

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

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Introduction and Research Problem :

The world's attention of childhood has increased because they are the future maker, and hugged manpower for any society(Adel Hussien, 1993), as this world attention reflects most of countries, like Egypt, it takes many different shapes, including all categories either ordinary or special needs kids.

Researches proved that the childhood years has it importance in the child upbringing and his physiological life(Abdelkhalik Afifi, 1920).

As the family play an important role in the individual's life and acquiring his primary experiences to form his personality, some families may faces harsh and emergency conditions, which could made the family not able to upbringing their children, as the sole alternative to raise kids, housing institutions (Reham Abdelfattah 2004).

(Fatten Ali study, 1930) proved that the albescence of parents away of kids affect their social growing and make them less intelligent.

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Housing institution is a form of social institution, to the kids who deprived from patient care, as these institution provides social, functional and promoting care for those kids through social specialists (Amr Abdelal,1999).

As the study of (Maha Moahmed, 1993) indicates that the kids of housing institution have a lack of natural needs in growing up and education requirements.

The study of (Salwa Abdel Maseh, 1991)and (Awatif Bayoumi, 19960) that the kids in housing institution have a dissimilar problems, they are not adapt in housing institution, as confirmed by the study of (Adel Hussien 1993).

Administrative practices is the way of kids to fulfill his needs and achieve his goals, individual success rely on the degree of understand and acquiring administrative skills (Sameha Tawfiq 1994).

Administrative practices means the mental process based on activities performed by individuals inside the family , school or society to develop human resources and use it in meet his satisfaction and achieve his goals.

(Tawfik Mostafa, 1992) stated that during the social upbringing process, kids learn the assigned roles, by practicing such roles not through indoctrination.

So, administrative practices occupies vital place in every family, (Hamid Zahran, 1995) stated that bearing of responsibilities help the to face and acquire values and trends related to independency .

As well as the study of (hoda Ibrahim, 1995), that the proper social upbringing led to their wish in independency.

The aims of the research:

The research targeted the preparation of indicative program to develop the awareness of administrative skills for kids in the housing institution in late childhood(9-12) thought the following goals.

1. acknowledgment of the awareness of administrative practices in conducting Time and effort management , financial resource," Pocket money" skills, capacity and skills for the kids in housing institutions.
2. To know the differences between males and females in the housing institution in the field of awareness of administrative practices in conducting (Time, effort, financial resource" pocket money, skills and capability).
3. To study the correlative relationship for some social and economic factors in housing institutions and between the awareness of administrative practices in conducting (Time, effort, financial resource" pocket money, skills and capability).
4. Plan an indicative program due to the requirement of the kids to develop the administrative awareness .
5. to study the impact of applying the indicative program to develop the awareness of administrative practices for kids in the housing institutions to conduct(Time, effort, financial resource" pocket money, skills and capability).

Importance of the research

- 1- Lack of research and studies dealt with this category and interested in instill awareness of administrative practices for those kids.
- 2- Deprive those kids from fugal education representing in parents.

Hypotheses

- 1- There are significant differences between males and females in their practicing of administrative practices in conducting (Time, effort, financial resource" pocket money, skills and capability) for the favor of (Before Scale).
- 2- There is a correlative relationship between some social and economical factors for the kids in housing institutions and between administrative awareness level in conducting (Time, effort, financial resource" pocket money, skills and capability) for the favor of before implementing the program.
- 3- There are significant differences between he awareness of the kids in housing institutions in conducting (Time, effort, financial resource" pocket money, skills and capability).

Procedural definitions for the study:

Mentoring program:

A collection of organization skills in a graduated manner through linguistic material (a scientific article-audio and Visual) in specific courses and units with goals and activities, and time plan for implementation and teaching procedures and calendar.

A pilot program to develop awareness of management practices:

A set of interrelated information and skills and experiences and integrated development of children's awareness of mental processes and mental state and executive whose active involvement with the community.

Administrative practices:

Activities of children in residential institutions by which they manage their resources, whether human or material and to meet their needs and requirements, and multiple.

Childhood:

Intended in this search and ranging in age from late childhood in between (9-12) years old and this age was chosen to understand aspects of the management process, and their responses to the program, as well as the emergence of the skills and abilities they have at that age.

Residential:

Are social institutions caring for children deprived of family care, and provide professional care institution and economic, social and recreational activities for these children through administrative and social workers and psychologists.

Field study procedures:

Descriptive research followed the descriptive and experimental method, and the program was implemented in January 2005, and it took four weeks to two per week, and the sample is determined research and tools by:

First: a sample search:

Research sample consisted of 50 children in late childhood (9-12) years including (25 a boy, 25 a girl) residing in the residential institutions in city "desouk " in Kafr El-Sheikh.

Secondly: research tools:

Research data collection tools included:

1. Personal interview inhalers and to answer any questions by those children, and explain what you cannot understand.
2. General statements about some children living in residential institutions research sample, and include some economic and social factors in terms of genre (male-female)-age (includes three categories "9-10 years, 10-11 years," "11-12") –

financial resource "pocket money" and includes three categories of "less than 30 pounds per month," "30-40 pounds per month" — "40 pounds per month."

