

The effectiveness of an Eclectic Model of Social Work in Promoting Intellectual Security for University Students

**Hamdy Abdallah Abdelaal Abdallah
(Ph.D.)**

Social Work Fields Department
Higher Institute of Social Work, Qena

Abstract:

This research aims to identify the effectiveness of an eclectic model of social work in promoting intellectual security for university students. The research sample included fifty university students who were randomly assigned to two groups, one being an experimental group and the other a control group, with 25 university students in each group. Each group was asked to complete an intellectual security scale for university students (pre-test). Participants (of the experimental group) were introduced to the professional intervention program using an eclectic model of social work to promote intellectual security. The intervention lasted for 16 weeks. Members of the experimental group and the control group then repeated the scale (post-test). The study has concluded that using an eclectic model of social work is an effective method for promoting intellectual security for university students.

Key words: eclectic model, intellectual security, university students, professional intervention.

Introduction

The concept of security is wide-ranging, it includes various aspects of life This makes intellectual security one of the most important aspects of comprehensive security, which is indispensable to any society (Abu Arad, 2010, p. 233). Intellectual security encompasses the safe-guarding of human thought from deviation, such as departing from moderation and modesty in understanding religious, political and social matters. Thus, it leads to the preservation of public order and the achievement of security, peace, and stability in social, political and economic life (Al-Omari, 2011, p.59). It also ensures that the ideas and minds of the members of society are free from all misconceptions, which may form a danger to the state system and security (El-Sayed, 2016, p.134).

The issue of intellectual security has become one of the greatest challenges facing societies, especially in the Arab world (Masaadia, 2015, p. 184). The study of Al-Muaizer (2014) recommended the necessity to develop positive social ethics and values, disseminating them through social communication networking and activating the role of universities in providing programs that contribute to increasing the practice of these ethics and values. Ashrifeen et al. (2015) reported that the foundations of building intellectual security are religious, intellectual, social, and mental foundations. Furthermore, Al-Sayed and Al-Baz's study (2014)

confirmed the importance of developing critical thinking for young people so that they can make sense of the ideas and opinions presented to them and make the decision not to follow the destructive influences that harm the stability and security of society. Accordingly, intellectual security is an inner human feeling belonging to each member of society. It is an intellectual and moral system that orders relations among the members of society keeping them free of the risk of any extremist thought (Abdullah, 2013, p. 132).

Hence, intellectual security has become necessary to protect social gains and face up to the deviant and extremist sources of intellectual invasion. Intellectual security stands against these negative influences and protects cultural institutions from deviation (Al-Sheikh, 1430 AH, p. 34). Furthermore, Abdel-Wahab (2012) asserted that practicing cultural activities improves the intellectual security of students. Moreover, Morsi (2016) emphasized the need to apply educational methods to promote intellectual security for students. In this regard, Hassan (2016) stressed the importance of educational institutions in promoting intellectual security among young people.

A study conducted by Alfahadi in (2017) revealed that educators have a clear role in developing the intellectual security of young people. Similarly, Radhi (2013) recommended that the role of university staff should include promoting the cultural aspects of intellectual security. Boudiaf (2013) highlighted the importance of educational media in contributing towards achieving the cultural, ethical and moral aspects of intellectual security. Additionally, Al-Shahrani (2010) found that there is a great impact of cognitive mobility on the intellectual security of young people. This result is consistent with Call's study (2004) that concluded that there is a relationship between college students' perception of intellectual security and their cognitive situation.

It is clear that intellectual security has an important role to play in identifying members of society who suffer from intellectual deviation, which is considered one of the most dangerous threats to public security (Abdel-Nour, 2011, p. 216). The study of Al-Haidar (2001) concluded that intellectual security is necessary for a secure and stable life. It also found that achieving intellectual security for individual society members automatically achieves security for society as a whole. Al-Sulaiman (2006) emphasized the importance of promoting intellectual security among students at different stages in their education.

