



**Faculty of Social Work  
Fields of Social Work Department**

**Professional Development For Faculty's Staff Members As An  
Approach to Achieve The Quality Of Social Work Students'  
Professional Preparation**

**As a prerequisite for getting a doctorate  
Degree in Social work**

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**2019**

## **Study Summary in English**

### **First: The Problem of the Study and its Significance:**

The interest in achieving real professional development in tertiary education is no longer an optional decision, It has become an urgent necessity imposed by the challenges and requirements of the time; the function of education is no longer confined to the mere transfer of information and knowledge to students, but has become an effective and essential process for the intellectual formation of students and their preparation for dealing with different life requirements.

The professional development of faculty members in general has become an important topic for those responsible for university education, and it is of a great interest to researchers who wish to develop and reform.

The faculty member is one of the main pillars in the university education and one of the most important elements that combine to elevate the teaching process to achieve excellence and quality of output, so it is important to develop it and to achieve the desired goals of university education.

In this way, we find it important to achieve the professional development of the Faculty's Staff Members of the Social Work, as it can be provided to serve the Social Work students' professional preparation, because of the ability of this field to develop the knowledge, skills and experience of Faculty's Staff Members of Social Work, which reflects positively on achieving the quality of social work students' professional preparation.

In this regard The current study which presents the nature of the professional development for the faculty's staff members, which contributes to achieve the quality of social work students' professional preparation, and monitor the reality of the professional development of Faculty's Staff Members of Social Work, which contributes to Achieve the Quality of social work students's, and impediments to their achievement and The training needs required to promote the professional development of the faculty's staff members of social work, through the identification of the contributions of the training programs offered at the Faculty Development Center at Fayoum University in achieving professional development for the faculty's staff members of Social Work at Fayoum University, professional preparation as

determined by Faculty's Staff Members of Social Work and students, which contribute to the quality of social work students' professional preparation, in order to achieve a proposed programme through which the professional development For Faculty's Staff Members can contribute to To achieve the quality of the social work students' professional preparation, with the aim of achieving and improving the quality of professional preparation in the social Work.

**Second: The aim of the study:**

The current study seeks to achieve a main aim referring to: **"identify the nature of the professional development For Faculty's Staff Members As An Approach to Achieve The Quality Of Social Work Students' Professional Preparation"**.

**There are some sub-aim branches that arise from the main aim, referring to:**

1. Monitoring the reality of the professional development of Faculty's Staff Members of Social work, which contributes to Achieve the Quality Of Social Work Students' Professional Preparation.
2. Identify the training needs needed to improve the professional development of Faculty's Staff Members of Social Work, which contributes to Achieve the Quality of social work students' professional preparation.
3. Identify the obstacles that limit the achievement of the professional development For Faculty's Staff Members so as to prevent the quality of social work students' professional preparation.
4. determine the contributions of the training programs offered at the Faculty Development Center in Fayoum University to achieve the professional development of Faculty's Staff Members of Social Work at Fayoum University.
5. To reach a proposed programme through which the professional development of Faculty's Staff Members of Social Work can be achieved so as to contribute to the quality of the social work students' professional preparation.

**Third: the questions of the study:**

The current study relies on a main question referring to: **"What is the nature of the professional development For Faculty's Staff Members that contribute to the quality of social work students' professional preparation?"**

**There are some sub-question branches that arise from the main question, referring to:**

1. What is the reality of the professional development of faculty's staff members of social work, which contributes to Achieve the Quality of social work students' professional preparation?
2. What training needs are needed to promote the professional development of the faculty's staff members of social work, which contributes to Achieve the Quality of Social Work students' professional preparation?
3. What are the obstacles that limit the professional development of the faculty's staff members of social work, which contributes to Achieve the Quality of the vocational training of Social Work students?
4. What are the contributions of the training programs offered at the Faculty Development Center in Fayoum University to achieve the professional development of the Faculty of Social Work in Fayoum University?

**Fourth: Study concepts (The main definitions of the study):**

**The researcher presents the following concepts:**

1. Professional Development for faculty's staff members.
2. Social Work Students' Professional Preparation.
3. The Quality of the Social Work Students' Professional Preparation.

**Fifth: the Methodological procedure of the study:**

1. **Type of the study:** this belongs to the analytic descriptive researches
2. **Research method:** the researcher used:
  - The complete social survey of the faculty's staff members and their assistants in Social Work - Fayoum University.
  - The sampling survey of undergraduate students in the faculty of Social Work- Fayoum University.

- The complete social survey of the training programs offered at the Center for the development of faculty members and their assistants at Fayoum University.

