



Using the task-focused model in group work to achieve social adjustment for student's Educational Retardation

Prepared by
Dr. Abeer Mohamed Mukhtar Alsayed
**Social group work teacher higher institute of social
work benha**

2021



Using the task-focused model in group work to achieve social adjustment for student's Educational Retardation

تاريخ استلام البحث: ٢٠٢٠/١٢/١٣ تاريخ نشر البحث: ٢٠٢١/١/١٠

Abstract:

This study belongs to the type of empirical studies that are concerned with studying the relationship between two variables, one of which is independent (the focus on the group member model), and the other is dependent, which is (achieving social adjustment for student's educational retardation). Using one of his designs, the tribal and post-experiment using two groups, one experimental and the other controlling, and this study aimed to design a professional intervention program based on the group member focus model aimed at increasing social adjustment for students who are late in school, as well as testing the effectiveness of practicing the group member focus model to increase compatibility. Social for students who are late in study, which is achieved through: a. Testing the effectiveness of practicing the group member focus model to increase the sense of self-worth of the late students, b. Testing the effectiveness of practicing the group member focus model to increase the ability to take responsibility for students who are Educational Retardation, c. Testing the effectiveness of practicing the focus on group member model to increase the ability to form social relationships for students educational retardation. What was indicated by the results of the group's dimensional measurement for the dimensions of the scale as a whole, where the differences came in favor of the dimensional measurement on all dimensions of the social adjustment scale for students who are late in school, as well as its sub-hypotheses?

Keywords: task-focused model, group work, social adjustment, Educational Retardation.

Introduction:

The interest in education is a manifestation of nations seeking development in various fields. Education represents, in the eyes of many workers in the development field, the mainstay of any educational process, as it focuses its attention on the main element of development, which is the human element. Some even go beyond This is in his vision of investing in education as the best type of investment, in addition to its economic return on the individual and the family,

there are social returns that cannot be counted and measured. (Ibrahim, 2000, p. 24)

Education bears a tremendous responsibility in achieving the development we hope for, and development in its broad sense that includes all aspects of life, and human development with all it contains of discovery, care, support and maximization of human forces, experiences and capabilities that a person possesses, and directing them to serve this person within the framework of the society in which he lives. It also includes economic, social and cultural development and all aspects of the activities of material and human life, and if we look at the successful human experiences that took place in the past decades, which have achieved tangible progress in all fields, we find that they were launched without exception from the education gate. (Bahaa El-Din, 1999, p.13).

Therefore, we find that the issue of education in Egypt is of increasing importance due to the changes that the world is witnessing at the current stage, where the importance of education, as it determines the status of the state, and the basis and pillar of the renaissance of nations. Therefore, the current developments in the economic systems and the labor market have led to an increase in the importance of education; In view of the pivotal role played by the achievement of comprehensive development and the progress and prosperity of society. (Noir, 2006, p. 189)

The school is one of the formats on which the educational system depends in achieving its goals. The school is an educational institution with important social functions in the community, where students get many educational experiences in addition to the experiences of daily life that help them to contribute effectively to their society in the future, and many have focused Until recently, the traditional role of the school as one of the educational systems responsible for transmitting cultural heritage from one generation to the next, and in helping individuals accept the customs, traditions, standards and values prevailing in society, and in achieving stability and integration between various groups, bodies and social organizations. (Al-Sanhoury & Desouki, 1999, p. 45)

Hence the view of the school as an educational and educational institution with social goals, because it is one of the institutions to which society entrusts the task of caring for its children and contributing to their sound social upbringing, by providing them with

positive values and constructive trends, in addition to providing them with knowledge, experiences and skills that enable them to be good citizens of their nation and society. (Abu Al-Maati, 2009, p. 63)

Since the educational institution (the school) was established to serve the community and achieve its objectives in raising young people, and developing the student's personality, integration and distinction, as well as physically, mentally, socially and emotionally, its objectives are to teach and educate students; In order to prepare themselves for the world in which they live or which they will face in the future, and social work programs work in the educational institution to confront students' problems and develop their personalities to make decisions, solve problems, and direct their growth and change for the better.

With the advent of the modern era, human societies were swept by variables that were directly reflected in education, and about those variables that affected the nature of the social function of the school, which is the preparation of human forces capable of production, preservation of the cultural heritage of the community and its transfer from one generation to another, and bringing about cultural change appropriate to the language The era, purification of cultural heritage, acquiring human experience, simplifying and arranging it and then transferring it to students according to the extent of their awareness of it, and the development of the social function of the modern school with the material and human capabilities available to it to help it achieve its social and educational function. (Abu Al-Maati, 2013, p. 21)

One of the most important problems that social work deals with in the school is the "Educational Retardation problem," as this problem is considered one of the most common problems among students, regardless of the student's social or economic status. (Mossi, 2004, p. 67), and Cyril Burt considers He was the first to use the term "The Back World Child" to mean the retarded child, then several terms appeared after that for many scholars, including the scientist "Dull" where he created the term "Back ward," meaning the retarded, as well as "Law Normal," meaning less than normal. , as well as the term "Borderline", which means the group that separates the ordinary from the weak-minded (Damanhour, 2005, p. 66).

The reasons for this problem may be either subjective reasons represented in the low level of intelligence of the student, or mental maturity in general from the appropriate level for study, or the large absence of students, or the total preoccupation with a color of activity,

or the poor health of the student, or poor hearing or sight Or the failure to organize the time for studying and performing his duties, or objective reasons, including the difficulty of compatibility with the school atmosphere and the consequent loss of a sense of security and difficulty in dealing with new situations, a sense of weak position and difficulty in dealing with the school authority. The reason may also include the types of harassment and ill-treatment that the student encounters it, or because of the death of the father, mother, divorce, or desertion. (Damanhour, 2005, p. 66)

Studies have also proven that Educational Retardation is not dependent on social, cultural, or economic factors, but rather there is an interaction between a numbers of factors, but the emergence of Educational Retardation in lower societies is higher than in higher societies, reaching 80%, according to a study (Badran, 2012).

A child who is behind in school always prefers to withdraw from social situations, a tendency to introversion and isolation, unwillingness to form or keep friendships, feel a loss of self-confidence, emotional instability, feelings of shame and repression, extreme sensitivity, and their behavior is characterized by selfishness and dependence on others, and their weak ability to innovate. Or driving by analogy with normal children.

Among the most important specialized professions that have recently entered education to achieve its social function, it is social work that works in the context of issues, social and psychological services that deal with problems with self-problems, and medical service that focuses on human health, and these professions are currently practiced by specialists, whether they work from within The school or practitioners of its services from outside.

Social work is defined as a humanitarian profession to achieve the welfare of the school community by investing the available human energies and motivating them to build and link the student with the school and the environment in a way that achieves the welfare of the school. Conditions and needs of the society in which they live.

As Kert Levin says, if we want to achieve deep and lasting change, we must deal with the individual as a member of a group. Individually or contact them as a community by advertising and the media.

The group work method can achieve these goals through professional intervention that depends on the use of the group, as it is

considered as the basic tool for the group work method through the experience it provides to its members until they are able to participate in life in the future, and this was confirmed by the results of the study (Al-Wasal, 2002), the effectiveness of the professional intervention of the group work method in mitigating the aggressive behavior of homeless children, as the professional intervention program leads to the satisfaction of the need for belonging and acceptance, and other than the psychological needs necessary to ensure proper human development, as well as the results of the study (Songa, 2006), where He believes that providing the required alternative care services in a timely manner helps in the integration of the child in the long run, and sees the need to pay attention to professional intervention to integrate children into alternative care institutions through good planning of alternative care services, which achieves the social adjustment of children.

