

**Professional intervention for the group work methods to develop positive behavior for women in slum areas.**

التدخل المهني لطريقة العمل مع الجماعات لتنمية السلوك الإيجابي للمرأة بالمناطق العشوائية

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**Abstract:**

This study is considered one of the quasi-experimental studies, as this study is concerned with testing the relationship between two independent variables, one of which is “the professional intervention program from the perspective of group work” and the dependent variable, which is “the development of positive behavior for women in slum areas. The researcher used an experimental design, which is an experimental group and a control group and measurement Tribal and post-test for both groups to test the validity of the hypothesis so that the impact of the experimental variable, which is the professional intervention program, can be measured on the dependent variable of women’s behavior towards the environment, two groups, one experimental and the other a control, and the researcher relied on the scale of behavior towards the environment, and this study aimed to design a program for professional intervention for the method of working with groups to give women positive behavior towards the environment in slums area areas, and to test the effectiveness of the program through the following sub-indicators: -Development of positive behavior for women Towards rationalizing the use of resources. -Developing positive behavior for women towards preserving life resources. - Developing behavior The positive behavior of women towards the cleanliness of the environment, and the testing of the approved professional intervention program, the group work method, in acquiring women’s positive behavior towards the environment in slum areas, and the study reached the following results: And the control group in the tribal measurement of the two groups on the scale of developing positive behavior for women in slum areas, the validity of the second hypothesis of the study and the presence of statistically significant differences between the mean scores of the members of the experimental group in the tribal and remote measurement in favor of the post measurement on the scale of developing positive behavior for women in slum areas, the validity of the third hypothesis of the study and the presence of Statistically significant differences between the mean scores of the members of the experimental and control groups in the post-measurement in favor of the experimental group on the scale of developing positive behavior for women in slum areas.

## مستخلص:

تعتبر هذه الدراسة من الدراسات شبه التجريبية حيث أن هذه الدراسة تهتم بإختبار العلاقة بين متغيرين أحدهما مستقل" وهو برنامج التدخل المهني من منظور خدمة الجماعة" والمتغير التابع وهو" تنمية السلوك الإيجابي للمرأة بالمناطق العشوائية، وقد إستخدمت الباحثة تصميم تجربي وهو جماعه تجريبية وجماعه ضابطه والقياس القبلي والبعدي لكلا من الجماعتين لإختبار صحة الفرض وذلك حتى يمكن قياس أثر المتغير التجربي وهو برنامج التدخل المهني على المتغير التابع سلوك المرأة نحو البيئة، وإتساقاً مع نوع الدراسة فإن المنهج المستخدم في هذه الدراسة هو المنهج شبه التجربي القائم علي التصميم (القبلي- البعدي) بإستخدام مجموعتين أحدهما تجريبية والأخري ضابطة، وإعتمدت الباحثة علي مقياس السلوك نحو البيئة، وقد إستهدفت تلك الدراسة تصميم برنامج للتدخل المهني لطريقة العمل مع الجماعات لاكساب المرأة السلوك الايجابي نحو البيئة في المناطق العشوائية، واختبار فاعلية البرنامج من خلال المؤشرات الفرعية التالية:- تنمية السلوك الايجابي للمرأة نحو ترشيد استخدام الموارد. - تنمية السلوك الايجابي للمرأة نحو المحافظة على موارد الحياة. - تنمية السلوك الايجابي للمرأة نحو نظافة البيئة، واختبار برنامج التدخل المهني المعتمد طريقة خدمة الجماعة في اكساب المرأة السلوك الايجابي نحو البيئة في المناطق العشوائية، وقد توصلت الدراسة إلي النتائج التالية: صحة الفرض الأول للدراسة والقائل بأنه لا توجد فروق معنوية دالة إحصائياً بين متوسطات درجات أعضاء المجموعتين التجريبية والضابطة في القياس القبلي للمجموعتين علي مقياس تنمية السلوك الإيجابي للمرأة بالمناطق العشوائية، صحة الفرض الثاني للدراسة وجود فروق معنوية دالة احصائياً بين متوسطات درجات أعضاء المجموعة التجريبية في القياس القبلي والبعدي لصالح القياس البعدي علي مقياس تنمية السلوك الإيجابي للمرأة بالمناطق العشوائية، صحة الفرض الثالث للدراسة وجود فروق معنوية دالة احصائياً بين متوسطات درجات أعضاء المجموعتين التجريبية والضابطة في القياس البعدي لصالح المجموعة التجريبية علي مقياس تنمية السلوك الإيجابي للمرأة بالمناطق العشوائية.

**Introduction:**

Women's issues in general have received great attention from the various social and human sciences to identify their needs, problems and role in the aspects of social, political, economic and cultural life (Hassan, 2008, p. It may be of greater importance because of the continuous neglect of it, despite its being a productive element that contributes to raising the family's income and well-being. Therefore, the call to give more attention and accelerate the development of women in slums area areas because of their economic, social and health returns is justified (National Council for Women, 2010). As a result of her long suffering from economic, social, health and intellectual problems that imposed a marginalized reality on women in slum areas in Egyptian society (Abdel-Fattah, 2005, p. 2).

And given that the category of women in slum areas is one of the first groups in care, and it is in dire need to improve their quality of life because these women are exposed to multiple problems during their stay in slum areas and their families, and the family may be able to survive for some time, but if these problems persist, the structure collapses with them The family, which requires concerted efforts at all levels, so society has a major role in caring for and supporting women, especially in poor areas. (Maghazi, 2008, p. 10).

Therefore, achieving an adequate standard of living for all women and children is the basic basis for social peace in all nations (United Nations Development Program, 2009, p. 302), and Al-Salwa study (2004) confirmed that the social and economic changes that societies are going through have created disparities between families. It left its effects and repercussions on living life (living standards) and led to an imbalance in the social structure of families.

