Using the Preventive Rehabilitative Approach in Group Work to Mitigate the Social Risks of Parental Divorce on Female University Students

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Abstract :

The current study aims to reveal the impact of practicing the preventive rehabilitative approach in group work and mitigating the social risks of parental divorce on female university students. The study sample consists of two groups: a pilot group and a control group, each consisting of (15). In (20) sessions, parity was made between the two groups in terms of age, duration of separation between parents, and social risks for university female students of parents separated by divorce, including social stigma, social anxiety, and social isolation. The professional intervention program was applied to the pilot group, where differences between the pre and post-measurements were found when applying the scale. The results showed the effectiveness of practicing the preventive rehabilitative approach in group work and mitigating the social risks of parental divorce on female university students.

Keywords: female university students, parental divorce, preventive rehabilitative approach, social risks.

Study problem:

The university youth stage is considered one of the important stages in one's life. The student acquires different social and physical skills, which help him manage his affairs, taking into account his abilities, readiness, and the experiences that he will acquire through his relationships with his peers (Abdul Wahid, 2017, p. 516). University youth face many problems related to their health, family, or environment, including social, cultural, and financial problems. Meanwhile, they also currently encounter many economic, social, and psychological changes (Mankarios, 2014, p. 184).

Parental divorce, moreover, has detrimental effects on the university students' mental health. It has been found to be the second disaster after death in terms of its negative impact on them due to their exposure to many tragedies and losses as a result of the parents' lack of interest in caring for them (Mahmoud, 2012, p. 755). Therefore, divorce has become a critical phenomenon after its significantly growing rates in Egypt. The Central Agency for Public Mobilization and Statistics showed that the number of divorce cases reached about 269,834 in 2022 compared to 254,777 in 2021, an increase of 5.9%. These numbers indicate a great danger threatening the entity of the Egyptian family, consequently affecting society (Central Agency for Public Mobilization and Statistics, 2022). Zadeh (2022) explained that one of the negative effects of divorce is the loss of family ties for

children with their peers and their status in society, as divorce carries a social stigma for the children of divorced mothers. Shaari (2023) stressed the need to address child abuse resulting from divorce as a remarkably important social issue and an influential factor in family disintegration. O'Hara (2023) indicated that divorce leads to stress and serious consequences on the mental health of children as a result of their exposure to high conflicts between parents after divorce. Frimmel (2024) concluded that parental divorce has persistent and negative effects on children that vary between males and females. Divorce negatively impacts the educational level and the labor market and also increases the risk of early death.

The social work profession is related to the field of youth care, cooperating with other professions concerned about youth to help them satisfy their needs and confront their problems at that age. Accordingly, this requires special treatment from professionals: Social workers bear many responsibilities and have their own goals and various programs that society seeks to achieve at all levels (Ali, 2003, p. 143). Mustafa (2003) aimed to identify the level of awareness of social work students of the phenomenon of divorce. The study concluded that the awareness of social work students as a problem was average and that one of the important proposals for confronting the problem was to start by educating young people about its seriousness. Rizk (2013) confirmed that social work has a preventive and curative role in protecting the family, where the family that receives social and guidance services is more stable and active in society.

Group work is one of the social work methods that provides group members with opportunities for growth and social interaction, helps them develop their abilities and acquire various skills, stimulates their interest in their group, and urges them to participate in facing its problems and working together to achieve collective goals (Abdul Rahim, 2021, p. 155). Farjani (2013) recommended the need to pay attention to providing guidance programs for both parents after divorce to enlighten them about the negative effects of divorce on their children. Abdel-Ati (2023), in addition, stressed the effectiveness of the cognitive behavioral guidance program in improving self-esteem among high school children of divorced women. Al-Shami (2024) also illustrated that a reality guidance program can contribute to improving self-esteem among adolescents from divorced families.

