

A proposed training program to develop positive family education from the perspective of generalist practice in social work

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Abstract:

Abstract:

The current study aims to reach a proposed training program for the development of positive family education from the perspective of general practice in social work. The main question of the current study is what is the proposed training program for the development of positive family education from the perspective of general practice in social work? This study belongs to descriptive studies and was based on the social survey approach. The results of the study reached a proposed training program for the development of positive family education from the perspective of general practice in social work

Key words: Training Program-Family Education, Generalist Practice in Social Work

المستخلص:

تهدف الدراسة الحالية إلى التوصل لبرنامج تدريبي مقترح لتنمية التربية الأسرية الإيجابية من منظور الممارسة العامة في الخدمة الاجتماعية. والتساؤل الرئيسى للدراسة الحالية ما البرنامج التدريبى المقترح لتنمية التربية الأسرية الإيجابية من منظور الممارسة العامة في الخدمة الاجتماعية ؟ تنتمى هذه الدراسة إلى الدراسات الوصفية وإعتمدت على منهج المسح الاجتماعى. توصلت نتائج الدراسة لبرنامج تدريبي مقترح لتنمية التربية الأسرية الإيجابية من منظور الممارسة العامة فى الخدمة الاجتماعية.

الكلمات المفتاحية: برنامج تدريبي، التربية الأسرية، الممارسة العامة فى الخدمة الاجتماعية.

First: the study problem:

Development is the main goal of societies, whether developed or developing, as it can achieve prosperity and progress and can catch up with rapid civilizational and technological developments. Development does not overlook or ignore the human element; as it is the basis of all progress that can be made in society, so it must be provided with experiences and training that qualify it to perform its role in a positive way to serve society. (Moawad, 2019, p. 15) Where education is seen as a lifestyle lived by the educated individual for a decent life, and thus education targets the social reality that is characterized by rapid and continuous development so that the learner does not feel that he cannot adapt to this reality and does not have the basic elements necessary to

deal with it. (Abdul Moati, Mustafa, 2008, p. 15) whereas the family occupies a social and educational position, it has to be studied with the importance of being a primary group that constitutes a primary starting point for life on the one hand, and being a theater in which its members receive the origins of human relations and socialization on the other hand. (Afifi, 2011, p. 13). The study of (Salah, 2022) aimed to develop parents' awareness of positive education methods. The experimental approach was used using two groups, one control group and the other experimental, each consisting of (20) individuals. It was adopted on a scale to collect data from members of the control and experimental groups in pre and post measurement. The study found the effectiveness of the protective approach from the perspective of generalist practice in social work to develop parents' awareness of positive education methods.

The study of (Mohammed, 2023) aimed to verify the effectiveness of a proposed cubist approach in family education and its management by the learner autonomous model for talented people (LAM) in improving academic integration and life effectiveness skills among low-achieving talented students in the fourth grade of primary school. The results of the research showed the effectiveness of the proposed approach in developing the components of academic integration and life effectiveness skills. The research recommended the need to design curricula and programs that invest positive education at different stages of education in meeting the needs of talented people and developing their talents. We also find a study (Al-Mahdhar, 2021) aimed at devising educational methods included in Islamic thought and determining the degree to which parents practice them as seen by their children. The research followed the descriptive analytical approach to measure its objectives by designing a scale of educational methods. The results showed that educational methods derived from Islamic thought are "strikes parables, dialogue and discussion, role models, story, encouragement and intimidation are the most common methods among parents as seen by children. The study (Nour El-Din, Muhammad, Mustafa, 2021) aimed to identify the role of the family in the development of some aspects of positive child education. This dealt with three aspects (well-being, gratitude, and resilience). The research used the descriptive approach in its analytical method to present and analyze studies, research, and literature on these aspects. The research concluded that the family plays a positive effective role in the