The task focus on group member model deals with a certain type of groups, namely groups of student's educational retardation, as they need a sense of self-fulfillment, and it is also suitable for groups deprived of family care and groups of abnormal children and mental patients. (Mankerious, 2009, p. 70) It also focuses on the strong professional relationship between the specialist and the member and creating a professional atmosphere characterized by love, attention, appreciation, respect and acceptance of work to help the member realize himself and realize his reality and that he has potentials, capabilities and energies that if developed, invested and exploited would turn into a constructive energy The society is able to contribute seriously to changing its conditions and the conditions of its society.

This was confirmed by the results of the study (Ezzat, 2015), which indicated the importance of developing a training program that helps improve some mental and non-mental variables among the Educational Retardation students of the primary stage, as well as the results of the study (Fadlallah, 2018), which indicated the effectiveness of the cognitive-behavioral counseling program. To reduce the withdrawal behavior of the students educational retardation and normal and to improve the level of their academic achievement.

In addition, the model focuses on changing the self-concept of the students educational retardation and alleviating the negative feelings, attitudes and thoughts that he sees about himself and society, and seriously contributing to the re-formation and development of himself

by changing his thoughts, feelings and attitudes that led him to low and low self, which increased his The severity of his turmoil and tension, this may push him to adopt behaviors that do not achieve psychological and social adjustment for him and make him an outcast person more than the surrounding world. The extent is relatively and that it is based on multiple theories and this is what can distinguish this model and increase the effectiveness of its use, as it is not interested in knowing the past of the group member or analyzing or interpreting his dreams, but rather encourages the member to achieve himself.

The matter that confirms the importance of practicing the model of focusing on the member group in the way of group work, as the member of the group when he receives approval from the group on his behavior and actions within the group, then he has fulfilled his needs and alleviates the low self from which he suffers and thus becomes more affiliation or connection with this group, and this A positive indicator in practicing the group member focus model to improve the self-concept of the students delinquent, and despite the importance of this model, there is a dearth of professional intervention studies that used this model, and this was confirmed by the results of the study (Mitsunori, 2003), which emphasized the importance of using this model. The member focus model in alleviating the social and psychological problems experienced by members, as it may contribute to the development of their social and life skills.

As well as the study (Abdul-Latif, 2011) that the model of focusing on the group member leads to mitigating the violent behavior of the working child, as well as the study (CFV, 2013) that the model of focusing on the group member has contributed to achieving self-development for students prone to delinquency, and the study confirms (Yamani, 2015) that there is effectiveness of the group member focus model in modifying the aggressive behavior of homeless children, and the study (Abu El-ela, 2015) used the group member focus model in helping group members of orphaned children to alleviate their behavioral problems, and it proved the effectiveness The model in reducing various behavioral problems.

Based on the progress and in light of the results of previous studies and the theoretical framework of the study and the results of the previous study conducted by the researcher herself and the findings that indicate that many children inside the school suffer from many manifestations of poor social adjustment, including: poor self-

compatibility, poor compatibility with others, Disorder of the relationship with the opposite sex, (Sweden, 2013, p. 42), so the researcher believes that it is possible for professional intervention by practicing the model of focusing on the group member to increase the social adjustment of these students in schools, and appropriate justifications and suitability of this model to the current research problem are as follows: -

1- This model is based on an important principle, which is to benefit from the abilities and energies of these students, and since any member has the innate need to join a group, it is possible through positive interaction within the group that this leads to the member (student) receiving approval from the group for the behavior and actions and thus helps students to satisfy the need for positive appreciation from others and then helps to achieve the need for self-esteem (increasing the sense of self-worth), and this in turn leads to an increase in the member's needs for achievement and work (increasing the ability to take responsibility) within the group because achievement is linked to feeling Appreciation from others, which ultimately leads to an increase in their compatibility with self and others.

2- The climate that arises through the group through the practice of this model emphasizes on preparing the atmosphere for the growth of positive relationships and sound attitudes among members, which emphasizes mutual understanding, acceptance, emotional warmth and realistic care, which leads to an increase in confidence that enables them to form successful relationships with others, and this helps To increase their compatibility with self and others.

3- This model achieves important development goals for the group work method, and this constitutes an important starting point for the current study, as the goal of the development model is consistent with the goal of the current study (increasing social adjustment for student's educational retardation).

4- Extrapolating from previous research and studies and within the limits of the researcher's knowledge that this model has not been used before with students who are Educational Retardation to increase their social adjustment, which prompts the researcher to use it.

In light of the foregoing, the researcher can identify the problem of the current study in a major issue that is: Is it possible to increase the social adjustment of student's educational retardation through practicing the group member focus model?

The importance of this study:

1. The school is one of the most important stages of education, as it is the first school to which the child belongs, and the lack of interest in it leads to major problems affecting the community.
2. Educational Retardation is one of the most important problems that worry parents, teachers and all those interested in the educational process, as it impedes development, threatens the safety of society and impedes its progress.
3. Lack of interest in the problem of Educational Retardation makes the student late and incompatible with his colleagues and always makes him feel inferior.
4. Studies indicate that a large percentage of the Educational Retardation who drop out of school due to their inability to keep pace with their ordinary colleagues quickly join the masses of illiterate or unemployed people, who are attracted to evil and deviant acts.
5. The results of studies and research proved the deterioration of the psychological and social development aspects of the retarded students, in addition to their inability to psychological and social adjustment and the establishment of successful social relationships, which results in many problems and behavioral disorders.
6. Increasing the social adjustment of student's educational retardation contributes to their rehabilitation, and thus helps to achieve their social integration into society.
7. The research may enrich the theoretical and cognitive framework of the group work method by using the group member focus model in improving the psychological, physical and social self-concept of the late students.

Objectives of the study:

- 1- Designing a professional intervention program based on the focus on group member model that aims to increase the social adjustment of student's educational retardation.
- 2- To test the effectiveness of practicing the focus on group member model to increase the social adjustment of the late students.

This can be achieved through the following:-

- A- To test the effectiveness of practicing the group member focus model to increase the sense of self-worth for students educational retardation.

B- Testing the effectiveness of practicing the focus on group member model to increase the ability to take responsibility for students who are Educational Retardation.

C- To test the effectiveness of practicing the focus on group member model to increase the ability to form social relationships for students who are late in school.

Study Hypothesis:

The main hypothesis of the study is determined by:

There is a positive, statistically significant relationship between practicing the focus on group member model and increasing the social adjustment of students who are late in school.

This main hypothesis can be tested by testing the following sub-hypotheses:

1- There is a positive, statistically significant relationship between practicing the group member focus model and increasing the sense of self-worth for students who are late in school.

2- There is a positive, statistically significant relationship between practicing the focus on group member model and increasing the ability to take responsibility for students who are Educational Retardation.

3- There is a positive, statistically significant relationship between practicing the focus on group member model and increasing the ability to form social relationships for students who are late in school.

The theoretical part of the study:

A. Educational Retardation:

1: The concept of Educational Retardation:

• He defined Educational Retardation as: "a lot or little damage to the student's personality growth when he fulfills the requirements of the study plan, which can only be overcome through educational measures, especially individual encouragement." (Al-Zoghbi, 2011, p. 314)

• The Educational Retardation determines the "low level of academic achievement of the student compared to his peers at the normal level, which is associated with poor academic achievement. (Al-Farmawi, 2009, p.44)

• Zahran considers it: a state of Educational Retardation, retardation, deficiency, or incompleteness in achievement growth, and Educational Retardation refers to "a decrease in academic achievement in one or more subjects below the average performance of the group, and the Educational Retardation may be mentally permanent, where students suffer from a decrease in academic achievement Because of their low

IQ ratio, where it falls between (90:70) alone or functional non-permanent, where students have a normal level of intelligence, but the level of his achievement does not reach the level appropriate to his abilities, due to one or more of the following reasons that would impede the level their achievement (subjective reasons, social reasons, emotional reasons, and educational reasons)” (Samara, Essam: 2006, 135).

