

The Tenth Study



**A training program to develop the life skills for
public service-assignmenters from the perspective
of the generalist practice in social work**

By

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Abstract:

The current study aims to Test The effectiveness of A training Program For Developing Life Skills For Public Service-assignmenters From The Perspective of the generalist Practice in Social Work , This is Done by testing The Validity of Tge main Hypothesis , There are Positive Statistically Significant Differences Between The Scores of The Pre-measurement and Post-measurement on The Life Skills Scale For public Service-assignmenters, Which is Valid For Post-measurement. This Study Belongs to The Experimental Studies Pattern , As it Targets The Relationship between two Variables , One of Which is Independent (The training Program from The Perspective Of generalist Practice in Social Work) , and The other is Dependent (Developing The life Skills Of Public Service-assignmenters) . The Study Relied on The Experimental Approach – As it Used The Pre- & Post-measurement For One Experimental Group Of Public Service-assignmenters, A scale Prepared by The researcher . The results of The Study reached The Validity of The main Hypothesis , As It Showed The existence Of Positive Statisticall Significant Differences between The Scores of the Pre-measurement and Post-measurement on The Life Skills Scale for Public Service-assignmenters, Which is Valid for Post-measurement.

Key words :A training Program , Life Skills , Public Service-assignmenters , the generalist Practice in Social Work .

الملخص:

تهدف الدراسة الحالية إلى إختبار فاعلية برنامج تدريبي لتنمية المهارات الحياتية لمكفلي الخدمة العامة من منظور الممارسة العامة في الخدمة الإجتماعية وذلك من خلال إختبار صحة الفرض الرئيسى " توجد فروق إيجابية ذات دلالة إحصائية بين درجات القياس القبلى والقياس البعدى على مقياس المهارات الحياتية لمكفلي الخدمة العامة لصالح القياس البعدى . تنتمى هذه الدراسة إلى نمط الدراسات التجريبية حيث تستهدف دراسة العلاقة بين متغيرين أحدهما مستقل وهو (البرنامج التدريبى من منظور الممارسة العامة فى الخدمة الاجتماعية) والآخر تابع وهو (تنمية المهارات الحياتية لمكفلي الخدمة العامة) واعتمدت الدراسة على المنهج التجريبي ، حيث استخدمت القياس القبلى البعدى لمجموعة تجريبية واحدة من مكفلي الخدمة العامة "مقياس من إعداد الباحثة" توصلت نتائج الدراسة إلى صحة الفرض الرئيسى حيث تبين " وجود فروق إيجابية ذات دلالة إحصائية بين درجات القياس القبلى والقياس البعدى على مقياس المهارات الحياتية لمكفلي الخدمة العامة لصالح القياس البعدى .

الكلمات المفتاحية :برنامج تدريبي ؛ المهارات الحياتية ؛ مكفلي الخدمة العامة ؛ الممارسة العامة فى الخدمة الإجتماعية

First : the problem of the study

Building the human being requires a high level of awareness of its importance in the equation of sustainable human development among those who have the solution and linkage of decision-makers, and it also requires A cultural, scientific and administrative level of great importance to push plans, strategies and programs capable of managing human development effectively . (Al-Asaad , 2000 , 11)

Of course, this is not easy. There is still a need for more work that can combine expertise and experience on the one hand, and hope & actions on the other, with the aim of improving the opportunity to reach real development. (Hilal , 2002 , 5)

Therefore, the individual's possession of life skills provides him with the weapon of coexistence, adaptation, success and the ability to achieve effective communication with others , and this is one of the highest goals of education in any society that wants its children to have a better future life. On the other hand, learning life skills helps society greatly in preparing its members in a way that makes them able to face all new changes in the international and national arena by mastering the ingredients of lifelong learning, possessing the ingredients of critical scientific thinking, effective communication skills and cooperation with others , in addition to possessing the ingredients of good citizenship . (Abd el-Mu 'ati, Mustafa , 2008 , 25)

Where the individual cannot live in isolation from others and from his family, friends and colleagues, and he cannot live without dealing with all parties concerned with society , and this confirms that the individual's life is in constant need of readjustment with society , and this is only available through his possession of life skills that make him able to communicate with others and interact positively with them . (Abd el-Mu'ati, Mustafa , 2008 , 22)

The study (Ibrahim , 2018 , 743) recommended providing life skills media programs for university employees and their development methods, benefiting from specialists in the field of human development by hosting them in special programs, presenting models of how to organize time and overcome the difficulties that prevent this, the ability to make decisions efficiently in the field of work and effective communication between employees within the university , and providing training programs by the university to improve the experiences of employees in the field of using modern technology.

