its services, through communication via the Internet in professional relationships during the stages of professional intervention, and it includes both "electronic correspondence" which includes... Traditional e-mail, cell phone text messaging, instant messaging via computer or tablet, chat room, or through applications on smartphones that are specifically designed to address clients' specific problems. It also includes online and face-to-face consultations by integrating interactions. In real time via video trading platforms, such as Zoom, Team, Skype, or speaking by phone, in addition to using psychosocial networking sites and social networks as a means of access and implementation.

Third: Objectives of the study

The current study is based on the main goal of "identifying the role of artificial intelligence in activating the professional practice of digital social work".

From the main objective, sub-objectives emerge as follows:

1. Defining the role of artificial intelligence in activating the knowledge of professional practice of digital social work.

2. Defining the role of artificial intelligence in activating the values of professional practice of digital social work.

3. Defining the role of artificial intelligence in activating the skills of professional practice in digital social work.

4. Providing a set of recommendations that can be used to determine the role of artificial intelligence in activating the professional practice of digital social work.

Fourth: The importance of the study

1.The importance of using artificial intelligence and digital transformation now in educational and social work institutions to activate the professional practice of digital social work and what it requires to improve the performance of the generalist practitioner in the school field to keep pace with this desired digital transformation using artificial intelligence techniques, which is consistent with the Egyptian state's orientations towards the necessity of digital transformation in all its institutions and the use of intelligence. Artificial intelligence is being used with full force to improve the quality of services provided to citizens.

2. The importance of artificial intelligence to keep pace with the cognitive, digital and technological revolution sought now to activate the professional practice of digital social work.

3. This study focuses on determining the role of artificial intelligence in activating the professional practice of digital social work, based on the researcher's belief in the importance of using artificial intelligence and digital transformation in social work institutions to improve the quality of services provided to clients.

4. To the best of the researcher's knowledge, there are not many studies at the present time that have addressed the role of artificial intelligence in activating the professional practice of digital social work from the perspective of generalist practice, especially with regard to the variable of artificial intelligence and digital social work, which prompted the researcher to conduct this current study based on the results and recommendations of the previous research studies.

5. This study may enrich the theoretical framework of the social work profession in general and the fields of social work in particular by identifying the role of artificial intelligence in activating the professional practice of digital social work.

Fifth: The study questions

The main question is: "What is the role of artificial intelligence in activating the professional practice of digital social work?"

From the main question, sub-questions emerge as follows:

1- What is the role of artificial intelligence in activating the knowledge of professional practice of digital social work?

2-What is the role of artificial intelligence in activating the values of professional practice of digital social work?

3- What is the role of artificial intelligence in activating the skills of professional practice of digital social work?

4- What recommendations can be used to determine the role of artificial intelligence in activating the professional practice of digital social work?

Sixth: The theoretical framework of the study

Objectives of artificial intelligence science:

The science of artificial intelligence aims to understand the nature of human intelligence by creating computer programs capable of simulating human behaviour and which are also characterized by intelligence. The science of artificial intelligence aims to develop and improve the ability of computers to carry out their traditional functions and their new functions, and among the well-known traditional functions are: organizing, arranging and storing information. Analysing,

coordinating, scheduling, finding the relationship between them, retrieving them, and correcting their typographical and linguistic errors. There are those who divided the goals of artificial intelligence into four goals, which are as follows (Abo El-Nasr, 2020, 134-135):

1. Creating systems that think like humans.
2. Coming up with systems that work like humans.
3. Coming up with systems that think rationally.
4. Coming up with systems that work rationally.

The importance of artificial intelligence:

1. Artificial intelligence contributes to preserving accumulated human experiences by transferring them to smart machines.
2. Because of artificial intelligence, humans are able to use human language to deal with machines instead of computer programming languages, which makes machines and their use accessible to all segments of society, even those with special needs.
3. Artificial intelligence plays an important role in many sensitive fields, such as helping to diagnose diseases, prescribe medications, legal and professional consultations, interactive education, security and military fields, as well as other areas of life in which artificial intelligence has become an essential part.
4. Artificial intelligence may be more capable of practical research, and facilitate access to more discoveries, and therefore an important factor in further accelerating growth and development in all scientific fields, as it benefits humans in many aspects and fields, through the computer simulating intelligence processes , which takes place within the human mind, so that the computer has the ability to solve complex problems and make quick decisions in a logical manner and with the same thinking as the human mind (Abdul Razzaq, 2021, 137).