- Also, it is a defect in mental, physical, social or emotional factors, so that the achievement rate drops below the normal or average level, meaning that the student suffers from the problem of receiving information and thus this problem led to the Educational Retardation. (Zahran, 2005, p. 413)

- The Educational Retardation is defined as “the deviation of the student or his grades from the average relative to his peers, meaning that the student obtains less than the major semi-final grade for the subject, meaning if the scientific subject is scheduled for 100 degrees, then the student who is Educational Retardation is the one who obtained less than 50 degrees out of 100.” (Al-Khatib, 2009, p. 34)

- The Educational Retardation in this study is defined as:-

The student’s low level of academic achievement and his inability to achieve the level required of him in the classroom, compared to his colleagues, whether in one subject or more, and this Educational Retardation is caused by either subjective or environmental factors or both.”

2: Types of Educational Retardation: Educational Retardation differs from one student to another, and each type of Educational Retardation has its causes, circumstances and methods of treatment. The types of these can be identified as follows: (Kamel, 2005, p. 83)

- **Permanent Educational Retardation:** Here, the student's achievement falls below the level of his abilities over a period of time.

- **Functional Educational Retardation:** where the pupil's mental and physical abilities are good and he does not suffer from an organic or mental disorder, but the defect is in the functional aspect, where the functions do not work in harmony so as to lead to Educational Retardations.

- **Non-functional Educational Retardation:** This Educational Retardation is due to the presence of neurological organic disorders in the student, and it occurs in the case of illness, disability or a specific accident.

B. Task focus on the group member model:

1. The concept of the Task focus on the group member model:

It is a scientific conceptual model that relies on the theoretical foundations of treatment centered on the "personal" organ to meet its interests, necessary needs, and relationships between individuals. Self-reliance and self-reliance in exchange for his attention and necessary needs.

Likewise, it is one of the therapeutic models in the group work method, and it is derived from free treatment in psychiatry, and from the existential approach based on philosophical foundations that the human being has value in himself, and has meaning and significance, and that within every human being is a willingness and preparation or possibility and ability and ability to grow and the ability to Achieving and proving oneself, as defined through the group as a tool used to help members to change. The group works on developing the member and focuses on the person's growth to improve communication between him and others and develop his relationships with them. (Mankerious, 2009, p. 78)

The procedural concept of the task focus on group member model can also be defined as follows:

- It is one of the professional models that rely on the group member and focus on the group's self-realization.
- Relies on scientific and professional guidelines of principles, skills, techniques and activities to help the group member solve his problems.
- Focuses on the concept and reality of self as the basis for change.
- It depends on the personality theory, where it focuses on the self-realized growth of the personality.
- It is based on realism, as it helps the individual to behave in accordance with reality.
- It is practiced to improve the psychological, physical and social self-concept of the late students.
- The differences in professional intervention of the focus on group member model are measured before and after the intervention and the practice of its techniques and skills with students who are late in school.

2. The role of the group member focus model in improving the self-concept of students educational retardation:

A. Model Assumptions: (Abu Ela, 2015)

1. The individual has the capacity for self-actualization.

2. The concept of self-development in an individual can be achieved through:

The need for positive self-esteem on the part of the individual himself.

The need for positive self-esteem on the part of others.

Creating appropriate social conditions that contribute to self-development.

3. The life experiences that the individual goes through are a necessity in achieving the growth of the human self.

4. The member has the ability to change if given the opportunity to help through the group.

B- The basic concepts of the task group member model: (Farghaly, 2007)

1- The reality of the situation: This requires that the social worker help the students who are late in school to realize his behavior and help him to agree with him by realizing his true feelings and attitudes and also helping him to realize the feelings and attitudes of others.

2- Unconditional positive appreciation: This requires the acceptance of the social worker for students educational retardation and taking care of him, and that he is positive towards him, and that he accepts previous experiences and experiences, and that the specialist assesses the student's feelings and responds to his emotions, listens to him and listens to him and helps him to realize the aspects and strengths for investment and weaknesses for its development.

3- Participation and emotional empathy: that is, the specialist's understanding of the general framework of the same student who is late in school, including values, feelings and feelings.

4- Deep understanding of the person and includes:

- Objective understanding of the student who is Educational Retardation.
- Realization of the student who is late in school to the reality of his feelings and the reality of the problem.
- Helping the student who is late in school to freely express his feelings and thoughts, especially negative feelings.
- Focusing on the expressions that show the degree of satisfaction or acceptance of the student who is behind in study for himself.

c. The role of the specialist through the model in improving the self-concept of the late students:

This model confirms the existence of a strong relationship between him and the group member. The specialist can perform the following roles:

- Helping the group member (the student) to explore himself and express his feelings.
- Acceptance of each member of the group and taking care of him by fully listening to everything he says.
- The member (student) fully understands his motives, behaviors, desires and emotions.
- The role of the mediator through his intervention by making comments, observations, or clarification of some matters.
- Helping the student improve his psychological, physical and social self-concept.
- Specialist skills according to the model: The specialist must have the following skills:
 - Skill in communicating with feelings.
 - Skill in defining duties and tasks.
 - Skill in professional relationship.
 - Skill in confrontation and direction.
 - Observation skill.
 - Listening skill.
 - Evaluation skill.

c. Social adjustment:

1. The concept of social adjustment:

- Social adjustment refers to “the phenomenon of social change that requires individuals and groups to adapt their behavior to face the changes that occur in society, and accordingly they must change some of their habits and traditions through new education.” The process of social accommodation would unify views and opinions and ideas in society, and achieve a minimum level of mutual understanding with regard to new social conditions, thus pouring the social behavior of individuals and groups into a framework compatible with social change. (Fahmy, 2005, p. 21)

Some define social adjustment as: a multifaceted process and activities aimed at developing the human personality by enhancing individual qualifications, abilities, self-awareness, self-confidence, openness to others, and compatibility with moral principles and social

concepts that foster public life and under which the organized human society is organized. (Ahmed, 2004, p. 21)

The researcher defines the concept of social adjustment procedurally according to this study as:

- The activity undertaken by the individual and the group to adapt to the surrounding social conditions and situations.
- It includes increasing the individual's sense of self-worth, the ability to take responsibility, and the ability to form social relationships.
- Which can be achieved by practicing the member focus model with student's educational retardation.

2. Group work and increasing social adjustment for students who are behind in studies:

The social adjustment of student's educational retardation can be achieved through achieving three basic aspects, which are:-

(A) Group work and increasing self-confidence among students educational retardation:

By extrapolating the results of previous studies that the researcher was exposed to in formulating the problem of the study, it becomes clear that students educational retardation have a lower self-esteem than their counterparts who live with their families, and its manifestations are manifested in the inability to face life conditions, a feeling of psychological and social deprivation, a pessimistic view of life, and a high degree of anxiety and a feeling of inferiority. Guilt, low level of independence and responsibility, in addition to feelings of persecution, injustice, dissatisfaction with life, and a feeling of hatred and hatred directed at others. David adds some other manifestations of low self-esteem, which are: - (David Fontana, 2006, p.13)

- 1- Underestimating oneself, especially in comparison to others.
- 2- Exaggerated criticism of oneself.
- 3- Fear of failure and setting high or unrealistic goals.
- 4- Feeling the need for approval and love from others.
- 5- A person's commitment to fixed ideas even if they conflict with the opinions of others.

These students can be helped by working with them as members of the group to develop themselves, given that the group is basically a growth group, since the concept and awareness of the self is a product of social interactions, and that this concept in itself is not something that can be deduced from the behavior of the individual as it grows

through experience. Collectivism and social interaction, which is what the group provides in the service of the group. (Galal, 2006, p. 332)

(B) Group work and increasing social responsibility among students who are Educational Retardation:

Social responsibility is defined as the link between rights and duties. Satisfying needs and solving problems must be linked to the extent to which members of the community are appropriate and participate in satisfying their needs and solving their problems relying on themselves. Social responsibility is mutual between individuals and groups and between local communities in social activities. (Badawi, 1999, p. 851)

Social responsibility consists of three interconnected elements that develop, support and strengthen each other.