The study of (Ahmed , 2019) concerned children as they are the real wealth of any society , and that caring for them in all aspects of life is important and necessary for any society that seeks progress and advancement, especially in the pre-school stage, so it was necessary in the educational programs of the pre-school stage to give them the life skills that help them adapt in the society in which they live appropriately commensurate with this society , as the first five years of the child's life are the basis for forming his personality and the most influential in his future life.

The study (Al-Zahrani , 2021) revealed the extent of the participation of public and university education institutions in the research community in the Kingdom of Saudi Arabia to develop the social skills of students by focusing on the basic dimensions, which are "the cognitive , instrumental, individual ,and social dimension. The study was applied to a random sample of secondary and university students that reached (1092) respondents , and using the social survey approach, the study collected its data using the questionnaire. The study revealed a number of results, the most prominent of which are: that the contribution of education institutions to the development of life came with a degree of approval and an average of 3.61 of the average opinions of the respondents , and that the most dimensions that education institutions were found to be interested in were the social dimension, while the least was the individual dimension.

The study (Allam , 2021) aimed to determine the role of the activities of youth centers in the development of life skills , and to reach a proposed role to support the activities of youth centers in the development of life skills from the point of view of social work , and the study found that the activities of youth centers have a role in developing the skill of communication interaction, problem-solving, time management, and sound decision-making skill

The study of (Youssef , 2022) aimed to reach a proposed program from the perspective of Group work to develop the life skills of divorced women. This study belongs to descriptive studies. The study concluded to develop a proposed program from the perspective of Group work to develop the life skills of divorced women.

The study (Al-Sayed , 2023) aimed to identify the life skills of university students with motor disabilities. This study belongs to descriptive studies and relied on the comprehensive social survey approach. The researcher used a questionnaire form prepared by him. One of its most important results was to reach a proposal to use the social worker's life model to developing life skills for groups of university students with motor disabilities.

The researcher's thought (Bashandi, 2023) went to conduct an experimental study to find out the impact of professional intervention from the perspective of generalist practice aimed at developing the life skills of members of the Youth Parliament. Young people are the forearms of the nation in understanding the present and the future. The state seeks to care for young people physically, mentally, psychologically, socially and spiritually. Here comes the role of the Ministry of Youth and Sports in developing the life skills of members of the Youth Parliament, as it is one of the ministries that care for young people .

The study (Al-Fayfi, 2023 , 243) aimed to identify the role of training courses at Imam Muhammad bin Saud Islamic University in the development of life skills "personal skills, social skills, professional skills". The study relied on the descriptive survey approach, and the questionnaire was taken as a tool to collect data and information from the study sample, which was (437) female students enrolled in training courses during the last three years, and reached a number of results, the most prominent of which: The role of training courses at Imam Muhammad bin Saud Islamic University in the development of life skills of enrollees for the fields as a whole came with an average score of (3.23 from 5) .

Whereas, the assessment is the first professional intervention with individuals and families , and aims to reach a clear and complete understanding of the problem , its causes, manifestations , associated systems, and factors affecting it . As for inclusiveness, the social worker assesses the problem from all its dimensions and levels " individual – family – group – community – organization " with a focus on the interactions that arise within the system , and between it and the external systems and the surrounding environmental conditions. (Metwally , Abdul Majeed , Helmy ,2008 , 8)

Training is any form of process that is designed to facilitate learning for the target audience. (Bray , 2008 , 22) .