3. Questionnaire: awareness of administrative practices in some children living in residential institutions in the fields (time-financial resource "pocket money" – the skills and abilities). And the questionnaire has been prepared (68) is regulated under the definition of procedural responses to study, and through the words have been classified:

The first axis. Measure awareness of administrative practices in managing time and effort:

This link has been measured through (25) is divided into (8) phrases in goal setting, and (6) in terms of planning, and (6), and (5) phrases, and responses (always sometimes never) scale (3, 2, 1), and she was a college degree is 75 degrees, and divided into three levels to low awareness less than (38 degrees) (a percentage less than 50%), medium (38-56 degrees) by a percentage (50% > 75%), and high. (56 degrees) by a percentage (75%).

The second axis: Measure awareness of management practices in financial resource management "pocket money": And has been measuring the level of awareness of management practices in financial resource management "pocket money" by (22) is divided into 6 phrases to target management in financial income, and (5) financial income planning, and (6) statements to execute financial resource management plan "pocket money", and (5) to assess the financial resource management "pocket money", and it was total grade for this axis 66 degrees and divided into three levels of low awareness less than (33) ° (a percentage less than 50%), and Intermediate level (33 – 50 degrees) with a percentage of (50% > 75%) And a high level of (50 degrees or more) as a percentage (75%).

And responses (always sometimes not) to measure online(3, 2, 1).

The third: Measure awareness of administrative practices in the Department, skills and abilities:

And this link has been measured through (21) is divided into four terms of goal setting in management skills and capabilities, and (4) statements for planning, and (8) statements to implement what has been planned, and (5) phrases to assess management skills and capabilities and responses (always sometimes not) to measure online (3, 2, 1), and it was total grade for this axis 63 degrees divided into three levels of low awareness less than (32 degrees) (propaganda percentage from 50%) , And average level of (32-47 degrees) with a percentage of (50% > 75%), and a high level of 47 degrees and more) as a percentage (75%).

Honesty survey:

To ascertain the veracity of the questionnaire method was used genuinely content (content validity) and displayed in the primary image on the Panel of arbitrators of professors and faculty may enclose with the questionnaire to explain the topic and purpose and definition of procedural terminology to indicate their views on each term, and consensus among the arbitrators by 90% with rewording some phrases so that children understand search sample and that the questionnaire has been genuinely content.

Steadily questionnaire:

To calculate the degree of fastness questionnaire and proposed dimensions cronbach Alpha coefficient was used (Alph Gronbach) to calculate the value of internal consistency was (0.87 Thoughtful changes standards) and this value is unacceptable and demonstrates a high degree of reliability and confirm consistency of questionnaire to develop awareness of children living in residential institutions in management practices in the areas of study, and how were reapplying questionnaire on a number of (20) baby and child then applied the questionnaire

again two weeks after the first application and the correlation coefficient (0.81) and expressive value on the persistence of the questionnaire.

Statistical methods are used:

Statistical processing was performed to describe the study sample and the results with computer and using statistical analysis by program spss To calculate the frequency distribution, percentage, arithmetic mean, standard deviation, squared, value (v), value (v), the correlation coefficient, and draw conclusions and recommendati4. Develop a programme to raise awareness of management practices among children living in residential institutions:

And the preparation of the programme included the following steps:

1. View the research and studies.
2. Select the General objectives of the programme. ons.
3. Preparation of programme content.
4. Identify learning objectives for program sessions.
5. Program evaluation methods.

This was done as follows:

1. View the previous studies and research related to software to utilizethem in the design program and his steps and methods of evaluation.
2. Personal interview with children (sample) to identify deficiencies in their behavior to take advantage of them in planning the program.
3. Identify the overall goals of the program and include:

A cognitive objectives:

- Child identifies a definition of the administrative process.
- Explain to children the administrative process.
- Children know each stage of the management process.

- Know about time management.
- Explain time management steps loam.

They explain the factors influencing the Department the necessary time to perform their daily work.

- Know and remember.
- They explain the factors that determine the amount of energy needed to perform daily business.
- Know about income and they explain.

They explain the budget work steps.

- They explain the reasons hindering the financial resource management "pocket money".
- Know the capabilities and skills.
- They explain the importance of management skills.

B skill objectives:

- Follow the steps in the administrative process when doing chores.
- Following the planning steps for the time and effort.
- Follow the steps in the budget.
- Follow the steps for managing skills when planning.

J affectivobjectives:

- Appreciate the importance of the administrative process in doing daily chores.
- Observe the important suppliers of time and effort and work eto good use.
- Care instructions for saving time and effort.
- Interested in budget planning for income maintenance and meet most needs.
- Care about their abilities and skills for its role in saving time and effort.

4. Preparation of programme content:

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

And the program included (8) sessions are distributed as follows:

The subject matter	Target	Acting teaching	Program content	Sample members	Educational unit	The ways and means used	Time	Evaluation	Place
Lesson one: Administrative process	- Giving children information on the definition of the administrative process.	Researcher	* Definition of the administrative process and focus to encompass two aspects (the mental side and practical)	Children ages (9-12) years residing in residential institutions	Administrative process	- Lecture - Discussion - A way to clarify the administrative process diagram and its aspects.	Hours for all stages of the process.	Quotation and evaluation adopted children's knowledge of the information and knowledge they need through explanation and through the application of management practices awareness questionnaire (telecommunications)	Classroom activities identified institutional beds
- Administrative process.	- Administrative process.		* Clarify the administrative process (goal setting and planning implementation						
- Explain each stage									

with a simple picture of the administrative process. - Explain the aspects associated with the administrative process in terms of organization and decision making

ntation and evaluation)

First: select target: Defined: very specific individual seeks to reach it.