- **Attention:** It is the emotional attachment to the group to which the individual belongs, keenness for its continued progress, and fear of being affected by any factor or circumstance that leads to its disintegration or weakening. (Osman, 2004, p. 221)

- **Understanding:** It is the extent to which the members of the group are able to realize the goals and objectives of the group and its culture and the extent to which they are aware of their actions, behavior and behavior within the group or its external social environment. (Said, 2007, p. 78)

- **Participation:** It means the participation of the individual with others in the community by contributing to the neighborhood and joining the community conversation by supporting the renewal of this community. (Patricia higham, 2009)

Therefore, the group should be used as a focus group, concerned with collecting information that is based on learning, interaction and participation to provide members with information about the topics and interests of the group and its dynamics based on a focus on interaction, collective participation and responsibility.

The specialist should assist the group and its members in ways that help them to think effectively, provide information that interests them, study their past problems and emerging behaviors, and may play a role as a healer within the group within the framework of the group members' beliefs about his abilities to help them.

(C) Group work and increasing social relations among students educational retardation:

Professional intervention in social work depends mainly on understanding all the patterns and forms of relationships between people, but rather it builds the links of these relationships, where relationships indicate that they are something characterized by complexity or complex, in addition to that they are patterns of thought that differ from time to time.

The communication within the group and the human interaction that takes place through the attitudes of the group in daily life and the experiences resulting from it and between the members of the group and activating the communication between them as a set of messages that come through the members of the group or one of them and are linked to delivering behavior with the purpose of influencing the members of the group (the sender, the receiver) and related to the feelings of the group Through listening, smiling, exchanging and you may be associated with:. (David & Frank, 2016):

- With thoughts and feelings.
- Communication symbols.
- Interpretation of meanings.

Social relations within the group take several patterns (Jan Conner, 2003, p. 66).

1- **Alienation - isolation:** It is a framework in which there is a person who is not related to any other person, and the person or individual here is not affected or affected by the other person in any way.

2- **Dependence:** It is a person's feeling that he is a victim of someone else's exploitation, and the person who falls in this framework may be aware of what is happening, but appears passive in accepting anything he does.

3- **Control framework:** It is the feeling that a person can control another but is not affected by it, and the person who falls into this framework may see it positively as he was doing something good, working for others, making their decisions.

Undoubtedly, interest in the nature of successful social relations is one of the primary goals in group work and at the same time is one of the reasons that lead individuals to join groups. At different levels, the most important of them, as determined by the researcher, **according to this study:** -

1- The nature of the relationship between students who are Educational Retardation as a group and their colleagues: where the interest is in the nature of the relationship between students as members and as a group,

and between them and other members who deal with them, whether at school or outside, the most important of which is schoolmates.

2- Paying attention to the nature of social relations between students who are Educational Retardation and the school's supervisory body: which requires insight into the implications of this relationship and what it requires of attention, acceptance, love, respect and mutual trust, and the importance of supervisors appreciating the nature of the circumstances and experience that these students go through, as well as appreciating their feelings.

3- Paying attention to the nature of social relations between students who are Educational Retardation and the school's administrative apparatus: This interest comes in light of the knowledge of the systems, regulations and laws, whether formal or informal, which govern the nature of work in the school, and that the administrative organization, headed by the school director, helps the retarded students vertically and others From the beneficiaries of the school's services to obtain the best service and to benefit from the available and possible materials and capabilities in the school and in the local community.

- Professional Intervention Program:

(1) The foundations upon which the professional intervention program is based:-

A - The theoretical framework for social work in general and the method of working with the group in particular, including the scientific and professional guidelines contained in this framework.

B- Reviewing the results of previous studies and research on which the researcher relied in this study.

C- The main objectives of the current study.

D- Professional foundations for the group member focus model, which is used in this study.

(2) - Objectives of the Occupational Intervention Program:-

The general goal of the program: "Practicing the model of focusing on the group member to increase the social adjustment of student's educational retardation." It can be achieved through the following sub-objectives:-

A- Helping student's educational retardation to increase their sense of self-worth.

B - Helping student's educational retardation to increase their ability to take responsibility.

C - Helping student's educational retardation to increase their ability to form social relationships.

(3)- Expected benefits after applying the professional intervention program:-

- The practice of this program is expected to achieve a set of benefits for students who are Educational Retardation, which are:-
- Contribute to correcting some of the wrong behaviors of students who are Educational Retardation.
- To make students aware of their importance to themselves, their importance to others, and their importance to society.
- Contribute to the psychological and social stability of students who are Educational Retardation within the school.
- To develop students' awareness of the importance of working in cooperation with other colleagues.
- Students' awareness of their potentials and abilities and convince them of the importance of the correct use of those abilities.
- Develop students' abilities to form successful social relationships inside and outside the school.
- Students' awareness of the meaning and aspects of responsibility and the understanding that when a person is responsible, he receives respect and appreciation from others, and this is achieved through the role played by the researcher at the beginning of dealing with students.

(4) The stages of professional intervention with members of the experimental group according to the focus on group member model:-

The stages of professional intervention proceeded according to the basic steps of the professional intervention strategy of the focus on the group member model, which would lead to increasing social adjustment for students who are late in school. These stages are as follows:-

A- **The preliminary stage:** The researcher carried it out through the following procedures:-

- A field visit to schools to identify their suitability and readiness to implement the professional intervention program with students.
- Identify the possibilities and resources available in the school.
- Getting to know the programs that the school uses with students, which would help in achieving social adjustment for students who are late in school.

- Identifying the readiness of school officials and social workers to participate in the professional intervention program.
- Conducting introductory interviews at the school with students in preparation for forming a professional relationship with them.

B- The implementation phase: The researcher carried it out through the following procedures:

Determining the implementation responsibilities of the participants in the professional intervention program.

- Distribution of tasks and assignments for the participants in the program.

Implementation of the program according to the specified time plan with the experimental group.

- Follow up the implementation of each step of the exercise program.

C- The final stage: The researcher carried it out through the following procedures:

- Pre and post measurement of the experimental group and knowing the difference in the group before intervention in the program and after intervention in the program to determine the differences between them.

(5)- Strategies used in the professional intervention program according to the focus on group member model: - The researcher used the following strategies:

A- Encouragement and guidance strategy: by encouraging the researcher to each member of the experimental group to participate in programs, activities and guidance during their practice, and to provide advice and guidance on how to implement the required work and participate effectively with others.

B - The strategy of free expression of feelings: where the researcher provided the opportunity for each member of the experimental group to express his feelings, whether negative feelings or positive feelings.

C- The strategy of paying attention to life experiences: where the researcher provided an opportunity for each member of the experimental group to benefit from the life experiences of others and to exchange experiences during the practice of the activity.

D- The strategy of changing attitudes and behavior: where the researcher worked on modifying the attitudes of the students who were behind in school, members of the experimental group, toward their peers, toward school, and toward society, to help them change the patterns of negative behaviors that emanated from them and impeded their compatibility with others.

(6) - Professional techniques used in the professional intervention program according to the focus on group member model: - The researcher used the following professional techniques:

- **Group discussion technique:** during the program, the researcher identified group discussion sessions with student's educational retardation, which included multiple topics revolving around increasing social adjustment among students educational retardation. This technique depends on group interaction that helps achieve individual growth within the group and the growth of the group as a whole. .

- **Role-playing technique:** where the researcher used it as an educational method to discover the interactions between students educational retardation and help them as members of a group to understand and realize their feelings and motives for their behavior as well as the feelings of others and motives for their behavior in different social situations and to increase their ability to perform the expected behavior and dispose of their life affairs in a better way.