The researcher conducted a study to assess the current situation about the life skills required to be developed by the public service-assignmenters of the Directorate of Supply in Aswan in the light of the results of previous studies and to benefit from them and to identify the most important life skills by applying them to a deliberate sample of public service assignmenters in the Directorate. In light of the above, it is clear the importance of directing a training program to achieve the general goal of the current study aimed at developing life skills of the public service assignmenters of the Directorate of Supply, including measuring the axes of life skills development that came in the highest proportions according to their arranging as follows :

Table NO. (1)

Statement on the axes of life skills development

SKILL	Percentage of need	S.
Effective communication skill	90%	1
Time management skill.	80%	2
Decision Making Skill	70%	3

Based on the above, the problem of the study was identified as follows : "Testing the effectiveness of a training program for the development of life skills for public service assignmenters from the perspective of generalist practice in social work . "

(N.47, 2024)

Second : The importance of the study:

- 1- The interest of all devices and institutions in the Egyptian society in implementing many training programs at all levels because of their effective and influential role in creating human development.
- 2- The development of life skills has become a necessity for all segments of society to achieve the sustainable development strategy for Egypt 2030
- 3- The importance of the youth sector, especially graduates "public service- assignmeters " as they are the most important groups in Egyptian society.
- 4- Enriching the knowledge aspect of social work in general and social work in the field of youth care in particular .

Third : aims of the study:

The current study aims to achieve an overall objective, which is to “ **test the effectiveness of a life skills training program for public service- assignmeters from the perspective of generalist practice in social work .**”

This is achieved through the following set of sub-goals:

- 1- Testing the effectiveness of the training program to develop the skill of effective communication for public service- assignmeters from the perspective of generalist practice in social work . "
- 2- Testing the effectiveness of the training program to develop the time management skill of public service-assignmeters from the perspective of generalist practice in social work . "
- 3- Testing the effectiveness of the training program to develop the decision-making skill of public service-assignmeters from the perspective of generalist practice in social work . "

Fourth : The hypotheses of the study :

The current study seeks to test the validity of the following main hypothesis: " **There are statistically significant differences between the scores of pre and post measurement on the life skills scale of public service-assignmeters from the perspective of generalist practice in social work .** "

A number of sub-hypotheses emanate from it, which include the following :

- 1- There are statistically significant differences between the pre and post measurement scores on the life skills scale for public service-assignmeters on the skill of effective communication in favor of post measurement. From the perspective of generalist practice in social work"

2- There are statistically significant differences between the pre and post measurement scores on the life skills scale for public service-assignmenters on the skill of time management in favor of post measurement. From the perspective of generalist practice in social work . "

3- There are statistically significant differences between the pre and post measurement scores on the life skills scale for public service-assignmenters on the skill of decision-making in favor of post measurement from the perspective of generalist practice in social work .

Fifth : The Concepts of the study

-Training program: The program is defined as "a set of activities that depend on each other , and are directed to achieve a purpose , or a set of purposes . (Al-sukkari , 2000 , 407) It is a "planned process for correcting performance, knowledge, and skills through an educational experience with the aim of reaching more effective performance. " (Abu Al-Nasr , 2009 , 16) It also means" a plan or indicative plans for what will be done in the sense of designing a number of procedures to satisfy the needs of a number of specific clients " (Barker, 2003,342) It is defined as "a series of planned procedures commensurate with the needs of trained social workers in order to improve performance. " (Payne , 1991 , 190)

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

1- Practicing a series of professionally planned activities and training courses during a specified period of time in accordance with the timetable.

2- Providing public service- assignmenters with the knowledge, skills and experience necessary to develop their life skills.

3- Finally, the training program "is a structured plan aimed at developing the personal , social , and professional skills for individuals to enable them to deal effectively with the challenges of life . "

- Life Skills

Where the skill is defined as "the ability to translate knowledge into an act, deed or action that leads to the achievement of a desired performance. " (Moursi , 2006 , 53) The World Health Organization defines life skills as " psychological abilities for adaptive positive behavior that enable a person to deal effectively with the requirements and challenges of daily life. (WHO, 2001,27) Life skills are one of the forms of change required to prepare the individual for life in society through the positive interaction they add to the human personality in all aspects in general . (Menkerios , 2015 , 18) The International Bureau of Education (UNESCO) derives a concept of life skills from the following four axes of modern education (learn to know and learn to work , learn to be and learn to live with others , and defines them as personal control and management skills and social skills necessary for efficient performance. (Abd al-Mu a'ti, Mustafa , 2008 , 18) .