Kinds: in terms of duration (short term goals-long range), where individuals (individually-collectively), in terms of the particular circumstances of the family (special objectives

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1) First session (one session), and intended to identify children and get close to them, and gain their love and their trust, explain the program and target it and explain the definition of the administrative process and the different stages.

2.) Time management meetings (two meetings), the first session: children information on the definition of time and factors affecting it and planning steps to manage your time to keep it from being lost. 2nd: to give kids information on the definition and types of voltage, and the factors influencing it, and human energy management steps.

- 3.) Financial resource management sessions "pocket money" (two), the first session: give children information about income definition and types, and the means to increase revenue, and definition of the budget. 2nd: give children information about the planning of financial income, budgeting and training.
- 4.) Capacity and skills management meetings (two meetings), the first session: defining the skills, abilities and their role in saving time and effort when doing business. Second meeting: planning steps for managing skills and capabilities.
- 5) Closing session (one session), and where all that remained in the programme review and Thanksgiving for kids to help them with us in the implementation of the programme, and the questionnaire was applied again to identify the impact of the programme on children aged 9-12 years, and knowing the differences before and after program implementation.

Table (1) indicative programme to raise awareness of management practices among children living in residential institutions in management (time and effort-financial resource "pocket money"-skills and abilities) n = 50

Lesson two: Manage time and effort	Management time and effort: Introduce them to the concept of time management, types of time, give the children information about the steps of time management, children's knowledge of the factors that help to regulate the time,	Researcher	* Time management: 1. definition of time. His administration. 2. Select time management and steps: . Goal setting: (select the resource - determining location-specify time duration) B planning . C regulation. Dr implementation. . Evaluati on.	Children ages (9-12) years residing in residential institutions	Administrative process	* Lecture * Discussion * Give the planning exercise for the time and effort.	Two hours	The evaluation was adopted to measure children's literacy knowledge and skills through the application of management practices awareness questionnaire (telecommunications)	Classroom activities
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Lesson four: Manage ment skills and abilities.	Childr en learn skills for the concep t, the concep t of capacit y, introd uce them to the import ance of skills and capabil ities save	Research er	1) explain the concept of skill. 2) explain the concept. * Explain the importa nce of skills and capacity in saving time and effort. * Steps manage	Childre n ages (9-12) years residing in resident ial instituti ons	Adminis trative process	* Lecture. * Discussi on. * Exchang e dialogue . * Starring roles.	Two hours	The evaluati on was adopted to measure children 's literacy knowled ge and skills through the applicati on of manage ment practice s awarene ss	Cla ssr oo m acti viti es
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Results and discussion:

First: search sample classification according to genre, age and income:

Results table (2) is equal to the ratio of males and females in the sample of children residing in residential institutions where (50%) For males, (50%) For females.

As is evident from table 2 that the highest percentage of children age respondents (42%) And ranges from age (11-12), and the smallest percentage of children age (18%) And range in age between (9-10) years.

And table 2 shows that the highest proportion of pocket money to children (46%) With an average spend their personal (30-40 pounds per month) and that as a consequence of their involvement in various activities as hobbies that make them back physically, and lowest from pocket money for these children was (20%) with their spending profile less than 30 pounds per month.

Table 2 relative distribution search sample of children living in residential institutions according to gender and age and pocket money monthly (n = 50)

Number	%	The statement	Number	%
Age in years:				
25	50%	9-10	9.	18%
25	50%	10-11	20.	40%
50	100%	11-12	21	42%
50		100%		
Monthly view:				
Less than 30 per month	10.		20%	
30-40.	23		46%	
40 and more.	17.		34%	
Total	50		100%	

**Secondly: the results of the study before the implementation of the program:
A description of the awareness survey results in management practices in managing time and effort with these children:**

(3) table shows that the highest consciousness of administrative practices in managing time and effort at the stage of defining goals (26%) Business

arrangement by importance for them, and for the planning stage was the highest awareness of practices in this area (20%) Simply business arrangement in mind, and either the implementation phase was the highest awareness of practices (20%) In compliance with the plan, as well as the balance between work and rest periods, and finally to the evaluation stage was the highest awareness of practices (28%) In being upset when failure in business performance.

B-results in awareness questionnaire description management practices in financial resource management "pocket money" I have these children:

As appears from the table (4) to the highest administrative practices awareness on financial resource management "pocket money" at the stage of defining goals (24%) To set goals and arrange them in order of importance, from the planning stage was the highest awareness of practices in this field (22%) To develop plans for holidays and special occasions, the implementation phase was the highest awareness practices (36%) Commitment to plan and achieve the goals, and for the evaluation phase was the highest awareness practices (28%) Careful assessment of what has been achieved.

C results in awareness questionnaire description of management practices in the area of management skills and capacities of these children:

As illustrated by table (5) the highest consciousness of administrative practices in management skills and abilities in a stage setting goals (16%) In setting goals for exploiting the skills, abilities, and for the planning stage was the highest awareness of practices in this area (24%) Good planning to exploit the skills and abilities, the implementation phase was the highest awareness of practices (42%) Represented in the ongoing revision of plans to exploit the skills, abilities, and finally to the evaluation stage was the highest awareness of practices (16%) Performance calendar for use in future businessperformance .