The preventive approach is a relatively modern trend in the social work profession in general and in the method of working with groups in particular. The social worker uses this approach before the problem occurs, with the aim of preventing it from happening so that he can help individuals, groups, and organizations avoid or predict expected problems (Abu Al-Nasr, 2008, p. 80). Ahmed (2015) stressed that the preventive approach (especially secondary prevention) can be used in the early detection of family problems and providing solutions to treat them to reduce the rates of divorce and family disintegration. Saleh (2023) indicated how the preventive approach to social work can reduce the exacerbation of the problem of domestic violence directed against the child.

The two researchers reviewed the previous studies to understand the research problem, formulate relevant study questions, and prepare the necessary tools. Accordingly, the study attempts to answer the following question: "Does using the preventive rehabilitative approach in group work mitigate the social risks of parental divorce on female university students?"

Study Importance.

1. Recent research on separation and divorce has been paying more attention than previous studies to the transitions from one family structure to another. In this vein, the family instability hypothesis focuses on family transitions that occur when a parent forms or dissolves a partnership.

2. The present study indicates the most prominent social risks for female university students of parental divorce (social stigma, social isolation, social anxiety) and and draws the attention of officials in the social fields and those responsible for family reform in line with family policies and sustainable development.

3. The study results may help those working in family courts and marital counseling specialists design programs or hold a set of educational seminars for both parents separated by divorce to reduce divorce rates, which pose a great danger to the Egyptian family.

4. The preventive approach is considered a relatively new trend in the social work profession in general and in the group work method in particular. It is concerned with problems before they occur and is implemented through a set of procedures to reduce the social risks of parental divorce on female university students.

Study Objectives: The main objective of the study is to examine the effectiveness of using the preventive rehabilitative approach in group work to mitigate the social risks of parental divorce on female university students." This primary purpose can be implemented through achieving the following sub-objectives:

∗ Investigating the effectiveness of using the preventive rehabilitative approach in group work to mitigate the social stigma of parental divorce on female university students.

∗ Examining the effectiveness of using the preventive rehabilitative approach in group work to mitigate social anxiety of parental divorce in female university students.

∗ Assessing the effectiveness of using the preventive rehabilitative approach in group work to mitigate social isolation of parental divorce in female university students.

Study Hypotheses: The main hypothesis of this study is as follows: "It is expected that there is a positive, statistically significant relationship between using the preventive rehabilitation approach in group work and mitigating the social risks of parental divorce for female university students.

∗ It is hypothesized that there is a statistically significant relationship between using the preventive rehabilitation approaches in group work and mitigating the social stigma of parental divorce on female university students.

∗ It is anticipated that there is a statistically significant relationship between using the preventive rehabilitation approaches in group work and mitigating the social anxiety of parental divorce in female university students.

∗ It is expected that there is a statistically significant relationship between using the preventive rehabilitation approaches in group work and mitigating the social isolation of parental divorce in female university students.

Study Concepts: The two researchers defined the procedural concepts of the study as follows:

Preventive rehabilitative approach: It is procedurally defined as efforts and activities aimed at mitigating the social risks of parental divorce on female university students.

Social risk Parental Divorce: These risks are as follows**:**

1. **Social stigma**: It is a mental image attached to a specific individual as an expression of disapproval of this individual as a result of his abnormal behavior that conflicts with the society values (Al-Zayoudi, 2021, p. 5). It is procedurally defined as the overall degree obtained by Female University Students on the social stigma scale.

2. **Social anxiety:** It is the fear of the unknown and the avoidance of situations in which the individual is supposed to interact with others (Money, 2019, p. 306). It is procedurally defined as the overall degree obtained by Female University Students on the social anxiety scale.

3. **Social isolation***:* It is the decline in social ties in an individual's life due to the absence of positive social relationships (Mahmoud, 2023, p. 74). It is procedurally defined as the overall degree obtained by Female University Students on the social isolation scale.

Methodological Procedures of the Study.