Life skills can be procedurally defined in this study as follows:

- 1- Those skills that graduates possess and make them able to contact and communicate effectively
- 2- Those skills that graduates possess and make them able to self-market themselves, manage their time effectively , and think creatively to overcome the problem of unemployment .
- 3- Those skills possessed by graduates and make them able to make a decision quickly and wisely in charge

-public service: Article (1) of the decision of the Minister of Social Solidarity No. (293) dated 4/8/2019 assignment that "young people of both sexes who have the nationality of the Arab Republic of Egypt shall be assigned to perform public service for a period of one year starting from 1/10/2019 for a batch of (93) as follows :

First : Females are graduates of universities and higher institutes in the first period of 2019 .

Second : Males who have been exempted from military service and who exceed the need of the armed forces, provided that three years have passed from the date of placing them on call, and graduates of universities and higher institutes in the first part of 2019 . " (Wali , 2019) Therefore, we find this term applied in Egypt to young graduates of universities and higher institutes who are assigned by the state to perform voluntary work for a year in various societal fields with the aim of integrating young people into society , rehabilitation them for practical life and contributing to achieving the development goals of the state .

Public service- assignments can be procedurally defined in this study according to the following :

- 1- Young graduates of universities and higher institutes from different disciplines.
- 2- Young people who perform public service at the Supply Directorate in Aswan .
- 3- Young people who have been assigned by the Directorate of Social Solidarity to perform voluntary work for a year in the Directorate of Supply in Aswan .

Generalist practice in social work : It is a trend in which the general practitioner in social work focuses on the use of environmental systems, methods and technical methods to solve the problem without preferring to focus on the application of one of the methods of the social work profession (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 formats. (Abdel-kader , 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).

It is "a framework that includes the estimation of both the general practitioner and the client and the problematic situation to determine the system to which it should be directed. (Johnson&Yanca, 2007, 2)

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

1- The framework that provides the researcher with a selective basis for professional practice in life skills development training programs.

2- A comprehensive approach that focuses on the mutual responsibility between the researcher and the public service- assignmeters to develop their life skills.

3- Many systems are involved in the implementation of generalist practice activities, including (researcher , trainers , employees of the Directorate of Supply in Aswan Governorate, officials responsible for public service in the Ministry of Social Solidarity , interested experts and specialists " academics – practitioners " of life skills .

Sixth : Theoretical starting points for the study :

1- **Life Model:** This model was proposed by both (Carel& Alex) with individuals, families, small groups and organizations. It has also been expanded to include local communities. The life model sees that people are constantly adapting to their environments and that each of them influences the other and is affected by it . (Carel,Alex, 1999, 22) and where we find that this model is one of the modern trends in the generalist practice of social work based on the ecological perspective in its focus on the relationship between man and his social environment. (Al-sukkari , 2000, 298) , and the life model goes beyond trends that depend on therapeutic procedures for aspects of disability in man to a model that depends on life processes to be directed to achieve the following goals: (Habib , 2009 , 254)

1- Giving power to people , as people have innate tendencies towards health, compatibility, continuous growth and liberation of energies .

2- Modifying the environment and supporting & protecting human beings to the maximum extent possible .

3- Raising the levels of the appropriate relationship between human and his environment.

2- **Communication theory:** The origin of the word communication is due to the Latin Communes, which in English is synonymous with the word Common in a general, popular or familiar sense at the same time(Abdel-latif , 1999 ,129) Communication is defined in Webster's dictionary as "the flow of information through someone and is called (the sender) to others and is called (the receiver) .

This term is also used to make something famous (Earl , 1989 , 89),. (In the Oxford dictionary, communication is defined as "the decision or action of the contact person." Communication has also been defined as “the process of exchanging information in a way that achieves mutual understanding between two or more individuals regarding different issues.” (Halabi & others., 1990 ,158).

Through the previous definitions, it can be said that communication is an ongoing process that involves one party converting certain ideas and information into an oral or written message, transmitted through a means of communication to the other party. (Menkerios ,2009 ,299)

Elements of the communication process:

(1) Sender:

It is the person who initiates the communication process or the entity from which the information or message is directed. The sender may be an individual, a group or an organization, and he has the desire and attempt to convey a specific message and communicate with a person himself (the receiver) . (Shafiq , 2003 ,108) The sender in this study is the researcher conducting the study .