Intellectual security is characterized by a variety of features, these are; (a) intellectual security is based on identity: the world lives in the age of globalization which requires conscious and insightful understanding, and a proper understanding of the risks of globalization, especially the threat to the identity of society (Abdulaziz, 2005, p. 17); (b) intellectual security is relative: intellectual security in all societies is not absolute, it is relative. The conflicts, violence and civil wars that erupt within societies appear at first that they are harmonious and unified intellectually and socially. In fact, it is a model that reveals the relativity of intellectual security in many countries (Belaifah & Selim, 2011, p. 113); (c) intellectual security is contemporary: the rapid changes in our contemporary world require a conscious mind that helps us to keep pace with development and progress resulting from a holistic vision related to and emanating from the philosophy of society that reflects its higher interests (Al-saleh, 1429AH, p. 62)

Moreover, intellectual security is regulated by many standards, which are as follows: it should aim to achieve the unity and cohesion of society; protect the culture, originality and values of the community; succeed in distinguishing the identity of the community and achieve its own identity. In addition, intellectual security should emanate from our religion and our well-established beliefs. It should also achieve the concepts of moderation and virtue. Its sources should be correct. Intellectual security should also aim to achieve the highest degrees of chastity, purity, and nobility of community members. Finally, one of the main objectives of intellectual security should be to achieve comprehensive security (Ahmed, 2010, p.9).

Young people are the wealth of society, its present and future. If the community realizes how to preserve, develop, and direct its most valuable asset, it will highly benefit from this wealth. It will also help young people perform their mission in life (David & Foray, 2002, p.3).

Young people in Egypt are one of the most important components of society. Accordingly, they attract great interest in humanistic and social studies. This interest aligns with the call to recognize the needs of young people and identify their attitudes and values. Some studies have concluded that young people should play an active role in facing global changes that affect the political, economic and social issues facing them (Eid, 2000, p. 7). Moreover, young people at university are the source of community change in all

its components; cultural, social and political. Young people's involvement in society is crucial because they represent the true energy of society (El-Assaad, 2000, p. 12).

Social work as a human profession does not function in isolation from the problems of society and individuals, its established belief is based on the inherent value of each individual, so is concerned with dealing with the issues and problems facing young people. The eclectic model, as one of the modern trends in the practice of social work, is based on the idea that humans continuously attempt to satisfy their needs, develop their experiences and skills, and achieve balance in their interaction with society in its different contexts. This concept is based on the fundamental fact that human beings are an essential part of the environment in which they live. So young people are in continuous interaction with what they are influenced and affected by.

Hence problems may arise because humans are unable to achieve and satisfy their needs in an integrated manner. Problems may also arise as a result of the pressures caused by interaction with the environment. Problems may also result from conflicts that occur as a result of complex relationships and interests. Some problems could be caused because of unbalanced levels of power and influence. Hence, problems that arise affect the capacities of individuals, families, groups, institutions, and communities (Al-Meselhi, 2013, p. 3714).

Therefore, the eclectic model of social work is an interactive approach towards the professional practice of social work, different from the traditional style of social work. It is mainly based on the nature of different clients' systems dealing with the professional work unit. It is considered one of the most appropriate contemporary trends for dealing with university students and promoting their intellectual security.

The eclectic model aims to deal with different situations according to different theories. This is a form of eclecticism in which the social worker uses many theories instead of one theory, then combines the theories to be used simultaneously within a particular situation (Sharshir, 2013, p. 6564). The eclectic model of social work includes specific views from multiple theories or practices, resulting in the best or most appropriate unique model for each professional intervention (Al-Baritin, 2010, p.178). It also provides an opportunity for the social worker to choose from professional methods, that are based on approaches and theories on which the practice depends and

which may differ in many aspects such as the objectives of intervention, the quality of methods, methods of estimation, duration of intervention, what s/he finds appropriate for the client (Soliman, et al, 2005, p. 25).