- **Technique of cultural and artistic activities:** where the researcher used these activities to provide students educational retardation with knowledge and information that support their positive attitudes towards society, and direct them towards maintaining the correct social values that increase their social adjustment with society.

(7)- Professional skills used in the professional intervention program according to the focus on group member model:-

- **The skill of forming a professional relationship:** where the researcher has formed a good professional relationship with the student's educational retardation based on mutual trust and understanding of the feelings of the student's educational retardation, as the professional relationship is the basis for success in any step of the professional intervention.

- **The skill of communicating with feelings:** the correct understanding of the feelings of student's educational retardation helps to influence them during professional intervention situations through the use of sympathy and initiating their feelings during the practice of the program.

- **The skill of good listening:** good listening is necessary to achieve two main goals in professional intervention with students who are Educational Retardation in schools. Help him follow up and evaluate every step of the professional intervention.

- **Observation skill:** Intentional observation is one of the skills that need to be applied in a professional intervention program using the member focus model, by watching each member of the group of students educational retardation separately to understand and interpret their personalities on the one hand and on the other hand collective observation of the positive and negative interactions that occur Among the students who are Educational Retardation while practicing the activities of the program.

(8) - The roles of the social worker in the professional intervention program according to the focus on group member model:-

- **His role as a mediator:** by bringing together the views of school officials and students educational retardation, to help students convey their opinions, ideas and requirements to officials to increase their needs and satisfy their desires.

- **His role as an enabler:** by working to enable student's educational retardation to benefit from their abilities on the one hand, as well as to benefit from the services and resources within the school that are devoted to their social rehabilitation.

- **His role as an assistant:** by making students educational retardation in schools participate in the activities of the professional intervention program that help develop positive thinking and enhance self-worth, the ability to form successful relationships and a sense of social responsibility towards themselves and others, and embrace what is appropriate with the customs and traditions of society It also helps them express their opinions.

- **His role as a therapist:** by working to modify and change the behavior and negative attitudes of students educational retardation and related to the wrong habits and traditions acquired by students educational retardation as a result of abnormal conditions and family deprivation that they have suffered, using positive self-support, and involving them in leading activities during the exercise of the program to increase Their sense of responsibility, as well as the practice of cooperative and group activities to increase the ability to accept others and form positive relationships.

Methodology:

-Type of study:

This study belongs to the type of empirical studies that are concerned with studying the relationship between two variables, one of which is independent (the focus on the group member model), and the

other is dependent, which is (achieving social adjustment for students who are late in school).

- Type of method used:

This study relies on the experimental method, as it is one of the most appropriate methods to be used with this study, using one of its designs, which is the pre-post experiment using two groups, one experimental and the other controlling.

A- Steps to conduct the experiment: The researcher conducted the experiment by following the following steps:

- 1- The researcher chose Om Al-Momineen Preparatory School in Helwan, Cairo Governor, as a spatial field for conducting the experiment, as the conditions of the study sample apply to it.
- 2- The researcher chose a deliberate sample of (20) students who meet the conditions of the sample.
- 3- The researcher conducted the first tribal measurement on the experimental and control groups using the social adjustment scale that the researcher prepared.
- 4- The researcher made an oral contract with the experimental group by agreeing on the number of weekly meetings, three, and their dates are usually eleven o'clock in the morning due to the school's official working hours, and the duration of the meeting ranges from two to three hours.
- 5- The researcher provided the experimental group with the necessary information about the intervention program in terms of its nature and objectives..... etc.
- 6- The researcher made a professional intervention with the experimental group through the program that was designed according to the wishes of the members in order to improve their self-concept for a period of approximately four months, according to the weekly meetings.
- 7- The researcher made the measurements according to the following dates: the pre-measurement (1-3-2019), and the final post-measurement (8-6-2019).

B- Controls of the experiment:

There are a set of controls and criteria that the researcher took into account when conducting the experiment, and they are as follows:

- 1) The scale used has an acceptable amount of validity and reliability so that its results can be relied upon.

- 2) The period of conducting the experiment is neither long nor short, in order to reach objective results.
- 3) The size of the group is suitable for conducting the experiment, as it allows the researcher to make accurate observations during the experiment period.
- 4) There is a great deal of homogeneity between the members of the experimental group and the members of the control group in terms of age.

- Study tools:

The study relied on a set of tools, which are as follows:

1- Simple observation: by observing the members (students educational retardation) during the practice of activities to identify their response to the program and identify their repressed and implicit unexpressed needs and desires and observe their behavior and recurrence rates through group discussions, role playing and the activities of the professional intervention program.

2- A measure of social adjustment for students who are late in school: In preparing and designing the scale, the researcher followed a set of steps, which are:-

A- The researcher reviewed many previous studies related to the subject of the study, which the researcher referred to in the theoretical part of this study.

B - The researcher made more than one visit to the school (the spatial field of study).

C- The researcher reviewed many standards related to the field of caring for students' educational retardation in schools and related to social adjustment.

D- The researcher identified the subject of the main scale (the measure of social adjustment for student's educational retardation) and identified three main dimensions:

- **The first dimension:** increasing the sense of self-worth.
- **The second dimension:** increasing the ability to take responsibility.
- **The third dimension:** increasing the ability to form social relationships.

E- The researcher formulated a set of statements related to each of the three dimensions in the light of the theoretical framework of the study. The number of the scale statements in its initial form was 48.

F- The researcher presented the scale to a group of arbitrators from professors in the field of social work in order to judge the validity of the scale and the appropriateness of each phrase to the dimension associated with it, as well as linguistic integrity and adding or deleting phrases that would improve the scale level.

G- The researcher calculated the apparent validity of the scale (the arbitrators' sincerity) through the initial examination of the contents of the scale, and the researcher deleted the expressions with less than 80% agreement.

H- In light of the arbitrators' observations, the scale in its final form consists of 42 phrases, evenly distributed over the dimensions, so that each dimension = 14 phrases.

- The researcher presented the scale to a group of (8) arbitrators who belong to the social work specialization, in order to ascertain the credibility of the phrases in measuring dimensions, the ease of phrases in terms of formulation, and the extent to which each phrase is related to the dimension to be measured.

- After presenting the scale to the arbitrators, the researcher deleted the statements that were agreed upon by less than 80%. She also made adjustments in light of the suggestions made in the arbitration process.

- After taking the opinions of the arbitrators on the scale, it was presented to a number of students in the same age group, who have the same characteristics as the experimental and control group, to ensure that the study sample members understood the terms of the scale and its preview, and the wording of some of the phrases was modified accordingly.

- Final drafting stage of the scale:

In it, the final form of the scale was determined in light of the observations made during the previous stage. In its final form, the scale included the following dimensions:

1. **The first dimension:** increasing the sense of self-worth, and it consists of 14 phrases, and takes the numbers 3-6-9-12-15-18-21-24-27-30-33-36-39-42-45.

2. **The second dimension:** increasing the ability to take responsibility. It consists of 14 phrases, and takes the numbers 1-4-7-10-13-16-19-22-25-28-31-34-37-40-43.

3- **The third dimension:** increasing the ability to form social relationships, and it consists of 14 phrases, and takes the numbers 2-5-8-11-14-17-20-23-26-29-32-35-38-41-44.

Thus, the general description of the scale is that it includes three dimensions, each dimension has 14 phrases, and the scale consists of 42 phrases.

- **Validity:** The researcher verified the validity of the social adjustment scale for students who were late in school. The researcher used internal consistency where this type of honesty was calculated by applying the scale once to a sample of (10) students. The correlation coefficients were calculated as follows:

The correlation between the scores of each item of the scale and the total sum of the dimension to which this item belongs.