development of some aspects of positive child education by adopting some positive methods in raising the child, as well as through its guidances and instructions that serve the child's healthy positive upbringing. The study (Jad Al-Karim, 2023) confirmed that the family plays a key role in the behavior of individuals, whether in a normal or abnormal way, through the behavioral models it provides to its children. The behavioral models and interactions that revolve around it negatively or positively affect the education of children and their emotional balance. The study aimed to determine the relationship between positive education and electronic bullying among high school students. The study found a statistically significant negative relationship between positive education and electronic bullying among high school students. The study (Al-Dhaba, 2023) was interested in developing a proposed vision to enhance the positive education methods followed by Egyptian family to reduce the aggressive behavior of children in early childhood, where the child interacts after birth with three institutions, the family, school and society, with the family at the forefront. The field study was applied to a sample of children's families in an electronic way. The study (Jad Al-Rab, Saeed, Hassan, 2023) dealt with the topic of positive family education and contemporary mechanisms and programs. It aimed to identify the frameworks of caring for family caregivers, highlighting the moral support of children and knowing the mechanisms provided to support family health and nutrition. The study found that all respondents testified that the positive family education program is one of the wonderful programs. As for the most important methods of moral support for children: encouragement, smile, love, cuddling, clapping, and showing love and attention to them. The healthiest diet is proper nutrition from home. The most important problems that the family suffers from: are the Internet mobile device, and television. Social work in the family field accompanied the genesis of social work itself as a profession in the early part of this century. Mary Richmond wrote her first article in the journals of Charity Organization Societies in 1899 entitled "Social work to the American Family". Rather, the name of the case work when it appeared as the first method of social work taught at Columbia University was Family Casework. (Afifi, 2011, p. 361) Generalist practice is also defined as a specific view of the nature of social work practice, which emphasizes that the focus of the social worker is on social problems and human needs rather than on the preference to implement a specific

method of practice and emphasize the process of identifying the problem. (Al-Jed, 2019, p. 90) Where the personality of the child is formed in the first eight years of his life, and this formation is subject to considerations related to the personality of the child on the one hand and the influences that surround him on the other hand, and the family is the first of these influences that the child is exposed to in his childhood. This stage is characterized by flexibility and the child's ability to form. He is affected by the social and psychological milieu in the family environment, and this can be one of the auxiliary factors to planting the first seedling of creativity and innovation, and in turn it can be one of the frustrating and discouraging factors for them. (Moawad, 2019, p. 16) The family is the first social unit, and the most basic and tolerant of all social organizations. It satisfies the basic needs of the individual, and it shapes his life, and it was and still is the strongest weapon used by society in the process of social normalization and socialization, the early growth of the personality, and the transfer of social heritage from generation to generation. (Rashwan, 2010, 153) In the light of the previous presentation, the problem of the study was identified in the following title: **"A proposed training program for the development of positive family education from the perspective of generalist practice in social work."**

Second: The importance of the study:

- 1- The family is the first cell in which the social structure is formed...Given the social and educational status of the family, it was necessary to study it with the importance of being a primary group that constitutes an initial starting point for life from the beginning.
- 2- The Egyptian family was and still is the fortress that has preserved the values and traditions of Egyptian society through generations.
- 3- In using the generalist practice of social work, the social worker seeks to focus on social problems and human needs and not on preferring a specific approach of practicing.
- 4- The Egyptian state's recent interest in preparing a program for "positive family education"
- 5- Enriching the theoretical aspect in social work in general, and the social work in the family field in particular.

Third: Aims of the Study:

The study aims to reach **"A proposed training program for the development of positive family education from the perspective of**

generalist practice in social work." through the following set of sub-goals:

- 1- Developing the cognitive aspect of parents with positive education from the perspective of generalist practice in social work.
- 2 Developing the skilled side of parents with positive education from the perspective of generalist practice in social work.
- 3- Developing the behavioral aspect of parents with positive education from the perspective of generalist practice in social work.

Fourth: Study Questions:

The current study seeks to answer a key question: **What is the proposed training program for the development of positive family education from the perspective of generalist practice in social work?**

A number of sub-questions emanate from it:

- 1- How can the cognitive aspect of parents be developed through positive education from the perspective of generalist practice in social work?
- 2- How can the skill aspect of parents be developed through positive education from the perspective of generalist practice in social work?
- 3- How can the behavioral aspect of parents be developed through positive education from the perspective of generalist practice in social work?