This is reflected in the Human Development Report on the various aspects of the conditions of women in slums area and the problems they suffer from, which are the insufficient opportunities available to them in education, health, proper nutrition, and working conditions that provide them with a decent human life, as well as their possession of a number of negative behaviors, and this is evident Through the high rate of illiteracy among women in slum areas, as well as the low health status of women in slum areas, their low standard of living and their low political participation, in addition to their feelings of inferiority and lack of power, which is reflected in their role in society (Human Development Report, 2013, p. 36), and this is what was recommended by the study (Abdul Shafi, 2006) about the need to intervene to confront the many social, political, economic and family problems that women face in slum areas in particular, and at the behavioral level also the study of (Braun, 2008) emphasized the importance of Cognitive and behavioral needs and the provision of all types of care to women in slum areas, represented in awareness services, in order to improve the use of health services provided to them.

The report of the Central Agency for Public Mobilization and Statistics called for the need to change these bad conditions for women in slum areas and to try to change the negative trends and traditions, which stand against the importance of women's participation in all areas of life, increasing the level of their education and awareness of family planning and the positive effects of family planning methods and the advantages of the small family while increasing their participation in Economic activities through sustainable human development programs and improving the quality of life. (Central Agency for Public Mobilization and Statistics, 2013, p. 106), and this was confirmed by the results of Abdel Moneim's study, which linked improving the quality of life for women as a basic requirement and achieving sustainable development through increased dependence Increase her social relationships and increase her sense of satisfaction with life.

Hence the importance of finding a balanced relationship between man (woman) and the environment based on the exchange of interest that allows man to continue comfortable living and for the environment to maintain balance, which is known as coexistence with the environment. The biggest challenge facing our country today is to transform the human element from an element that constitutes a burden on development and a threat to the environment to an element that is the impetus for development and preserves the environment. The quality of human forces, the degree of their awareness and attitudes towards the environment, the type of values they hold towards the environment, and their behavior towards the environment, greatly affect the human use of the environment and its interaction with it (Habib, 2013, p. 318).

Especially the damage resulting from environmental pollution resulting from throwing dirt in the roads, as well as the need to overcome the bad use of water. The study suggested a vision for Social work to develop environmental awareness for women in slum areas, as well as the results of the study (Soliman, 1997) to the need to unify the different types of social care, including education and health. Through civil associations and institutions that provide services to women in general, or that provide services to women in slum areas in particular, in order to satisfy their needs and develop their environmental awareness, and this was confirmed by the results of a study (Mahmoud, 2003) that civil societies played an active role in satisfying the needs of poor women in Slums area and developing their environmental awareness.

Social work has its goals and societal goals, which are to improve human life, improve his living conditions in light of his needs and help him solve his problems, as the social worker uses the professional methods to deal with women in an integrative manner in general and the way of working with groups in particular to find out the needs and problems of the women's community, and to invest resources And the possibilities available to confront these problems and satisfy the needs, by creating links and partnerships with various community institutions to care for this category, and given that it is an institutional profession practiced through institutions, it emphasizes cooperation and participation between these institutions to face the societal problems faced by women (Abdul Haris, 2001, p. 92).

In the traditional sense, Social work provides individuals, families and communities with services that provide treatment and guidance to individuals and families who suffer from trouble (El-Srougy, 2009, p.55)

Which aims in particular to improve the quality of life and increase its value. It includes attempts to help people persevere and continue life as they are by adding positive experiences and values to their living lives. Improving the quality of life does not only include working with the underprivileged but also available to all people, recognizing that all people have Problems in their human relationships, and they also have the space to grow and improve their abilities and activities in life, and this is what was confirmed by a study (Montgomery, 2011) on the need for social intervention for the Social work profession to help women achieve social well-being and modify their negative behaviors due to the low quality of life and the low standard of living The financial situation, the lack of health and Social works, and assistance in solving their problems and satisfying their needs.

And based on the theoretical framework, theoretical guidelines, the results of previous studies, and the results of the situation assessment study of the reality of women in slums area in Cairo governorate, which all revealed the woman's need to acquire a positive behavior towards the rational exploitation of environmental resources, and to acquire a positive behavior towards preserving the sources of life and to acquire a positive behavior towards Protect the environment from pollution.

Therefore, the study problem was identified in the following question: Does the practice of professional intervention in the way of working with groups lead to the development of positive behavior for women in slum areas?

#### **The importance of this study:**

- 1- The interest in developing positive behavior for women goes in line with global trends, which call for the necessity of communication and cooperation with others, especially among women.
- 2- Emphasizing the remedial role of the group work method by helping women in slum areas to develop their positive behavior.
- 3- Increasing interest in the category of women in slum areas, whether at the international, regional or national levels, in connection with the increase in their numbers at the level of each of these sectors, which requires working with them to improve themselves and develop their positive behavior.
- 4- The scarcity of professional intervention research based on the group work method in developing the positive behavior of women in slum areas within the limits of the researcher knowledge.
- 5- The research may enrich the theoretical and cognitive framework of the group work method in developing the positive behavior of women towards the environment in which they live in slums area.

#### **Objectives of the study:**

- 1- Designing a professional intervention program for the method of working with groups to imbue women with positive behavior towards the environment in slum areas, and testing the program's effectiveness through the following sub-indicators:
  - Developing the positive behavior of women towards rationalizing the use of resources.
  - Developing the positive behavior of women towards preserving life resources.
  - Developing the positive behavior of women towards the cleanliness of the environment.
- 2- The approved professional intervention program tested the group work method in providing women with positive behavior towards the environment in slum areas.

#### **Study hypothesis:**

- 1- There are no statistically significant differences between the mean scores of the members of the experimental and control groups in the tribal measurement of the two groups on the scale of developing positive behavior for women in slum areas.
- 2- There are no statistically significant differences between the mean scores of the members of the control group in the tribal and remote measurements on the scale of developing positive behavior for women in slum areas.
- 3- There are statistically significant differences between the mean scores of the experimental group members in the tribal and remote measurements in favor of the post measurement on developing the positive behavior of women in slum areas.
- 4- There are statistically significant differences between the mean scores of the members of the experimental and control groups in the post-measurement in favor of the experimental group on the scale of developing positive behavior for women in slum areas.

