

Evaluating the effectiveness of the mechanism for dealing with academically struggling social work students from a Generalist practice perspective

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Abstract:

The study aimed to determine the level of effectiveness of the mechanism for dealing with socially and academically struggling students from a generalist practice perspective. The following sub-objectives were derived: determining the level of effectiveness of the mechanism related to the student system, determining the level of effectiveness of the mechanism related to the course instructors system, and determining the level of effectiveness of the mechanism related to the faculty administration system. A social survey methodology was used with a sampling approach on a sample of academically struggling third-year students (those failing one or two courses), totaling 106 individuals. The study tool was a scale to evaluate the effectiveness of the mechanism for dealing with socially and academically struggling students from a generalist practice perspective. The study found that the dimension related to the level of effectiveness of the mechanism associated with the student system was at a medium level. Similarly, the level of effectiveness of the mechanism associated with the course instructors system was also at a medium level. Furthermore, the level of effectiveness of the mechanism associated with the faculty administration system was also at a medium level.

Keywords: Evaluation, Effectiveness, Academic Struggle.

Introduction to the Study Problem:

The university is considered an educational institution whose status and importance in preparing generations and serving society are undisputed. A general goal of university education philosophy has become to link it with society and use its institutions as a beacon aiming to serve it through conducting scientific research and studies in all fields and investing their results to achieve the development and advancement of all practices that help serve society, achieve scientific progress, and find solutions to various issues (Azzab, 2011, p. 21).

The university shapes the intellectual and technical foundation of human societies. A university can only contribute to human development and achieve societal progress and advancement if it possesses high efficiency, profound effectiveness, and sincere responsibility in performing its mission, carrying out its functions, and achieving its goals to the fullest extent (Dawood, 2020, p. 7).

University education now holds an advanced and important position among various educational stages, as it represents one of the important means for advancing developing countries and helping them develop their own capabilities in preparing qualified and trained human competencies capable of contributing to building the future with a high degree of effectiveness and impact. Thus, developing university education has become an urgent necessity, especially given what the contemporary reality and future expectations have imposed regarding the necessity of reconsidering many aspects related to education, as that reality, with its tremendous developments and increasing changes in the field of education, dictates (Al-Mahli et al., 2015, p. 14.)

The era we live in witnesses enormous changes in most aspects of life. Scientific and technological progress has contributed to increasing awareness of the requirements for change and development in the present and future, and keeping pace with all civilizational developments. This requires university education to be capable of adapting and interacting positively with its surrounding conditions, leading universities to achieve a high degree of efficiency and effectiveness (Al-Mohli et al., 2015, p. 14).

This was confirmed by a study (Corbi, et al, 2020), which indicated that although universities are committed to providing high-quality education; however, high rates of academic failure are often observed, especially during the first year of university study, due to the significant impact of factors surrounding students that can affect their commitment to study.

In the context of the challenges witnessed by society, resulting from global and local factors, the most important of which are the knowledge and technological revolution, the trend towards privatization, as well as the adoption of quality and accreditation systems in education, and the implications of these variables on the reality of the labor market, it has become necessary for the university to seek to develop and reform its educational systems in a manner that responds to the positive and negative consequences of this new system. This involves using certain standards and mechanisms that can address these negative effects, including the mechanism for dealing with academically struggling students through the "Students and Graduates" standard as one of the standards for education quality and accreditation (Helali, 2018, p. 5).

Quality of education is considered a set of global standards for measurement and the transition from a culture of minimums to a culture of mastery. It also involves developing and improving performance in line with international requirements and standards. It is an integrated approach applied at all levels of the educational organization, providing individuals and work teams the opportunity to satisfy students and beneficiaries of learning. It is also the good management of the educational system at its various levels in a creative manner to achieve continuous improvement (Ayoub et al., 2016, p. 11).

Academic struggle is a widespread phenomenon in various educational institutions and has become a focus of interest for multiple specialties, including educators, social scientists, economists, and administrators, each in their field, to research and analyse the causes and influencing factors and to develop appropriate strategies and solutions regarding its causes, whether related to the student themselves and their personal characteristics, or the social, family, or educational environment (Abd Rabbuh & Saleh, 2025, p. 510).