Characteristics of artificial intelligence:

Artificial intelligence has many characteristics and advantages, including (Abo El-Nasr, 2020, 139-138):

1. Using intelligence to solve presented problems in the absence of complete information.
2. The ability to think and perceive.
3. The ability to acquire and apply knowledge.

4. The ability to learn and understand from previous experiences and experiences.

5. The ability to use old experiences and employ them in new situations.

6. The ability to use trial and error to explore different matters.

7. The ability to respond quickly to new situations and circumstances.

8. The ability to deal with difficult and complex cases.

9. The ability to deal with ambiguous situations in the absence of information.

10. The ability to distinguish the relative importance of elements of the presented cases.

11. The ability to visualize, create, understand and perceive visual matters.

12. The ability to provide information for administrative decision-making.

Features of artificial intelligence:

Artificial intelligence has several features, the most important of which are:

1. Using a language that everyone uses, which is the human language, and not any other programming language, which makes it easy for everyone to acquire and communicate with it, without being exposed to feelings of discomfort, tension, and fear of not understanding the language.

2. Work continuously: The machine can work continuously without getting tired or bored, and it has a stable ability to produce, regardless of the working conditions, unlike humans, who are greatly affected by it.

3. Artificial intelligence systems are characterized by high accuracy and reduced margin of error during task execution

4. Artificial intelligence systems are characterized by a complete lack of emotions and feelings, unlike humans, who are governed by their emotions and moods, which affects their performance and decision-making.

5. Intelligent systems contribute to the areas in which decisions are made. They are independent, accurate, and objective, and thus their decisions are free from error, bias, racism, prejudice, or even external or personal interference.

6. AI can personalize experiences and services tailored to each individual, for example personalized learning.

7. Artificial intelligence systems can handle the huge volume of data that is produced, stored, processed, and made available (Ismail, 2021, 309-308).

How can we benefit from artificial intelligence in developing the educational process in Egypt?

Artificial intelligence can be used to develop the educational process in Egypt, through:

1. Personalizing education: Artificial intelligence can be used to personalize education and meet the needs of students individually, by providing educational content that suits the level and learning style of each student.

2. Help teachers: Artificial intelligence can provide tools and resources for teachers to improve teaching processes and monitor student progress.

3. Curriculum development: Data analytics and artificial intelligence can be used to provide information about effective educational methods and develop curricula based on the results.

4. Providing online education: Online education platforms based on artificial intelligence can be developed to provide interactive and interesting educational experiences.

5. Providing accurate assessment: Artificial intelligence can provide assessment systems based on the actual performance of students instead of relying on traditional tests.

6. Support self-learning: Artificial intelligence can provide additional and relevant educational resources for students to support self-learning and skill development.

7. Combating school dropout: Analytics and data can be used to identify factors that affect school dropout and develop strategies to combat it.

8. Providing education to remote areas: Technology and artificial intelligence can be used to provide education to remote areas that may be far from traditional schools.

9. By using artificial intelligence effectively, the quality of education can be enhanced, access to education in Egypt can be increased, and significant improvements can be achieved in the educational system (https://www.elbalad.news/5915172).

Seventh: The methodological framework of the study

1-   Type of study:

Based on the problem of the study and consistent with its objectives, the current study belongs to the type of descriptive analytical studies that aim to describe and analyse the phenomenon in all its dimensions.

2-   The method used:

In line with the type of the current study, the study relied on the social survey method. This method was chosen because it is possible to reach more honest results through it, as tools can be used that give more honest results on the aspects included in the problem of the study.

3- Fields of study:

(a) The human field: a non-random sample of 32 social workers in the Awlad Saqr Educational Administration - Sharkia Governorate. The original study population consisted of (110) social workers in the Awlad Saqr Educational Administration, Sharkia Governorate.

(B) The spatial field: The field study was conducted on (13) schools in the Awlad Saqr Educational Administration in Sharkia Governorate.