The eclectic model of social work also depends on many elements, including: (a) the Person-in-environment perspective. (b) Safeguarding the professional relationship. (c) Flexibility in applying a problem-solving model. (d) Comprehensive assessment of multiple levels. (e) Flexibility in the selection and use of techniques and theories (Al-Baritin, 2010, p. 179).

There are many ways in which eclectic practice in social work can be used namely; (a) Theoretical selection: used for interpreting the different trends within a theory. These interpretations may explain the current situation but they are not suitable in an advanced stage. (b) Conceptual selection: which helps the practitioner to provide the right conditions for clients by applying principles and ideas that positively affect the implementation of the treatment plan, making sure to choose the best treatment methods suitable for the nature of the problem and the character of the client, which does not rely on one theoretical approach and hence achieves positive results. (c) Scientific selection: which deals with the client in the light of practicality, professional relationship, interest and mutual respect with the client. This method means the worker is more sensitive to and aware of the feelings of the client through the optimal application of assigned concepts allowing the specialist to achieve the best results for the client (Sharshir, 2008, p. 5558).

The dimensions of professional intervention, based on the eclectic model, are as follows: (1) The aims of intervention: these aims are interdependent ranging from therapeutic aims to personal growth aims. (2) The subject of intervention: a set of choices that determine the interventions of the individual. (3) The Place of Work: either working in one location or dividing subgroups that work simultaneously in multiple locations. (4) The direction of intervention: choices to provide interventions in personal and impersonal interactions. (5) The focus of the intervention: possibilities to influence change by providing interventions at the cognitive and behavioral levels in different proportions. (6) Means of Communication: use of interrelated verbal and nonverbal means of communication for professional intervention. (7) Time Perspective: linking a set of choices focused on interventions here and there to the

past and the future. (8) Time Duration: alternatives that provide participants with the opportunity to acquire long-term experiences and participate in the experience of a long-term group. (9) Using the client by himself/herself: the type and quantity of self-knowledge that enable the client to contribute in solving the problem (Sharshir, 2013, p. 6566).

The essence of the eclectic model can be reflected in the social worker's choice of method or technique in each element of the model in "an eclectic and exchangeable" manner according to the objectives of the professional intervention program. (Abed & Al-Sayed, 2001, p. 128).

Previous studies confirm the importance of the eclectic model of social work, for instance, Ahmed's Study (2000) showed the effectiveness of the eclectic model of social work in dealing with various human problems through many different approaches and trends from the ecological perspective where the human affects his surrounding environment and is affected by many problems in the society. Another study by Sharshir (2008) showed that the eclectic model is effective in helping individuals because of the methods and strategies that help to alleviate the social problems of students excelling academically.

Besides, dealing with university students requires a skillful practitioner, with broad attitudes, to handle a number of systems. An eclectic model is preferable because it offers a perspective from which the social worker can deal with professional practice as a whole depending on ecological systems theory which focuses on the interaction between systems, that is any interaction between the person, university students, and the environment in which he/she lives. This eclectic model also provides a broad knowledge and diverse skill set allowing the practitioner to choose the appropriate method to serve the client's circumstances. Because of multiple human needs and problems in general, and in university students in particular, dealing with them requires choosing the appropriate approaches and models effective in dealing with the nature of the situation, as there is no single model that can address all human needs and problems on its own (Al-Nouhi, 2001, p.11).

In light of the previously-mentioned studies that have dealt with the variables of the study, the problem of the study can be stated as follows: investigating the effectiveness of an eclectic model of social work in promoting intellectual security for university students,

using the experimental design strategies and techniques of ecological systems theory, learning theory, and behavioral therapy in a professional intervention program to promote the social, intellectual, and valuable dimensions of intellectual security for university students.

Study Objectives: The main objective of this study is to identify the effectiveness of using an eclectic model of social work to promote intellectual security for university students.