Fifth: The concepts of the Study:

1- Training Program:

A program is "A set of activities that depend on each other, are directed to achieve a purpose, or a set of purposes. (Al-Sukkari, 2000, 407) The program can also be defined as a plan or indicative plans for what will be done, which is the design of a number of procedures to meet or satisfy the needs of a certain number of customers. (Barker, 2003, 342). The concept of the training program refers to "organized and planned efforts to provide trainers with skills, knowledge and experience. (Al-Taani, 2007, 14) It is also defined as "a series of planned actions commensurate with the needs of trained social workers in order to improve the performance." (Payne, 1991, 190) It is also defined as "a planned process to correcting performance, knowledge and skills" (Abu Al-Nasr, 2009, 16)

The training program can be procedurally defined in this study as follows:

- 1- Practicing a series of professionally planned activities during a specified period of time.
- 2- Providing parents with knowledge, skills and behaviors for positive education.
- 3- It is applied from the perspective of generalist practice in social work.

2- Family Education:

Education is comprehensive development in all its human and economic dimensions, and development is the door of technological and scientific civilization, and the human being is the focus of all this means and purpose. (Qamar, Mabrouk, 2004, 55) The family is considered the first cell in which the social structure is formed and the most general and widespread social phenomena. We do not find a society that is naturally devoid of a family system, which is the basis on which social life is stabilized. The family as a social system affects than any other social systems because it is a unit of interaction between people, where its members play many roles (such as, husband and wife, father and mother, etc.). All these roles are defined by society to achieve its permanent goal, which is to maintain its description as a constant permanent entity to face situations and problems. (Jed, 2018, 93), and the concept of family education refers to how parents deal with their children, to healthy social upbringing and build a healthy relationship with them based on honesty and frankness, and to create a familial warm milieu as the family is the first middle that bosom or incubates them and which has a significant influence on round their mind, e.g marbles and tenets, then this will be reflected on their actions and behaviors. (Abu Warda, 2018, 1)

Family education can be procedurally defined in this study according to the following:

- 1- Parents' dealings with their children within the family.
- 2- Raising children healthy socially and building healthy relationships with them based on honesty and frankness.
- 3- Creating a family milieu characterized by affection and respect that incubates children and has a positive impact on their marbles and behaviors.

3- Generalist Practice in Social work:

Generalist practice in social work is defined as "the specific general frame that relies on theoretical and applied bases to bring about change at all levels related to practice from the individual person to society." (Menkerios, 2014, 26) It is defined as "A way of thinking and a way of working at the same time" (Ali and others, 2005, 283). The focus of attention of generalist practice in social work is the problem and the problematic situation that causes it at any level of professional practice (Abdul Razek, Abd Rabbo, 2020, 40). Generalist practice does not focus on a particular method of traditional social work with its models associated with each method, but rather focuses on one method, which is social work and its focus is the client and problem system. (Habib, 2016, 32) Generalist practice is defined as the framework that provides the social worker with a selective basis for professional practice. (Ashman, Hull, 2002, 26) The implementation of generalist practice activities is also involved in many systems. (Abdelkader, 2011, 38) Generalist practice is a comprehensive approach that focuses on the mutual responsibility between the social worker and the client to deal with problems in the environment. Berzote, 2000, 5).

Generalist practice in social work can be procedurally defined in this study according to the following:

- 1- The framework that provides for the social worker with a selective basis for professional practice in the training program
- 2- A comprehensive approach that focuses on the mutual responsibility between the social worker and the parents to deal with family problems in children education.
- 3- Many systems are involved in the implementation of generalist practice activities, including (specialist, parents, children... etc).

Sixth: Theoretical starting points for the study:

We find that social work research must start from an appropriate theory or theories that are, based on a theoretical basis that suits the nature and objectives of the study. (Fahmy, 1997, 30), so, many have difficulty applying the theory of social work. (Mansour, 2010, 15) This is because there is a reciprocal relationship between theory and practice, because any change in theory is the result or reaction to a change in practice. (Khater et al., 1998, 135) The most important theories on which the current study was based include the following:

- 1- General systems Theory:** Haern pointed out that the theory of systems is based on the assumption that (matter can be viewed in all its

living and non-living forms... as systems). They are considered to have certain distinct characteristics worthy of study. (Al-Nuhi,2001,43) where the generalist systems theory emphasizes the idea of innovation in the system, which sees that each system is part of a larger system and has its own features, characteristics and functions and possesses a certain degree of independence. (Abdul Hamid, 2019, 382) All units that are usually dealt with by the social work profession can be viewed as systems with mutual general characteristics. (Al-Nuhi, 2004, 43)

Thus, general systems theory guides social workers to look beyond the problem of simple presentation, and specialists see problems as related to all other aspects of the system, as many aspects work together to affect the full performance of the individual. It also guides the dynamic, because problems and issues are variable most of the time, so you must be flexible and be ready to contains the many problems using different strategies.