Study type: This is a quasi-experimental study that aims to measure the effects of the preventive and rehabilitative approach in group service (i.e., the independent variable) on the mitigation of social risks of parental divorce on university female students (i.e., dependent variable).

Study Sample: A purposive sample of (30) female university students enrolled in the second year at the Faculty of Social Work, Aswan University, was selected and divided equally into two groups: an experimental group and a control group. The students' ages range from 17 to 18 years; they must be new, suffer from parental divorce, and receive services from youth care at the college.

Study Methodology: In line with the study type, the approach used is experimental, using pre- and post-measurements with two groups: a pilot group and a control group, taking into account experimental control.

Time Frame: The professional intervention and experimentation process lasted from October 10, 2024, to December 1, 2024.

Study tools: The tools of this study are represented in:

a. **Scale of social risks of parental divorce on university female students** (Prepared by the researchers)

The researchers relied on calculating the reliability of the risks of parental divorce on a female university student scale using the

Spearman-Brown split-half equation, where the statements of each dimension were divided as follows: The first part includes the values obtained from the response to the individual statements, and the second part includes the values expressing the paired statements by applying it to a sample of (10) items from female university students (outside the study sample framework, but the same sample selection conditions apply to them), as follows:

Table No. (1) shows the results of the stability of the Risks of Parental Divorce on the Female University Student scale. (n=10)

Dimensions		social stigma	social isolation	social anxiety
Spearman's Brown's split-half equation	Guttmann's partitioning equation	0.972	0.993	0.944
	The value of (r) and its significance	0.958**	0.988**	0989**
	coefficient value	0.979	0.994	0.994
	Degree of constancy	High Degree	High Degree	High Degree

** Significant at (0.01)   * Significant at (0.05)

The previous table demonstrates that:

The reliability coefficients for the dimensions of the social risks of parental divorce on the female university students scale are highly stable, accurate, and reliable. The instrument has now reached its final form, ensuring reliability and generalizability to the study population.

b.Periodic reports.

Study Results: The results demonstrated the statistical significance of the differences between the pre-and post-measurements on the social risk scale of parental divorce in female university students.

Table (2) shows the statistical significance of the differences between the pre-and post-measurements for the control group for the first dimension of social stigma. (N =15)

case number	Pre-test of control group	Post-test of control group	D	D^2	T Table at (14, 0.05)
1	18	20	2	4	2.98
2	20	21	1	1	
3	20	19	-1	1	
4	21	26	5	25	
5	24	27	3	9	
6	18	21	3	9	

case number	Pre-test of control group	Post-test of control group	D	D^2	T Table at (14, 0.05)
7	25	27	2	4	
8	22	23	1	1	
9	19	22	3	9	
10	20	18	-2	4	
11	21	24	3	9	
12	19	20	1	1	
13	23	25	2	4	
14	20	22	2	4	
15	25	23	-2	4	
total	315	338	23	89	
s⁻	21	22.5			

∵ Tabular t (2.98) at 14 degrees of freedom, a significance level of 0.05, and a confidence level of 95%. ∴ Calculated T < Tabular T. The previous table indicates the differences in the pre-and post-measurement of the control group for the first dimension, i.e., social stigma, as the calculated T value reached (2.9) while the tabular T value reached (2.98). This shows that there were no statistically significant differences between the pre- and post-measurements of the control group regarding the social stigma due to the lack of professional intervention with this group. Also, the differences in the arithmetic mean in the pre-measurement amounted to (21) and in the post-measurement (22.5). Zadeh (2022) explained that this is one of the adverse effects resulting from the divorce of parents.