## **1) Fields of the study**

### **A. The human field, including**

- Faculty's staff members of social work and their assistants, Fayoum University.
- The undergraduate students in the faculty of Social Work, Fayoum University (third- and fourth year).
- Training programs offered at the Faculty Development Center at Fayoum University.

**B. The field of the place:** the faculty of Social Work, Fayoum University.

**C. The field of the time:** The studies in both theoretical and practical have been completed in the period from 18/5/2017 to 1/6/2019.

## **2) Research tools:**

### **A. Tools of data collection, include:**

- A measure about the professional development of faculty members as a way to achieve the Quality Of Social Work Students' Professional Preparation applied to Faculty's Staff Members of Social Work at Fayoum University.
- A measure about the professional development of faculty members as a way to achieve the Quality Of Social Work Students' Professional Preparation applied to students of Social Work at Fayoum University.
- A guide to analyzing the content of the training programs offered at the Faculty Development Center and their assistants at Fayoum University.

### **B. Tools of data analysis:**

The researcher used a set of statistical methods that are consistent with the study using the Statistical Package for Social Sciences (SPSS) program.

## **Sixth: Study results (The most important results):**

**1) The most important results of the first question concerning the reality of the professional development for Faculty's Staff Members that contribute to the quality of social work Students' professional preparation are:**

**A.** The results of the study showed that the reality of the professional development for Faculty's Staff Members of the social work that contributes to achieving the quality of social work students professional preparation for social service students, from the point of view of the Faculty's Staff Members of the Faculty of Social work Fayoum University came high quality, where:

- The relative strength of the reality of course design came at 80.99%.
- In addition to the reality of course teaching methods, its relative strength (88.11%).
- Field training has a relative strength of 86.84%.

**B. While From the student point of view came the reality of the professional development For Faculty's Staff Members of the social work that contributes to the quality of the medium-quality social work Students' professional preparation:**

- The relative strength of the reality of course design was 60.74%.
- In addition to the reality of course teaching methods, its relative strength (63.98%).
- As for the reality of field training, its relative strength was 64.71%.

**2) The most important results of the second question concerning the training needs needed to improve the professional development Faculty's Staff Members of social work that contribute to the quality of social work Students' professional preparation for:**

The founding of the study is that the training needs needed to improve the professional development of Faculty's Staff Members of social work in order to contribute to the quality of social work Students' professional preparation came strong, reaching relative strength (98.05%), and these needs can be summarized as follows:

**A.** Provide training courses in the use of spss.

- B. Training on using of statistical methods and employing it in scientific research, and the provision of courses aimed at improving The English language and training in correct translation.
- C. Provide lectures for discussion on the experiences of developed countries in developing their professional preparation.
- D. Successful communication with Arab and foreign universities.

**3) The most important results of the third question concerning the obstacles that limit the professional development of Faculty's Staff Members of social work in order to prevent the achievement of the quality of Social Work Students' Professional Preparation:**

The obstacles that limit the professional development of Faculty's Staff Members of social work preventing the quality of Social Work Students' Professional Preparation from being achieved, are also strong:

- The relative strength of the obstacles due to the faculty member himself was 82.33%.
- In addition to the obstacles related to the training courses offered by the University to achieve professional development reached its relative strength (89.4%).
- The relative strength of regulatory obstacles limiting professional development was 90.54%.

the study also found that "there are no statistically significant differences ( $\alpha \leq 0.05$ ) between the social characteristics of the study sample and the dimensions of the professional development scale of Faculty's Staff Members as an entry point for achieving the quality of professional preparation for social work students, for both Faculty's Staff Members and students."

**4) The most important results of the fourth question concerning the contribution of the training programs provided by the Center for the Development of the skills of Faculty's Staff Members at Fayoum University in achieving the professional development of Faculty's Staff Members of social work at Fayoum University, namely:**

the study found that the contributions of the training programs provided by the Center for The Development of Public Capacities, do not go beyond mere

education on training topics, and therefore do not achieve the professional development of the Faculty's Staff Members, where the researcher reached through analysis of the content of the training programs to:

- The majority of the objectives of the training programs offered by the Capacity Development Center include (general and detailed objectives).
- All sub-topics are related to the main topic to the training programs provided to the center.
- The academic guidance and student support program came in terms of employing the largest number of training activities in the first place, followed by the Modern Trends in Teaching program. The least trained programme sought by training methods was the technology-use programme in teaching.
- The faculty and the auxiliary staff represent the target group in all study sample training programmes.
- The duration was the same in all programs.