(Karen, 2002, 10)

Perhaps the most important contribution of the general systems theory is that it clarified the role of environmental factors and their impact on the problems of individuals, groups and societies, which made the study of the environment, take the interests of professional practitioners after it was seen as a secondary factor in customer problems. (Habib, 2009, 69) through means and methods of communication, and organizing strategies through these complex systems, to exploit the power of means and methods of communication. (Al-Shahri, 2008, 27)

2. Cognitive theory

The cognitive theory “Jean Piaget “, which dates back to 1950, is one of the cognitive theories in learning and social developments that emphasize the interaction of mental factors with environmental factors. (Al-Sukkari and others 1997, 30) Jean Piaget was also interested in how the mind and information systems work in the sense that his interest was focused on the education process, and he was a specialist in his early writings on the development of mental and cognitive thinking. He assumed that there are sequential stages that are qualitatively different from each other for cognitive development:

- 1- The motion stage.
- 2- Pre-operational stage.
- 3- The tangible operations stage.
- 4- Abstract operations stage

He also conducted his research on the mental development of adolescents and found that individual differences in mental processes between them depend on readiness and experiences such as education. Cognitive theory works on the growth of the individual's intellectual and mental abilities to receiving, processing and disposal with information. The concepts of cognitive theory focus on that behavior is determined by thinking and setting a goal rather than subconscious motives. In its interpretation of motives, it relies on internal motivation to stimulate interest in behavior and move it towards the desired goals and internal motives that are related to the goal and start from within the individual, so he feels the desire to perform and engage in the subject and accepts it without paying attention to external factors or enhancers. (David, 1993, 315) This theory is concerned with the importance of customers' awareness of their problems, irrational ideas, cognitive abilities and how to employ them, as well as the importance of the impact of the value system on customers and then helping them to change their incompatible behavior and reshape the knowledge structure and way of thinking in a way that contributes to achieving the goals. (Hassan, 2015, 312)

In light of the concepts of cognitive theory, it can be used to contribute to the development of positive family education as follows:

- (1) Increasing the effectiveness and efficiency of all elements on which family education depends (parents, children, relatives, friends, neighbors, environment, related places such as school and university, the means used to guide and guide parents ... Etc.) by increasing awareness and knowledge using meetings, discussions, seminars, and lectures organized by the general practitioner in cooperation with families (team work).
- (2) Increasing awareness and knowledge about how to develop positive family education, by identifying the term family education, understanding and realizing the positive word, and knowing the best method to deal with parents, the most important of which are educational seminars and joint and continuous discussions to achieve the goal to be achieved.
- (3) Increase the knowledge of those in charge of family education (parents) of the desired goals of positive family education to move them towards the desired goals and internal motives that are related to the goal and start from within the individual and so he feel the desire to

perform and engage in the subject and accept it without paying attention to external reinforcements or any other things.

2- Preventive approach:

The preventive approach is defined as "the activities and efforts of social workers practiced to identify latent and potential areas of obstacles the social performance of individuals, families and groups or prevent their occurrence in the future and reduce them to the extent possible." (Abdelkader, 2011, 159) where it the use of the preventive approach in the generalist practice of social work includes three levels: (Ali, 2014, 313)

- Primary prevention level: This is what social workers and others do to prevent known conditions causing social problems from appearing.
- Secondary prevention level: It is concerned with efforts that limit the seriousness of the problem by early detection of its existence, isolating the problem and its effects on others, or reducing the attitudes that lead them to fall into the problem to a minimum and early treatment.
- The third level of prevention: It is the rehabilitation efforts to help individuals who already suffer from a specific problem to recover from its impact and develop sufficient forces to prevent its recurrence.