Table (3) demonstrates the statistical significance of the differences between the pre-and post-measurements of the experimental group for the first dimension, social stigma. (N = 15)

case number	Pre-measurement of the experimental group	Post-measurement of the experimental group	D	D^2	T Table at (14, 0.05)
1	31	36	5	25	2.98
2	30	34	4	16	
3	29	36	7	49	
4	31	39	8	64	
5	29	35	6	36	
6	35	36	1	1	
7	34	39	5	25	

case number	Pre-measurement of the experimental group	Post-measurement of the experimental group	D	D^2	T Table at (14, 0.05)
8	29	37	8	64	
9	32	38	6	36	
10	36	38	2	4	
11	30	36	6	36	
12	30	34	4	16	
13	33	37	4	16	
14	31	34	3	9	
15	28	35	7	49	
total	468	544	76	446	
s^-	31,2	36,2			

∵ Tabular t (2.98) at 14 degrees of freedom, a significance level of 0.05, and a confidence level of 95%. ∴ Calculated T > Tabular T. The previous table indicates the differences in the pre-and post-measurement of the experimental group for the first dimension, i.e., social stigma, as the value of the tabular t (2.98), while the calculated value of T reached (9.42)**, which is highly significant. The differences in the arithmetic mean in the pre-measurement reached (31.2) and the post-measurement (36.2). The results of the table of numbers and statistics indicated statistically significant differences between the pre- and post-measurements of the experimental group in terms of the social stigma due to the professional intervention program. This confirms the validity of the first sub-hypothesis of the study. Shaari (2023) asserted the need to address child abuse resulting from divorce.

Table (4) shows the statistical significance of the differences between the experimental and control groups' post-measurement results for the first dimension, i.e., social stigma (N= 15).

case number	Experimental group	Control group	D	D2	T Table at (14, 0.05)
1	36	20	16	256	2.98
2	34	21	13	169	
3	36	19	17	289	
4	39	26	13	169	
5	35	27	8	64	
6	36	21	15	225	
7	39	27	12	144	

case number	Experimental group	Control group	D	D2	T Table at (14, 0.05)
8	37	23	14	169	
9	38	22	16	256	
10	38	18	20	400	
11	36	24	12	144	
12	34	20	14	196	
13	37	25	12	144	
14	34	22	12	144	
15	35	23	12	144	
total	544	338	196	2913	
s$^-$	36,2	22,5			

∵ Tabular t (2.98) at 14 degrees of freedom, a significance level of 0.05, and a confidence level of 95%. ∴ T- calculated > T- table. The previous table, which deals with the differences in the two post-measurements of the experimental and control groups for the first dimension, i.e., social stigma, indicates that the value of T-table reached (2.98) while the value of T-calculated was (10.05)**, which is highly significant .There were also differences in the arithmetic mean in the two measurements of the control group, which reached (22.5), and in the experimental group (36.2). The results of the table of numbers and statistics demonstrated that there were statistically significant differences between the measurements of the experimental group and the control group about the social stigma due to the professional intervention program using the preventive approach concerning the dimension of social stigma among female university students, which confirms the validity of the first sub-hypothesis of the study. Frimmel (2024) concluded that parental divorce has persistent and negative effects on children.

Table (5) shows the statistical significance of the differences between the pre- and post-measurements for the control group in the second dimension, i.e., social anxiety (N =15).

case number	Pre-test of control group	Post-test of control group	D	D^2	T (14 , 0.05)
1	18	21	3	9	2.98
2	25	23	-2	4	
3	19	21	2	4	
4	23	24	1	1	
5	20	18	-2	4	
6	18	19	1	1	

case number	Pre-test of control group	Post-test of control group	D	D²	T (14 , 0.05)
7	25	27	2	4	
8	21	23	2	4	
9	24	26	2	4	
10	20	22	2	4	
11	21	24	3	9	
12	22	25	3	9	
13	26	27	1	1	
14	19	18	-1	1	
15	20	22	2	4	
total	321	340	19	63	
s⁻	21,4	22,6			

◻Tabular t (2.98) at 14 degrees of freedom, a significance level of 0.05, and a confidence level of 95%. ∴ Calculated T < Tabular T. The previous table indicates the differences in the pre-and post-measurement of the control group for the second dimension, i.e., cooperation, as the calculated T value reached (1.3), while the T-table value reached (2.98). This illustrates that there were no statistically significant differences between the pre-and post-measurements of the control group for the second dimension, i.e., social anxiety, due to the lack of professional intervention with this group. Moreover, the differences in the arithmetic mean amounted to (21.4) in the pre-measurement and (22.6) in the post-measurement. The researchers investigated the results in light of the theoretical framework of the study. O'Hara (2023) indicated that divorce leads to stress among children.