(C) The time field: This study took more than six months, and the researcher started from the end of August 2021 until the end of January2022, in both its theoretical and field aspects.

Fourth: Study tools

Data collection from the field was based on a scale specially prepared on the topic (the role of artificial intelligence in activating the professional practice of digital social work).

Validity and reliability of the study tool:

1- **Validity of the arbitrators**: The tools were presented to a number of (10) faculty members at the Faculty of Social Work, Helwan University, the Faculty of Developmental Social Work, Beni Suef University, the Higher Institute of Social Work in Mansoura, and the Higher Institute of Social Work in Sharkia, to express their opinion on the validity of the tools in terms of the linguistic integrity of the expressions. On the one hand, and its relationship to the study variables on the other hand, an agreement rate of no less than (87%) was relied upon. Some phrases were deleted and some were reformulated, and based on that, the scale was formulated in its final form.

2- **Reliability of the tool**: The reliability of the tools was calculated using the reliability coefficient (Cronbach's alpha) for the estimated reliability values of the questionnaire, by applying it to a sample of (10) subjects from social workers, and it was found to be about 0.91, which is a relatively high reliability coefficient.

How to judge the level of expressions and dimensions:

The level can be judged using the arithmetic mean, where the beginning and end of the categories of the triangular scale are: Yes (three grades), to some extent (two grades), no (one grade). The data was coded and entered into the computer, and to determine the length of the cells of the triangular scale (minimum limits). and upper), the range was calculated = largest value - lowest value (3 - 1 = 2), it was divided by the number of cells of the scale to obtain the corrected cell length (2 / 3 = 0.67) and then this value was added to the lowest value in the scale or The beginning of the scale is the correct one in order to determine the upper limit of this cell. Thus, the length of the cells became as follows:

Table No. (1) The key to judging levels

low level	If the average value of the statement or dimension ranges between 1 - 1.67, it is a
average level	If the average value of the statement or dimension ranges between more than 1.67 - 2.35 is an
high level	If the average value of the statement or dimension ranges between more than 2.35: 3 is a

Sixth: Presentation and interpretation of the study results

First: Primary data

A- Data for social workers:

Table No. (2) Gender, age, educational qualification, and length of work for social workers (n=32)

No.	Sex	F	%
1	Male	14	43.7%
2	Female	18	56.3%
	Total	32	100%
م	Age	F	%
1	Less than 30 years	6	18.8%
2	From 30 years to less than 35 years	2	6.3%
3	From 35 years to less than 40 years	15	46.9%
4	40 years and more	9	28.1%
	Total	**32**	**100%**
م	Academic qualification	F	%
1	Bachelor of Social Work	20	62.5%
2	Bachelor of Sociology	5	15.6%
3	Post Graduate Diploma	5	15.6%
4	Master	-	-
5	Ph.D.	2	6.3%
	Total	**32**	**100%**
م	Experience Years	F	%
1	From 5 years to less than 10 years	17	53.1%

2	From 10 years to less than ١٥	5	15.6%
3	15 years and mor	10	31.3%
Total		**32**	**100%**
Job		F	%
1	Social Worker	9	28.1
2	Senior Social Worker	6	28.8%
3	Senior Social Worker A	10	31.3%
4	Expert Social Worker	5	15.6%
5	Social Work Supervisor	2	6.3%
Total		32	100%

By extrapolating the data from the previous table, it becomes clear that:

- The largest percentage of social workers are female (56.3%), while (43.7%) of them are male, which confirms that most social workers are female.

- The largest percentage of social workers are between the ages of (35 - less than 40 years) and came in first place with a percentage of (46.9%), followed by (40 years and over) and came in second place with a percentage of (28.1%), followed by (less than 30 years). It came in third place with a rate of (18.8%), and it came in fourth and last place (from 30 - less than 35 years old) with a rate of (6.3%).

- The largest percentage of social workers hold a Bachelor of social work degree, coming in first place with a percentage of (62.5%), followed by a postgraduate diploma and a Bachelor of sociology, and coming in second place with a percentage of (15.6%). The least of them held a Ph.D., coming in third and last place with a percentage of (15.6%). 6.3%).