The variables associated with academic struggle in higher education are numerous, as these variables are linked to many factors, whether related to the teaching process, such as group interaction, assessment and feedback, clarification of information, and extracurricular training programs. They are also linked to student-related factors such as intelligence quotient, academic performance, and motivation Corbi (2020). This was confirmed by a study Mohamed, Farouk (2025), which found that there are many factors associated with the academic struggle of higher education students, whether related to the student themselves and their personal characteristics, or the surrounding social, family, or educational environment. The study's results emphasized the urgent need to establish a social guidance office in every academic institution staffed with social specialists to help students face problems of academic struggle and other problems they encounter. The results of a study Tawfik (2019) agreed with this, emphasizing that family and social factors and causes play a significant role in causing academic struggle for student's at all educational stages. The results of a study Johnson (2022) also indicated that academic factors were the most frequently cited as a main reason for academic struggle among students. These factors include curriculum difficulty, lack of preparation for materials, weak study strategies, or difficulty dealing with academic requirements. Personal and professional factors

came second in frequency and include poor time management, lack of self-motivation, mental or personal health problems, and lack of career guidance. Some students pointed to other difficulties such as interaction with peers or the university environment as one of the social factors leading to academic struggle (Johnson, p1-16, 2022).

The results of a study Al-Shabib (2017) added a set of social factors represented by some students being busy providing for family requirements, the student's residence being far from the university, and academic factors represented by poor treatment of some students by professors, some professors not considering students' circumstances, and the unclear role of the academic advisor in the educational process.

A study Ramírez (2018) also agreed with this, confirming that academic struggle occurs as a result of the interaction of personal, social, economic, and institutional factors, which determine whether a student is able to integrate into the academic community, build a sense of belonging and commitment towards it, and achieve success in their university studies. This is done by focusing on understanding educational problems by highlighting the mediating role of the social and cultural context to which students belong, in addition to the gaps between home, community culture, and academic culture that interact within the specific contexts of the university environment.

The results of studies Saleh (2020) and Al-Salmi (2020) concluded that there are other reasons for academic struggle, such as struggling students seeking employment more than focusing on study, a gap between the content of study materials and student needs, weakness in the guidance and counseling process in the college, certainty about the lack of appointment or obtaining a job after graduation due to the large number of graduates, and weak motivation and desire to study.

Through the previous presentation, it is clear that struggling students do not suffer from a lack of mental abilities as much as they suffer from acute problems in most areas of life, whether these problems result from poor study habits and neglect, negative attitudes towards study, or difficult family or community circumstances (Rifai, 2014, p. 28).

Hence, it was necessary for professions to seek to develop and reform their systems in a way that responds to the positive and negative consequences of this new system. This applies especially to the social work profession and its educational programs, particularly after it has become a globally widespread profession, and the preparation of educational programs for social workers has become one of the

fundamental basics focused on by educational bodies related to the specialty (Helali, 2018, p. 5).

In its developmental aspect in the educational field, social work aims to provide assistance and support to students, enabling them to satisfy their basic needs, not only concerning the educational and academic field in terms of helping students study their lessons and providing them with what helps them achieve distinguished results, but also in terms of the roles they can play in solving the difficulties and problems they face in their environment, and in terms of creating interconnection and communication among them to enhance the concept of interaction, cooperation, and participation among themselves and with their teachers (Ahmed, 2020, pp. 154-155). This was indicated by a study Essam (2024), which aimed to test the effectiveness of practicing the Task-Centered model in group work to develop achievement motivation for academically struggling students. The study found the effectiveness of the Task-Centered model in developing the rate of ambition, perseverance, and responsibility for academically struggling students. This was confirmed by a study Zaher (2022), which emphasized that social work has an effective role in dealing with all the factors facing academically struggling students. This study also recommended the necessity of activating the role of the social worker to deal with such problems.

In light of the above, the study problem can be formulated in a main question:

1- What is the level of effectiveness of the mechanism for dealing with socially and academically struggling students from a generalist practice perspective?

This question branches into several sub-questions:

- a- What is the level of effectiveness of the mechanism for dealing with socially and academically struggling students from a generalist practice perspective related to the student system?
- b- What is the level of effectiveness of the mechanism for dealing with socially and academically struggling students from a generalist practice perspective related to the course instructors system?
- c- What is the level of effectiveness of the mechanism for dealing with socially and academically struggling students from a generalist practice perspective related to the faculty administration system?