Seventh: The methodological procedures of the study:

- **Type of study:** This study belongs to the analytical descriptive studies, which aim to determine the characteristics of a specific phenomenon or situation that is predominantly specific, and the description focuses on both qualitative and quantitative aspects. (Al-Suruji, 2001, 220)
- **The method used:** The method is defined as "the way to reveal the truth in different sciences through a set of general rules. (Darwish, 2018, 17) In line with the type of study, the researcher sees the use of the social survey approach, which is important in social work studies. The social survey is an approach to collecting social data in order to obtain information that visualize reality and contributes to the analysis of its phenomena at the present time. (Abdel Aal, 1993, 44)
- **Study tools:** The researcher used the following tools to achieve the objectives of the study, taking into account their suitability for the methodology used, so that the study can come out in an integrated scientific feature, as the data collection tools were represented in (the scale of development of parents' awareness of positive education) prepared by the researcher.

- **Fields of study:** - **The human field:** The human field was determined in a sample of (48) parents.

- **Area field:** Naguib Mahfouz Official School French Languages. The reasons for application in this school are as follows:

1- The approval of the school administration to implement a series of seminars and trainings related to this topic

2 - The desire of parents to participate and the actual implementation of a training program for positive family education.

3- The researcher's desire to take the initiative to develop positive family education at the level of Aswan Governorate.

- **Time range:** It took about two months from 4/3/2020 to 4/5/2020

Eighth: The general results of the positive family education development scale from the perspective of generalist practice in social work:

***statistical table analysis**

Table (1) shows distribution of respondents by gender

s.	Gender	M	%
A	Male	12	25
B	Female	36	75
Total		48	100

The table shows that: The largest percentage of respondents are females (75%), while the percentage of males (25%), which indicates the keenness of mothers to develop positive family education for their children, based on a sense of responsibility and the desire to prepare a distinguished generation. Therefore, we recommend that the program be implemented with this category and even on all parents at the level of the Republic.

Table (2) shows the distribution of respondents by age

s.	Age	M	%
A	Less than 30	7	14.6
B	From 30: Less than 40	30	62.5
C	40 years and over	11	22.9
Total		48	100

The table shows that: The largest percentage of respondents in the age group (30: less than 40) years by (62.5%), followed by the age group (40 and over) years, where their percentage reached (22.9%), and in the last place comes the age group (less than 30) years by (14.6%). This may be because in the early days of the child there are no problems associated with family education and they start at a certain age. Therefore, we recommend that training be given to young people from the very beginning of the child's life, preferably from the beginning of pregnancy.

Table (3) shows the distribution of respondents by academic qualification

s.	Academic qualification	M	%
A	Intermediate Diploma	-	-
B	Bachelor's degree.	24	50
C	License	14	29.2
D	Postgraduate level	10	20.8
E	Others (mentioned)	-	-
Total		48	100

The table shows that: The largest percentage of the respondents has a bachelor's degree (50%), followed by a bachelor's degree (29.2%), and the last is graduate studies (20.8%).

Table (4) shows the distribution of respondents by employment status

s.	Employment Status	M	%
A	Working	37	77.1
B	Not working	11	22.9
Total		48	100

The table shows that: The largest percentage of respondents in their employment status is (working) at a rate of (77.1%), followed by (not working) at a rate of (22.9%). This may be due to the increased awareness of those who work of the importance of developing methods and methods of positive family development for children.

Table (5) shows the distribution of respondents by number of children

s.	Number of children:	M	%
A	Less than three	29	60.4
B	Three	14	29.2
C	More than three	5	10.4
Total		48	100

The table shows that: the largest percentage of the respondents have less than three children, as their percentage reached (60.4%), followed by three children by (29.2%), and finally the small percentage has more than three children, as their percentage reached (10.4%). This may be due to parents' awareness of the importance of family planning.

Table (6) shows the distribution of respondents according to receiving training courses on positive family education

s.	receiving training courses on positive family education	M	%
A	Yes	-	-
B	No	48	100
Total		48	100

The table shows that: All respondents did not receive training courses on positive family education by (100%), and this indicates the lack of interest of the concerned authorities, especially social solidarity in this

matter, so we recommend the need to pay attention and correlation between all association concerned with this matter.