#### **The theoretical part of the study:**

##### **1- The concept of women in slums area:**

She is the one who lives in slum areas and works with her family in any activity or does any activity that contributes to the family's income and other work that the vast majority of women do in those areas. (Saber, et.al, 2006, p. 9)

It is also defined as every female in the age group that falls between 15-65 years and resides in the slum area, and works in industry, trade or services within or outside the area, inside or outside the living unit, with or without pay, for her own account or for the account of others. Whether this work is a product of goods or services in the formal and informal sectors, or the private or investment sector, or in the government, and whether it is a permanent, temporary or seasonal work. (Abdul-Gawad, 2009, p.7)

**- The procedural concept of women in slum areas is defined as:**

- (a) It is the woman who is from the people of the slum area in which the project is being implemented or the dependent villages.
- (B) That she is married and her age is not more than 45 years.
- (c) That the woman be a member of the association that provides its services.
- (D) At least two years have passed since she has been to the association.

**2- The concept of slums area:**

Slums area are defined as societies in which individuals build housing without any prior planning for construction areas, which makes leaving main streets rare and consequently narrow streets and close proximity of buildings, making it difficult for the sun to enter each other, and construction takes place in areas without facilities. (Ali, 2001, pg. 52)

Slums area are also defined as residential communities that arise in the absence of general planning and in violation of the law and encroachment on state property, and therefore they are deprived of all kinds of basic facilities and services. (El-Shura Council, 1994)

It is also known as areas crowded with poor people and residing in cramped, not spacious homes and lacking Social works. These areas are spread in large and old cities and are characterized by the spread of social problems such as juvenile delinquency, addiction to alcohol or drugs, unemployment and low level of education. (Al-Sukari, 2000, p. 774)

**From the above, the concept of random communities can be defined from the point of view of the following study:**

- **Geography:** It is often concentrated around the administrative borders of cities, and is spread over agricultural lands.
- **Legally:** buildings do not obtain building permits, and these houses are often built on lands owned by the state or others (informal housing).
- **Planning:** these houses were built in a way that did not take into account the proper scientific planning method in terms of the width of the streets, the height of the houses, the spaces of spaces and green spaces (unplanned housing).
- **Facilities:** The lack of basic facilities, especially sanitation and potable water.
- **Socially:** the spread of many problems related to socio-economic backwardness, such as addiction, juvenile delinquency, crime and illiteracy.
- **Economically:** the vast majority of the population works in a marginal task related to buying, selling and street vendors.
- **Environmentally:** These communities suffer from many environmental problems as a result of their unplanned urban situation, and garbage and filth are spread in them, and their residents suffer from a lack of environmental awareness and behaviors harmful to the environment.

**3- The role of women in developing positive behavior in slum areas:**

The last two decades witnessed a remarkable intensification of the discussion of women's issues at the global and local levels, as the United Nations and its various organizations play an important role in these conferences and meetings that revolve around women's issues in their various aspects and push them towards empowerment thanks to the expansion of their education

and the expansion of job opportunities for them and the expansion of the issuance of legislation related to women.

Therefore, we find that the role of women has become urgently required in our society, whether in political work or in practical life, in addition to her role in various social, health and educational fields. (National Council for Women, 2013, p. 55)

The Executive Director of the United Nations Environment Program called for the women of the whole world to unite to protect the environment and pointed out that women were the first to lead meetings against pollution, water and air pollution and chemical pollution, and they were pioneers in education and the work of citizens to take an environmental political decision and considers the role of women as Babysitters working with limited resources are a catalyst for what many see as the emergence and action on the part of women of the need to conserve and protect the dwindling resources of our global environment. (Awad, 2015, p. 522)

Many researcher emphasize that women play an important role in the development of society and in protecting the environment, as Mohamed El-Gohary believes that women have a prominent role in carrying the torch of modernization in third world countries with regard to operational issues at the local level and in fulfilling specific duties such as:

- Awareness campaigns for saving and raising environmental awareness.
- improving the level of services in schools.

The female component also has a prominent role in the process of social change through women going out to work outside their home. (El-Gohary, 1999, p. 236)

Women can also play an important role at all levels of cultural, social and production activities in preserving environmental resources, reducing environmental pollution, rational and balanced integration in the vocabulary of the environment in which they live, and changing patterns of irrational consumption that would waste a lot of resources and create environmental problems as a result. (Al-Saati, 2012, p. 55)

Many studies and research have also shown that women have an important role in protecting the environment, such as the optimal use of environmental resources and re-utilization of millions of tons of crop residues and animal waste and converting them into energy (biogas), traditional fodder or organic fertilizers, as well as the role of women in maintaining the ecological balance and using them. The resources in a rational manner as well as their role as producers of food and a provider of needs and as they are responsible for the upbringing and upbringing of generations we can influence their behavior to be a positive behavior towards the environment. (Abdel Hamid, 1994)

From the researcher point of view, women can contribute to protecting the environment through the following:

**A** - Rationalizing the use of environmental resources, especially the so-called life resources such as water, electricity and other important environmental resources.

**B**- Protecting the environment from pollution by not participating in polluting the environment by throwing garbage or waste in the streets and contributing to the cleanliness of the home environment and the environment of the local community.

**C**- Develop and preserve the positive behaviors of their children towards the environment.

**D**- Active participation in the efforts being made in her community to protect the environment, clean it and beautify it through collective efforts undertaken by social institutions from within or outside the local community.

**F**- Preserving public ownership in society.

**Methodology:**

**-Type of study:**

This study is considered one of the studies of measuring the return of professional intervention in the service of the group, which depends on the quasi-experimental design, as this study is concerned with testing the relationship between two independent variables, one of which is the “professional intervention program from the perspective of group work” and the dependent variable, which is “the development of positive behavior for women in slum areas, The researcher used an experimental design, which is an experimental group and a control group, and the tribal and remote measurements for both groups to test the validity of the hypothesis, so that the effect of the experimental variable, which is the professional intervention program, can be measured on the dependent variable of women's behavior towards the environment.

**- Type of method used:**

Consistent with the type of study, the method used in this study is a quasi-experimental approach based on the (tri-post) design using two groups, one experimental and the other controlling. The dimensionality and comparison between the two measures to test the impact of the professional intervention program on the dependent variable of women's behavior towards the environment.