The correlation between the total scores of each dimension of the scale and the total score of the scale, as shown in the following table:

Table (1) shows the correlation coefficients between the items of the social adjustment scale and its dimensions

Phrase No	correlation coefficient	Significance level	Phrase No	correlation coefficient	Significance level
1	0.45	*	24	0.515	*
2	0.94	**	25	0.526	**
3	0.486	**	26	0.659	*
4	0.506	*	27	0.523	*
5	0.558	**	28	0.489	**
1	0.601	*	22	0.898	**
2	0.883	*	23	0.705	*
3	0.909	*	24	0.586	*
4	0.759	**	25	0.856	**
5	0.956	*	26	0.689	**
6	0.515	*	27	0.476	*
7	0.526	**	28	0.798	*
8	0.659	**	29	0.475	**
9	0.523	*	30	0.902	*
10	0.799	*	31	0.905	**
11	0.592	**	32	0.616	**
12	0.806	*	33	0.787	*
13	0.701	*	34	0.8	**
14	0.896	*	35	0.945	*
15	0.676	**	36	0.698	**
16	0.558	*	37	0.605	**
17	0.69	**	38	0.486	*
18	0.651	*	39	0.856	*
19	0.526	**	40	0.789	*

Phrase No	correlation coefficient	Significance level	Phrase No	correlation coefficient	Significance level
20	0.659	**	41	0.776	**
21	0.523	*	42	0.785	*

**Significant at (0.01)

* Significant at (0.05)

The results of the above table show that the resulting correlation coefficient values are high and significant at the level of significance (0.01), (0.05), which indicates the validity of the scale to an appropriate degree, as its results can be relied upon.

Table (2) shows the sincerity of the internal consistency between the dimensions of the social adjustment scale for students who are Educational Retardation (n = 10)

N	Dimensions	correlation coefficient	Significant
1	Increased sense of self-worth.	0.851	*
2	Increased ability to take responsibility.	0.795	**
3	Increase the ability to form social relationships.	0.921	*

**Significant at (0.01)

* Significant at (0.05)

The results of the above table show that the resulting correlation coefficient values ranged between (0.795) and (0.921), and all of these coefficients are high and significant at the level of significance (0.05), (0.01), which indicates the validity of the scale to an appropriate degree, as its results can be relied upon.

- Scale correction:

To correct the scale, the researcher took a weight for each of the responses on the scale, where the first positive response was given three degrees, and this value graded to the middle response two degrees, until the last response reached one degree, and vice versa for negative statements.

-Reliability of the tool:

After the scale was prepared in its final form, the researcher used the method of re-testing, by applying the scale to ten students who were behind in school, and the scale was applied to them twice with an interval of ten days, then Spearman's correlation coefficient was used to determine the reliability coefficient and the results came As indicated in the following table:

Table (3) shows the Reliability of the scale and its main dimensions

Dimensions	Reliability factor	self-honesty coefficient	Significant
Increased sense of self-worth.	0.94	0.948	0.01
Increased ability to take responsibility.	0.87	0.895	0.01
Increase the ability to form social relationships.	0.79	0.917	0.01
Total of Rreliability	0.86	0.92	0.01

The results of the above table show that there is a high degree of stability in all dimensions of the scale so that the researcher can rely on the results reached by the tool, which indicates that the scale has an appropriate degree of stability.

3) Analysis of the content of periodic reports:

The researcher analyzed the content of the periodic reports that she recorded after each meeting with the experimental group according to a set of elements as follows:

- The statistical part - The objectives of the meeting - The content of the meeting - The professional methods used in the meeting - The skills used by the specialist - The professional role of the social worker - The return on professional intervention.

4) **Statistical methods used:** The following statistical measures were used:

- 1- Arithmetic mean. 4- Mann Whitney test.
- 2- The standard deviation. 5- Wilcoxon test.
- 3- Spearman's correlation coefficient. 6- Split half. Coefficient

- **Fields of study:**

- **Spatial field:**

The researcher conducted this study at Om Al-Momenin Preparatory School in Helwan, Cairo Governorate. The researcher chose the spatial domain for the following reasons:-

- 1- It is one of the schools in which the study sample is available in Cairo Governorate.
- 2- School officials and social workers welcome the application of the study.
- 3- The school has places that allow a professional study intervention program to be conducted.

- **Human Domain:** is for students who are Educational Retardation, and their number is (20) students who are retarded in school. The sample was chosen according to the following conditions:

- The researcher counted the number of students who were late in school from the school records, and their number reached (30) male and female students, and 10 students were excluded, including less than 8 years old.
- The researcher also applied the scale to the thirty students and chose twenty who got scores indicating poor social adjustment with them.
- The age of the students should be between 10-12 years.
- The researcher used the marriage method in dividing the research sample into two groups, one experimental and the other controlling, and the twenty students were divided into 10 pairs, and each pair was chosen through their closeness in the test score.
- To be willing to cooperate with the researcher and participate in the professional intervention program.
- At least able to read and write.
- It has been confirmed that the two groups are homogeneous in terms of age.

Table (4) Distribution of the study sample to the experimental and control group in terms of age using Mann Whitney (n = 20)

Groups	N	M	S.D	D. f	T	Z	Significance level
Control	10	2.14	0.68	108	10.8	0.987	Insignificant
Pilot	10	2.05	0.84	96	9.6		

The results of the above table show that the table are no statistically significant differences between each of the experimental group and the control group in terms of age, as the value of $z = (0.987)$ and therefore not significant, which indicates homogeneity between the two groups, and that they started from the same convergent level.

3) Time domain: The time range of this study was determined by the period of conducting the experiment, which lasted (16 weeks) starting from (1-3-2019) the pre-measurement - the final post-measurement (8-6-2019).

Study Results:

Table (5) shows the difference between the scores of the experimental group before and after the occupational intervention for Retardation using the T. test (n = 20)

Sense of self-worth	M	S.D	T	Significance level
Pre intervention	1.31	0.41	3.27	0.01**
post intervention	2.28	0.52		

Tabular T at (18, 0.05 = 1.734), at (18, 0.01 = 2.552)

The results of the above table show that, which shows the difference between the scores of the experimental group before and after the professional intervention on the first dimension: sense of self-worth among students educational retardation, that by comparing the calculated (T) value with the tabular (T) value at the level of significance (0.01), it was found that the value of (T) The calculated value is greater than the tabular (T) value in the tribal and remote measurements on the first dimension of the scale, which indicates that there are statistically significant differences in favor of the post-measurement on the group. Which proves the validity of the first sub-hypothesis of the study, which states: “There is a positive, statistically significant relationship between practicing the focus on group member model and increasing the sense of self-worth for students who are late in school.

Table (6) shows the difference between the scores of the experimental group before and after the occupational intervention for the second dimension: the ability to take responsibility among students educational retardation using the T. Test (n = 20)

The ability to take responsibility	M	S.D	T	Significance level
Pre intervention	1.77	0.64	2.39	0.05
post intervention	2.55	0.55		

Tabular T at (18, 0.05 = 1.734), at (18, 0.01 = 2.552)

The results of the above table show that, which shows the difference between the scores of the experimental group before and after the professional intervention on the second dimension: the ability to take responsibility among students who are Educational Retardation in schools, indicates that by comparing the calculated (T) value with the tabular (T) value at the level of significance (0.05), it was found that the value of (T) calculated at the level of significance (0.05) The calculated (T) value is greater than the tabular (T) value in the tribal and remote measurements on the second dimension of the scale, which indicates that there are statistically significant differences in favor of the post-measurement on the group. Academically, which proves the validity of the second sub-hypothesis of the study, which states: “There is a positive, statistically significant relationship between practicing the focus on group member model and increasing the ability to take responsibility for students who are Educational Retardation.”

