

Fayoum University
Faculty of Social Work
Department of Social work
Fields



***The Social Problems Facing the Talented
Child and the Role of the Social Work to
handle***

An M.A. Proposal

Submitted by

Nada Al-Hosseni Mohamed Al-Sayed

Demonstrator in Department of Social work Fields

Faculty of Social Work - Fayoum University

Under the Supervision of

Prof. Zeinab Moawad Al-Bahi

Vice Dean of Students and Education Affairs

Faculty of Social Work - Fayoum University

2016-1437

Summary

I- Problem of the Study and Its Significance:

Societies flaunt their natural wealth such as oil, gold...etc., but the most important wealth is the human beings who are the makers of civilization. When there is enough attention paid to human beings, societies achieve more progress. This is done through investing their creativity and gifts given to some of them by God. If we remember the enlightened moments of human history, we will find that gifted persons have played the greatest role in producing such moments. The uniqueness of those people or the existence of talents is not enough to get full benefit from their abilities, creativity and talents, but we should also support them as possible as we can and give them our maximum attention to achieve the maximum benefit from their talents. This will reflect- in turn- on the progress and welfare of our society. In addition, we should learn from that makes the gifted child as a center for their interest which results in positive effect on their progress and comprehensive advancement. This can only be done through providing the sound environmental conditions in which the gifted child grows with good health, psychology and sociability. This in turn can be achieved by supporting the surrounding environment beginning from *the family* that provide the child with care, interest and sound socialization; then *school* that enhance his/her awareness, educates and gives the necessary knowledge and skills; and finally, *peer group* from which a child learn social relationships, how to interact with others in a way that satisfies his/her needs and provides the children with the suitable climate. There a lot of gifted children who face complicated problems throughout different life situations. The social and emotional maturity is not necessarily

accompanying the talent innately. Their high social intelligence is itself the reason for facing problems that are not faced by normal children.

Major problems are attributed to the surrounding environment, for example, family, school and peers, which may have considerable effects on how the gifted child adapts to them.

II- Goals of the Study:

The first main goal of the study is to identify the social problems that face the gifted child.

From this main goal, the following sub-goals stem:

- 1- To identify the gifted child's problems related to family.
- 2- To identify the gifted child's problems related to school.
- 3- To identify the gifted child's problems related to friends.

The second main goal is to reach the role of social work in facing the social problems that the gifted child faces.

III- Questions of the Study:

The first main question of the study is "What are the social problems the gifted child face?"

From this main question, the following sub-questions stem:

- 1- What is the gifted child's problem with family?
- 2- What is the gifted child's problem with school?
- 3- What is the gifted child's problem with friends?

The second main question is "What is the role of social work in dealing with social problems of the gifted child?"

IV- Terminology of the Study:

The current study includes the following basic concepts:

- Gifted Child

- The Gifted
- Social problems

V- The Theoretical Rationale of the Study:

The current study is based theoretical guidelines whose assumptions and concepts are useful for the problem of the study. They are the theories of social role, psychoanalysis, attributes theory, behavioral theory, system theory, and ecosystem theory.

VI- Methodology of the Study:

1- Type of the study:

This is a descriptive study that aims to report characteristics of a phenomenon that highly determined by findings of previous studies and research. It is based on getting enough and accurate data about the studied topic. Accordingly, this study attempts to define the social problems that the gifted child faces and the role of social work in dealing with them.

The Research Method:

The study used the sample-based social survey, since this method can provide the information and data that can be utilized in the gifted child's life situations. The sample was drawn from The Explanatory Center of Science and Technology.

2- Tools of the Study:

- 1- A measurement form to be applied to the gifted children visiting the Explanatory Center of Science and Technology, who meet the conditions of joining the center.
- 2- Statistical analysis tools.

3- Fields of the Study:

Location of the study: The Explanatory Center of Science and Technology in Demo village, Fayoum governorate, Egypt.

Justifications of choosing this location: this place was chosen because it is a place that provides care and services to a large number of gifted children. Its services are available for all types of talents and talented (artistic works, literature, science, computer, music). In addition, it is the main center of this kind in Fayoum.

Human Scope: the gifted children attending the Explanatory Center for Science and Technology, sponsored by the Eastern Administration of Education in Fayoum. Their age group is between 6 to less than 15 years old.

Time Scope: the duration of conducting the study (collecting the theoretical content- application)

VII- Results of the Study:

First, the general results related to the measurement of social problems of the gifted child:

a. Results related to the gifted child's problems with family:

The study showed results related to the family that show weighted means (228.54), and relative strength (64.56%), arithmetic means (25.18), which shows moderate level of gifted child's problems with his/her family.

The following are the major problems of the gifted children with their families:

- The family expects from the gifted child levels higher than his real abilities.
- The family attempts to limit the child's desires and hobbies.

- The family serves as a pressure on the gifted child by providing a lot of acknowledgement and praise statements in front of others.
- Some families do not provide the gifted child with a climate suitable for developing his/her gift or talent.
- Some families extremely intervene in child's own affairs which pose some kind of monitoring.
- Some families do not care about satisfying child's needs for practicing his/her hobbies.
- A lot of families neglect the provision of possibilities and facilities necessary for developing child's talent and practicing it.
- The gifted child is psychologically affected when his/her family does not care for or encourage his/her gift and talent.
- The gifted child experiences stresses as a result of family's demands to show more talents and excellence in various fields.
- Some families look at the talents as a waste of time and effort.
- Sometimes the gifted child is punished because of his/her talent.
- Some families attempts to get their children away from their talents and not back to them again.

b. Results related to gifted child's problems with school:

The results related to problems with school showed that the weighted mean is (247.47), the relative strength (69.91), and the arithmetic mean (31.45), with average level. The major problems experienced by the gifted child with his/her school were as the following:

- The curricula are traditional and do not contribute to the development of child's talents.
- The school pays attention only to the courses at the expenses of child's gift.

- The school support for child's practice of his/her talent is not enough.
- Lack of material facilities presented by the school to enhance the child's talent.
- The bureaucracy of school system and lack of care of gifted children.
- The school does not encourage children to practice their hobbies.
- The school does not provide the activities necessary for supporting the child's talents in school.
- Teachers' style of treatment and methods of teaching do not contribute to the development of child's talent.
- The teachers do not realize the needs of gifted children in schools.
- Teachers restrict children's participation, interaction and opinions during the lessons.
- Lack of experience of teachers on how to deal with the gifted child.

c. Results related to gifted child's problems with peers:

The results related to the gifted child's problems with peers showed that the weighted mean is (222.42), relative strength (62.83%), and arithmetic mean (22.62), with average level of gifted child's problems with peers. The major problems that child experiences with peers were as the following:

- The gifted child suffers pressures from peers because of his/her abilities.
- The child feels different and unique from others.
- Peers feel jealous of the gifted child because of his talent.
- The gifted child dominates his/her group because of his/her high level gift.
- Difficulty of social communication between the gifted child and peers because of his unique gift.

- Difficulty of linguistic communication between the gifted and normal children because the gifted use more sophisticated vocabulary than normal children.
- The gifted child may be subjected to harm by peers because of his/her gift.
- The gifted child may be difficult for him/her to find friends sharing the same gift.
- The school may organize activities that are not satisfying for gifted children's desires because of the individual differences between the gifted and normal children.
- The normal friends may get away from the gifted child because of his/her gift and their feeling of his/her uniqueness.
- The gifted child attempts to make friendships with older people because of his feeling that his/her mental age is closer to them.
- The gifted child experiences loneliness and isolation from friends.