Study Hypotheses

The following hypotheses were formulated:

1- There is a significant difference between the mean degrees of the experimental group before and after the application of the professional intervention program, when using the eclectic model of Social Work on the scale of intellectual security, in favor of the post-test.

2- There is no significant difference between the mean degrees of the control group in the pre-test and post-test on the scale of intellectual security.

3- There is a significant difference between the mean degrees of the experimental and control groups after the application of the professional intervention program, when using the eclectic model of Social Work on the scale of intellectual security, in favor of the experimental group.

The researcher defined the operational concepts of the study as follows:

Intellectual Security: is operationally defined as a concept which ensures that the thoughts and minds of university students are free of all disbeliefs and misconceptions that may be dangerous to state system and security. It achieves security and stability in society by using the strategies and techniques of the eclectic model of social work in all aspects of social intelligence and values. This will be measured according to the intellectual security scale for university students.

Eclectic Model of Social Work

The eclectic model is a coordinated combination of many techniques belonging to several theories. These techniques have been selected in an integrative manner where each of them contributes to addressing one aspect of a client's problem (Sharshir, 2013, p. 6563).

- An eclectic model is a model drawn from many theories, including complementary, competing or even contradictory theories, depending upon the situation and client need. Eclecticism can be used

for both explaining human behavior and intervening in human behavior. Clients benefit from eclectic interventions and explanations because they are less likely to be in one stable situation. The eclectic social worker seeks to match the most helpful theoretical explanation or intervention to the client / community / population (eclectic approach, 2013).

Methodology

This study is an experimental study that aims to examine the relationship between two main variables. The first is an independent variable, the professional intervention program using the eclectic model of social work, and the second is a dependent variable of promoting intellectual security for university students. The study followed an experimental approach based on two groups; an experimental group and a control group. The data was collected through applying the scale that was specifically designed for this study. Following data collection, appropriate statistical analysis was carried out.

Participants: The Study Society consisted of university students at The High Institute of Social Work in Qena, whose number amounted to 2000 people. A random sample was selected, consisting of fifty university students, and divided into two groups; one experimental and the other a control group. Each group consisted of twenty-five members. It was chosen based on the following justifications: written approvals from respondents for participating in the professional intervention program, and cooperation with the researcher in implementing the study. The study found no statistically significant differences among the mean scores of the experimental and control groups on the intellectual security scale in pre-testing. The arithmetic mean of the experimental group was (136.31), with a standard deviation of 11.103). The arithmetic mean of the control group was (137.00), with a standard deviation of (14.385). The value of (T) was non-significant ($T=.223$), which shows consistency between the experimental and control groups. The study was implemented from 1/10/2017 to 1/3/2018. The professional intervention program was implemented over a period of four months through weekly interviews. And the study tools were limited to the intellectual security scale for university students. Refer to table "1" which shows the homogeneity of the experimental and control groups in demographic characteristics. Table (1) shows the homogeneity of the experimental and control groups in demographic characteristics.

Variables	Groups	N	Mean	S.D	T. ratio	Sig (p.value)
Gender	experimental	25	1.44	9.499	0.328	0.743
	Control	25	1.41	0.495		
Age	experimental	25	2.1	0.708	0.347	0.729
	Control	25	2.06	0.703		
Class	experimental	25	2.08	1.287	0.255	0.799
	Control	25	2.03	1.276		
population area	experimental	25	1.4	9.493	0.33	0.742
	Control	25	1.42	0.497		

The table above indicates: the homogeneity of the experimental and control groups in demographic characteristics, where (T) values were not statistically significant in all demographic characteristics. Therefore, it can be said that there is equality between the experimental and control groups.

Tools: The intellectual security scale for university students has three components as shown: the social dimension which contains 19 items, the intellectual dimension which contains 21 items, and the valuable dimension which contains 22 items. The scale used a Likert approach, and included the following options: strongly agree=5; agree=4; almost agree=3; disagree=2; and strongly disagree=1.