(2) Receiver:

It is the entity or person to whom the message is directed and resolves its symbols in order to reach an interpretation of its contents and understand its meaning. This is reflected in the different patterns of behavior that it performs. The behavior is the appearance and evidence of the success of the message and the achievement of the goal . (Mukhtar , 1997 ,83) The receiver in this study is the public service-assignmenters in the Directorate of Supply in Aswan .

(3) Message :

The message is the topic or content that the sender wants to convey to the receiver or is the goal that the communication process aims to achieve . (Mukhtar , 1995 ,27) In the current study, the thesis is the development of life skills for public service - assignmenters in the Directorate of Supply in Aswan.

(4) Media Channel:

The means of communication or channel of communication used is the way in which ideas and information are transmitted. We will use many methods to develop the life skills of public service - assignmenters through the training program.

(5) Feedback:

It is the result that the call ends or the sender's reaction, which takes the form of a performance evaluation. Feedback may be reports or interpretation of information and the results of all these processes and other data back to the sender . (Hassan , 1981 , 33)

3. Cognitive theory

The cognitive theory " Jean Piaget ", which dates back to 1950, is one of the cognitive theories in learning and social development that emphasizes the interaction of mental factors with environmental factors. (Al-Sukkari & others., 1997, 30). Cognitive theory works on the growth of the individual's intellectual and mental abilities to receive, process and act with information . (David , 1993 , 315) .

This theory is concerned with the importance of clients' perception of their problems, irrational thoughts, and cognitive abilities and how to employ them . (Hassan , 2015 , 312)

In light of the concepts of cognitive theory, it can be used to contribute to the development of life skills for public service - assignmenters as follows :

(1) Increase the effectiveness and efficiency of all elements on which skills development depends through the training program.

(2) Increasing awareness and knowledge on how to develop life skills, and the importance of developing life skills through the training program.

(3) Increasing the knowledge of those in charge of the training program (participants in the implementation of the program) of the desired goals of developing the life skills of public service - assignmenters to move them 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 boosters or any other things .

Seventh: Methodological procedures of the study

* **Type of study:** This study belongs to the type of experimental studies that are based on the experimentation strategy because it is the most appropriate type of studies suitable for the nature and subject of the study , which aimed to test the effectiveness of an independent (Independent Variable), which is a training program from the perspective of generalist practice in social work , and the other dependent (Dependent Variable) , which is the life skills of public service-assignmenters where research and experimental studies aim to collect information and organize it in a way that leads to shedding light on the validity of hypotheses or set of hypotheses . (Muhammed , 2015 , 115)

* **The method used:** In line with the type of study, the researcher sees the use of the experimental approach, in which the steps of the scientific approach are represented, based on the experimental design. The experimental approach is the approach in which the features of the scientific method are clearly represented. It uses the experiment in measuring the variables of the phenomenon. Experimental research is characterized by the possibility of being repeated by other people with the same results if the circumstances are unified. (Shafiq , 2004 , 96) In this study, a pre-measurement (Pro-Test) will be conducted on the " dependent variable " (life skills of public service- assignmenters) , then the applied of the (training program from the perspective of generalist practice in social work) "independent variable" , and finally the post-measurement procedure (Post-Test) on the dependent variable (life skills of public service- assignmenters). By comparing the results of pre-measurement and post-measurement, we reach to know the rate of improvement in the life skills of the members of the experimental group. Studies and research with an experimental approach are careful studies in which the researcher is aware of all aspects of the phenomenon and the dimensions affecting it . (Al-Tarrah , 2009 , 57)

(N.47, 2024)

* **Study Tools:** In this study, the researcher relies on two data collection tools (the Life Skills Scale "prepared by the researcher", and a training program to develop the life skills of public service- assignmenters "prepared by the researcher "). The following is a presentation of the study tools in some detail :

* **Life Skills Scale for Public Service- assignmenters:**

Phase 1 : Preparing the Scale :

The researcher prepared it through the following stages and steps :

1- Determining the subject of the scale , by conducting a study to assess the situation in addition to referring to previous studies related to the subject of the study and taking advantage of the metrics included and helped the researcher to identify the phrases that are related to each of the axes of the study .