- The majority of social workers have work experience, with years of experience ranging from (5 years to less than 10 years) with a percentage of (53.1%) in first place, followed by a period of (15 years or more) with a percentage of (31.3%) in second place, while the period (from 10) came in first place. years for less than 15 years) with a rate of (15.6%) in third and last place.

- The largest percentage of social workers work as a senior social worker A, and came in first place with a rate of (31.3%), followed by a social worker and came in second place with a rate of (28.1%), followed by a senior social worker , and came in third place with a percentage of (18.8%), an expert social worker , and it came in fourth place with a percentage of (15.6%) , followed by social work supervisor, and came in fifth and last place with a percentage of (6.3%).

Second: Data related to the role of artificial intelligence in activating the professional practice of digital social work

Table No. (3) The role of artificial intelligence in activating the knowledge of professional practice of digital social work (n=32)

No.	Knowledge	Responses						Total weights	Weighted average	Standard deviation	Rank
		Yes		Sometimes		No					
		F	%	F	%	F	%				
1	The social worker must have knowledge on how to use educational platforms and social networking sites	25	78.1	5	15.6	2	6.3	87	2.72	0.581	7
2	The social worker must have knowledge on how to register and prepare electronic records using artificial intelligence applications	25	78.1	4	12.5	3	9.4	86	2.69	0.644	8
3	The social worker must have knowledge on how to use artificial intelligence in preparing digital reports and	30	93.8	2	6.3	-	-	92	2.88	0.492	3
4	The social worker must have knowledge on how to use artificial intelligence to conduct remote interviews and remote meetings	26	81.3	5	15.6	1	3.1	89	2.78	0.491	6
5	The social worker must have knowledge on how to	19	59.4	3	9.4	10	31.3	73	2.28	0.924	10

No.	Knowledge	Responses						Total weights	Weighted average	Standard deviation	Rank
		Yes		Sometimes		No					
		F	%	F	%	F	%				
	prepare academically outstanding students using artificial intelligence techniques										
6	The social worker must have knowledge about the use of artificial intelligence techniques	28	87.5	2	6.3	2	6.3	90	2.81	0.535	5
7	The social worker must have knowledge about using artificial intelligence to achieve the quality of his professional	29	90.6	3	9.4	-	-	93	2.91	0.296	2
8	The social worker must have knowledge on how to use computers professionally in the school field	23	71.9	7	21.9	2	6.3	85	2.66	0.602	9
9	The social worker must have knowledge about how to use different artificial intelligence applications	30	93.8	2	6.3	-	-	94	2.94	0.246	1
10	The social worker must have knowledge on how to use artificial intelligence to collect data	27	84.4	5	15.6	-	-	91	2.84	0.369	4
Total									2.75	0.518	High

By extrapolating the data from the previous table, it becomes clear that:

-The level of the role of artificial intelligence in activating the knowledge of professional practice of digital social work from the point of view of social workers is (high), as the weighted average = 2.75 and standard deviation (0.518).

-The most important of these are the following:

The social worker must have knowledge about how to use various artificial intelligence applications, and it came in first place with a arithmetical average (2.94). The social worker must have knowledge about using artificial intelligence to achieve the quality of his or her professional performance, and it came in second place with a arithmetical average of (2.91). The social worker must have knowledge on how to use artificial intelligence in preparing reports and digital records, and it came in third place with a mean of (2.88). The social worker must have knowledge on how to use artificial intelligence in collecting data and information, and it came in fourth place with a mean of 2.88. (2.84), the social worker must have knowledge on how to use the computer professionally in the school field and came in ninth place with an arithmetic average of (2.66). The social worker must have knowledge on how to prepare students who excelled academically using artificial intelligence techniques and came in ranked Tenth and last with a mean of (2.28).