Table (7) shows the cognitive aspect

s.	Cognitive aspect	Responses						Weighted total	Relative Weight	%	Order
		Yes		Some exten		No					
		M	%	M	%	M	%				
1	I know my children the difference between right and wrong.	48	100	-	-	-	-	144	100	11	1
2	I focus on constantly developing my children's knowledge	36	75	12	25	-	-	132	91.7	10.1	2
3	I have knowledge of the dangers of the Internet on children's information	32	66.7	5	10.4	11	22.9	117	81.3	9	4
4	I know my role in raising my children	48	100	-	-	-	-	144	100	11	1
5	I have information about positive education methods	36	75	-	-	12	25	120	83.3	9.2	3
6	I develop my knowledge about what is new and related to my children	27	56.3	13	27	8	16.7	115	79.9	8.8	5
7	There is a weekly family meeting with the children to develop their knowledge and experience	15	31.3	22	45.8	11	22.9	100	69.4	7.7	8
8	I have knowledge of a range of information and life experiences	27	56.3	3	6.2	18	37.5	105	72.9	8.1	7
9	I seek to continuously update myself to keep pace with rapid technological development	24	50	13	27.1	11	22.9	109	75.7	8.4	6
10	I take into account the individual differences between children	36	75	12	25	-	-	132	91.7	10.1	2
11	I know the tools of positive education	-	-	38	79.2	10	20.8	86	59.7	6.6	9
Total		1304								100 %	

The table shows that the two phrases (I know my children the difference between right and wrong, (I know my role in raising my children) came in first order for the cognitive by (11%), and at the end of the order came the phrase (I know the tools of positive education) by (6.6%).

Table (8): shows the skill aspect

S.	Skills	Responses						Weighted total	Relative Weight	%	Order	
		Yes		Some		No						
		M	%	M	%	M	%					
1	I have the skill to communicate effectively with my children	17	35.4	23	47.9	18	37.5	115	79.9	9.4	7	

s.	Skills	Responses						Weighted total	Relative Weight	%	Order
		Yes		Some		No					
		M	%	M	%	M	%				
2	I have the skill to listen attentively to the dialogue of my children	28	58.3	15	31.3	5	10.4	119	82.6	9.7	5
3	Using the skill of reflecting emotions with my children helps me to know their feelings	9	18.8	16	33.3	23	47.9	73	50.7	6	10
4	I make sure to observe my children throughout the day	39	81.3	9	18.8	-	-	135	93.8	11	2
5	I can manage my time efficiently and effectively for the benefit of my children	16	33.3	13	27.1	19	39.6	93	64.6	7.6	9
6	I motivate my children to find a solution to their problems on their own	34	70.8	-	-	14	29.2	116	80.6	9.5	6
7	I develop my children the skill of creative thinking	42	87.5	6	12.5	-	-	138	95.9	11.3	1
8	I encourage my children to lead and make decisions	35	72.9	13	27.1	-	-	131	90.9	10.7	3
9	I use the skill of cooperation and teamwork at home to accomplish tasks	22	45.8	17	35.4	9	18.8	109	75.7	8.9	8
10	I have the skill of emotional thinking	31	64.6	12	25	5	10.4	122	84.7	9.9	4
11	I use the skill of negotiation and racing while dealing with children	-	-	25	52.1	23	47.9	73	50.7	6	10
Total								1224		100 %	

The table shows that the phrase (My children have the skill of creative thinking) came in the first order for the skill by (11.3%), and at the end of the order came the two phrases (Using the skill of reflecting feelings with my children helps me to know their feelings, I use the skill of negotiation and dancing while dealing with children) by (6%).

Table (9) shows the behavioral aspect

s.	Behavioral aspect	Responses						Weighted total	Relative Weight	%	Order
		Yes		Some		No					
		M	%	M	%	M	%				
1	I use reward and punishment while dealing with children	39	81.3	7	14.6	2	4.2	133	9.2.4	10.6	1
2	I am keen to integrate my personality into the behaviors of my children while respecting the personality of each of them	21	43.8	27	56.2	-	-	117	81.3	9.4	5
3	I give a measure of freedom to my children to regulate their behavior	13	29.2	27	56.2	8	16.6	101	70.1	8	8
4	I give my children the opportunity to rely on themselves and be independent	28	58.3	21	43.7	-	-	126	87.5	10.1	2
5	I make sure to use firmness and flexibility together while dealing with children	37	77.1	11	22.9	-	-	133	9.2.4	10.6	1
6	I use the democratic method of raising children	-	-	48	100	-	-	96	66.7	7.7	9
7	I commit to using praise and compliment method in raising children	5	10.4	33	68.8	10	20.8	91	63.2%	7.3	10
8	I make sure to talk and listen to my children constantly	26	54.2	22	45.8	-	-	122	84.7	9.8	3
9	I use the method of limits set in dealing with children	13	27.1	35	72.9	-	-	109	75.7	8.7	6
10	I choose the right time to talk to the children	18	37.5	18	37.5	12	25	102	70.8	8.2	7
11	I show my thanks and gratitude to everyone in the family in positive attitudes	24	50	24	50	-	-	120	83.3	6.9	4
Total								1250		100 %	