2- After conducting the situation assessment study, the researcher identified the main axes that the scale contains, which were three axes (effective communication skill, time management skill, and decision-making skill). On the basis of this, the phrases for each axis were identified and formulated, as their number reached (36) phrases distributed equally on the axes of the scale in its final form. The Likert scale was adopted (yes , to some extent , no) , and these responses gave the numerical weights (3,2,1) respectively in the case of positive phrases, and the numerical weights (1,2,3) respectively in the case of negative phrases.

Phase 2 : Validity and Stability of the Scale :

1- Validity of the scale :

A – Apparent validity: It was presented to (7) faculty members of the Faculty of Social work , Aswan University, the Higher Institute of Social work in Aswan and the Faculty of Education at Aswan University, where the phrases that obtained an agreement percentage of not less than (85%) were adopted and some phrases were deleted and reformulated, and in its light the scale was adopted in its final form

B – Factor validity : The scale was applied to a deliberate sample of public service - assignmenters in the Directorate of Supply and their number was (5) outside the framework of the study community, and the factor validity was calculated on Pearson's coefficient for each axis of the scale in the total score and it was found that confidence in the scale and reliance on its results were achieved.

Table NO. (2)

It shows the internal consistency between the axes of the scale n = 5

Axis	Correlation coefficient	the significance
Effective communication.	0.90	**
Time management skill.	0.88	**
Decision Making Skill	0.89	**

* * Moral at (0.01)

* Moral at (0.05)

2- The stability of the scale : The stability of the scale was calculated by a stability coefficient (alpha – Cronbach) to calculate the estimated stability values for a deliberate sample of (5) outside the framework of the study community, and its results were as follows :

Table NO. (3)

Results of the stability of the scale on the public service- assignmenters
n= 5

S.	Axis	Alpha-Cronbach coefficient
1	Effective communication.	0.918
2	Time management skill.	0.897
3	Decision Making Skill	0.879
Scale as a whole		0.906

Finally, applied of the scale, which is intended to be distributed to the members of the experimental group before and after the conduct of the training program to test its value in the development of life skills from the perspective of generalist practice in social work .

*** Training program for the development of life skills for public service - assignmenters from the perspective of generalist practice in social work :**

(1) Vision of the training program :

A scientifically, practically and skillfully competent graduate, able to employ his life skills to achieve positive adaptive behavior that enables him to deal effectively with the requirements and challenges of daily life.

(2) The mission of the training program :

- * Enabling public service - assignmenters to effectively communicate with individuals, groups and institutions in the surrounding environment.
- * Enabling public service - assignmenters to manage time effectively and creatively thinking to overcome the unemployment problem.
- * Enabling public service- assignmenters to make decisions quickly and wisely .

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

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- Studying the assessment of the situation .
- 4- Theoretical guidelines for the generalist practice of social work that are used in this study in order to develop the life skills of public service - assignmenters. These guidelines will include:
A – Life Model. (B) Communication theory. (C) Cognitive theory.

(4) Objectives of the training program :

*General Objective:

"It is the development of life skills for public service– assignmenters "

*Sub Objectives:

- Increasing the knowledge and experience of public service – assignmenters in life skills (effective communication, time management, decision-making)
- Providing public service- assignmenters with life skills to deal effectively with the requirements and challenges of daily life.
- Learning and providing public service- assignmenters with new life skills and presenting successful real-life experiences and models using modern training methods.

(5) dealing systems in the training program :

- * Change-maker system: It is a team consisting of (the researcher , experts and specialists in life skills training) .
- * Target system: The young people in charge of public service- assignmenters in the Directorate of Supply in Aswan .

* Work system (work device) : Cooperation will be made with both the Directorate of Supply in Aswan and the researcher and a group of experts and specialists in life skills training.

(6) Strategies of the training program :

The researcher will use some appropriate strategies for the training program to apply the steps of professional intervention with public service- assignmenters, which include the following strategies (empowerment strategy, negotiation strategy, knowledge building strategy, persuasion strategy) in order to implement the contents of the training program in the development of life skills for public service-assignmenters.

(7) Techniques of the training program :

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

(8) Tools used in the training program :

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

(9) Skills of the training program :

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 the development of life skills for public service-assignmenters.