Reliability and Validity of the Scale:

- **Face validity:** the researcher presented the scale to (10) reviewers, who are specialists in social work and experts in intellectual security. They examined the intellectual security scale and expressed their opinions on the stability of the scale items that contribute to the aims of the study. The researcher made all the modifications suggested. Approval was given to 82% of the items.

- **Internal Consistency:** the measurement was applied in its final form to a sample of (10) individuals. The correlation coefficients were calculated by the index to which they belong. The correlation coefficients between the scale dimensions and the scale as a whole were calculated, the following table illustrates this:

Table (2): The correlation coefficients between every item and the dimension to which it belongs

Dimensions	Pearson Correlation
Social	0.872**
Intellectual	0.891**
Valuable	0.906**
Total	0.889**

Table (2) shows that all three dimensions relate to each other and correlate with the whole degree of the measurement, with a statistically significant correlation at a significant level of (0.01). They achieve a good level of confidence in the tool and reliability of the results, so the researcher can rely on the study.

Scale Reliability :

Table (3): Results of the Reliability of the intellectual security scale using the Spearman Brown correction and the Alpha Cronbach Coefficient. N=10

Dimensions	The Spearman-Brown	Alpha Cronbach Coefficient
intellectual security	0.865**	0.993**

The table (3) above shows that most of the coefficients of the variables have a high degree of reliability, thus their results are reliable, and the tool is finalized.

The Professional Intervention Program Using an Eclectic Model of Social Work

The professional intervention program was developed in view of the principles, objectives, strategies, techniques and steps of an eclectic model of social work, and it is linked to the aims of the current study.

(1) The Objectives of the Intervention Program: The main objective of the intervention program can be determined as promoting intellectual security for university students through the use of an eclectic model of social work. The following sub-objectives: (1) promoting the social dimension of intellectual security for university students through the use of an eclectic model of social work, (2) promoting the intellectual dimension of intellectual security for university students through the use of an eclectic model of social work, (3) promoting the valuable dimension of intellectual security for university students through the use of an eclectic model of social work.

(2) The eclectic model strategies used in the program: cognitive reconstruction, persuasion, clarification, cooperation, empowerment, rebalancing and building hope, making change, building relationships.

(3) The eclectic model techniques used in the program: cognitive reconstruction, group discussion, role play, clarification, explanation, persuasion, exploration, self-direction, professional relationship, cooperation.

(4) The professional roles used in the intervention program: enabler, teacher, assistant, advocate, planner, facilitator, data collector, educator, evaluator, director, coordinator, behavior changer.

(5) The professional skills used in the intervention program: observation, decision-making, problem solving, learning, listening, interviewing, facilitating dialogue and discussion, communication, persuasion, building professional relationships.

(6) Stages of professional intervention in the eclectic model:

1-Engagement stage: The beginning of work with university students where individual and group meetings and interviews were held. The tools of the study were identified, and the practitioner used his role as data collector.

2-Assessment stage: At this stage, the problem was identified and formulated, strengths and weaknesses were identified, methods for dealing with university students were identified and assessed on an individual basis for each student and at group level. Here the practitioner used his role as a teacher and educator.

3-Planning and Contracting stage: This stage included formulating the link between appreciation for and actions of change, the definition of the study objectives and format, as well as the liberalization of the contract with the participants of the sample study.

4-Intervention stage: The implementation and achievement of the objectives developed in the previous phase. These were developed as tasks performed by the practitioner and university students and included the following steps: setting priorities, setting goals and objectives, knowledge of sources of power. Here the practitioner used many roles and techniques to promote intellectual security for university students.

5-Evaluation stage: Understanding the extent to which the professional intervention was successful and the changes that occurred amongst the university students. The practitioner used his role as an evaluator.

6-Termination stage: At this stage the process of bringing about change has been completed and the objectives have been achieved. Bringing the study to a close was set out with the university students and the work team.

