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**Social work methods Department**

**Professional Intervention Program in Social Group Work to  
develop Academic Resilience for Talented Female Students: A  
study Applied on Technical Secondary Schools.**

A dissertation submitted in partial fulfillment of the ph.D. degree in social work

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### English abstract of the study

#### **First: The study problem**

Gifted students are an important category of society that we should take due care of and work to meet their needs; that is because of the great role they play in achieving the renaissance and progress of society if they receive care and attention and are dealt with positively.

Technical education is the second branch of education in Egypt. It cares about preparing its students and grooming them to become qualified so as to be able to cope with the labor market and meet its needs of trained and educated workers. It has many talented students who we should double care and attention for in order for them to achieve self-confidence and be aware of the usefulness of what they learn, stop them feeling inferior or discrimination between them and students of general education.

Talented students in industrial secondary education schools, as a branch of technical education, face many problems such as: the problem of suffering from society's low view of technical education, the absence of link between what they learn and the labor market, the lack of qualified trainers to train them in these schools, and other multiple problems.

The term 'academic resilience' refers to the student's ability to achieve academic achievement despite the presence of risk factors that usually hinder academic performance, or produce low academic performance. Therefore, developing academic resilience for gifted students is important to overcome those problems facing him, and help them achieve their desired goals.

The method of social group work is one of the methods of social work that seeks to help the individual as a member of a group to overcome his problems and satisfy his needs by involving him in its various activities and programs to achieve his growth and the progress of the society to which he belongs.

The program at social group work is all activities, interactions, relationships, feelings and ideas that are practiced within the group according to specific criteria and to achieve specific goals.

Thus, the current study seeks to test the effectiveness of the vocational intervention program in social group work in developing the academic resilience of gifted female students in industrial secondary schools.

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### **Second: Study Concepts: The current study concepts are defined in:**

The concept of a professional intervention program in social group work.

The concept of academic resilience.

The concept of gifted students.

### **Third: Study Objectives:**

#### **The study proceeds from a main objective, which is:**

Examining the effectiveness of a professional intervention program in the method of social group work to develop academic resilience among gifted female students in technical secondary schools.

#### **Sub-goals splitting from this objective:**

- Testing the effectiveness of the vocational intervention program in the method of social group work to develop perseverance among gifted female students in industrial secondary schools.

- Examining the effectiveness of the vocational intervention program in the way of social group work to develop the ability to benefit from social support among gifted female students in industrial secondary schools.

Examining the effectiveness of the professional intervention program in the method of social group work to develop the ability to solve social problems among gifted female students in industrial secondary schools.

### **Fourth: Study hypotheses:**

The study springs from a main hypothesis as follows:

There are statistically significant differences between the mean scores of the pre and post measurements of the vocational intervention program in the method of social group work in developing academic resilience among gifted female students in industrial secondary schools.

This hypothesis is verified through a number of sub-hypotheses, namely:

1. There are statistically significant differences between the mean scores of the pre and post measurements of the vocational intervention program in the method of social group work in developing academic perseverance among gifted female students in industrial secondary schools.

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2. There are statistically significant differences between the mean scores of the pre and post measurements of the vocational intervention program in the method of social group work in developing the ability to benefit from social support among gifted female students in industrial secondary schools.

3. There are statistically significant differences between the mean scores of the pre and post measurements of the vocational intervention program in the method of social group work in developing the ability to solve academic problems among gifted female students in industrial secondary schools

**Fifth: The theoretical orientation of the study:** the interactive model in the method of social group work.

**Sixth: The methodological procedures of the study:**

1- **Type of study:** an experimental study.

2- **The study method:** the experimental method.

3- **Study tools:** scale of academic resilience for gifted female students, content analysis of periodic reports, expert interview guide, simple observation.

4- **Fields of study**

- Spatial field: Fayoum Industrial Secondary School for girls in Hadqa.
- The human sphere: a sample of gifted female students at the Technical Secondary School for Girls in Al-Hadqa, consisting of 17 gifted students.
- Time domain: the period of data collection, conducting the experiment, and drawing conclusions.

**Seventh: the general outcomes of the study**

The outcomes confirmed the validity of the study hypotheses represented in:

The main hypothesis: There are statistically significant differences between the mean scores of the pre and post measurements of the professional intervention program in the method of social group work in developing academic resilience among gifted female students in industrial secondary schools in favor of the post measurement.

The outcomes also proved the validity of the sub-hypotheses represented in:

1. There are statistically significant differences between the mean scores of the pre- and post- measurements of the vocational intervention program in the method of social group work in developing academic perseverance among gifted

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female students in industrial secondary schools in favor of the post measurement.

2. There are statistically significant differences between the mean scores of the pre and post measurements of the vocational intervention program in the method of social group work in developing the ability to benefit from social support among gifted female students in industrial secondary schools in favor of the post measurement.

3. There are statistically significant differences between the mean scores of the pre and post measurements of the vocational intervention program in the method of social group work in developing the ability to face academic problems among gifted female students in industrial secondary schools in favor of the post measurement.