(10) 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 public service- assignmenters, including (the role of the observer , the role of the guide, 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 developer, the role of the mediator , the role of the enabler .)

(11) Stages of the training program: It includes "the engagement stage, the evaluation stage, the contract drafting 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 : * The targets of the program are "the public service- assignmenters of the Directorate of Supply in Aswan" * The implementers of the intervention program are "the researcher , experts and specialists in life skills training"

(13) The time frame of the training program : It means the time taken by the training program to achieve its objectives. The period of applied of the training program ranges approximately three and a half months from 4/1/2024 to 20/4/2024 .

Study fields:

- Human field: The researcher made an inventory of all public service- assignmenters in the directorate of Supply ,Aswan governorate and it was found from the inventory that there are no males and all public service- assignmenters in the Directorate of Supply are females and their number is (17) . Distributed among the specialties as follows :

Table NO. (4) A statement of the numbers of public service- assignmenters in the Directorate of Supply in Aswan for the academic year 2023/2024

S.	Faculty graduat	No.
1	Bachelor of Agriculture	2
2	Bachelor of Science and Fisheries	1
3	Bachelor of Commerce.	11
4	Bachelor of Laws	2
5	Bachelor of Arts – Media appartement	1
Total		17

The researcher applied the Life Skills Development Scale for Public Service- assignmenters to (5) assignmenters who were removed from the experimental group and have the same characteristics to verify the validity and stability of the scale , using the half-split method.

Thus, the training program for the development of life skills was applied to (12) individuals

- Placing field: The researcher conducted this study at the Directorate of Supply in Aswan , where this institution was chosen for the following reasons:

1- This institution is one of the Aswan Governorate institutions, in which various persons are assigned to perform public service in various disciplines .

2- Not to conduct any experimental study or training program to develop the life skills of public service- assignmenters from the perspective of generalist practice (within the limits of the researcher's knowledge).

3- The presence of appropriate hall equipped in this place to implement the training program for public service- assignmenters.

- **Timing field:** The period of implementation of the training program for the development of life skills for public service- assignmenters in the Directorate of Supply in Aswan from 4/1/2024 to 20/4/2024, lasted approximately three and a half months, with two sessions per week , the duration of each session is approximately two hours

Eighth : The general results of the training program in the development of life skills for public service- assignmenters from the perspective of generalist practice in social work :

-Study population

Table No. (5) shows the distribution of respondents by age

S.	Age	Σ	%
A	Less than 20	-	-
B	From 20 : Less than 22	3	25
C	From 22 and over	9	75
Total		12	100%

The table shows that : The largest percentage of respondents in the age group (from 22 and above) is (75%) because they are all new graduates.

Table No. (6) shows the distribution of respondents by marital status

S.	Marital status	Σ	%
A	Single	11	91
B	Married	1	8.3
C	Divorced	-	-
D	Widowed	-	-
Total		12	100%

The table shows that : The largest percentage of respondents whose marital status is single, with a percentage of (91.7%), followed by their marital status is married, with a percentage of about (8.3%), because they are a new graduates .

Table No. (7) shows the distribution of respondents by academic qualification

S.	Faculty grduates	Σ	%
A	Bachelor of Commerce.	6	50
B	Bachelor of Agriculture	2	16.7
C	Bachelor of Arts	1	8.3
D	Bachelor of Laws	2	16.7
E.	Bachelor of Fisheries Science	1	8.3
Total		12	100%

The table shows that : The largest percentage of the respondents have a Bachelor of Commerce qualification, as their percentage reached (50%) , due to the nature of the work of this institution .

Table No. (8) shows the distribution of respondents according to obtaining training courses on life skills

S.	Obtaining training courses on the life skills	Σ	%
A	Yes	-	-
B	No	12	100
Total		12	100%

The table shows that : All respondents did not receive training courses on life skills by (100%) because they need this training program.