Table No. (4) The role of artificial intelligence in activating the values of professional practice in digital social work (n=32)

No.	Values	Responses						Total weights	Weighted average	Standard deviation	Rank
		Yes		Sometimes		No					
		F	%	F	%	F	%				
1	The social worker must respect the students' personality as an inherent right to obtain it under the use of artificial intelligence techniques	26	81.3	4	12.5	2	6.3	88	2.75	0.568	6
2	The social worker must strive for transparency when using artificial	23	71.9	7	21.9	2	6.3	85	2.66	0.602	9

No.	Values	Responses						Total weights	Weighted average	Standard deviation	Rank
		Yes		Sometimes		No					
		F	%	F	%	F	%				
	intelligence techniques										
3	The social worker must be keen to provide digital services to students	22	68.8	5	15.6	5	15.6	81	2.53	0.761	10
4	The social worker must respect and adhere to the values and ethics of the social work profession when using artificial intelligence applications in his or her work	30	93.8	2	6.3	-	-	94	2.94	0.246	1
5	The social worker must be keen to achieve social justice when using artificial intelligence	25	78.1	5	15.6	2	6.3	87	2.72	0.581	7
6	The social worker must maintain the confidentiality of students' data and information using artificial intelligence techniques	25	78.1	4	12.5	3	9.4	86	2.69	0.644	8
7	The social worker must strive to achieve a spirit of cooperation and solidarity among the	27	84.4	5	15.6	-	-	91	2.84	0.369	3

No.	Values	Responses						Total weights	Weighted average	Standard deviation	Rank
		Yes		Sometimes		No					
		F	%	F	%	F	%				
	work team to ensure keeping pace with change in the use of artificial intelligence technologies										
8	The social worker must adhere to the morals and values of society when using artificial intelligence techniques	25	78.1	7	21.9	-	-	89	2.78	0.42	5
9	The social worker must be careful to respect students' right to obtain high-quality digital services using artificial intelligence technologies	30	93.8	2	6.3	-	-	92	2.88	0.492	2
10	The social worker must accept the inevitability of change in the age of artificial intelligence to achieve the digitization of services provided to students	26	81.3	6	18.8	-	-	90	2.81	0.397	4
Total									2.76	0.508	High Level

By extrapolating the data from the previous table, it becomes clear that:

-The level of values of the professional practice of digital social work from the view point of social workers is (high), as the weighted mean = 2.76 and standard deviation (0.508).

-The most important of these are the following: The social worker must respect and adhere to the values and ethics of the social work profession when using artificial intelligence applications in his or her work, which came in first place with an arithmetic average of (2.94). The social worker must be careful to respect the right of students to obtain digital services of high quality. High using artificial intelligence techniques and came in second place with a arithmetical average (2.88). The social worker must strive to achieve a spirit of cooperation and solidarity among the work team to ensure keeping pace with change using artificial intelligence techniques and came in third place with a arithmetical average (2.84). The social worker must respect the personality of students as an inherent right to obtain them in light of digital transformation came in fourth place with a arithmetical average (2.81). The social worker must strive to achieve transparency when using artificial intelligence techniques and came in ninth place with a arithmetical average (2.66). The social worker must be careful to provide digital services for students came in tenth and last place with a mean of (2.53).

Table No. (5) The role of artificial intelligence in activating the skills of professional practice in digital social work (n=32)

No.	skills	Responses						Total weights	Weighted average	Standard deviation	Rank
		Yes		Sometimes		No					
		F	%	F	%	F	%				
1	The social worker must have the ability to use the BARD application to help students generate information and data	28	87.5	4	12.5	-	-	92	2.88	0.336	2
2	The social worker must have the ability to use the (Chat GPT) application to achieve effective	29	90.6	3	9.4	-	-	93	2.91	0.296	1

No.	skills	Responses						Total weights	Weighted average	Standard deviation	Rank
		Yes		Sometimes		No					
		F	%	F	%	F	%				
	communication between him or her and the students and all elements of the educational process										
3	The social worker must have the ability to use simulation applications using artificial intelligence	23	71.9	7	21.9	2	6.3	85	2.66	0.602	7
4	The social worker must have the ability to use electronic devices and modern artificial intelligence techniques to solve students' problems	26	81.3	4	12.5	2	6.3	88	2.75	0.568	5
5	The social worker must have the ability to use the (Dall-E) application to help students create realistic pictures and paintings of their school activities	27	84.4	3	9.4	2	6.3	89	2.78	0.553	4
6	The social worker must have the ability to use the Elsa application to help students	28	87.5	2	6.3	2	6.3	90	2.81	0.535	3