**- Study Tools:**

The researcher relied on the scale of behavior towards the environment, and in the following the researcher will explain the steps of designing the scale: Prepared by the researcher and included the following indicators:

- Positive behavior of women towards rationalizing the use of resources.
- Positive behavior of women towards preserving life resources.
- Positive behavior of women towards the cleanliness of the environment.

**The following is a presentation of the steps taken by the researcher in designing the study tools:**

- **The first step:** the initial preparation of the scale - and the researcher performed the following actions:

**A-** Determining the theoretical references and previous studies that contribute to building the scale, including:

The theoretical framework of the current study, which includes (literary literature on positive behavior, women, slum areas, and professional intervention).

- Theories and models that can be benefited from, including (method of working with groups).

- Previous studies related to the subject of the current study.

- Results of the situation assessment study that the researcher applied to a sample of women in slum areas.

- Seeing the standards that dealt with the issue of positive behavior and women in slum areas.

**B-** Determining the content of the scale “dimensions”: where the researcher has determined the main dimensions of the scale and its variables, provided that the formulation of the phrases is a linguistically sound formulation in accordance with the main dimensions of the scale, and is easy, clear, and related to the dimension to be measured. A statement according to the axes of the scale is distributed as follows:

The first dimension: developing women's positive behavior towards rationalizing the use of resources (13) phrases (1-13).

- The second dimension: developing the positive behavior of women towards preserving life resources (13) phrases from (14-27).

- The third dimension: developing the positive behavior of women towards a clean environment (13) phrases from (27-39).

**- Validity of the tools:**

At this stage, the validity of the scale was ascertained. The researcher used three types of them to verify the validity of the scale, which are:

A- Apparent Validity.

b- Statistical Validity.

**(A) Apparent Validity:** After the researcher prepared the scale in its initial form, it was presented to the arbitrators from the (5) faculty members of the Faculty of Social Work, Helwan University, where they were asked to arbitrate the scale in terms of:

The association of each phrase with the dimension to be measured (deleting any phrase that they do not see fit or related to the dimension, adding the phrases they deem appropriate or modifying the phrases).

- The integrity and clarity of the formulation of phrases.

After that, the necessary adjustments were made to the scale according to the opinions of the arbitrators. The phrases that were agreed upon by less than (80%) were excluded, and some phrases were modified and added based on the opinions of the arbitrators.

**Table (1)** shows the percentages of Rejection or agreement on the dimensions of the scale and on the scale as a whole

N	Dimensions	Rejection rate	acceptance rate
1	Developing the positive behavior of women towards rationalizing the use of resources.	16.67%	83.33%
2	Developing the positive behavior of women towards preserving life resources.	10%	90%
3	Developing the positive behavior of women towards the cleanliness of the environment.	10%	90%
<b>the scale as a whole</b>		<b>12.22%</b>	<b>87.77%</b>

It is evident from Table (1) that the arbitrators' agreement on the dimensions of the scale and on the scale as a whole is high, which indicates the validity of the scale and the possibility of its reliability in a high degree, whether in the measurement or the results.

After the arbitrators' honesty result, the number of the scale's expressions in its final form became (30) phrases distributed as follows:

The first dimension: developing women's positive behavior towards rationalizing the use of resources (10) phrases (1-10).

- The second dimension: developing the positive behavior of women towards preserving life resources (10) phrases from (11-20).

- The third dimension: developing the positive behavior of women towards a clean environment (10) phrases from (21-30).

**The scale expressions also contained negative and positive expressions:**

**Table (2)** shows the positive and negative expressions in the scale of developing positive behavior for women in slum areas.

<b>positive phrases</b>	1-2-3-4-5-6-7-8-9-11-12-13-14-15-16-18-19-21-22-23-24-25-26
<b>Negative phrases</b>	10-17-20-27

**Scale correction method:**

- The researcher developed a triple scale to correct the scale (yes - to some extent - no).

- In the case of positive statements: the response (yes) gets (three marks), the response (to some extent) gets (two marks), and the response (no) gets (one degree).
- In the case of negative statements: the response (yes) gets one mark, the response (to some extent) gets two marks, and the response (no) gets three points.
- The range = the largest value – the lowest value ( $3 - 1 = 2$ ) was calculated, divided by the number of cells of the scale to get the corrected cell length ( $2/3 = 0.67$ ), and then this value was added to the lowest value in the scale or the beginning of the scale, which is The correct one in order to determine the upper bound of this cell, and thus the length of the cells became as follows:

**Table (3)** shows the measurement of the arithmetic mean and its judgment.

If the mean value of the expression or dimension ranges between 1 - 1.67.	low level
If the mean value of the expression or dimension ranged between more than 1.67 - 2.35.	middle level
If the mean value of the expression or dimension ranges between more than 2.35 - 3.	high level

- According to the above, the maximum score for the scale was calculated as follows:
- The maximum degree of the scale =  $30 \times 3 = 90$ .
- Middle score of the scale =  $30 \times 2 = 60$ .
- The minimum scale of the scale =  $30 \times 1 = 30$ .

#### **-Reliability of the tool:**

The stability of the scale means its stability, meaning that if you repeat the application of the scale, it gives almost the same results, and there is a near-match between the results of the scale in the multiple times in which it is applied each time to the same individuals. The most important statistical methods for measuring stability are:

The stability of the scale was calculated by applying it to 10 cases of women in the Society of Women and Society, then the test was re-applied to them again after an interval of two weeks between the two applications, then the correlation coefficients between the application were calculated by applying the Pearson equation.

**Table (4)** shows the stability coefficients of the scale

N	Dimensions	Reliability factor
1	Rational use of environmental resources.	0.898
2	Conservation of life resources.	0.874
3	Maintaining the cleanliness of the environment.	0.856
Scale as a whole:		0.876

\*\*Significant at (0.01)

\* Significant at (0.05)

**The results of the above table show that:** it is clear that the stability coefficients are statistically significant, which means the stability of the scale.

#### **Experience controls:**

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.

**- Fields of study:**

**- Spatial field:**

The study was applied in Cairo Governorate, and all the civil associations that serve women in slum areas in Cairo Governorate were counted, and they numbered (22) NGOs. The Women and Society Association was chosen for a set of justifications and reasons:

- The Foundation is one of the pioneers in working with women in slum areas
- Availability of the study sample.
- The approval of the institution and its willingness to assist the researcher.
- Provides a variety of services to women in slum areas.