Secondly: The Importance of the Study:

- 1- Academically struggling students are a category that should be highlighted within the university.
- 2-The mechanism for dealing with academically struggling students is very important if activated appropriately to eliminate academic struggle among university students.
- 3- Contributing to increasing the awareness of faculty members about the importance of activating the mechanism for dealing with academically struggling students, which contributes to reducing the percentage of struggling students.
- 4- By evaluating the effectiveness of the mechanism for dealing with academically struggling students, it is possible to identify the negative factors affecting the students' academic achievement process and work to correct them.

Thirdly: Objectives of the Study:

To determine the level of effectiveness of the mechanism for dealing with socially and academically struggling students from a generalist practice perspective. The following sub-objectives are derived:

- a- Determining the level of effectiveness of the mechanism for dealing with socially and academically struggling students from a generalist practice perspective related to the student system.
- b- Determining the level of effectiveness of the mechanism for dealing with socially and academically struggling students from a generalist practice perspective related to the course instructors system.
- c- Determining the level of effectiveness of the mechanism for dealing with socially and academically struggling students from a generalist practice perspective related to the faculty administration system.

Fourthly: Study Concepts:**1-Evaluation:**

Linguistically: From 'qayyam' (to evaluate), meaning to measure the extent or value, i.e., to estimate the value. Technically, it is: Giving the evaluated its value and right, which is a qualitative and descriptive estimation or diagnosis to issue a judgment. (Almaany, 2025)

Evaluation is also measuring the extent of success or failure of a plan in achieving its predetermined goals to benefit from it in improving future plans (Zaid, 2020, p. 268).

It is also considered determining the extent of success or failure of the social worker's work with the human unit, whether an individual,

group, or community, and thus being able to learn from their mistakes in their work. To achieve effectiveness in their work, they must first evaluate themselves and their behavior with colleagues, superiors, and subordinates, and determine whether their behavior aligns with the values, customs, and traditions of society. Additionally, the specialist determines their professional level and the knowledge and skills they lack to raise their professional level (Zaid, 2020, p. 263).

It is measuring results, whether positive or negative, of an action or behavior that achieves a goal with value. It is also a systematic process of collecting and analyzing data to verify that the set goals have been achieved (Manqaryous et al., 2024, p. 66).

It is also reaching an objective judgment on what is being evaluated by analyzing the facts and data reached or obtained (Habeeb, 2009 p 21:22).

In generalist practice, evaluation is an important means to determine whether the goals of professional intervention with clients have been achieved, as well as to determine the effectiveness of the methods and means used to achieve these goals. It identifies the positive and negative aspects resulting from the program's implementation (Abdel Majeed et al., 2008, p. 270).

2-Effectiveness:

Linguistically: A source meaning the effect and power. It is a measure for measuring whether the specific goals of a process, service, or activity have been achieved or not. An efficient process or activity is one that achieves its agreed-upon goals. (Almaany, 2025)

Effectiveness is the ability to achieve the minimum level of satisfaction for the desires and aspirations of the relevant strategic parties. These parties include individuals and interest groups.

It is also the ability to survive, adapt, and grow (Ahmed, 2020, p. 9).

It also means achieving the expected returns or results from a specific institution or one of its processes, and these results may be in one field or multiple fields (Asheiba, 2009, p. 7).

Also, achieving the required goals, as effectiveness is achieved when the organization achieves its goals (Eissa, 2017, p. 11).

3- Academic Struggle:

Academic struggle expresses the academic situation of some students who struggle to keep up with their studies at the same level as their peers (Turki, 1984, p. 53).

Academic struggle is defined as an educational problem related to students not acquiring the skills necessary to interact effectively in the educational process, leading to a decline in students' academic performance, weak interest in learning, low academic ambitions, and weak self-perceptions. (Belén, Elvira Carpintero, 2022, P 20)

It is also defined as a noticeable decline in academic achievement level when comparing the student to their peers, so that the student's academic level becomes lower than their intelligence and comprehension average. Academic struggle can be confirmed when the student fails various tests (Shehata, 2018, p. 89).

Thus, academic struggle means the noticeable difference, measured by assessment tools, between educational goals and the actual results achieved by the student (Al-Jabali, 2016, p. 41).