Table (3) relative search sample distribution of children according to administrative practices in managing time and effort (n = 50)

M	Playing with words	Yes		Sometimes		No	
		The number of	%	The number of	%	The number of	%
Setting goals:							
1.	I set my goals and to distribute my time between study and rest.	8.	16.	23	46	19	38
2.	Arrange business according to their importance to me	13.	26	16.	32	21	42
3.	Specify the level of work to be done	8.	16.	18.	36	24	48
4.	I set my schedule and my responsibilities every week.	7.	14.	18.	36	25	50
5.	I swear to the totals of the work completed the required level	9.	18.	22	44	19	38
6.	Specify the beginning and end of every work I do in a table	10.	2.	21	42	19	38
7.	Trying to determine	8.	16.	15.	30	27.	54

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

8.	the place of performance of each of the acts I try to set daily goals, weekly for each work required from me.	1.	2.	20.	40	29	58
Layout: 9.	Jobseeker emergency time table	5.	10.	13.	26	32	64
10.	I put a table for organizing material to be studying her for hours today and allocate time for himself.	4.	8.	20.	4.	26	5
11.	Care planning for all my actions and my duties.	8.	16.	23	46	19	38
12.	Simply arrange business in mind.	10.	20.	21	42	19	38
13.	I put a lot of plans and stick with their performance	5.	10.	15.	30	30	60
14.	I leave myself to circumstances and I don't care planning	4.	8.	16.	32	30	60

Implementation:

15.	Stick to the plan that have been established to organize my time.	10.	20.	20.	40	20.	40
16.	Stick to the time limit for the performance of the business	9.	18.	24	48	17.	34
17.	I defer the balance between work and rest periods	10.	20.	20.	40	20.	40
18.	Trying to simplify and facilitate our work for me	3.	6.	27.	54	20.	40
19	I defer to the sequence as identified in the daily program	5.	10.	13.	26	32	64
20.	Reviewing work progress with plan	5.	10.	20.	40	25	50
Evaluation:							
21	I try to identify the causes of failure and success for the next time.	7.	14.	20.	40	23	46
22	I feel good when I	10.	20.	21	42	19	38

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

23	complete all work required level Feel bad if taken up on business performance	14.	28	22	44	14.	28
24	Care and school superintendents view on my performance during the academic year	7.	14.	20.	40	23	46
25	Comparing work to be performed and the work which has already been done	6.	12.	12.	24	32	64

Table (4) relative search sample distribution of children according to management practices in financial resource management "pocket money"

(n = 50)

M	Playing with words	Yes	Sometimes	No
The number of Setting goals:	%	The number of	%	The number of

1.	I set my goals with precision	10	20.	16.	32	24	48
2.	I put my goals and arranging them according to their importance	12.	24	24	48	14.	28
3.	Affecting personal allowance in determining goals	9.	18.	16.	32	25	50
4.	Settling for flexibility in my goals.	9.	18.	28	56	13.	26
5.	I put myself realistic goals	6.	12.	17.	34	27.	54
6.	I set myself goals consistent with ethical	4.	8.	21	42	25	50
Layout:							
7.	Make plans for events and holidays and trying to abide by	11.	22	15.	30	24	48
8.	Trying to avoid the causes of failure of previous plans	6.	12.	18.	36	26	52

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

9.	when developing new plans I set my potential which will help me in carrying out my plan.	4.	8.	18.	36	28	56
10.	Writing down my plan to help me review and evaluation	8.	16.	24	48	18.	36
11.	When developing a plan for personal care allowance to be mind	10.	20.	18.	36	22	44
Implementation:							
12.	Care to codify all my expenses I can thoroughly review	2.	4.	14.	28	34	68
13.	Be sure to examine the supply in the market when you buy my needs.	5.	10.	19	38	26	52
14.	Stick to the plan I put when	18.	36	10.	20.	22	44

15.	dropping my allowance. I try to develop my abilities and to increase my allowance.	5.	10.	33	66	12.	24
16.	I satisfy my desires and my needs according to their importanc e	8.	16.	15.	30	27.	54
17.	Reviewing the implemen tation of the various business daily and weekly	5.	10.	17.	34	28	56
Evaluation: 18.	I review my performa nce during implemen tation of the plan and compared to the plan	8.	16.	19	38	23	46
19	Specify the reasons for the success of	8.	16.	21	42	21	41

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

20.	the plan and trying to apply them in the next plan	14.	28	20.	40	16.	32
21	Be sure to evaluate what has been achieved goals	3.	6.	25	50	22	44
22	Recalling the circumstances under which the plan was implemented to see if it has an effect on the plan	2.	4.	15.	30	33	66
	Be sure to find out the reasons behind the failure of my plan to avoid them next time.						

Table (5) relative distribution search sample of children according to administrative practices in the Department, skills and abilities (n = 50)

M	Playing with words	Yes	Sometimes	No			
The number of	%	The number of	%	The number of %			
Setting goals:							
1.	I set my goals with precision to	8.	16.	14.	28	28	56

2.	exploit my skills and abilities. Employ my skills and abilities well preclude feeling tired	3.	6.	19	38	28	56
3.	Trying to discover new skills and abilities.	3.	6.	17.	34	30	60
4.	Well I know the available skills and abilities	4.	8.	14.	28	32	64
Layout: 5.	Plan well to make good use of my skills and diverse abilities	12.	24	18.	36	20.	40
6.	Put a conscious plan to exploit my skills and abilities.	9.	18.	22	44	19	38
7.	Settling for flexibility in my plans for my use of my skills and abilities.	7.	14.	16.	32	27.	54
8.	I can run the adaptation and adjustment to my plans	7.	14.	15.	30	28	56

