



Faculty of Social Work
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PhD thesis titled
A Training Program for social workers to Use
Practice Based on Smart Phone Applications in
School Field

As part of the requirements for the degree of Doctor
of Philosophy in Social Work

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First: Problem of the study:

The profession of social work has gone through many stages of development that kept pace with the successive changes in human society resulting from technological progress and the communications revolution, and it was natural that these developments had an impact on reconsidering the concept of issues and delving into the study of the intertwined and interacting factors that led to them, so that the issue is no longer an individual, collective or even societal issue, but has become a multifactorial and multidimensional issue in which the interaction between personal, social, cultural, economic and other aspects is involved, hence social work has developed its view on the nature of client issues and methods of dealing with them, as well as the methods of dealing with them.

In the era of blending media and information technology with modern means of communication, devices have developed technologically, and many digital applications and techniques that can be used in the professional practice of social work have emerged, and with the emergence of a strong expansion in the use of technology and its implications for all professions and disciplines, a new type of practice emerged, called "professional practice based on electronic applications in social work", where professional practice based on smart phone applications is considered one of the contemporary therapeutic trends in social work education and practice at the present time

These technological applications have become among the means of learning, so that various methods have been developed to apply, experiment and measure them on learners from all stages with the aim of developing the intelligence of students, refining their skills and refining their behavior and behaviors in order to strengthen relationships between them and also to develop actions and abilities in addition to developing the intelligence of learners with the noble goal of "satisfying the needs of students through

successive activities that they train to master at all stages to develop their abilities."

Social workers who use technology to provide social services must obtain the knowledge and skills that qualify them to provide these services in an ethical and safe manner, as the social worker who uses technology to provide social services must be specialized in the use of technology and be competent in the use of technology, and this can only be done through continuous education, supervision, follow-up and training.

Based on the above, and through the previous presentation of research and studies that dealt with the importance of using modern professional practice models in social service, including the practice based on smart phone applications and its importance in dealing with various professional issues, so the issue of the current study is clear in testing the effectiveness of a training program for social workers to use the practice based on smart phone applications in dealing with students.

Secondly: Concepts of the study:

The study was based on two main concepts, namely:

- 1- The concept of training programs.
- 2- The concept of professional practice based on smart phone applications.

Third: Objectives of the study:

This study seeks to test the following two main objectives:

- **The first main objective:** "To test the effectiveness of a training program for social workers to use practice based on smart phone applications in dealing with students."

This objective can be tested by testing the following sub-objectives:

- 1- Testing the effectiveness of a training program for social workers to use the knowledge of practice based on smart phone applications in dealing with students.

2- Testing the effectiveness of a training program for social workers to use the skills of practice based on smart phone applications in dealing with students.

3- Testing the effectiveness of a training program for social workers to use the methods and tools necessary for practice based on smart phone applications in dealing with students.

- **The second main objective:** "To come up with a proposed program to use the professional practice of social work based on smart phone applications in the educational field."

Fourth: Hypotheses of the study:

This study seeks to test the following hypotheses:

The first main hypothesis: "**There are statistically significant differences between the average scores of the experimental and control groups before and after the measurement in favor of the dimensional measurement of social workers' use of the practice based on smart phone applications in dealing with students.**"

This hypothesis can be answered by answering the following sub-hypotheses:

- 1- There are statistically significant differences in the pre-measurement of the experimental group on social workers' use of scientific knowledge for practice based on smart phone applications in dealing with students.
- 2- There are statistically significant differences in the pre-measurement of the experimental group on social workers to use the skills of practice based on smart phone applications.
- 3- There are statistically significant differences in the pre-measurement of the experimental group on social workers to use the methods and tools necessary for practice based on smart phone applications in dealing with students.

Fifth: Type of study and method used:

This study belongs to the type of empirical studies.

- **Methodology used:** This study is based on the use of the experimental method.

Sixth: Areas of study:

A) **Spatial Domain:** The spatial area of the study is defined as follows:

- The spatial area of the study sample: Secondary schools in Fayoum Educational City, 16 schools for boys and girls.
- Place of application of the training program: The Directorate of Education in Fayoum Governorate.

The human domain: The research community consisted of (30) social b) workers working in schools in Fayoum city, out of a total of (137) social .workers

The time frame of the study: The time frame of the study was the c) period of implementation of the training program.

Seventh: General results of the study:

1- **The study proved the validity of the first hypothesis:** There are statistically significant differences between the average scores of the experimental group members in the pre and post application regarding the first dimension: the knowledge related to the professional practice patterns that social workers need to use professional practice based on smart phone applications in favor of the post measurement: Where it was found that there are statistically significant differences (0.01) between the scores of the study sample (before and after the training program) with regard to the first dimension: knowledge related to the professional practice patterns that social workers need to use professional practice based on smart phone applications, where the percentage of knowledge related to the professional practice patterns that social workers need to use professional practice based on smart

phone applications before the intervention (48. (14%), and increased to (91.94%) after the intervention, and this indicates that the training program contributed to the increase in the level of knowledge related to the patterns of professional practice that the social worker needs to use professional practice based on smart phone applications among th members of the study community in the post measurement than in the pre measurement through the intervention sessions, and the rate of improvement (43.80%) in favor of the post measurement.

The study proved the validity of the second hypothesis: There are 2-significant and statistically significant differences between the average scores of the experimental group members in the pre and post application with regard to the second dimension: Skills related to the use of practice based on smart phone applications to deal with students in schools in favor of the post-measurement: There were statistically significant differences ($p < 0.01$) between the scores of the study sample (before and after the training program) regarding the second dimension: Skills related to the use of practice based on smart phone applications to deal with students in schools, where its percentage before the intervention was (43.68%), and increased to (92.38%) after the intervention, and this indicates that the intervention program contributed to the increase in the level of skills related to the use of practice based on smart phone applications to deal with students in schools among members of the study community in the post measurement than in the pre measurement through intervention sessions, and the rate of improvement (43.80%) in favor of the post measurement.

3- The study proved the validity of the third hypothesis: There are statistically significant differences between the mean scores of the experimental group members in the pre and post application with regard to the third dimension: Strategies related to the use of practice based on smart phone applications to deal with students in schools in favor of the

post-measurement: It was found that there were statistically significant differences ($p < 0.01$) between the scores of the study sample (before and after the training program) with regard to the following dimension: Strategies related to the use of practice based on smart phone applications to deal with students in schools, where its percentage before the intervention (41.39%), and increased to (92.69%) after the intervention. This indicates that the intervention program contributed to the increase in the level of strategies related to the use of practice based on smart phone applications to deal with students in schools among members of the study community in the post measurement than in the pre measurement through intervention sessions, and the rate of improvement (51.30%) in favor of the post measurement.

4- **The study proved the validity of the fourth hypothesis:** There are statistically significant differences between the mean scores of the experimental group members in the pre and post application regarding the fourth dimension: Tools and methods related to the use of practice based on smart phone applications to deal with students in schools in favor of the post-measurement: It was found that there were statistically significant differences ($p < 0.01$) between the scores of the study sample (before and after the training program) regarding the fourth dimension: Tools and methods related to the use of practice based on smart phone applications to deal with students in schools, where its percentage before the intervention was (50.49%), and increased to (91.17%) after the intervention, and this indicates that the intervention program contributed to the increase in the level of the dimension of tools and methods related to the use of practice based on smart phone applications to deal with students in schools among members of the study community in the post-measurement than in the pre-measurement through intervention sessions, and the improvement rate (40.68%) in favor of the post-measurement.