Based on the previous definitions, academic struggle in this study can be defined as:

An educational problem that occurs for some students due to their failure to acquire the skills related to interacting effectively in the educational process, leading to a decline in the student's academic performance, whether this decline is in one course, two courses, or more, which leads to promotion to the next year carrying courses from the preceding year, due to their weak interest in learning, low academic ambitions, and weak self-perceptions.

Causes of Academic Struggle :The causes of academic struggle are attributed to a set of factors, including:

A- Factors Related to the Student:

(Salau, 2004, P11:12).

1- Absence from Lectures:

Absence from lectures is one of the most significant reasons for the academic struggles of many students, and it may even be the most common reason among them. There are topics in some courses that cannot be fully understood merely by reading; they require direct explanation during the lecture. Consequently, students who miss lectures or practical classes face difficulty in comprehending those topics.

Some students intentionally skip lectures without any valid justification, believing they can compensate for what they missed later by reviewing their classmates' notes or through self-study from textbooks. Others miss practical lessons in lectures because they believe they are unimportant or there is no need to attend them.

2-Failure to Complete Academic Assignments: Academic assignments are considered part of the continuous assessment of students. Failure to complete them or delays in submission contribute, often without the student's awareness, to their academic failure and declining academic performance.

3-Lack of Concentration

Some students are committed to regularly attending lectures and do not miss them. However, they struggle with maintaining concentration during explanations. This behavior carries over into their personal study periods, where they find themselves unable to focus, as their minds are distracted by thinking about other matters.

Instead of focusing on their lessons, some students become preoccupied with thoughts about romantic relationships, the demands of secret societies within the university, the country's economic conditions, family problems, sports and political news, social appointments, or even comparing suitors and post-study events. All these mental distractions divert the student's focus and weaken their ability to understand and comprehend, ultimately leading to poor academic achievement and academic failure.

B-Family Factors:

Family circumstances experienced by the student can be a cause of academic problems, including:

Low economic and cultural level of the family, resulting in the lack of a suitable environment for studying or the student's inability to pay tuition fees.

The distance of the family's residence, forcing the student to use irregular or overcrowded means of transportation.

The prevalence of illiteracy among parents, their lack of awareness of the importance of education or understanding life's demands, and their failure to recognize their duty in guiding the student. (Ali, 2003, p. 79-80).

The absence of the father or mother from the family due to divorce, abandonment, death, work commitments, or friends. This may lead the student to turn to peers or bad companions, which is a strong factor leading to academic failure. Similarly, frequent disputes or arguments between parents affect family stability.

Exaggerated parental ambitions that lead them to demand achievements from their children that exceed their capabilities. They do not consider

individual differences and set goals that the children are unable to achieve, making them feel like failures and frustrated.

Favoring some children over others and making comparisons between them, which generates jealousy, fear, and discomfort, making the children feel inadequate and like failures, in addition to being mocked for their capabilities. (Al-Jabali, 2016, p. 41).

C- Factors Related to the Academic Environment:

- Individual differences among teachers.
- Differences in teaching methods.
- Failure to use modern educational methods and tools within lectures. (Katfi, Hrayz, 2022, p. 6).

Sixth: Methodological Procedures of the Study:

A-Type of Study: This study is considered a descriptive study that aims to determine the level of effectiveness of the mechanism for dealing with academically struggling social work students.

B-Methodology Used: The study relied on the social survey method using simple random sampling of social work students.

C-Study Tools: The data collection tools were as follows:

1- A (questionnaire) form applied to social work students (third year) to determine the level of effectiveness of the mechanism for dealing with academically struggling students.

The First Tool: A questionnaire form applied to social work students (third year) to determine the level of effectiveness of the mechanism for dealing with academically struggling students. It included the following main dimensions:

1-First Dimension: Preliminary data of third-year academically struggling students, containing eight questions revolving around: gender, age, the student's grade in the previous year, marital status, place of residence, father's educational status, mother's educational status.

2-Second Dimension: Determining the level of effectiveness of the mechanism for dealing with academically struggling students. It included items (1-32) related to: (those related to the student system, those related to the course professors system, those related to the college administration system.

The questionnaire form was designed according to the following steps:

1-Stage of Designing the Preliminary Version of the Questionnaire: In this stage, the researchers determined the general and sub-objectives of

the research (which were identified based on the study's objectives and questions). These sub-objectives were then divided into statements, utilizing previous studies, the theoretical framework of the study, and scientific books addressing topics related to the study subject. Each variable of the study variables was measured through a set of criteria formulated as statements. Responses to each statement were selected from the options (Yes – To Some Extent – No).