**- About the NGOs:**

The NGOs of Women and Society was established in July 1994 as a central NGOs. It focuses its work in slum areas. The association seeks to achieve its vision, which is to reach a society in which people enjoy their basic rights and enable them to have effective, productive and influential mechanisms and tools in creating a social, political and economic movement based on effective standards of social justice and fair development. For everyone and democracy to achieve comprehensive human development for the Egyptian society, as the NGOs seeks to participate in this movement that guarantees the right of every person to have equal and fair opportunities for good quality education for all and to develop tools for learning, rehabilitation and training for a better life. The NGOs also adopts the issues of marginalized groups and to enhance their capabilities and integrate them to participate and develop their communities.

**- The human sample:**

A deliberate sample was selected from the women who attended the association and who met the following conditions:

- 1- Age ranges between 45:30 years.
- 2- She must be married.
- 3- At least two years have passed since she attended the association.
- 4- To accept regularity in the professional intervention program.

The conditions were fulfilled on 24 women who were divided into two groups, one experimental and the other controlling, by pairing between groups, and each group formed 12 individuals.

**- Time-domain:**

The time period, which begins with the period of applying the professional intervention program with women in slum areas, and drawing conclusions, which amounted to about six months from (13/2/2018) to (30/8/2018).

**5- Professional Intervention Program:**

Professional intervention program using the method of working with the group to develop positive behavior for women in slum areas: The researcher identified a set of elements for designing a professional intervention program for this study, which are:

**A: What is the intervention program using the method of working with the group to develop the positive behavior of women in slum areas:**

The researcher means by the intervention program that it is a set of procedures, activities and planned actions that the researcher presents in the light of her knowledge, values and skills, and based on the use of the group work method within the framework of a set of strategies, methods and techniques, with the aim of positive behavior of women in slum areas.

**B: Program philosophy:**

Attempting to develop the values and facts on which the concept of positive behavior of women in slums area is based by using the better prepared intervention program, as well as using various methods and techniques that are appropriate to improve the positive behavior of women in slums area, in light of the **following set of pillars:**

- 1) Appreciating and respecting the individual differences between women and each other.
- 2) Commitment to achieving social justice between women and each other.
- 3) To develop the value of cooperation and participation for them.
- 4) Develop their values of teamwork and cooperative education.
- 5) Helping women face their own problems.
- 6) Training women to take responsibility and bear its consequences.
- 7) Motivating women to give permanently and improve their position within society.

**C: Objectives of the program:**

The first step in designing a good program is defining the objectives of the program. The objectives represent the basic premise in designing the program. The general objective of this study is to develop the positive behavior of women in slum areas, from which three sub-goals emerge:

- 1) Developing the positive behavior of women towards the rational use of environmental resources.
- 2) Developing the positive behavior of women towards preserving life resources
- 3) Developing the positive behavior of women towards maintaining the cleanliness of the environment.

**D: The foundations on which the program is based:**

- 1) The main objectives of the study.
- 2) Understand the features and characteristics that characterize the age group of women in slum areas.
- 3) View the results of previous research and studies related to the subject of the study.
- 4) The theoretical framework of Social work in general, the method of group work in particular, and the professional guidelines contained in this framework.
- 5) The results of the researcher interviews with some experts and specialists in the field of work in informal areas.
- 6) Refer to scientific theories and theoretical writings related to the subject of the current study.
- 7) Taking into account the financial and human capabilities of the institution, and how to benefit from them in the implementation of the program.

**F: Considerations taken into account by the researcher when designing the program:**

- 1) Clearly define the goal of the program.
- 2) That the program agrees with the needs and desires of women in slum areas and the age group they are going through.
- 3) That the program agrees with the objective of the current study, which is to develop the positive behavior of women in slum areas.
- 4) Determine the appropriate time to implement the program in order to achieve its objectives.

- 5) That the program be characterized by flexibility and diversity in activities and methods to become more attractive and effective for women in slum areas.
- 6) Determining the content and topics of the program, and the method of presenting and presenting each topic.
- 7) Determining the names of the lecturers and trainers in the program.
- 8) Continuous evaluation of the program.

**G: Program content:**

- Knowledge content.
- Content trends and experiences.
- Skills content.

**1) Knowledge content:**

It relates to the types of information, facts, concepts, theories and knowledge related to the development of positive behavior for women in slum areas that women must obtain, in order to achieve rational use of environmental resources, preserve life resources, and maintain a clean environment for them, such as:

The cognitive aspects of the activities that are practiced through the program with women, including:

**A-** Social activities: represented in (camps - group discussions - public service).

**B-** Sports activities (football - table tennis - running competitions).

**C-** Religious and cultural activities: they are represented in (lectures - seminars - cultural competitions - wall magazines).

**D-** Artistic activities: represented in (drawing - music and group singing - art exhibitions - plays).

**F-** Therapeutic activities of the way of working with groups such as (modeling - self-learning - role playing and others).

- The relationship of the concept of positive behavior development to the growth of the skill and knowledge aspects of women in slum areas.

**2) Content trends and experiences:**

This type represents a significant impact in bringing about a change in the behavior of women in slum areas by changing their personal, psychological and intellectual attitudes, and providing them with experiences and skills through self-learning and social participation in order to correct negative behaviors and integrate them into society.

Giving women the opportunity to cooperate and train to understand social life, acquire positive behaviors, and understand positive values and trends such as good dealing with others, appreciating circumstances, containing the crisis with open arms, identifying the causes of problems, agreeing on appropriate solutions to those problems, and avoiding intolerance and hatred.

**3) Skills content:**

It means skills training to increase women's ability to participate in raising their performance and efficiency in social life. This type of training is useful in developing women's skills by giving them some skills that help them improve the concept of positive behavior in light of the Social work profession in general and the way of serving the community in particular. Especially such as skill in forming a professional relationship, skill in problem solving, skill in communicating with feelings, skill in directed group interaction, skill in observation, skill in listening, skill in defining duties and tasks.