Results of the Study:

(1) Results of the First Hypothesis of the Study:

Table (4) shows the differences between the mean scores of the experimental group before and after the application of the professional intervention program, using the Paired-Samples T-Test

Dimensions	Before intervention		After intervention		T. ratio	Sig (p.value)
	N=25		N=25			
	Mean	S.D	Mean	S.D		
Social	42.93	5.866	67.69	12.11	27.84	0.000
Intellectual	42.38	4.778	75.17	9.541	37.18	0.000
Valuable	50.88	4.781	75.56	9.508	34.31	0.000
Total	136.2	12.45	218.4	28.5	37.72	0.000

*t value of the tabular at the level of 0.05 = 2.06, at the level of 0.01 = 2.79 degrees freedom = 24

The previous table shows there were significant differences between the pre- and post-test of the experimental group on the scale of intellectual security of university students, by its dimensions (social, intellectual, and valuable), where the value of T=(37.72) was significant at (0.01). These differences were higher in the post-measure, where the mean of the pre-measure was (136.2), while the mean of post-measure was (218.4). This means that the intervention program led to promoting intellectual security for university students, thus proving the validity of the first hypothesis of the study "There is a significant difference between the mean degrees of the experimental group before and after the application of the professional intervention program, when using the eclectic model of Social Work on the scale of intellectual security, in favor of the post-test."

(2) Results of the second hypothesis of the study:

Table (5) shows the differences between the mean degrees of the control group in the before and after measurement, using the Paired-Samples T-Test

Dimensions	Before intervention		After intervention		T. ratio	Sig (p.value)
	N=25		N=25			
	Mean	S.D	Mean	S.D		
Social	43.14	6.084	43.28	5.869	0.99	0.325
Intellectual	42.33	4.624	42.4	4.472	0.583	0.562
Valuable	51.18	4.9	51.14	4.689	0.435	0.665
Total	136.7	12.35	136.8	11.78	0.757	0.452

The previous table shows there are no significant differences between the mean degrees of the control group in the pre-test and

post-test on the scale of intellectual security of university students, by its dimensions (social, intellectual, and valuable), where the value of $T=(0.757)$ is not significant at (0.01) and less, thus proving the validity of the second hypothesis of the study "There is no significant difference between the mean degrees of the control group in the pre-test and post-test on the scale of intellectual security."

(3) Results of the third hypothesis of the study:

Table (6) shows the differences between the mean degrees of the experimental and control groups after the application of the professional intervention program, using the Independent Samples T Test

Dimensions	Experimental		Control		T. ratio	Sig (p.value)
	N=25		N=25			
	Mean	S.D	Mean	S.D		
Social	67.69	12.11	43.28	5.87	15.71	0.000
Intellectual	75.17	9.541	42.4	4.47	26.94	0.000
Valuable	75.56	9.51	51.15	4.69	19.94	0.000
Total	218.4	28.5	136.8	11.78	22.92	0.000

The previous table indicates that there are significant differences between the mean degrees of the experimental and control groups after the application of the professional intervention program on the scale of intellectual security of university students, by its dimensions (social, intellectual, and valuable), where the value of $T=(22.92)$ is significant at (0.01). These differences were higher in the experimental group, where the mean of the control group was (136.8), while the mean of the experimental group was (218.4). This means that the intervention program led to promoting intellectual security for the experimental group, thus proving the validity of the third hypothesis of the study "There is a significant difference between the mean degrees of the experimental and control groups after the application of the professional intervention program, when using the eclectic model of Social Work on the scale of intellectual security, in favor of the experimental group."

Table (7) shows Blake's modified gain ratio in promoting intellectual security for university students

Dimensions	Mean Before measurement	Mean After measurement	Degree of grandeur	modified gain ratio (blake)
Social	42.93	67.69	95	1.64
Intellectual	42.38	75.17	105	1.64
Valuable	50.88	75.56	110	1.56
Total	136.2	218.4	310	1.61

The previous table shows Blake's modified gain ratio in promoting intellectual security for university students. Its dimensions are between (1.56 and 1.64) which is higher than the rate proposed by "Black" to judge the effectiveness of the program (1.2). The professional intervention program, using the eclectic model of social work, was effective and contributed to promoting intellectual security for university students.

