



Faculty of Social Work

Department of Social Work Fields

A Proposed Program Of Social Work Professional Intervention to Develop Creative Thinking Skills among Children Affiliated with Child University

A Ph.D.Proposal in social work

Submitted by

Nada El-Husseiny Mohammed El-Sayed

Assistant Lecturer, Department of Social Work

Faculty of Social Work - Fayoum University

Supervised by

Prof. Mahmoud Fathy Mohammed

Professor of Social Work Fields

Faculty of Social Work

Fayoum Universit

Prof Manal Hamy Mohammed El-Tayeb.

Professor of Social Work Fields

Faculty of Social Work

Fayoum Universi

The English summary

First: The problem of the study:

Today, the demand for creative, talented and innovative individuals has become a priority in the contemporary life of societies. This is in order to develop planning, organization, supervision, follow-up and evaluation, and in order to achieve the required high returns. Attention to creative thinking and its development among young people has become a daily concern in most countries and it occupies a prominent space in their community development plans at all economic, political and social levels.

Thus, research has moved from a general interest in creativity as a set of abilities such as fluency, flexibility and originality that can be developed using a set of methods and strategies, whether through general programs or through study programs linked to a specific academic content, to an interest in employing these skills in solving many renewable problems. Consequently, this requires them to provide new and unconventional solutions which are needed in light of the rapid changes. Hence, appears the importance of the Children's University as a program that seeks to prepare Egyptian children for the future as tools of change capable of facing various challenges, and shaping the world through the developed creative and innovative capabilities.

From the above discussion, it is clear that the child has scientific needs and aspirations that go beyond the scope of the school, which would bring about a change in the child's personality and way of thinking – each according to the age and school stage he is going through. This can be achieved by providing him with knowledge, scientific skills and ability to make decisions about life issues. related to science and technology, and this is what the Children's University Program seeks; Fostering a child's interest in science by emphasizing the importance of scientific research and developing scientific skills. There is always one moment in childhood that gives an opportunity to learn about the future.

Social service is one of the humanistic professions that can face the problems that hinder the social performance of individuals in society. It has been concerned with providing integrated care for the childhood

technical methods it includes, and thus it is possible for social service as a profession with a humanistic mission to play a role in providing children

with social experiences and planning for the development and improvement of activities for their care, with the aim of satisfying their basic needs and developing their creative and social skills that enhance their compatibility and communication with others.

Second: Concepts of the study:

The current study includes a set of basic concepts, which are as follows:

- 1- Creative thinking skills.
- 2- Children's University.

Third: Objectives of the study:

This study aimed to achieve the following:

1- Developing creative thinking skills for children enrolled in the Child University, and this can be achieved through the following sub-objectives:

- a) Determining fluency in thinking for children enrolled in the Child's University.
- b) Determining the flexibility of thinking for children enrolled in the Child University.
- c) Determining originality in thinking for children enrolled in the Child University.
- d) Determining the elaboration of children enrolled in the University of the Child.
- e) Determining the sensitivity to problems for children enrolled in the child's university.

2- Reaching a proposed program for social work to develop creative thinking skills for children enrolled in the Children's University.

Fourth: Study questions:

This study aimed to answer the following:

1- What are the skills needed to develop creative thinking for children enrolled in the Child University? This can be achieved through the following sub-objectives:

- a) What is the fluency in thinking skills for children enrolled in the Child's University?

b) What is the skill of flexibility in thinking for children enrolled in the Child University?

c) What is the skill of originality in thinking for children enrolled in the Child University?

d) What is the skill of elaboration for children enrolled in a child's university?

e) What is the skill of sensitivity to problems in thinking for children enrolled in the child's university?

2- What is the proposed program for social work to develop creative thinking skills for children enrolled in the Children's University?

Fifth: Methodological Procedures:

1- Type of the study and method used:

A) Type of study: The current study belongs to the type of descriptive studies, which is concerned with answering a set of questions that require describing and analyzing the responses of children enrolled in the child's university, with regard to the following creative thinking skills: fluency - flexibility - originality - elaboration - problem sensitivity.

b) The method used: the current study is based on the social survey method, using the stratified intentional sampling method for children enrolled in the University of the Child.

2- The study tool: a measure of creative thinking skills at the University of the Child "applied to children enrolled in the University of the Child".

3- Fields of the study:

a) Spatial field: Children's University affiliated to the Academy of Scientific Research in the Central Library - Fayoum University.

B) The human field: the study population was 30 children enrolled in the Child University at Fayoum University, their ages ranged from 9 to 15 years.

C) Time field: It is represented in the time period required for all steps of preparing the study, from 13/6/2019 to 13/6/2021, which amounted to two years for the current study

Sixth: General results of the study

Results related to the respondents' responses on the scale of “Creative Thinking Skills for Children Enrolled in the Child University from the Perspective of Social Work”

- 1- For the first dimension: fluency skill: the statistical distribution confirmed that the respondents' responses about “fluency skill” are distributed statistically according to the weighted total of these responses, which amounted to (1067), a general mean score (35.57), and a relative strength that reached (74.10%), this statistical distribution indicates that the fluency skill was approved by a large percentage.
- 2- As for the second dimension: the skill of flexibility: the statistical distribution confirmed that the respondents' responses about the “flexibility skill”, are distributed statistically according to the weighted total of these responses, which was estimated at (1208), the general mean score (40.27), and the strength of relativity of (78.95%), this statistical distribution indicates that the skill of flexibility has been approved by a large percentage .
- 3- As for the third dimension: the skill of originality: the statistical distribution confirmed that the respondents' responses about “the skill of originality”, are distributed statistically according to the total weighted frequencies of these responses, which reached (995), and a general mean score of (33.17). , and a relative strength of (78.97%), this statistical distribution indicates that the skill of originality was approved by a large percentage.
- 4- As for the fourth dimension: the skill of elaboration: the statistical distribution confirmed that the respondents' responses about “the skill of elaboration,” are distributed statistically according to the total weighted frequencies of these responses, which was estimated at (1180), with a general mean score of (39.33), and a relative strength of (81.94%), this statistical distribution indicates that the skill of outreach was approved by a large percentage.
- 5- As for the fifth dimension: the skill of sensitivity to problems: the statistical distribution confirmed that the respondents' responses about “the skill of sensitivity to problems.” are distributed statistically according to the total weighted frequencies of these responses, which