**H: Techniques used in the program:** In this study, the researcher used the following methods:

**1) Group discussion method:** The researcher used the group discussion during the program as follows:

- Use the group discussion in the general method to explain what the program for the concept of positive behavior is.
  - Providing women with the necessary data and information on the concept of positive behavior for women in informal areas and its dimensions.
  - Training on group thinking and getting used to the methods of participating in dialogue and taking responsibility.
  - Provide the process of mutual interaction between members by exchanging ideas, questions and experiences.
  - It is carried out with the help of the researcher in directing the interaction between them and modifying their distorted and wrong ideas.
  - Using group discussion in a brainstorming method to train women to face behavioral and social problems.
  - Use the group discussion in the manner of brainstorming to train the steps to solve the problem.
  - Helping them improve their self-concept and learn new behaviors and practices.
- 2) The lecture method:** the program includes several lectures, each of two hours, which deals with a set of ideas and knowledge on a specific topic.
- 3) Seminar method: The researcher aimed through the seminars to provide the members of the experimental group with knowledge and information about the environment and the ecological system and its interactions and its impact on living and non-living organisms and the changes made by man in ecosystems, clarifying what is harmful and what is beneficial to humanity, and helping women to have a deep and comprehensive understanding To the problems of the local environment in all its physical, social and biological aspects and its dangers to humans and the environment and how to contribute to solving them.
- 4) Role-playing style:** The researcher used the role-playing technique as follows: Helping the group members to represent several situations during the implementation of the professional intervention program, each of which contains an undesirable negative behavior related to the environment, as well as representing some of the scale statements that explain this behavior and the door to group discussion is opened For the members to identify the negative behavior towards themselves and the society and take opinions in modifying this behavior, then the members role-playing the situations again based on what was agreed upon by the members as a whole in a positive way.
- 5) Workshop method:** This technique was used by holding several training workshops to help the group members know the steps of designing the program, as follows:
- A) The researcher used training workshops to train women to develop positive behavior for women towards rational use of environmental resources.
- b) The researcher used training workshops to train women to develop positive behavior for women towards preserving life resources.
- C) The researcher used training workshops to train women to develop positive behavior for women towards maintaining a clean environment.
- 6) Modeling:** where the researcher focuses on using this method with the members of the experimental group to give the members role models or examples and the model that applies to this, whether the specialist himself or models of films or live models that group members deal with during the program to develop the positive behavior of women in slums area.
- 7) Training in solving the problem:** It is training on skills that are learned to deal with real-life problems, and it includes that the researcher divides the problem into sub-elements and a list of possible solutions is developed, and then the members try and implement these solutions and the result is discussed.

**I: Program Strategies:**

- **Cognitive building strategy:** through changing and modifying misconceptions about self-improvement among women, and what is related to their misconceptions and beliefs that direct their thinking style, which reflects positively on improving positive behavior.
- **Clarification strategy:** which was represented in clarifying the subject of the study, as well as clarifying the program's objectives for women members of the group, and clarifying the roles and responsibilities that group members must perform during the implementation of the program.
- **Emotional control strategy:** where the researcher changed the value system of the group members, which leads to the inability to withstand the emotional pressures appropriate to the situations that women are exposed to.
- **Group interaction strategy:** This strategy is represented in trying to find a medium of collective interaction that arises between members each other during the practice of the program in order to exchange experiences between them, which may contribute to improving their positive behavior, and work to raise their awareness of the risks resulting from their negative thoughts and beliefs towards themselves, others and society.
- **Behavior change strategy:** where the researcher helped the members to change their non-consensual behavior and find the motivation to change it, and to convince the group members of the new rational, consensual behavior and train them on this behavior while strengthening their ability to take responsibility.
- **Learning strategy:** This strategy is based on participation that encourages cooperation between members, to help them solve behavioral problems they face and be able to make decisions, assume responsibilities and express opinions freely.
- **Persuasion strategy:** This strategy represented persuading the group members (women) to give up some distorted ideas and irrational beliefs related to themselves, others and society, and to convince them of the harm resulting from those irrational ideas and beliefs, and to convince them of their importance in society, as people are often ready To change his values and tendencies when he is convinced that they conflict with his own interests and the interests of others and society.

**G: The roles of the researcher in the program:**

- 1) **The role of the assistant:** where the researcher worked to help the experimental group throughout the period of the professional intervention, he helped her in setting the functional organization and setting limits for the members' behavior and facing all the obstacles and problems they faced, as well as helping the group to design, implement and evaluate the program.
- 2) **The Observer's Role:** Through this role, the researcher did the following:
  - a) Observing the relationships and interactions between members of the group and between them and the researcher.
  - b) Noting the contributions of each member in achieving the goals of the group and the program.
  - c) Noting the changes that occurred to the members through the exercise of the program's activities.
  - d) Observe the ability of the group members to perform the tasks and responsibilities during the implementation of the program.
- 3) **The role of the mentor:** where the researcher provided directions and instructions to the members of the experimental group so that their positive behavior could be improved.
- 4) **The role of the trainer:** where the researcher used the training methods and techniques of working with groups to train women to acquire skills and knowledge to develop their positive behavior.

5) **The role of the interaction guide:** In this role, the researcher focused on directing the existing interactions between members with proper guidance during their practice of the program and limiting negative interactions between them, which contributes to the development of their positive behavior.

6) **The role of the supporter:** the researcher supported the group with all the necessary assistance and capabilities to practice activities, as well as provided many different supports for the behaviors within the group.

7) **The role of the communication facilitator:** The researcher helped the group members to communicate easily and conveniently with all the societal institutions related to the care of women that contribute to achieving the objectives of the program.

**I: The skills that the researcher relied on in the program:**

1- Skill in forming a professional relationship. 5- Skill in communicating with feelings.

2 - Skill in defining duties and tasks. 6- Skill in sharing.

3- The ability to listen. 7- Observational skill.

4- The skill of persuasion. 8- Skill in the calendar.

**K: Implementation Program:**

This was done through the period of conducting the experiment, which lasted for six months, from (13/2/2018) to (30/8/2018).