Table (6) shows the statistical significance of the differences between the experimental group's pre- and post-measurements for the second dimension, social anxiety (N =15).

case number	Pre-measurement of the experimental group	Post-measurement of the experimental group	D	D²	T (14 , 0.05)
1	28	32	4	16	2.98
2	32	35	3	9	
3	37	39	2	4	
4	31	35	4	16	
5	29	38	9	81	
6	28	33	5	25	

case number	Pre-measurement of the experimental group	Post-measurement of the experimental group	D	D^2	T (14 , 0.05)
7	36	39	3	9	
8	31	37	6	64	
9	30	34	4	16	
10	29	36	7	49	
11	33	37	4	16	
12	35	39	4	16	
13	27	31	4	16	
14	30	36	6	36	
15	34	39	5	25	
total	470	540	70	373	
s$^-$	31,33	36			

∵ Tabular t (2.98) at 14 degrees of freedom, a significance level of 0.05, and a confidence level of 95%. ∴ T- calculated > T- table. The previous table deals with the differences in the pre-and post-measurement of the experimental group for the second dimension, i.e., social anxiety, as the value of the tabular t is (2.98), while the value of the calculated t is (10.04)**, which is highly significant. There were also differences in the arithmetic mean, which amounted to (31.33) in the pre-measurement and (36) in the post-measurement. The results of the table, including numbers and statistics, indicate that there were statistically significant differences between the pre-and post-measurements of the experimental group regarding the second dimension, i.e., social anxiety. This is due to the professional intervention program using various methods with the experimental group members. Farjani (2013) recommended providing guidance programs for both parents after divorce.

Table (7) illustrates the statistical significance of the differences between the experimental and control groups' post-measurement results for the second dimension, social anxiety (N =15).

case number	Experimental group	Control group	D	D^2	T (14 , 0.05)
1	32	21	11	221	2.98
2	35	23	12	144	
3	39	21	18	324	
4	35	24	11	221	
5	38	18	20	400	

case number	Experimental group	Control group	D	D²	T (14 , 0.05)
6	33	19	14	196	
7	39	27	12	144	
8	37	23	14	196	
9	34	26	8	64	
10	36	22	14	196	
11	37	24	13	169	
12	39	25	14	196	
13	31	27	4	16	
14	36	18	18	324	
15	39	22	17	289	
total	540	340	200	3100	
s⁻	36	22,7			

∵ Tabular t (2.98) at 14 degrees of freedom, a significance level of 0.05, and a confidence level of 95%. ∴ T- calculated > T- table. The previous table, which deals with the differences in the two post-measurements of the experimental and control groups for the second dimension, i.e., social anxiety, indicates that the value of the tabular t is (2.98), while the value of the calculated t is (9.3)**, which is highly Significant. There were also differences in the arithmetic mean in the two measurements: The control group reached (22.7), and the experimental group (36). This confirms the validity of the second sub-hypothesis.