Table (8) shows the value of Eta Squared (η^2) and the practical significance of the difference between the mean degrees of the experimental group before and after the application of the professional intervention program

Variables	Eta	Eta Squared	Sig
Promoting intellectual security for university students	0.937	0.878	0.923

The previous table shows that the value of Eta Squared (η^2) was 0.878, which means that the percentage of total variance in degrees of the sample, due to the impact of the professional intervention program applied to the experimental group, is 0.923, which means that the program prepared by the researcher has promoted the intellectual security of university students by 92.3%.

Discussion:

This study aimed to identify the effectiveness of an eclectic model of social work in promoting intellectual security for university students, using strategies and techniques of ecological systems theory, learning theory, and behavioral therapy. The results will be discussed in view of the results of the pre and post-measurements of the experimental and control groups.

The results of the study showed the effectiveness of the professional intervention program, using an eclectic model of social work, in promoting the social dimensions of intellectual security for university students, leading to a high degree attributed to the intellectual dimensions of the experimental group. This also

demonstrated the pride of young people of Egyptian identity in caring for charity, helping the needy, protecting public property and cooperating with the security services in reporting every threat to the state and knowing their rights and duties. The study results also revealed the success of the eclectic model of social work in promoting the social dimensions of intellectual security for the experimental group using ecological systems theory, learning theory and behavioral therapy. The researcher used the strategies of cognitive reconstruction, persuasion, techniques of group discussion, and role play through implementing various professional intervention activities.

Additionally, the study results showed the effectiveness of the professional intervention program using an eclectic model of social work in promoting the intellectual dimensions of intellectual security for university students, leading to a high degree attributed to the social dimensions of the experimental group. It resulted in the rejection of the killing of innocents and the demand for social justice for all groups of society. Furthermore, young people recognize that modernization in religion is one of the greatest causes of intellectual deviation from the mastery of work and the impartiality of dealing with challenging situations. Additionally, young people understand that ignorance leads to the emergence of intellectual deviation and disrespect for others' rights, they have the ability to accept dialogue with others, and a commitment to moderation in everyday behaviors. The belief that adherence to divine laws protects societies from crime is one of the biggest benefits that young people have gained. These results demonstrated the success of the eclectic model of social work in promoting the intellectual dimension of intellectual security for the experimental group using ecological systems theory, learning theory and behavioral therapy. The researcher used strategies of clarification, cooperation, and empowerment. The techniques of clarification, explanation, and persuasion were also used through the implementation of various professional intervention activities.

The results of the study showed the effectiveness of the professional intervention program in using an eclectic model of social work to promote the valuable dimension of intellectual security for university students, leading to a high degree attributed to the valuable dimension in the experimental group. This increased their sense of pride that the Arabic language is their mother tongue. The results also supported the call for scientists to give lectures to university students quashing any doubts about the importance of the gains of the state,

refusing to publish any works on social networking sites that provoke sedition, refusing to ratify rumors without verifying the truth, enjoying reading heritage books and watching programs targeting those who support the Government's efforts in serving the community. In addition, young people believe that the preservation of public and private property is a line of defense for the state. Increasing media material that contributes to highlighting the achievements of the state, showing pride in political and national achievements, the rejection of ideas leading to the deterioration of the state, rejection of attempts to diminish the importance of the achievements of the homeland, and heightened respect for traffic rules were also great benefits of the program that the young people gained. These results demonstrate the success of the eclectic model of social work in promoting the valuable dimension of intellectual security for the experimental group, using ecological systems theory, learning theory and behavioral therapy. The researcher also used the strategies of rebalancing and building hope, making change, and building relationships. Techniques of exploration, self-direction, and professional relationships were also used during the implementation of various professional intervention activities.