*** General results related to the study hypotheses:**

Table NO. (9) Clarifies the differences between the post and pre measurements in the skill of "effective communication"

Pre and post measurements in the skill of effective communication				Paired T-Test			
Pre-measurement		post-measurement		MD	SE	T	Level of Significance
μ_1	19.251	μ_2	34.172	14.921	3.241	12.665	Function (0.01)
σ_1	3.365	σ_2	2.659				
N	12						

It is clear from the table that there are statistically significant differences at the level of significance (0.01) in favor of the post-measurement of the training program for the development of life skills "effective communication skill" , where the data indicate the rise of the arithmetic average (from 19.251 to 34.172) and the standard deviation (from 3.365 to 2.659). Therefore, the validity of the first sub-hypothesis is achieved, which refers to the impact of the training program to develop the skill of effective communication for public service- assignmenters, which was one of its most important results. I can speak fluently with others , I design drawings and thanks that express what is inside me , I am able to convince others of my point of view , I am able to communicate information to all ages, I work to raise the speaker's desire to continue and continue the dialogue , I am able to write good content to communicate information , I understand the opinions and ideas of others easily , I have the skill to convince others of my opinions and ideas, I can conduct a dialogue anywhere , I am able to communicate a message to others .

Table NO. (10)

Clarifies the differences between the post and pre measurements in the skill of "time management"

Pre and post measurements in time management skill				Paired T-Test			
Pre-measurement		post-measuremen t		MD	SE	T	Level of Significance
μ1	18.832	μ2.	34.174	15.342	3.241	14.845	Function (0.01)
σ1	3.433	σ2	2.167				
N	12						

It is clear from the table that there are statistically significant differences at the level of significance (0.01) in favor of the post-measurement of the training program for the development of life skills "time management skill" , where the data indicate the rise of the arithmetic average (from 18.832 to 34.174) and the standard deviation (from 3.433 to 2.167) and thus the validity of the second sub-hypothesis is achieved, which refers to the impact of the training program to develop the time management skill of public service- assignmenters, which was one of its most important results: I organize my time in the right way that ensures me to benefit from it , I benefit from my time in the speed of completion and competition with others , I can use time in an optimal way, able to achieve a balance between the requirements of work and private life, I plan in a good way to benefit from my time, I can use time to achieve my goals , I can tame my time and impose my control on it , I set for each work a specific time period and start and end , I am keen to balance between the needs of the body, spirit and mind , I control my time to achieve my goals .

(N.47, 2024)

Table NO. (11)

Clarifies the differences between the post and pre measurements in the skill of " decision-making "

Pre and post measurements in decision-making skill				Paired T-Test			
Pre-measurement		Meta-measuremen t		MD	SE	T	Level of Signific- ance
μ1	19.582	μ2.	34.25 6	14.674	2.14 5	13.74 3	Function (0.01)
σ1	2.392	σ2	1.913				
N	12						

It is clear from the table that there are statistically significant differences at the level of significance (0.01) in favor of the post-measurement of the training program for the development of life skills "decision-making skill" , where the data indicate the rise of the arithmetic average (from 19.582 to 34.256) and the standard deviation (from 2.392 to 1.913) and thus the validity of the third sub-hypothesis, which refers to the impact of the training program to develop the decision-making skill of public service-assignmenters, which was one of its most important results: I can collect ideas and information to reach good new decisions. I use my previous experiences and experience in making the right decision. I have sufficient experience to make the right decision. I can collect ideas and information to reach good new decisions. I reasonably expect events to some extent without neglecting any important factors. I put enough changes that occur on the subject from making any decision. I can choose one of the available solutions that are successful when making a decision. My values and beliefs are greatly influenced by making any decision. I find that my ambitions and have an important role in making decisions. I take care to make the right decision at the right time in all aspects of my life .

*** The results of the study finally reached the validity of the main hypothesis, as it was found that "there are positive statistically significant differences between the scores of pre and post measurement on the life skills scale for public service- assignmenters in favor of post measurement.**

The results of the study also proved the validity of the sub-hypotheses of the study

1- The results of the study proved that there are statistically significant differences at a significant level (0.01) between the averages of pre and post measurement for the members of the experimental group of the training program on the skill of effective communication.

2- The results of the study proved that there are statistically significant differences at a significant level (0.01) between the averages of pre and post measurement for the members of the experimental group of the training program on the skill of time management.

3- The results of the study proved that there are statistically significant differences at a significant level (0.01) between the averages of pre and post measurement for the members of the experimental group of the training program on the skill of decision-making .

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