The table shows that the two phrases (I use reward and punishment while dealing with children, I make sure to use firmness and flexibility together while dealing with children) came in first order for the behavioral aspect by (.11.3%), and at the end of the order came the

phrase (I commit to using the method of praise and compliment in raising children) by (7.3%).

- The proposed training program for the development of positive family education from the perspective of generalist practice in social work:

(1) The Vision of the training program:

Parents who are able to raise their children in a positive family education, and are able to keep convoy with rapid successive technological evolution and overcoming the obstacles facing them in society.

(2) The mission of the training program:

- Providing parents with a set of knowledge and experiences to develop the knowledge aspect of positive family education.
- Providing parents with a set of skills to develop the skilled aspect of positive family education.
- Providing parents with a set of behaviors and experiences, to develop the behavioral aspect of positive family education.

(3) The theoretical principles on which the training program is based on:

The training program will be based on the following theoretical principles:

- 1-The theoretical basis of the current study.
- 2-The results of previous studies.
- 3- Theoretical guidelines for the generalist practice of social work that are used in this study in order to develop positive family education. These guidelines will include:

A –The theory of general systems.

B- Cognitive theory.

C – Preventive approach.

(4) Objectives of the training program:

-The general Objective:

“Is to develop positive family education for parents.”

- The sub-objectives:

- Increasing the knowledge and experience of parents (cognitive aspect).
- Providing parents with new skills (skill aspect).
- Learning and teaching parents new behaviors and presenting successful real-life experiences and models (behavioral aspect).

(5) Dealing systes in the training program:

- Change-maker system: This is a work team consisting of (social worker, researcher and specialists interested in this field).

*Target system: This is represented by the family, including (parents, children).

- Work system (Work Apparatus): Cooperation will be carried out with schools, clubs and civil society organizations surrounding the respondents to develop positive family education among parents.

(6) Training Program Strategies:

The researcher will use some appropriate strategies for the training program to apply the steps of professional intervention with parents, which include the following strategies (empowerment strategy, negotiation strategy, cognitive construction strategy and persuasion strategy) in order to implement the contents of the training program in developing positive family education for parents.

(7) Training Program Techniques:

Because we will use more than one strategy, many professional techniques are used that are consistent with the topic of the professional intervention program, including "awareness, clarification and explanation, training, guidance and counseling, education, decision-making, and direct communication."

(8) Tools used in the training program:

They are represented in "group discussions, periodical meetings, use the interviews, workshops, paper publications and social media."

(9) Training Program Skills:

The researcher can use the appropriate professional skills of the training program to apply the steps of professional intervention with parents, which include the following skills (professional relationship formation skill, communication skill, recording skill, confrontation and persuasion skill, influence skill on decision makers, decision-making skill, and discussion management skill.) This is to implement the contents of the training program in developing positive family education for parents.

(10) The roles of the general practitioner in the training program:

As a general practitioner, the researcher relies on the use of many appropriate professional roles to apply the steps of professional intervention with parents, including (the role of the counselor, the role of the teacher, the role of the mentor, the role of the program developer and planner, the role of the expert, the role of the evaluator, the role of the assistant, the role of the policy and strategy setting, the role of the mediator and the role of the enabler.)

(11) Stages of the training program:

These include "the engagement stage, the assessment stage, the contract formulation stage, the planning stage, the implementation stage, the evaluation stage, the termination stage, and the follow-up stage."

(12) Targets and implementers of the training program:

- Targets of the program are "parents"

- Implementer of the intervention program is "the researcher, and the concerned authorities"

(13) The time frame of the training program:

This refers to the time required for the training program to achieve its objectives. To the best of the researcher's knowledge, the professional intervention program used to develop positive family education for parents lasts from three to four months.

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