The results of the pre- and post-measurement of the experimental group showed statistically significant differences for an intellectual security scale, as indicated by the differences in the mean degrees between the pre and post-measurements of the experimental group. This indicated the effectiveness of the program of professional intervention using an eclectic model of social work in promoting intellectual security for university students. Thus, proving the validity of the first hypothesis of the study, "There is a significant difference between the mean degrees of the experimental group before and after the application of the professional intervention program, when using the eclectic model of Social Work on the scale of intellectual security, in favor of the post-test."

The results of the pre and post-measurement of the control group showed that there is no statistically significant differences on the Scale of intellectual security, due to the lack of exposure to the professional intervention program. This result confirms the validity of the second hypothesis of the study, "There is no significant difference between the mean degrees of the control group in the pre-test and post-test on the scale of intellectual security."

The results of the post-measurement of the experimental and control groups showed that there were statistically significant differences, in favor of the experimental group, on the dimensions of the Scale of intellectual security as a whole. Furthermore, there was no change in the levels of intellectual security in the control group. This is confirmed by the differences in the mean degrees of the experimental and control groups. The mean degree of the experimental group in the post-measurement was (218.4), while the mean degree of the control group in the post-measurement was (136.8). Thus, confirming the validity of the third hypothesis of the study, "There is a significant difference between the mean degrees of the experimental and control groups after the application of the professional intervention program, when using the eclectic model of Social Work on the scale of intellectual security, in favor of the experimental group." Some previous studies have confirmed the importance of the eclectic model of social work. Ahmed (2000) showed the effectiveness of the eclectic model of social work in dealing with various human problems, through many different approaches and trends, from the ecological perspective and that humans have an impact on their surrounding environment and are impacted by the many problems of society.

Some studies agree with the results of the current study which emphasizes the importance of the professional intervention. The studies' results show that professional intervention was effective in promoting the social, intellectual, and valuable dimensions of intellectual security for university students (Al-Haidar, 2001; Al-Shahrani, 2010; Abdel-Wahab, 2012; Ridhi, 2013; Al-Sayed & Al-Baz, 2014; Ashrifeen et al., 2015; Hassan, 2016; Alfahadi, 2017). These studies revealed that the foundations of building intellectual security are religious, intellectual, social and mental foundations, and the continuity and follow-up of content education, integration in the educational curriculum, and the practice of cultural activities help towards achieving the intellectual security of students. The impact of social networks on the intellectual security of students in general was average which emphasizes the need to work on educating students at different educational stages using social networks. Additionally, working on developing young people's critical thinking is important for them to be able to make sense of ideas and opinions presented to them so they can make sensible decisions, helping to create strategies to promote intellectual security in universities, and not follow

destructive influences that harm the stability and security of the society.

Finally, it can be concluded that this study differs from the results of previous studies. It demonstrates the effectiveness of an eclectic model of social work in promoting the social, intellectual and valuable aspects of intellectual security, while previous studies used approaches and other models in promoting the intellectual security of young people.

In light of the findings of the study, The researcher sees:

- The eclectic model of social work should develop methods of promoting intellectual security for university students, using strategies and techniques of ecological systems theory, learning theory, and behavioral therapy.
- Experiment should be made using the eclectic model of social work with clients whose circumstances and problems are different from those in this study, so multiple, flexible strategies and techniques of the professional intervention of social work are tested.
- Researchers should ensure that the eclectic model of social work is used successfully, as it is largely dependent on the degree of cooperation and participation of clients, team work and organization.
- Further research should be carried out on intellectual security, with more professional and academic studies conducted on the promotion of intellectual security. It would be appropriate for researchers to develop programs that deal with the harmful impact of indifference towards intellectual security, particularly in young people.
- Doing more research and studies are important to understanding why intellectual extremism rates are increasing in the world. This will help social work practice to develop relevant intervention programs.

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