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

	regarding the use of my skills and abilities if necessary						
Implementation:							
9.	Use my skills and abilities to carry out my plans.	4.	8.	21	42	25	50
10.	Constantly reviewing my plans to use my skills and abilities.	21	42	17.	34	12.	24
11.	Looking forward to use my skills in the work generates interest	10.	20.	20.	40	20.	40
12.	Trying to take advantage of the services provided by the community to support my skills.	4.	8.	18.	36	28	56
13.	Developing my skills and abilities in line with the requirements of the times	11.	22	15.	30	24	48
14.	Doing business	7.	14.	20.	40	23	46

	with great mastery skill						
15.	My completed high skill	6.	12.	17.	34	27.	54
16.	I defer my quality manual	6.	12.	18.	36	26	52
Evaluation:							
17.	Live performance skills at different levels	7.	14.	15.	30	28	56
18.	Use a failure in the execution of some future work	8.	16.	19	38	23	46
19	Transfer of successful plans using my skills and abilities in future plans	5.	10.	24	48	21	42
20.	Compare the results reached my goals already developed	5.	10.	15.	30	30	60
21	Feel good to make good use of my skills and abilities well.	4.	8.	13.	36	33	66

It is clear from the Table (6) that the highest awareness of administrative practices for the kids residing in housing institutions in time management and effort in the rate of (56%), followed by the low level of awareness in the rate of (42%) , as the lowest rate was(2%) for highest awareness.

It is clear from the above results, that the most kids have a middle awareness in time and effort management, so, they are in dire need to make them aware of time and effort management throughout implementing a program including all about time and plan management and preserve it from loss.

As shown in Table (6) the most kids residing in housing institutions were in a middle level due to the variables of management of financial resource (pocket money) , reached (54%), followed by low awareness level in the rate of (44%), the lowest rate were to the high awareness, in the rate of (2%) , it is a poor rate in which indicates a lack of interest of management of pocket money, randomly they behaved without any planning, so , there is a dire need for an indicative program to learn them how to plan for their finical income.

Table (6) shows that most of kids have low awareness in the rate of (64%), due to a lack of information about how to conduct skills and capacity management in a good manner, followed by low level of awareness in the rate of (34%) , as the lowest rate was (2%) for the high level of awareness.

Table (6) Distribution of the kids due to the level of awareness of administrative practices before implementing the indicative program.

Awareness level	High		Intermediate		Low	
	No.	%	No	%	No.	%

Awareness variables of administrative practices	1	2	28	56	21	42
Awareness of administrative practices in conducting financial income	1	2	27	54	22	44
Awareness of administrative practices in management time and capacity income	1	2	17	34	32	64

Table (7) shows the highest mean of awareness grades of administrative practices was in the favor of time management, it reaches (42.06%), followed by conducting of financial resource (34.38%).

Table (7) Mean and standard deviation of awareness level of administrative practices before implementing the program.

Awareness of administrative practices	Mean and standard deviation
Awareness of administrative practices in Time Management	42.06 ± 4.58
Awareness of administrative practices in conducting financial resource" pocket money"	37.30 ± 2.91
Awareness of administrative practices in management skills and abilities	34.38 ± 3.77

Table (8) shows that the highest rate in awareness level for the kids residing in housing institutions, was in the favor of the middle level of awareness in time and effort management, in the rate of (54%), then, evaluation phase in the rate of(52%), the lowest rate was in the favor of

setting goals, reached (4.2%), followed by low level of awareness, the highest rate in the phase of setting goals (54%), followed by the planning stage , the two stages of implementation and evaluation were equivalent in a rate of(40%) , in which indicate a lack of awareness of kids at this age to time management, and keep it from being lost.

Table (8) Distribution of the kids due to the level of awareness of administrative practices in time management

Awareness variables of administrative practices	High		Intermediate		Low	
Awareness of administrative practices in conducting time and effort	2	4	28	56	20	40
setting goals	2	4	21	42	27	54
Planning	1	2	27	54	22	44
Implementation	2	4	28	56	20	40
Evaluation	4	8	26	52	20	40

Table (9) shows the highest mean of administrative practices in time and effort management in the favor of setting goals in the rage of (13.74), followed by implementation stage in the rate of (10.14), as the lowest stage in the favor of evaluation stage in the rate of(8.64) .

Table(9) Mean and standard deviation of awareness grades of administrative practices in time management and effort

Awareness of administrative practices in conducting time and effort	Mean and standard deviation
setting goals	13.74 ± 2.59
Planning	37.30 ± 2.91
Implementation	34.38 ± 3.77
Evaluation	8.64±1.69

Table (10) shows the highest rate of awareness level of the children-research sample, in the stages of conducting the financial resource(pocket money), setting goals comes in the advance in the rate of (70%), followed by implementation stage in the rate of (60%), then planning stage in the rate of (54%), as the lowest rate was in the favor of evaluation by the rate of (48%).

The low awareness level comes next, the highest rate was in the evaluation stage estimated (50%), followed by planning stage, with the rate of (46%), implementation stage with the rate of (36%), the lowest rate was in the favor of setting goals with the rate of(28%).

These results indicate the lack of awareness of those kids in the scientific process of conducting financial resource " pocket money", so , expenditure was randomly.