Table (8) demonstrates the statistical significance of the differences between the pre- and post-measurements for the control group in the third dimension, i.e., social isolation (N =15).

case number	Pre-test of control group	Post-test of control group	D	D²	T (14 , 0.05)
1	23	20	-3	9	2.98
2	22	24	2	4	
3	20	22	2	4	
4	21	27	6	36	
5	22	24	2	4	
6	23	25	2	4	
7	25	20	-5	25	
8	24	26	2	4	
9	19	21	2	4	
10	27	25	-2	4	
11	26	23	-3	9	

case number	Pre-test of control group	Post-test of control group	D	D^2	T (14 , 0.05)
12	21	23	2	4	
13	26	28	2	4	
14	20	24	4	16	
15	24	27	3	9	
total	343	359	16	140	
s$^-$	22,87	23,93			

□Tabular t (2.98) at 14 degrees of freedom, a significance level of 0.05, and a confidence level of 95%. ∴ Calculated T < Tabular T. The previous table indicates the differences in the pre-and post-measurement of the control group for the third dimension, i.e., social isolation, as the calculated T value reached (1.41), while the T-table value reached (2.98). This indicates that there were no statistically significant differences between the pre-and post-measurements of the control group for the third dimension, i.e., social isolation due to the lack of professional intervention with this group among female university students. Also, the differences in the arithmetic mean amounted to (22.87) in the pre-measurement and (23.93) in the post-measurement. The researchers validated the results in light of the theoretical framework of the study and found that the results are consistent with the findings of Abdullah's (2018) study: Divorce causes psychological shock, resulting in isolation, depression, loneliness, and a lack of desire to meet others.

Table (9) shows the statistical significance of the differences between the experimental group's pre- and post-measurements for the third dimension, social isolation (N =15).

case number	Pre-measurement of the experimental group	Post-measurement of the experimental group	D	D^2	T (14 , 0.05)
1	35	39	4	16	2.98
2	33	34	1	1	
3	31	35	4	16	
4	36	39	3	9	
5	30	37	7	49	
6	32	38	6	36	
7	31	35	4	16	
8	34	39	5	25	

case number	Pre-measurement of the experimental group	Post-measurement of the experimental group	D	D^2	T (14 , 0.05)
9	37	39	2	4	
10	34	36	2	4	
11	32	37	5	25	
12	35	39	4	16	
13	37	39	2	4	
14	29	39	10	100	
15	30	36	6	36	
Total	496	561	65	357	
s⁻	33.1	37.4			

∵ Tabular t (2.98) at 14 degrees of freedom, a significance level of 0.05, and a confidence level of 95%. ∴ Calculated T > Tabular T. The previous table indicates the differences in the pre-and post-measurement of the experimental group for the third dimension, i.e., social isolation, as the value of the tabular t (2.98) while the value of the calculated t reached (7.2), which is highly significant. Furthermore, the differences in the arithmetic mean amounted to (33.1) in the pre-measurement and (38.4) in the post-measurement. The results of the table, including numbers and statistics, illustrated that there were statistically significant differences between the pre-and post-measurements of the experimental group regarding the third dimension, i.e., social isolation, due to the professional intervention program using the preventive approach with this group, using various methods with the members of the experimental group. Al-Ghazairi (2016) referred to depression as one of the critical psychological problems that children face as a result of parental divorce.

Table (10) shows the statistical significance of the differences between the experimental and control groups' post-measurement results for the third dimension, i.e., social isolation (N =15).

case number.	Experimental group	Control group	D	D^2	T (14 , 0.05)
1	39	20	19	361	2.98
2	34	24	10	100	
3	35	22	13	169	
4	39	27	12	144	
5	37	24	13	169	

case number.	Experimental group	Control group	D	D^2	T (14 , 0.05)
6	38	25	13	169	
7	35	20	15	225	
8	39	26	13	169	
9	39	21	18	324	
10	36	25	14	196	
11	37	23	14	196	
12	39	23	16	256	
13	39	28	11	121	
14	39	24	15	225	
15	36	27	9	81	
total	561	359	205	2905	
s$^-$	37.4	23,93			

∵ Tabular t (2.98) at 14 degrees of freedom, a significance level of 0.05, and a confidence level of 95%. ∴ Calculated T > Tabular T. The previous table, which deals with the differences in the two post-measurements of the experimental and control groups, indicates the third dimension, social responsibility. The value of the T-table was (2.98) while the value of the T-calculated was (19.55)**, which is highly significant. The differences in the arithmetic mean in the two measurements amounted to (23.93) in the control group and (37.4) in the experimental group. The results of the table of numbers and statistics indicated that there were statistically significant differences between the experimental and control groups' measurements concerning the third dimension, i.e., social isolation due to the professional intervention program using the preventive approach with this group among female university students. This confirms the validity of the third sub-hypothesis.