Table (7) shows the difference between the scores of the experimental group before and after the occupational intervention for the third dimension: the ability to form social relationships among students educational retardation using the T. Test (n = 20)

The ability to form social relationships	M	S.D	T	Significance level
Pre intervention	2.02	0.47	2.33	0.05
post intervention	2.55	0.36		

Tabular T at (18, 0.05 = 1.734), at (18, 0.01 = 2.552)

The results of the above table show that, which shows the difference between the scores of the experimental group before and after the professional intervention on the third dimension: the ability to form social relationships among students who are Educational Retardation in schools, indicates that by comparing the calculated (T) value with the tabular (T) value at the level of significance (0.05) it was found that The calculated (T) value is greater than the tabular (T) value in the tribal and remote measurements on the third dimension of the scale, which indicates that there are statistically significant differences in favor of the post-measurement on the group. These differences are due to the success of the professional intervention program in increasing the ability to form social relationships among Students who are Educational Retardation, which proves the validity of the third sub-hypothesis of the study, which states: “There is a positive, statistically significant relationship between practicing the group member focus model and the increase in the ability to form social relationships for students who are Educational Retardation.”

Table (8) shows the difference between the scores of the experimental group before and after the professional intervention on all dimensions of the social adjustment scale among the Educational Retardation students using the T-Test

N	Dimensions	Pre intervention		post intervention		T	Significance level
		M	S.D	M	S.D		
1	first dimension	1.31	0.41	2.28	0.52	3.27	0.01**
2	The second dimension	1.77	0.64	2.55	0.55	2.39	0.05
3	third dimension	2.02	0.47	2.55	0.36	2.33	0.05

Tabular T at (18, 0.05 = 1.734), at (18, 0.01 = 2.552)

The results of the above table show that, which shows the difference between the scores of the experimental group before and after the professional intervention on all dimensions of the social

adjustment scale among the Educational Retardation students, indicates that by comparing the calculated (T) value with the tabular (T) value at a significant level (0.01), it was found that the (T) value The calculated value is greater than the tabular (T) value in the tribal and remote measurements on the first dimension of the scale, which indicates that there are statistically significant differences in favor of the post-measurement on the group, while it was found that by comparing the calculated (T) value with the tabular (T) value at the level of significance (0.05). It was found that the calculated (T) value is greater than the tabular (T) value in the tribal and dimensional measurements on the second and third dimensions, which indicates the existence of statistically significant differences in favor of the dimensional measurement on the group, and this explains the success of the professional intervention program in increasing the social adjustment of the late students. Academically, which proves the validity of the main hypothesis of the study, which is: "There is a positive, statistically significant relationship between practicing the focus on group member model and increasing the social adjustment of students who are late in school.

Discussion:

The researcher tried to measure the relationship between practicing the focus on the group member model to increase the social adjustment of the student's educational retardation.

As for the main hypothesis of the study: "There is a positive, statistically significant relationship between practicing the focus on group member model and increasing the social adjustment of late students."

The results proved the validity of the main hypothesis, and this was indicated by the results of the group's dimensional measurement for the dimensions of the scale as a whole, where the differences came in favor of the dimensional measurement on all dimensions of the social adjustment scale for students who were late in school, and this is due to the activities that the group practiced during the professional intervention, including its use Group discussion techniques, role playing and the technique of cultural and artistic activities helped to develop the knowledge and attitudes of the students who were behind in school towards the most compatible behaviors, and also led to an increase in their sense of self-worth, as well as to strengthening the sense of social responsibility towards themselves, others and towards

school, and also led to an increase in The ability to form social relationships, and this was confirmed by the results of the study (Ennis, 2017, (Rosetta), which indicated that the causes of Educational Retardation are: social economy, bad student-teacher relations, lack of parental involvement, culture/ethnicity, and lack of cultural education, And the lack of male role models, and the lack of student motivation, and the results of the study concluded that researcher, policy-makers, educators and parents should The community has an understanding of cooperation to solve the problem.

This is evident from the results of the study related to the sub-hypotheses, as follows:-

(A)- The study proved the validity of the first sub-hypothesis, and this is what was indicated by the results of the group's post-measurement with regard to the dimension of increasing the sense of self-worth, as the average score of the group in the tribal measurement was (1.31), while it increased in the post-measurement to (2.28) and this is due to what It was included in the professional intervention program using the model of focusing on the group member of various knowledge, skills and experiences that contributed to increasing the students' sense of self-worth, through the researcher' coverage of the cognitive and cognitive aspect related to the students' sense of self, and strengthening the behavioral aspect of students through the performance of students educational retardation. Aspects of group activities in the school that help them discover and strengthen the strengths of the personality, increase students' acceptance of their circumstances, increase their ability to emotionally control and gain the trust of others from colleagues and school officials, avoid situations that show weaknesses in the students' personality, and increase students' sense of their importance to others, and this It is a result of the researcher' skill in exercising their role as an enabler and assistant in the context of using the strategy of encouragement and direction, and the free expression of feelings. This indicates the success of the researcher in forming a good professional relationship with the group, which led to the success of their assistance to the members of the group.

This was confirmed by the results of the study (Hussain, 2014), which indicated that there is no statistically significant relationship between family job performance and dependency among the research sample of the Educational Retardation students, and also there is no statistically significant relationship between family job performance

and psychological compatibility among the research sample of the Educational Retardation students. And there is a significant effect of the interaction between the levels of job performance (high, low, medium) and gender (male, female) on reliability.

(B)- The study proved the validity of the second sub-hypothesis, and this was indicated by the results of the group's post-measurement with regard to the dimension of increasing the ability to take responsibility, as the average score of the group in the tribal measurement was (1.77), while it increased in the post-measurement to (2.55) due to the What was included in the professional intervention program using the focus on the group member model of knowledge, skills and various experiences that contributed to increasing the ability to take responsibility. Students who are Educational Retardation members of the group have behaviors that indicate this, such as the participation of their colleagues in the performance of group activities in the school, the performance of the tasks they are assigned to them within the school, the positive implementation of orders and instructions issued to them by the social worker and the school, the preference of students educational retardation to perform certain actions and bear the result of that. Interdependence on each other in work and activities, and students' awareness of their behavior towards their peers, school, community, or environment in which they live.

This was confirmed by the results of the study (Hsiu-chu, Liu, 2010), which indicated the effectiveness of a group counseling program using realistic therapy for students with Educational Retardations on the learning and achievement trends of fifth and sixth graders of Mongolian students with Educational Retardations, and to achieve a positive impact on motivation Learning among the respondents, and also showed that the group counseling program with realistic therapy helped to improve the learning trends, motivation and strategies of the respondents with average and below average achievement.

(C)- The study proved the validity of the third sub-hypothesis, and this was indicated by the results of the post-measurement of the group with regard to the dimension of increasing the ability to form social relations, where the average score of the group in the tribal measurement was (2.02) while it increased in the post-measurement to (2.55) due to this To what was included in the professional intervention program using the focus on the group member model of knowledge, skills and various experiences that contributed to the ability to form

social relations, and this appeared in the increase in the desire of the students who were Educational Retardation members of the group to improve their relationship with specialists inside the school, and the development of the late students' sense of the importance of others And cooperating with them, the researcher focused on developing those feelings among the group members and clarifying its benefits and positive fruits in stability inside and outside the school. The researcher were interested in directing positive interactions between members, through their use of the strategy of changing attitudes and behavior, and their skill in directing E interaction between them, and this was evident in the keenness of students educational retardation, members of the group, to cooperate with others in various aspects of activities during the program and to provide aid to their colleagues when needed, and to intervene to prevent disputes between their colleagues in the school and to pay attention to dialogue and accept criticism and opinions of others in the school.

This was confirmed by the results of the study (MariniArita, 2018), which indicated that character education in school culture, through the provision of worship facilities, religious ceremonies and religious symbols, had predictive effects on the religious character of the students, which was described by obedience in the implementation of the teachings of religions, and the practice of tolerance. Religious towards others and living in harmony with other religions. The study concluded the importance of improving the religious personality improvement model, not only with regard to building religious personality, but also with other factors.