2-Stage of Constructing the Questionnaire:

A) Questionnaire Validity Stage:* The tool was presented to a number (4) of faculty members at the College of Social Work, Helwan University, to provide their opinion on the tool's validity in terms of the linguistic soundness of the statements and their relevance to the study dimensions. A consensus rate of no less than (80%) was adopted. Some statements were deleted, and others were rephrased. Based on that, the tool was formulated in its final version.

b) Tool Reliability: The questionnaire was applied to a sample consisting of (10) social work students enrolled in the third year who had one or two failed courses from the preceding year. After (15) days, the test was reapplied to them.

Table (1) the reliability of the first instrument using recall ability.

Tool	Recall ability value
Third-year students (new regulations) College of Social Work.	93.2%

C- Research fields:

1- Spatial field: The study was conducted on students of the Faculty of Social Work at Helwan University.

The spatial field was chosen for the following reasons:

- Availability of the study sample.
- Willingness and cooperation on the part of students to assist the researcher in conducting the study.
- The Faculty of Social Work at Helwan University is an accredited college, and there is a mechanism in place to support students who are struggling academically.

2- Human field:

A- The sampling field includes (1060) students. A purposive sample of (10%) was drawn from the third-year students under study, numbering (106) male and female students, divided into males and females, who met the following conditions:

- 1- A student who is struggling in the third year, according to the new regulations.
- 2- Transferred in one subject or transferred in two subjects.
- 3- Regularly visits faculty members during office hours in the course in which he is struggling.
- 3- **Time field:** This is the period of field data collection. The field data collection process lasted from April 2, 2025 to May 20, 2025.

Variable	Responses	Duplicates	for %
Gender	A- Male	33	31.13%
	B- Female	73	68.87%
Age	A- 18 years old - less than 20 years old	53	30.27%
	B- 20 years old - less than 22 years old	47	69.72
	B- 22 years old - or older	6	5.66%
Student's previous year's grade	A- Transferred by one subject	50	47.16%
	B- Transferred by two subjects	56	52.84%
Marital status	A- Single	96	90.56%
	B- Married	10	9.44%
Residence location	A- Rural	26	24.53%
	B- Urban	80	75.47%
Father's educational status	A- Illiterate	18	16.98%
	B- Can read and write	14	13.21%
	C- Basic education	14	13.21%
	D- Intermediate education	30	28.30%
	E- Higher education	30	28.30%
Mother's educational status	A- Illiterate	3	2.84%
	B- Can read and write	15	14.16%
	C- Basic education	12	11.32%
	D- Intermediate education	41	38.67%
	E- Higher education	35	33.01%

D- Statistical methods used:

The researcher used several statistical methods, namely:

- Frequencies and percentages to describe the characteristics of the study sample.
- Total weights, arithmetic mean, percentage, and order, determining the estimated percentages of respondents' responses, and arranging statements according to the highest percentage.
- Recall coefficient to measure the degree of reliability of the **scale**.

Table No. (2) The levels of arithmetic averages.

Score	Ratio	Level
If the mean value of the statement or dimension ranges between 1 and 1.67	0.55:0.33	Low Level
If the mean value of the statement or dimension ranges between more than 1.8 and 2.24	0.75:0.56	Medium Level
If the mean value of the statement or dimension ranges between more than 2.25 and 3	1:0.76	High Level

Eighth: Study results:

1- Characteristics of the study sample:

Table (3) a description of the study community for social work students (n = 106)

It is clear from the previous table no. (3) that the highest percentage of social work students according to gender was for females at (68.87%), followed by males at (31.13%), as for social work students according to age, the highest percentage was for age from 20 years - less than 22 years, and as for the student's evaluation in the previous year, the highest percentage was (transferred in two subjects) at (52.84%), followed by (Transferred by material) at a rate of (47.16%), as for the marital status, the highest percentage was (single) at a rate of (90.56%), followed by (married) at a rate of (9.44%), as for the place of residence, the highest percentage was (urban) at a rate of (75.47%), followed by (rural) at a rate of (24.53%), as for the educational status of the father, the highest percentage was (intermediate education - higher education) at a rate of (28.30%), Then came (illiterate) with a percentage of (16.98%), and finally came (reads and writes - basic education) with a percentage of (13.21%), as for the educational status of the mother, the highest percentage came (intermediate education) with a percentage of (38.67%), then came (higher education) with a percentage of (33.01%), then came (reads and writes) with a percentage of (14.16%), then came (basic education) with a percentage of (11.32%), and finally (illiterate) with a percentage of (2.84%).