Table (11) shows the statistical significance of the differences between the experimental group's pre- and post-measurements for the scale as a whole.

case number	Pre-measurement of the experimental group	Post-measurement of the experimental group	D	D^2	T (14 , 0.05)
1	94	107	13	169	2.98
2	95	103	8	64	
3	97	110	13	169	

case number	Pre-measurement of the experimental group	Post-measurement of the experimental group	D	D^2	T (14 , 0.05)
4	98	113	15	225	
5	88	110	22	484	
6	95	107	12	144	
7	101	113	12	144	
8	94	113	19	361	
9	99	111	12	144	
10	99	110	11	121	
11	95	110	15	225	
12	100	112	12	144	
13	97	107	10	100	
14	90	109	19	361	
15	92	110	18	324	
total	1434	1645	211	3179	

∵ Tabular t (2.98) at 14 degrees of freedom, a significance level of 0.05, and a confidence level of 95%. ∴ Calculated T > Tabular T.

The previous table demonstrates differences in the pre-measurement compared to the post-measurement of the experimental group. There were differences between the T-table and T-calculated, as the value of the T-table reached (2.98) and the T-calculated was (14.08)**, which is a high statistical significance. This indicates the existence of statistically significant differences between the group's pre- and post-measurements concerning the social risk scale. Thus, the validity of the central hypothesis of the study and its implications is evidenced. In this regard, Rizk (2013) confirmed that social work is essential in protecting the family through its preventive and curative role.

Table (12) shows the statistical results for the significance of the differences between the pre- and post-measurements for the first dimension, i.e., social stigma.

Variables	Arithmetic mean	Average differences	Calculated t	Degrees of freedom	significance
Pre-measurement	31,2	5	9,42	14	significance (0.01)
Post-measurement	36,2				

The previous table shows the significance of the differences between the pre-and post-measurement about the first dimension, i.e., social stigma, on the social risk scale. The table indicates that the average differences between the two measurements are (5), the calculated t-value equals (16.15) at 14 degrees of freedom, a significance level of 0.01, and a confidence level of 0.95. Therefore, there were fundamental differences with statistical significance between the pre-and post-measurement of the experimental group: The calculated t value was higher than the tabulated t value. This confirms the validity of the first sub-hypothesis of the study. The professional intervention program highlighted the utility of the preventive approach in reducing the social risks of parental divorce on female university students, including social stigma, through the use of multiple means with the experimental group.

Table (13) shows the statistical results for the significance of the differences between the pre-and post-measurements for the second dimension, social anxiety.

Variables	Arithmetic mean	Average differences	Calculated t	Degrees of freedom	significance
Pre-measurement	31,33	5,33	10.04	14	significance (0.01)
Post-measurement	36				

The previous table shows the significance of the differences between the pre- and post-measurement regarding the second dimension, i.e., social anxiety, on the social risk scale. The table indicates that the average difference between the two measurements was 5.33. The calculated t-value is equal to (10.04) at 14 degrees of freedom, a significance level of 0.01, and a confidence level of 0.95. This indicates the existence of fundamental differences with statistical significance between the pre-and post-measurement of the experimental group, as the calculated t-value is higher than the tabular t-value. This confirms the validity of the second sub-hypothesis of the study. The professional intervention program, using the preventive approach, reduced the social risks of parental divorce, including social anxiety, by employing technical methods with the experimental group, such as lectures.

Table (14) shows the statistical results for the significance of the differences between the pre-and post-measurements for the third dimension, social isolation.