No.	skills	Responses						Total weights	Weighted average	Standard deviation	Rank
		Yes		Sometimes		No					
		F	%	F	%	F	%				
	improve their English pronunciation										
7	The social worker must have the ability to use the skill of electronic recording using artificial intelligence	25	78.1	5	15.6	2	6.3	87	2.72	0.581	6
8	The social worker must have the ability to use the skill of managing on line meetings using artificial intelligence	23	71.9	7	21.9	2	6.3	85	2.66	0.602	م 7
9	The social worker must have the ability to use the Socratic application to help students perform their schoolwork	29	90.6	3	9.4	-	-	93	2.91	0.296	م 1
10	The social worker must have the ability to use the skill of assessing the situation on line through artificial intelligence techniques	19	59.4	3	9.4	10	31.3	73	2.28	0.924	8
Total									2.47	0.529	**High Level**

By extrapolating the data from the previous table, it becomes clear that:

-The level of activation of professional practice skills for digital social service from the point of view of social workers is (high), as the weighted average = 2.74 and standard deviation (0.529).

-The most important of these are the following: The social worker must have the ability to use the (Chat GPT) application to achieve effective communication between him and the students and all elements of the educational process, and it came in first place with an arithmetic average of (2.91). The social worker must have the ability to use the application. (Socratic) to help students perform their schoolwork and came in first place repeatedly with a mean of (2.91). The social worker must have the ability to use the (BARD) application to help students generate information and data and came in second place with a mean of (2.88). The social worker must have the ability to use the (Elsa) application to help students improve their English pronunciation, which came in third place with a mean of (2.81). The social worker must have the ability to use the (Dall-E) application to help students create pictures and paintings. Realistic for their school activities and came in fourth place with a arithmetical average of (2.78). The social worker must have the ability to use the skill of on line counselling. The social worker must have the ability to use simulation applications using artificial intelligence and came in seventh place with a arithmetical average of (2.66). The social worker must have the ability to use the skill of managing on line meetings remotely using artificial intelligence, and it came in seventh place, repeated with an arithmetic mean of (2.66). The social worker must have the ability to use the skill of assessing the situation on line through artificial intelligence techniques, and it came in It ranked eighth and last with a mean of (2.28).

Table No. (6)

Recommendations that can be used to determine the role of artificial intelligence in activating the professional practice of digital social work from the view point of social workers (n=32)

No.	Recommendations	Responses						Total weights	Weighted average	Standard deviation	Rank
		Yes		Sometimes		No					
		F	%	F	%	F	%				
1	Providing social workers with sufficient knowledge about the mechanisms of using artificial intelligence in the	27	84.4	3	9.4	2	6.3	89	2.78	0.553	5

	school field									
2	Encouraging social workers to use artificial intelligence techniques so that they can activate the professional practice of digital social work	29	90.6	3	9.4	-	-	93	2.91	0.296	2
3	Preparing and equipping the technological infrastructure in schools to enable social workers to use artificial intelligence to achieve the digitization of the service	28	87.5	4	12.5	-	-	92	2.88	0.336	3
4	Holding the necessary training courses to qualify social workers to use artificial intelligence and enable them to activate the professional practice of digital social work	30	93.8	2	6.3	-	-	94	2.94	0.246	1
5	Encouraging social workers to be creative and innovative in the field of artificial intelligence to activate the professional practice of digital social work	26	81.3	4	12.5	2	6.3	88	2.75	0.568	6
6	Providing and granting social workers modern and advanced electronic devices	25	78.1	5	15.6	2	6.3	87	2.72	0.581	7

	and technological techniques that enable them to use artificial intelligence techniques to activate the professional practice of digital social work									
7	Providing social workers with sufficient skills on using artificial intelligence technologies in the school field	30	93.8	2	6.3	-	-	94	2.94	0.246	1 م
8	Providing the use of artificial intelligence applications in the work of social workers in the school field	25	78.1	7	21.9	-	-	89	2.78	0.42	5 م
9	Holding competitions to choose the ideal social worker in using artificial intelligence applications and developing the professional practice of digital social work in the school field	26	81.3	6	18.8	-	-	90	2.81	0.397	4
10	Dispensing with paper records in the work of social workers in the school field and replacing them with digital records that use artificial intelligence	23	71.9	7	21.9	2	6.3	85	2.66	0.602	8
Total									2.82	0.424	High Level

By extrapolating the data from the previous table, it becomes clear that:

-The recommendations that can be used in determining the role of artificial intelligence to activate digital professional practice in light of digital transformation from the view point of social workers are (high), as the weighted average = 2.82 and standard deviation (0.424).