2- Results of the study related to the first question: What is the level of effectiveness of the mechanism for dealing with academically struggling social work students?

A- Results of the study related to the level of effectiveness of the mechanism for dealing with struggling social work students, related to the student's level of education:

Table (4) the level of effectiveness of the mechanism for dealing with struggling social work students, related to the student's level of education (n=106)

no	Phrases (first dimension indicators)	Responses			Total weights	Arithmetic average	Percentage%	Ranking
		Yes	to some extent	No				
1	Cost of attending lecture	46	37	23	235	2.21	73.89%	2
2	It is difficult to submit assignments for academic subjects on time.	40	24	42	210	1.98	66.03%	4
3	Difficulty understanding some subjects	20	38	48	184	1.73	57.86%	7
4	I neglected to take the semester exams	20	15	71	161	1.51	50.62%	9
5	My work during the study period affects my academic level	48	28	30	230	2.16	72.32%	3
6	My academic achievement is weak despite my good studying	25	32	49	188	1.77	59.11%	6
7	I rely on summaries that are not familiar with the curriculum	38	24	44	206	1.94	64.77%	5
8	My lack of communication with course professors during the specified office hours affects my academic	48	28	30	230	2.16	72.32%	3

no	Phrases (first dimension indicators)	Responses			Total weights	Arithmetic average	Percentage%	Ranking
		Yes	to some extent	No				
	performance							
9	My reluctance to participate in lectures affects my grades for the year's work	57	26	23	246	2.32	77.35%	1
10	My family's lack of encouragement for me to study	16	18	72	156	1.47	49.05%	10
11	Frequent family disputes affect my academic achievement	28	20	58	182	1.71	57.23%	8
The sum of the dimension as a whole		386	290	490	2.228	1.91	63.69%	Medium level

It is clear from the previous table (4) that the level of effectiveness of the mechanism for dealing with struggling social work students is linked to the student's pace with an arithmetic mean of (1.91) and a percentage of (63.96%), and in first place came "My reluctance to participate in lectures affects the grades of the year's work." with an arithmetic mean of (2.32) and a percentage of (77.35%), followed in second place by "Difficulty in attending lectures regularly" with an arithmetic mean of (2.21) and a percentage of (73.89%), and in third place came "My work during the study period affects my academic level, my lack of communication with course professors during the specified office hours affects my academic performance" with an arithmetic mean of (2.16) and a percentage of (72.32%), and in fourth place came "It is difficult for me to submit assignments for academic subjects on time" with an arithmetic mean of (1.98) and a percentage of (66.03%). In fifth place came "I rely on summaries that are not familiar with the academic curricula" with an arithmetic mean of (1.94) and a percentage of (64.77%). In sixth place came "My achievement is weak despite my good studying" with an arithmetic mean of (1.77) and a percentage of (59.11%). In seventh place came "Difficulty in

understanding some academic subjects” with a weighted average of (1.73) and a percentage of (57.86%), while in eighth place came “Frequent family disputes affect my academic achievement” with an arithmetic average of (1.71) and a percentage of (57.23%), and in ninth place came “I neglect my commitment to the semester exams”, with an arithmetic average of (1.51) and a percentage of (50.62%), and in last place came is “the weakness of my family’s encouragement for me to study” with an arithmetic mean of (1.47) and a percentage of (49.05%), and this is what was explained by the study (-Ramírez, Gallur-, 2018) which confirmed that academic failure occurs as a result of the interaction of personal and social factors in the student.