Variables	Arithmetic mean	Average differences	Calculated t	Degrees of freedom	significance
Pre measurement	33.1	4.3	7.2	14	significance (0.01)
Post measurement	37.4				

The previous table shows the significance of the differences between the pre-and post-measurement regarding the third dimension, i.e., social isolation, on the social risk scale of parental divorce among female university students. The table indicates that the average difference between the two measurements was (4.3), the calculated t-value was equal to (7.2) at 14 degrees of freedom, the significance level was 0.01, and the confidence level was 0.95. This indicates the existence of fundamental differences with statistical significance between the pre- and post-measurement of the experimental group, as the calculated t-value was higher than the tabular t-value. This validates the third sub-hypothesis of the study. The professional intervention program, using the preventive approach, helped reduce the social risks of parental divorce on female university students, including social isolation, by using appropriate means with the experimental group, such as group discussion and a public service camp.

Table (15) shows the statistical results for the significance of the differences between the pre-and post-measurements of the social risks scale of parental divorce for female university students.

Study variables	Arithmetic average		Average differences	Calculated t	Tabular t	Significan
	Pre-measurement	Post-measurement				
Social stigma	31,2	36,2	5	(9,42)	(2.98)	significance (0.01)
Social anxiety	31,33	36	5,33	(10.04)	(2.98)	significance (0.01)
Social isolation	33.1	37.4	4.3	(7.2)	(2.98)	significance (0.01)
Scale variables as a whole			4.63	(14.08)	(2.98)	significance (0.01)

The previous table shows the significance of the differences between the pre- and post-measurement regarding the dimensions of the study on the scale of social risks of parental divorce on female university

students. This indicates a calculated t-value of (14.08) at 14 degrees of freedom, a significance level of 0.01, and a confidence level of 0.95, while the tabular t-value is (2.98). This asserts the existence of statistically significant fundamental differences between the pre- and post-measurement of the experimental group, as the calculated t value is higher than the tabulated t value. The professional intervention program demonstrates the potential to use the preventive approach in reducing the social risks of parental divorce for female university students.

Discussion:

The results of the current study showed fundamental differences with statistical significance between the pre- and post-measurement of the experimental group, as the calculated t value is higher than the tabulated t value regarding the first dimension of social stigma. This is consistent with the findings of previous studies, such as Zadeh (2022), Shaari (2023), and Frimmel (2024). This confirms the validity of the first sub-hypothesis of the study: There is a statistically significant relationship between using the preventive rehabilitation approaches in group work and mitigating the social stigma of parental divorce on female university students.

In addition, the study findings showed fundamental differences with statistical significance between the pre- and post-measurement of the experimental group. The calculated t-value was higher than the tabular t-value about the second dimension of social anxiety, which is consistent with the findings of some previous studies, such as O'Hara (2023) and Farjani (2013). This confirms the validity of the second sub-hypothesis of the study: There is a statistically significant relationship between using the preventive rehabilitation approaches in group work and mitigating social anxiety of parental divorce in female university students

The results of the current study showed fundamental differences with statistical significance between the pre-and post-measurement of the experimental group. The calculated t-value is higher than the tabular t-value with regard to the third dimension of social isolation, which is consistent with the results of previous studies such as Abdullah's (2018) and Al-Ghazairi's (2016). This confirms the validity of the third sub-hypothesis of the study: There is a statistically significant relationship between using the preventive rehabilitation approaches in group work and mitigating social isolation of parental divorce in female university students.

The current study also showed statistically significant fundamental differences between the pre-and post-measurement of the experimental group in the dimensions of the study, as the calculated t value was higher than the tabulated t value. This confirms the validity of the study's main hypothesis.

The results also agree with the theoretical orientation of the study: The Preventive Rehabilitative Approach can be used to early detect family problems and provide solutions to treat them to mitigate the social risks of parental divorce on female university students, which is consistent with Ahmed's (2015) and Saleh's (2023) findings.

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