Table (10) Distribution of the kids due to the level of awareness of administrative practices in conducting financial resource" pocket money"

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

Awareness level	High		Intermediate		Low	
Awareness variables of administrative practices						
Awareness of administrative practices in conducting financial resource" Pocket money"	1	2	27	54	22	44
setting goals	1	2	35	70	14	28
Planning	-	-	27	54	23	46
Implementation	2	4	30	60	18	36
Evaluation	1	2	24	48	25	50

Table (11) shows the highest mean of conducting financial resource" pocket money", where it reaches(11.76), followed by the stage of setting goals, as it reached (10.48), the lowest mean for the favor of planning stage with (8.46).

Table(11) Mean and standard deviation of awareness grades of administrative practices in management of financial resource " pocket money"

Awareness of administrative practices in conducting financial resource" pocket money"	Mean and standard deviation
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setting goals	1048 ± 1.72
Planning	8.46 ± 1.77
Implementation	10.04 ± 1.88
Evaluation	11.76±1.53

Table (12) shows the highest rate of awareness level of the children-research sample, in the stages of conducting skills and capacity for the favor of low awareness level, the higher rate of low awareness level for administrative practices in the stage of setting goals, reaches (64%), followed by evaluation stage with a rate of (56%), then implementation stage with a rate of (52%), the lowest rate for the planning stage (44%), in which indicate the lack of awareness in administrative practices in conducting skills and capacity due to the lack a knowledge of scientific information about phases and aspects of administrate process.

Planning and implementation stage come in the first rate with (48%), followed by evaluation stage with a rate of(42%), the lowest rate in the favor of setting goals , it reaches(36%), as the access results, it shows the necessity of existing indicative program to develop the awareness of those kidsin the inpatient institutions.

Table (12) Distribution of the kids sample due to the level of awareness of administrative practices in conducting skills and abilities.

Awareness level	High		Intermediate		Low	
Awareness variables of administrative practices in conducting of skills and capacity						
Awareness of administrative practices in conducting skills and abilities	1	2	20	40	29	58
setting goals	-	-	18	36	32	64
Planning	4	8	24	48	22	44
Implementation	-	-	24	48	26	52
Evaluation	1	2	21	42	28	56

Table (11) shows that the conducting of skills and capacity related to implementation stage reached the highest mean (13.14), followed by evaluation stage with a mean of (7.96), then planning stage with a

mean of (6.82), the lowest stage in the favor of setting goals , it reached (5.98).

Table(13) Mean and standard deviation of awareness grades of administrative practices in management of financial skills and capacity

Awareness of administrative practices in conducting financial resource" pocket money"	Mean and standard deviation
setting goals	5.98 ± 1.18
Planning	6.82 ± 1.58
Implementation	13.4 ± 2.33
Evaluation	7.96±168

Verification of the study hypotheses

First hypothesis:

There is a statistically significant differences between males and females in their administrative practicing in Time Management , effort, financial resource" pocket money" , skills and capacity for the favor of males.

Table(14) shows a statistically significant differences on the level of 0.05 between males and females in their administrative practicing of time and effort for the favor of males.

The value of " F" estimate (4.57), in which confirmed by χ^2 (19.77).

Table (14) shows that there is no statistically significant differences between males and females in their administrative practices of financial income., as the tables shows no statistically significant differences between males and females in conducting skills and abilities, the result comply with the study of (Wafaa Shalaby, 1999), where it shows that there is no differences between males and females in conducting their abilities, but it does not comply with the study of (Fatma Ibrahim, 1999), where it stated statistically significant differences between males and females in their administrative abilities, it verify the validity of the first hypothesis.

Table(14) Mean , standard deviation , the value of "F" and χ^2 of the sample and their administrative practices in the field of the study.

Statement	Time Management and effort	Conducting of financial resource(pocket money)	Conducting skills and capacity
Males	43.40 ± 4.46	36.64 ± 2.89	34.52 ± 4.38

Females	40.72 ± 4.39	37.96 ± 2.83	34.24 ± 3.12
P value	4.57*	2.64	0.068
χ^2			

Second hypnosis:

There is a positive correlation relationship between some of social and economic factor for the kids and their awareness level of administrative practices in time management , effort , financial resource" pocket money" , skills and abilities, before implementing the program, to verify the validity of this hypnosis Pearson correlation coefficient has been used.

- a- There is a positive correlation relationship between some of social and economic factor for the kids resident in housing institution and between their awareness level of administrative practices in the field of time and effort management.

Table (15) shows a positive correlation relationship between the gender (males and females) and between time and effort management(0.295*) .

This result agreed with the study of (Fatma Ibrahim, 1999), it proved that there is a positive correlation relationship between the sample and their good conduct of time and effort resource.

As table (15) shows a positive correlation relationship between the kids and time and effort management(11.8*), there is also a negative correlation relationship between monthly income , Time and effort management (1.26*) , that means, the more pocket money the less planning time.

b- There is a positive correlation relationship between some of social and economic factors for the kids resident in housing institution and between their awareness level of administrative practices in the field of conducting the financial resource " pocket money" .

Table (15) shows a positive correlation relationship between the kids whether they are (males or females) and between conducting the financial resource " pocket money".

Throughout viewing the results of the Table No. 15, its shows a positive correlation relationship between the kids age and conducting the financial resource " pocket money".(0.135), it indicate a kids get older, they become more carefully planning of their pocket money to achiever as much of goals and saving a part of it for occasions.

This results complied with the study of (Zinab Abdelsamad,1999), a kids get older , well conducting of their financial resource.