-Among the most important of these recommendations are the following: holding the necessary training courses to qualify social workers to use artificial intelligence and enable them to activate the professional practice of digital social work, and came in first place with an arithmetic average of (2.94), providing social workers with sufficient skills about using artificial intelligence techniques in the school field, and came in first place with an arithmetic mean of (2.94). The first place was repeated with a arithmetical mean (2.94), encouraging social workers to use artificial intelligence techniques so that they can activate the professional practice of digital social work, and it came in second place with a arithmetical mean (2.91), preparing and equipping the technological infrastructure in schools to enable social workers to use artificial intelligence to achieve digitizing the service came in third place with a arithmetical average (2.88), holding competitions to choose the ideal social worker in using artificial intelligence applications and developing professional practice for digital social work in the school field came in fourth place with a arithmetical average (2.81), dispensing with paper records in the work of the social worker in the field. School records and replacing them with digital records that use artificial intelligence came in eighth and last place with an arithmetic mean of (2.66).

Table No. (7) Levels of the role of artificial intelligence in activating digital professional practice (n=32)

No.	Professional Digital Practice	Arithmetic Mean	Standard Deviation	Level	Rank
1	Knowledge of professional practice of digital social work	2.75	0.518	High Level	2
2	Values of the professional practice of digital social work	2.76	0.508	High Level	1
3	Professional practice skills for digital social work	2.74	0.529	High Level	3
Requirements as a whole		2.75	0.518	High Level	

By extrapolating the previous table, it becomes clear that:

-The levels of requirements for achieving quality social worker performance in the school field in light of digital transformation are as follows:

- The first rank evaluated the professional practice of digital social work with an arithmetic mean of (2.76).

- The second place is knowledge of professional practice for digital social work, with a mean of (2.75).
- The third place is the skills of professional practice of digital social work, with an arithmetic mean of (2.74).

Looking at the table, we find that its results indicate that the overall average is (2.75), which is a high level.
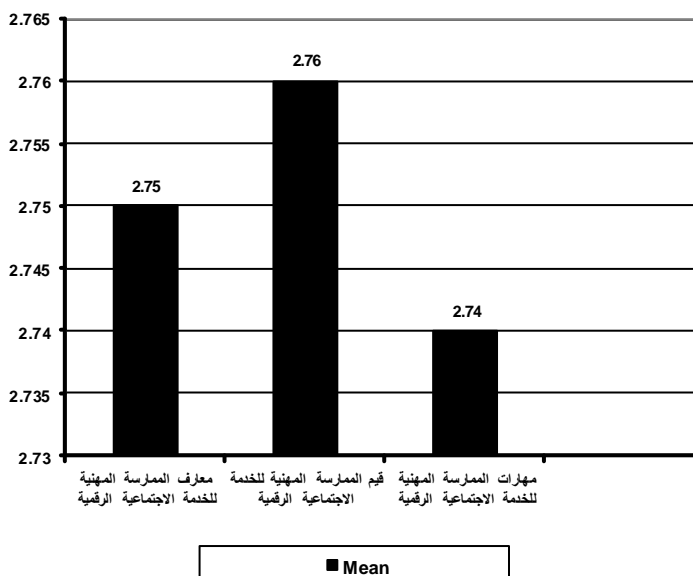

Figure No. (1)

Levels of the role of artificial intelligence in activating the professional practice of digital social work

Table (8) The relationship between some social characteristics and the role of artificial intelligence in activating the professional practice of digital social work (n=32)

No.	Demographic variables	The role of artificial intelligence in activating digital professional practice		
		The parameter used	Its value & significance	
1	Age	Gamma	0.822**	
2	Academic qualification	Gamma	0.836**	
3	Years of experience	Gamma	0.947**	

*Significant at (0.05) **Significant at (0.01)

By extrapolating the data from the previous table, it becomes clear that:
 - There is a statistically significant relationship between some social characteristics (age - academic qualification - years of experience) and the role of artificial intelligence in activating the professional practice of digital social work at a significance level of 0.01.