B - Results of the study on the level of effectiveness of the mechanism for dealing with struggling students linked to the schedule of course professors:

Table (°) the level of effectiveness of the mechanism for dealing with struggling social work students linked to the schedule of course professors (n=106)

no	Phrases (second dimension indicators)	Responses			Total weights	Arithmetic average	Percentage%	Ranking
		Yes	to some extent	No				
12	Course professors help us through office hours to understand topics that we did not understand in lectures	55	22	29	238	2.24	74.84%	6
13	Course instructors are given additional tasks to raise the grades of the class work	61	27	18	255	2.4	80.18%	3
14	Our course professors hold special sessions with	30	29	47	195	1.83	61.32%	11

no	Phrases (second dimension indicators)	Responses			Total weights	Arithmetic average	Percentage%	Ranking
		Yes	to some extent	No				
	us to help us overcome the difficulties we face while studying							
15	Course professors take into account our special circumstances when we are absent from lectures	33	39	34	211	1.99	66.35%	10
16	Course instructors review lectures for us in an easy and simplified way for presentation	59	33	14	257	2.42	80.81%	1
17	Course instructors seek the help of outstanding students to help struggling students understand and master academic courses	45	31	30	227	2.14	71.38%	8
18	Course instructors organize discussion groups with students to	49	29	28	233	2.19	73.27%	7

no	Phrases (second dimension indicators)	Responses			Total weights	Arithmetic average	Percentage%	Ranking
		Yes	to some extent	No				
	review the courses they find difficult							
19	Course instructors encourage us to participate during the lecture	58	25	23	247	2.33	77.67%	4
20	Course instructors engage students in course- specific research appropriate to their academic level	53	32	21	244	2.3	76.72%	5
21	Course instructors use teaching methods that are appropriate for all students	55	40	11	256	2.41	80.50%	2
22	Course professors help us with extra lectures to make up for what we missed	45	28	33	224	2.11	70.44%	9
The sum of the dimension as a whole		543	335	288	2587	2.21	73.95%	Medium level

It is clear from the previous table (5) that the level of effectiveness of the mechanism for dealing with struggling social work students related to the format of course professors with an arithmetic mean of (2.21) and a percentage of (73.95%) is an average level, and in first place

came “course professors review the lectures for us in an easy and simplified way for presentation” with an arithmetic mean of (2.42) and a percentage of (80.81%), and in second place came “Course professors use teaching methods that are appropriate for all students, with an arithmetic mean of (2.41) and a percentage of (80.50%). Third place was given to us by “Course professors give us additional tasks to raise the grades of the class work,” with an arithmetic mean of (2.40) and a percentage of (80.18%). Fourth place was given to us by “Course professors encourage us to participate during the lecture,” with an arithmetic mean of (2.33). With a percentage of (77.67%), the fifth place was “Course professors involve students in conducting research related to the courses that is appropriate for their academic level.” With an arithmetic mean of (2.30) and a percentage of (76.72%). The sixth place was “Course professors help us through office hours to understand topics that we did not understand in the lectures.” With an arithmetic mean of (2.24) and a percentage of (74.84%), and in ninth place came “The course professors help us through additional lectures to make up for what we missed” with an arithmetic mean of (2.11) and a percentage of (70.44%), and in tenth place came “The course professors take into account our special circumstances when we are absent from lectures” with an arithmetic mean of (1.99) and a percentage of (66.35%), while in eleventh and last place came “Course professors hold special sessions with us to overcome the difficulties we face while studying, with an arithmetic mean of (1.83) and a percentage of (61.32%). This was confirmed by the study (Al-Shabib, 2017), which clarified some factors related to course professors, represented by some professors’ mistreatment of students, some professors’ lack of consideration for students’ circumstances, and the lack of clarity of the role of the academic advisor in the educational process.

C - Results of the study on the level of effectiveness of the mechanism for dealing with struggling students linked to the college management system.

Table (6) the level of effectiveness of the mechanism for dealing with struggling social work students linked to the college management system (n=106).

no	Phrases (third-dimensional indicators)	Responses			Total weights	Arithmetic average	Percentage%	Ranking
		Yes	to some extent	No				
23	The college administration conducts periodic interviews with struggling students to find out the reasons for their failure	22	27	57	177	1.66	55.66%	9
24	The college administration will reschedule the midterm exams if acceptable excuses are provided	38	27	41	209	1.97	65.72%	5
25	The college administration is holding a summer semester for students who are struggling academically	37	23	46	203	1.91	63.83%	7
26	The college administration announces the mechanisms for dealing with struggling students on the college's official	48	25	33	227	2.14	71.38%	3