Table (15) shows a negative correlation relationship between the pocket money and between conducting financial resource (-0.183).

c- There is a positive correlation relationship between some social and economic factors for the kids resident in housing institutions and their awareness level of administrative practices in the field of skills and capacity management.

Table (15) shows no correlation relationship between the kids and conducting skills and abilities(0.037), this result not comply with the study of (Fatma Ibrahim, 1999), where it proved a correlation relationship between the kids and their administrative abilities.

As table (15) refers that there is a positive correlation relationship between the kids income level and conducting their skills and abilities(*0.176).

Table(15) correlation relationship between some social and economic factors and administrative practices in (Time and effort management, financial resource" pocket money, skills and abilities).

Characteristics	Age	Income	Time & effort management	Conducing financial resource "pocket	Conducing skills and capacity

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

				money''	
Gender	0.054	0.028	0.295*	0.229*	0.37
Age		0.163*	0.118*	0.135*	0.192*
Income			-0.126*	-0.183*	0.176*
Time and effort management					0.104
Management of financial resource(pocket money)					0.147*
Indicator on(0.05)					

Thirdly: Result after implementing the program

After implementing the program for those kids, to develop the awareness of their administrative practices in the field of studies it shows the followings:

The results of Table(16) shows that the highest rate reached(66%) for the favor of the high awareness level in administrative practicing in the filed of Time and effort management, followed by the intermediate awareness level (32%), at the lowest rate of the law awareness level reached(2%), it is a poor rate, due to indicative program that is not applied on the kids.

Table (16) shows that the highest rate in the favor of the high awareness level in administrative practicing in conducting of financial resource" pocket money" in which reached (62%), followed by the

intermediate awareness level in the rate of (4%), due to no applying the program to conduct the financial resource" pocket money" and planning to make a budget to keep pocket money, to achieve the largest amount of goals.

As Table (16) shows the highest rate in administrative practicing in management skills and capacity in the favor of high awareness level in which reached (58%) , followed by the intermediate awareness level , estimated (38%) , the lowest rate in the favor of low awareness level , (4%) , due to what have been teaching to the kids in the stages of administrative process to manage skills and capacity through an indicative program.

Table (16) Distribution of the Kids sample for the awareness level of administrative practices, N(50) after applying the program.

Awareness level	High	Intermediate		Low	
		Awareness variables of administrative practices in conducting of skills and capacity			

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

Awareness of administrative practices in Time and effort management.	33	66%	16	32%	1	2%
Awareness of administrative practices in management of financial resource" pocket money" .	31	62%	17	34%	2	4%
Awareness of administrative practices in management of skills and abilities.	29	58	19	38	2	4

Table (17) shows the highest level was in the favor of the administrative practices in time and effort management, it reached (3.81%), followed by administrative practicing in management of financial resource " pocket money, it reached (50.16) with standard deviation (3.20), the lowest mean to the favor of management of skills and abilities, it reached (47.28) with standard deviation of(4.34).

Table(17) Mean and standard deviation of awareness grades of administrative practices in management of administrative practicing after applying the program(N=(50)

Awareness of administrative practices	Mean and standard deviation
Awareness of administrative practices in Time and effort management.	59.58± 3.81
Awareness of administrative practices in management of financial resource" pocket money" .	50.16 ± 3.20
Awareness of administrative practices in management of skills and abilities.	47.28 ± 4.34

Table (18) shows the highest rate of the level of the kids' awareness in the favor of high awareness, the highest rate of administrative practicing in time and effort management for the favor of setting goals stage(86%), followed by the planning stage with the rate of (70%), then evaluation with a rate of (62%), the lowest rate was in the favor of implementation stage , reached (58%), followed by intermediate awareness level , the highest rate of administrative practicing in time and effort management for the favor of implementation stage , it reached (38%) , followed by evaluation stage , in the rate of (34%), the lowest rate for the stage of setting goals , it reached (14%).

Table (18) Distribution of Kids sample due to the awareness of administrative practices in time and effort management (N=50)

Awareness level Awareness variables of administrative practices in Time and effort management	High		Intermediate		Low	
Awareness of administrative practices in Time and effort management.	33	66%	16	32%	1	2%

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

Setting goals	43	86%	7	14%	1	2%
Planning	35	70%	14	28%	2	4
Implementation	29	58%	19	38%	2	4%
Evaluation	31	62%	17	34%	2	4%

Table (19): The Mean and standard deviation for the awareness grades of administrative practicing in time and effort management (N=50).

Table(19) Mean and standard deviation of awareness levels of administrative practices in management of administrative practicing after applying the program(N=(50)

Awareness of administrative practicing in the field of time and effort management	Mean and standard deviation
Setting goals	19.72± 1.88
Planning	14.10 ± 1.78
Implementation	14.24 ± 2.10
Evaluation	11.50 ± 2.30

Table (20) shows the highest rate of the level of kids' awareness in administrative practicing in conducting financial resource " pocket money" for the favor of high awareness, the highest rate of awareness for the evaluation stage , it reached (68%) , followed by implementation stage , (62%), then setting goals (60%), and the lowest rate was in the favor of planning stage , it reached (54%), followed by intermediate awareness level , the highest rate of awareness for the favor of

planning stage (42%), followed by the stage of setting goals (40%), then executive stage (38%), the lowest rate for the favor of evaluation stage(30%).

Table (20) Distribution of kids sample due to the level of awareness of administrative practices in conducting financial resource " pocket money".