**R: Evaluating the program:**

**A** - A measure of developing positive behavior for women in slum areas.

**b**- Analyzing the content of the periodic reports of the experimental group.

**Study Results:**

**Table (5)** shows the significance of the differences between the tribal measurement of the experimental and control groups on the scale of developing positive behavior for women in slum areas using the Mann Whitney test ( $n = 12$ )

Dimensions	Groups	N	M	S.D	D. f	T	Z	Significance level
Rational use of environmental resources.	Control	12	20.8	2.88	60.5	6.05	-2.992	Insignificant
	Pilot	12	27.6	2.75	144.3	14.8		
Maintaining the cleanliness of the environment.	Control	12	28.3	1.76	51	5.1	-3.178	Insignificant
	Pilot	12	31.4	1.79	150	15.5		
Conservation of life resources.	Control	12	21	2.92	57.4	5.4	-3.354	Insignificant
	Pilot	12	27.1	1.9	155.6	15.06		

**The results of the above table show that:** There are no significant differences between the average scores of the members of the experimental group and the control group pre the professional intervention using the scale of developing positive behavior for women in slum areas in favor of the control and experimental groups. For the rational use of environment resources for the control group (27.6) with a standard deviation of (2.75), and the value of  $z = (2.992)$ , which is not significant, and the arithmetic mean for maintaining the cleanliness of the environment for the experimental group was (28.3) with a standard deviation (1.76), while the

arithmetic mean for maintaining cleanliness The environment for the control group (31.4) with a standard deviation of (1.79), and the value of  $z = (3.178)$ , which is not significant, and the arithmetic mean of preserving life resources for the experimental group (21) with a standard deviation (2.92), while the arithmetic mean of preserving life resources for the control group (27.1) with a standard deviation of (1.90) and the value of  $z = (3.354)$ , which is not significant, and this confirms the validity of the hypothesis that there are no significant differences between the mean scores of the members of the experimental group and the control group pre the intervention. Professional using the measure of developing positive behavior for women in slum areas in favor of the control and experimental groups, because they were not exposed to the professional intervention program.

**The results of the second hypothesis:**

**Table (6)** shows the significance of the differences between the mean scores of the control group in the two measurements, pre-post, on the scale of developing positive behavior for women in slum areas using Wilcoxon's test ( $n = 12$ )

Dimensions	Intervention	N	M	S.D	Total Rank		average rank		z	Significance level
					positive	negative	positive	negative		
Rational use of environmental resources.	Pre	12	27.2	2.66	5.8	19.4	5.89	3.45	1.689	Insignificant
	Post	12	27.1	2.71						
Maintaining the cleanliness of the environment.	Pre	12	31.3	1.69	6.9	12	3.2	3.41	0.989	Insignificant
	Post	12	31.2	1.75						
Conservation of life resources.	Pre	12	27.1	1.79	0	34	0	3.99	2.785	Insignificant
	Post	12	25.2	1.61						

**The results of the above table show that:** there are no significant differences between the average scores of the members of the control group pre-post the professional intervention program using the scale of developing positive behavior for women in slum areas, where the arithmetic mean of the rational use of environmental resources for the experimental group was (27.2) with a standard deviation of (2.66), while the mean The arithmetic mean for the rational use of environmental resources for the control group (27.1) with a standard deviation of (2.71) and the value of  $z = (1.689)$ , which is not significant, and the arithmetic mean for maintaining the cleanliness of the environment for the experimental group was (31.3) with a standard deviation (1.69), while the arithmetic mean for maintaining the cleanliness of the environment The cleanliness of the environment for the control group (31.2) with a standard deviation of (1.75), and the value of  $z = (0.989)$ , which is not significant, and the arithmetic mean of preserving life resources for the experimental group was (27.1) with a standard deviation (1.79), while the arithmetic mean of preserving life resources for the control group (25.2) with a standard deviation of (1.61) and the value of  $z = (2.785)$ , which is not significant, and this confirms the validity of the hypothesis that there are no significant differences between the mean scores of the members of the control group pre-post the professional intervention program using the TNM scale Positive behavior of women in slum areas.

**The results of the third hypothesis:**

**Table (7)** shows the significance of the differences between the mean scores of the experimental group in the pre- and post-measurement in favor of the post-measurement on the scale of developing positive behavior for women in slum areas using the Wilcoxon test (n = 12)

Dimensions	Intervention	N	M	S.D	Total Rank		average rank		z	Significance level
					positive	negative	positive	negative		
Rational use of environmental resources.	Pre	12	21.7	2.77	-	66	-	6.6	2.91	significant on 0.05
	Post	12	39.7	2.89						
Maintaining the cleanliness of the environment.	Pre	12	23.1	1.89	-	66	-	6.6	2.825	significant on 0.05
	Post	12	38.9	2.34						
Conservation of life resources.	Pre	12	21	2.77	-	66	-	6.6	2.91	significant on 0.05
	Post	12	38.7	2.89						

**The results of the above table show that:** there are significant differences between the average scores of the members of the experimental group pre-post the professional intervention using the scale of developing positive behavior for women in slum areas in favor of the experimental group, where the arithmetic mean of the rational use of environmental resources for the experimental group was (21.7) with a standard deviation of (2.77), while The arithmetic mean of the rational use of environment resources for the experimental group post the professional intervention (39.7) with a standard deviation (2.89) and the value of  $z = (2.910)$ , which is a function at the level of 0.05, and the arithmetic mean of maintaining the cleanliness of the environment for the experimental group was (23.1) with a standard deviation (1.89) While the arithmetic mean of maintaining the cleanliness of the environment for the experimental group post the professional intervention was (38.9) with a standard deviation of (2.34), and the value of  $z = (2.825)$ , a function at the level of 0.05, the arithmetic mean of preserving life resources for the experimental group was (21) with a standard deviation of (2.77). ), while the arithmetic mean of preserving life resources for the experimental group post the professional intervention (38.7) with a standard deviation of (2.89) and the value of  $z = (2.910)$ , which is a function at the level of 0.05, and this confirms the validity of the hypothesis There are significant differences between the average scores of the experimental group members pre-post the professional intervention using the scale of positive behavior development for women in slum areas in favor of the post-measurement due to their exposure to the professional intervention program. About themselves and changing their negative behaviors through a sense of value and self-respect, gaining knowledge and strengthening their positive behavior towards the development of slums area through the optimal use of resources and the development and preservation of the environment and basic resources.