This was confirmed by the results of the study (Cross, Graeme, 2018), which indicated that schools do not provide their graduates with sufficient competencies to form relationships that embody the social, cultural and religious differences that exist within the pluralistic society in Australia.

This real change that occurred to the group members can be attributed to the practice of the focus on group member model, which led to a positive impact on the scores of the social adjustment scale for the students who were late in school.

References:

- Abdel-Latif, Nahid Mohamed (2011): Practicing the model of focusing on the group member and reducing violent behavior among the working child, unpublished Ph.D. thesis, Faculty of Social Work, Helwan University.
- Abu Al-Maati, Maher (2009): Social work in the areas of professional practice, Cairo, Zahraa Al-Sharq Library.
- Abu Al-Maati, Maher (2013): Recent trends in the quality of social work education "with Egyptian, Western and international models", Alexandria, Modern University Office.
- Abu El-Ela, Magdy Fawy (2015): The model of focusing on the member (the person) and mitigating the severity of behavioral problems among members of the orphan children group, research published in the Journal of Studies in Social Work and Human Sciences, Issue Nineteen, Faculty of Social Work, Helwan University.
- Ahmed, Nabil Ibrahim (2004): Models and Theories in Group work, Cairo, Zahraa Al Sharq Library.
- Al-Farmawy, Mustafa Abdel-Azim (2009): Organizing the School Community, Cairo, Anglo-Egyptian Library.
- Al-Khatib, Abdel-Rahman (2009): Social work as a specialized professional practice in educational institutions, Cairo, library. Anglo-Egyptian.
- Al-Wasal, Abdel-Muttalib: (2002) The relationship between the use of means of expression in the group work program and reducing aggressive behavior among street children, unpublished master's thesis, Faculty of Social Work, Helwan University.
- Al-Zoghbi, Ahmed Muhammad (2011): Psychological diseases, behavioral and academic problems in children, Amman, Dar Al-Zahran.
- Badawy, Ahmed Zaki (1999): A Dictionary of Social Sciences Terms, Beirut, Library of Lebanon.
- Bahaa El-Din, Hussein Kamel (1999): Education and the Future, Cairo, Dar Al-Maaref.
- Cross, Graeme; Campbell-Evans, Glenda; Gray (2018) Beyond the Assumptions: Religious Schools and Their Influence on Students, Social and Civic Development. International Journal of Christianity & Education, v22 n1 Mar.

- Damanhoury, Rashad Saleh (2005) Socialization and Educational Retardation "Studying Social and Educational Psychology", Alexandria, University Knowledge House.
- David Fontana (2006): Social Skills at Work, London, the British Psychological Society and Rout Ledge, LTD.
- David Johnson & Frank Johnson (2016): Joining together Group theory and Group Skill, Pearson Education.
- El-Sanhoury, Abdel-Moneim Youssef & Desouky, Mamdouh Mohamed (1999): Professional practice of social work in educational institutions, Kafr El-Sheikh: The Higher Institute of Social Work, unpublished notes.
- Ennis, Rosetta (2017) Exploring the Causes of Underachievement of African American Boys: A Qualitative Descriptive Case Study. ProQuest LLC, EDD/CI Dissertation, University of Phoenix.
- Ezzat, Hala Nabil (2015): The effectiveness of a training program in improving some mental and non-mental variables among those who are Educational Retardation in the primary stage, Ph.D. thesis, unpublished, Beni Suef University, Faculty of Education.
- Fadlallah, Alia El-Desouky (2018): Cognitive-behavioral counseling program to reduce withdrawal behavior among a sample of normal and late students in the primary stage and its role in improving their academic achievement, Master's thesis - unpublished, Mansoura University, College of Education, Department of Mental Health.
- Fahmy Abu Zaid Badran: Aggressive behavior and its relationship to Educational Retardation in a sample of middle school students (Master's thesis, unpublished, Helwan University, College of Education, 2012)
- Fahmy, Mustafa (2005): Personal and Social adjustment, Cairo, Al-Khanji Library.
- Farghali, Safaa Ahmed Mohamed (2007): Using the member focus model in group work and reducing violent behavior among abused children, research published in the Twentieth International Scientific Conference for Social Work, Faculty of Social Work, Helwan University.
- Galal, Saad (2006): The reference in psychology, Cairo, Arab Thought House.
- Hassan, Mohamed Mohamed (2016): Using the group member focus model to alleviate the behavioral problems of orphans

residing in social care institutions, research published in the Journal of Social Work, Egyptian Society of Social Workers, No. 55, Cairo.

- Hussein, Amani Attia Farag (2014): Prisoner job performance and its relationship to dependency and psychological adjustment among a sample of the Educational Retardation students in the first cycle of basic education, master's thesis, unpublished, Helwan University, Faculty of Education, Mental Health.
- Ibrahim, Muhanni Mohi (2000): Investing human resources to confront some education problems, a working paper presented to the Thirteenth International Conference, Faculty of Social Work, Helwan University.
- Jan Conner, (et-al) (2003); Social work & Social care practice, Op-cit.
- Kamel, Muhammad Ali: (2005) Confronting Educational Retardations and learning difficulties, Ibn Sina Library, Cairo.
- Liu, Hsiu-chu; Ting, Yuan-yu; Cheng (2010) The effects of a reality therapy group guidance program for underachieving elementary students in regard to their Mandarin learning attitudes and achievements. Bulletin of Educational Psychology. Vol.42 (1).
- Mankerious, Nassif Fahmy (2009): Scientific theories and professional models between theoretical construction and practice in working with groups, Alexandria, the modern university office.
- Marini, Arita; Safitri, Desi; Muda, Iskandar (2018) Managing School Based on Character Building in the Context of Religious School Culture (Case in Indonesia). Journal of Social Studies Education Research, v.9 n.4.
- Mitsunori Miki, et al (2003): A Proposal of The Person Centered Approach for Personal Task Management, The Pennsylvania State University Cite Seer Archives.
- Moussa, Fouad Sayed & Suleiman, Adly (2004): School Social Work, Cairo, Thebes Publishing.
- Nayaz, Shaima Youssef (2013): Using the member focus model in the way of working with groups to achieve self-development for girls at risk of delinquency, unpublished master's thesis, Faculty of Social Work, Fayoum University.
- Othman, Sayed Ahmed (2004): Social Responsibility, "a social psychological study", Cairo, Anglo-Egyptian Library.

- Patricia higham (2009): Social Work Introducing, profusion practice sage publications, London.
- Saeed, Jaber Awad (2007): Working with Groups, Alexandria, and University Knowledge House.
- Samara, Aziz & Essam, Nimr (2006), Lectures in Guidance and Counseling, Amman, Dar Al-Fikr for Publishing and Distribution.
- Songa.D.J & Others (2006): Placement Disruption And Negative Placement Outcomes Among Adolescents In Long-term Foster Car The Role Of Behavior Problems, Ilion University -Chicago, College Of Social Work.
- Sultan, Adel & Noir, Abdel Aziz (2006): A reference previously mentioned.
- Sweden, Mohamed Abdel Majid (2013): Towards a proposed program from the perspective of working with groups to mitigate behavioral deviations among adolescent girls placed in residential institutions, published research, Journal of Studies in Social Work and Human Sciences, Faculty of Social Work, Helwan University, Issue (34), April.
- Taces (2018) The Person Centered Model: Source <http://www.txca.org>.
- Yamani, Sherine Hassan (2015): Practicing the group member focus model and modifying the aggressive behavior of homeless children, unpublished Ph.D. thesis, Faculty of Social Work, Helwan University.
- Zahran, Hamed Abdel Salam (2005) Mental Health and Psychotherapy, Cairo, Alam Al-Kutub for Publishing.