no	Phrases (third- dimensional indicators)	Responses			Total weights	Arithmetic average	Percentage%	Ranking
		Yes	to some extent	No				
	website							
27	The college administration prepares a special schedule for struggling students to develop their skills that will achieve their goals	38	23	45	205	1.93	64.46%	6
28	The college administration introduces us to the study system and our regulations	62	27	17	257	2.42	80.81%	1
29	The college administration informs us of the role required of us to overcome academic failure	53	27	26	239	2.25	75.15%	2
30	The college administration creates a file for each student individually to follow up on his case	33	27	46	199	1.87	62.57%	8
31	The college administration holds courses to develop the personal	47	27	32	227	2.14	71.38%	3م

no	Phrases (third- dimensional indicators)	Responses			Total weights	Arithmetic average	Percentage%	Ranking
		Yes	to some extent	No				
	capabilities of struggling students.							
32	The college administration is keen to provide classrooms with modern technological means	39	32	35	216	2.03	67.92%	4
The sum of the dimension as a whole		417	265	378	2159	2.28	76.28%	Medium level

It is clear from the previous table (6) that the level of effectiveness of the mechanism for dealing with struggling social work students related to the college management system with an arithmetic mean of (2.28) and a percentage of (76.28%) is an average level, and in first place came “The college administration introduces us to the study system and our regulations” with an arithmetic mean of (2.42) and a percentage of (80.81%), and in second place came “The college administration informs us of the role required of us to overcome academic failure” with an arithmetic mean of (2.25) and a percentage of (75.15%). The third place was occupied by “The college administration announces the mechanisms for dealing with failing students on the college’s official website, and the college administration holds courses to develop the self-capacities of failing students” with an arithmetic mean of (2.14) and a percentage of (71.38%) The fourth place went to “The college administration is interested in providing classrooms with modern technological means” with an arithmetic mean of (2.03) and a percentage of (67.92%). The fifth place went to “The college administration gives us back the midterm exams in the event that acceptable excuses are presented” with an arithmetic mean of (1.97) and a percentage of (65.72%). The sixth place went to “The college administration prepares a special schedule for struggling students to develop their skills that achieve their goals” with an arithmetic mean of (1.93) and a percentage of (64.46%). The seventh place was “The

college administration holds a summer semester for struggling students” with an arithmetic mean of (1.91) and a percentage of (63.83%). The eighth place was “The college administration creates a file for each student individually to follow up on his case “With an arithmetic mean of (1.87) and a percentage of (62.57%), and it came in ninth and last place “The college administration conducts periodic interviews with struggling students to find out the reasons for the failure” with an arithmetic mean of (1.66) and a percentage of (55.66%), and this was confirmed by the study (Saleh, 2020), the study (Johnson, 2022) which explained the difficulty of the curriculum, Lack of preparation for subjects, weak study strategies, and difficulty dealing with academic requirements are among the reasons that lead to academic failure.

The study recommends a set of improvement proposals to increase the effectiveness of the mechanism for dealing with struggling students, including the following:

A. Proposals to develop the mechanism to suit the student's learning style:

1. Conduct training courses on time management and effective study methods.

2. Raise students' awareness of the importance of using educational platforms approved by the university and prepared by faculty members.

3 .Encourage students to adhere to assignment deadlines through a continuous student assessment system.

4 .Promote a culture of self-learning among students so they become more independent in achieving their academic goals.

5 .Encourage students to think critically and constructively, and analyze rather than memorize.

B. Suggestions for developing the mechanism with the course instructors' format:

1- Encouraging students to actively participate in lectures.

2- Preparing academic follow-up reports through the academic advisor to clarify the student's level and progress.

3- Implementing additional lectures for each course for students struggling academically through the course coordinator.

4- Using modern technological methods in lectures.

5- Using unified teaching methods among faculty members.

C- Proposals to develop the mechanism in line with the college's curriculum:

- 1- Activate the role of the academic social worker at the college to follow up on the files of struggling students and develop an appropriate intervention plan for each case.
- 2- Establish an academic support and educational rehabilitation unit that provides educational guidance programs and effective learning skills.
- 3- Design electronic databases specific to each student's case so that each faculty member can monitor their students.
- 4- Establish educational platforms approved by faculty members for students to rely on instead of summaries.
- 5- Conduct periodic, objective evaluations of faculty members' performance to improve the quality of education.

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