**The results of the fourth hypothesis:**

**Table (8)** shows the significance of the differences between the post-measurement of the two experimental and control groups on the scale of developing positive behavior for women in slum areas using the Mann Whitney test (n = 12)

Dimensions	Groups	N	M	S.D	D. f	T	Z	Significance level
Rational use of environmental resources.	Control	12	40.6	2.84	151	15.1	3.654	significant on 0.05
	Pilot	12	28.7	2.71	51	5.1		
Maintaining the cleanliness of the environment.	Control	12	39.4	2.21	151	15.1	3.678	significant on 0.05
	Pilot	12	32.2	1.89	51	5.1		
Conservation of life resources.	Control	12	39.6	2.01	149	14.9	3.524	significant on 0.05
	Pilot	12	26.5	1.77	55	5.5		

**The results of the above table show that:** there are significant differences between the average scores of the members of the experimental group and the control group post professional intervention using the scale of developing positive behavior for women in slum areas in favor of the experimental group, where the arithmetic mean of the rational use of environmental resources for the experimental group was (40.6) with a standard deviation (2.84), While the arithmetic mean of the rational use of environment resources for the control group was (28.7) with a standard deviation of (2.71) and the value of  $z = (3.654)$ , which is a function at the level of 0.05, and the arithmetic mean of maintaining the cleanliness of the environment for the experimental group was (39.4) with a standard deviation (2.21), while The arithmetic mean of maintaining the cleanliness of the environment for the control group (32.2) with a standard deviation (1.89) and the value of  $z = (3.678)$ , which is a function at the level of 0.05, and the arithmetic mean of preserving life resources for the experimental group was (39.6) with a standard deviation (2.01), while the arithmetic mean To preserve the life resources of the control group (26.5) with a standard deviation of (1.77), and the value of  $z = (3.524)$ , which is a function at the level of 0.05, confirms the validity of the hypothesis that there are significant differences between the average scores of members The experimental group and the control group post the professional intervention using the measure of positive behavior development for women in slum areas in favor of the experimental group, in order for the experimental group to be exposed to the professional intervention program. Through the professional intervention program, they understood themselves, were aware of them, and discovered them in an objective and consistent manner with their experiences, and this helped them to open up to experiences well and deal with reality as it is not as they imagined, which increased their self-integration into social life.

#### **Discussion:**

- 1- The results of the study showed the validity of the first hypothesis that there are no statistically significant differences between the mean scores of the members of the experimental and control groups in the tribal measurement of the two groups on the scale of developing positive behavior for women in slum areas, and this is confirmed by what was mentioned in Table (5), which indicates that they are not exposed Professional Intervention Program.
- 2- The results of the study showed the validity of the second hypothesis, and this is evident from referring to Table (6), where it was proven that there are no statistically significant differences between the mean scores of the members of the control group in the pre and post measurements on the scale of developing positive behavior for women in slum areas, which means that The absence of any positive change in the independent variable and the persistence of women's

perception and negative perception of the behaviors used in the random area, and this is due to the non-exposure of the members of the control group to the experimental variable, as the application of the program was limited to members of the experimental group.

- This was confirmed by the results of a study (Susann Thorbk, 2010), which concluded that residency in slum areas affected the cultural identity of women, which in turn affected their daily and social life; There are also conditions surrounding the woman, such as poor housing and the environment, which suffers from environmental pollution problems, high unemployment rates and the spread of illiteracy, which led to her not being aware of the positive behavior towards her environment and disposing of her negatively.

3- The results of the study show the validity of the third hypothesis, and this is evident from referring to Table (7), where it was proven that there are statistically significant differences between the mean scores of the members of the experimental group in the pre and post measurement in favor of the post measurement on the scale of developing positive behavior for women in slum areas. This is the qualitative results of the study in the light of the analysis of the content of periodic reports, and this is evident in the fifteenth, seventeenth, nineteenth, thirtieth report..... etc., and this also indicates the contribution of the effectiveness of professional intervention in the way of group work in developing the positive behavior of women in slums area.

- This was confirmed by the results of a study (Mankerios, 1991), which proved that the method of group work is effective in developing youth participation in environmental development programs and that professional intervention may lead to environmental protection in a slum community.

4- The results of the study showed the validity of the fourth hypothesis, and this is evident from referring to Table (8), where it was proven that there are statistically significant differences between the mean scores of the members of the experimental and control groups in the post-measurement in favor of the experimental group on the scale of developing positive behavior for women in slum areas, and that To expose the experimental group to the professional intervention program for the method of working with groups in developing the positive behavior of women in slum areas, and accordingly this result is consistent with what studies and research indicated that negative behaviors can be modified and developed under the conditions and conditions of focus on the group member, who believes that the best way to change behavior It is a change in negative behaviors.

- This was confirmed by the results of the study of (Abrahansa, 2012), which showed that women in a squatter community practice negative behaviors towards the environment as a result of the conditions of squatter communities, which affected the living conditions of women, which calls for civil society organizations to play their role in developing their environmental awareness and working to satisfy their needs. She also emphasized that negative behaviors directed by women towards the environment can be modified using professional intervention.

- In order to develop the positive behavior of women in slum areas, the researcher used some techniques and methods that contributed greatly to improving dealing with and preserving environmental resources, including group discussion in all its forms, role playing, workshops, lectures, seminars, and modeling.

#### **- Recommendations:**

1. Conducting more similar studies on positive behavior as a pivotal formation in personality and a basic guide to behavior.

2. The necessity of continuous professional preparation and professional development for social workers working in NGOs interested in the environment so that they are qualified to deal with different horizons inside and outside the institution to achieve the goal of protecting the environment.
3. Using models for working with groups to develop positive behaviors for women in slum areas, in a way that increases self-management and direction, and also increases practical applications to focus on the group member.
4. The need for institutions and civil associations interested in environmental affairs as well as community development associations to pay attention to developing women's awareness of the environment and its problems and the importance of protecting it because of the impact that this has on giving them positive behavior towards the environment.

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