Eighth: Main results of the study

The main results of the current study resulted in the following results:

A-Results related to achieving the first sub-objective, which is: "The role of artificial intelligence in activating the knowledge of professional practice of digital social work from the view point of social workers:" These results were as follows:

1- The social worker must have knowledge about how to use different artificial intelligence applications.

2- The social worker must have knowledge about using artificial intelligence to achieve the quality of his professional performance.

3- The social worker must have knowledge on how to use artificial intelligence in preparing digital reports and records.

4- The social worker must have knowledge about how to use artificial intelligence to collect data and information.

5- The social worker must have knowledge on how to use computers professionally in the school field.

6- The social worker must have knowledge about how to prepare academically outstanding students using artificial intelligence techniques.

B-The results related to achieving the second sub-objective, which is: "It clarifies the role of artificial intelligence in activating the values of professional practice of digital social work from the view point of social workers." These results were as follows:

1- The social worker must respect and adhere to the values and ethics of the social work living when using artificial intelligence applications in his or her work.

2- The social worker must be careful to respect students' right to obtain high-quality digital services using artificial intelligence technologies.

3- The social worker must strive to achieve a spirit of cooperation and solidarity among the work team to ensure keeping pace with change in the use of artificial intelligence technologies.

4- The social worker must respect the students' personality as an inherent right to obtain it in light of the digital transformation.

5- The social worker must strive to achieve transparency when using artificial intelligence techniques.

6- The social worker must be keen to provide digital services to students.

C. The results related to achieving the second sub-objective, which is: "It clarifies the role of artificial intelligence in activating the values of professional practice of digital social work from the view point of social workers." These results were as follows:

1- The social worker must respect and adhere to the values and ethics of the social work profession when using artificial intelligence applications in his or her work.

2- The social worker must be careful to respect students' right to obtain high-quality digital services using artificial intelligence technologies.

3- The social worker must strive to achieve a spirit of cooperation and solidarity among the work team to ensure keeping pace with change in the use of artificial intelligence technologies.

4- The social worker must respect the students' personality as an inherent right to obtain it in light of the digital transformation.

5- The social worker must strive to achieve transparency when using artificial intelligence techniques.

6- The social worker must be keen to provide digital services to students.

D- Results related to achieving the third sub-objective, which is: "The role of artificial intelligence in activating the skills of professional practice of digital social work from the view point of social workers." These results were as follows:

1- The social worker must have the ability to use the (Chat GPT) application to achieve effective communication between him and the students and all elements of the educational process.

2- The social worker must have the ability to use the Socratic application to help students perform their schoolwork.

3- The social worker must have the ability to use the (BARD) application to help students generate information and data.

4- The social worker must have the ability to use the Elsa application to help students improve their English pronunciation.

5- The social worker must have the ability to use the (Dall-E) application to help students create realistic pictures and paintings of their school activities.

6- The social worker must have the ability to use the skill of on line counselling.

7- The social worker must have the ability to use simulation applications using artificial intelligence.

8- The social worker must have the ability to use the skill of managing on line meetings using artificial intelligence.

9- The social worker must have the ability to use the skill of assessing the situation on line through artificial intelligence techniques.

E- Results related to achieving the fourth sub-goal, which is "Recommendations that can be used to determine the role of artificial intelligence in activating the professional practice of digital social work from the view point of social workers." These results were as follows:

1. Holding the necessary training courses to qualify social workers to use artificial intelligence and enable them to activate the professional practice of digital social work.

2. Providing social workers with sufficient skills on using artificial intelligence technologies in the school field.

3. Encouraging social workers to use artificial intelligence techniques so that they can activate the professional practice of digital social work.

4. Preparing and equipping the technological infrastructure in schools to enable social workers to use artificial intelligence to achieve the digitization of the service.

5. Holding competitions to choose the ideal social worker in using artificial intelligence applications and developing the professional practice of digital social work in the school field.

6. Dispensing with paper records in the work of social workers in the school field and replacing them with digital records that use artificial intelligence.

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