Awareness level	High		Intermediate		Low	
Awareness variables of financial resource " pocket money"						
Awareness of administrative practices in conducting financial resource" pocket money"	31	62%	17	34%	2	4%
setting goals	30	60%	20	40%	-	-
Planning	37	54%	21	42%	2	4%
Implementation	31	62%	19	38%	-	-
Evaluation	34	68%	15	30%	1	2%

Table (21) shows that the highest mean for administrative practicing in management of financial resource" pocket money" was the stage of setting goals (14.10) , followed by implementation stage (13.60) , the lowest stage was planning (10.76).

Table(21) Mean and standard deviation of awareness grades of administrative practices in management of the pocket money (N= 50)

Awareness Variables of administrative practices of	Mean and standard deviation

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

pocket money	
Setting goals	14.10± 1.74
Planning	10.76 ± 1.51
Implementation	13.60 ± 1.73
Evaluation	11.76 ± 1.58

Table (22) shows that the highest level of awareness of the kids for the high level, it reached (62%) followed by implementation stage (60%), then setting goals with (56%), the lowest rate for evaluation stage(54%), followed by intermediate awareness level, the two stages, setting goals and evaluation occupied the high rate equally (42%) , followed by evaluation stage (38%), the lowest rate for the planning stages reached(36%).

Table (22) Distribution of kids sample due to the level of awareness of administrative practices in conducting skills and capacity (N=50)

Awareness level	High		Intermediate		Low	
Awareness variables of financial resource " pocket money"						
Awareness of administrative practices in conducting skills and capacity	29	58%	19	38%	2	4%
setting goals	28	56%	21	42%	1	2%
Planning	31	62%	18	36%	1	2%
Implementation	30	60%	19	38%	1	2%
Evaluation	27	54%	21	42%	2	4%

Table (22) shows that the highest mean of administrative practicing in conducting of skills and capacity for the favor of implementation stage (18.4), followed by the evaluation stage (11.00), the lowest mean was in the favor of setting goals stage (9).

Table(23) Mean and standard deviation of awareness grades of administrative practices in management of skills and capacity(N= 50)

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

Awareness Variables of administrative practices of pocket money	Mean and standard deviation
Setting goals	9.00± 1.39
Planning	9.26 ± 1.57
Implementation	18.04 ± 2.73
Evaluation	11.00 ± 1.73

Third hypothesis:

There is a statistically significant differences between kids awareness in housing institution of conducting administrative practicing in time management before and after applying the program for the favor of after scale.

Table(24) shows a statistically significant differences belongs to the awareness grades means of administrative practicing for the kids in conducting time management , effort , financial resource " pocket money", skills and abilities(***23.49), (***19.95),(*** 17.88) sequently , it is a statistically significant values for the favor of after scale , that means, after applying the indicative program on the kids , their level of awareness has been increased in conducting time management , effort, financial resource" pocket money" , skills and abilities.

This result agreed with the study of both (Siliver, 1991 and Moahmed Nahima , 1993) , it stated that the application of the indicative program on the kids may raise their awareness level in their life.

Table(24) Differences between the mean scores of the level of awareness in administrative practices after and before applying the program (N= 50)

Awareness of administrative practices with its variables	Before applying the program		after applying the program		T	Significant level	Change direction
	Mean	Standard deviation	Standard deviation	Mean	Mean	Standard deviation	
Awareness of administrative practices in time & effort management	42.06	4.58	59.58	3.81	-23.49	0.001	After scale
Awareness of administrative practices in conducting financial resource " pocket money"	37.20	2.91	50.16	3.20	-19.95	0.001	After scale
Awareness of administrative practices in conducting skills and capacity	34.38	3.77	47.28	4.34	-17.88	0.001	After scale

Table (25) shows statistically significant differences between The mean scores of awareness of administrative practices in management time and effort obtained by kids before and after applying the program, (T value reached -23.49), it is an indicator value on 0.001 for the favor of

after scale, as there is a statistically significant differences between the mean scores of awareness in conducting time and effort management, whereas T value reaches (-12.87),(13.96), (-10.78), (-7.45) respectively, it an indicator values in the level of (0.001) for the favor of after scale, that means, after applying the program in time and effort management, then recognize how to plan to perform the largest amount of business without any fatigue.

Table(25) Differences between the mean scores of awareness level related to administrative practices in conducting time and effort management (N= 50)

Awareness of administrative practices with its variables	Before applying the program		after applying the program		T	Significant level	Change direction
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation	
Awareness of administrative practices in time & effort management	42.06	4.58	59.58	3.81	-23.49	0.001	After scale
Setting goals	13.74	2.59	19.72	1.88	-12.87	0.001	After scale
Planning	9.60	1.76	14.10	1.87	-13.96	0.001	After scale
Implementation	10.14	2.08	14.42	2.10	-10.87	0.001	After scale
Evaluation	8.64	1.69	11.50	2.30	-7.54	0.001	After scale

(T) value significant in the level of (0.001)

Table (26) shows statistically significant differences between the mean scores of awareness of administrative practices in management financial resource " pocket money" , obtained by the kids after and before implementing the program.

Where (T) reached (-19.95), it is a significant value on (0.001).

As table (26) shows statistically significant differences between the variables of financial resource " pocket money" before and after applying the program, related to (setting goals, planning, implementing and evaluation), where , T value reached (-9.63) , (-6.35),(-11.81) respectively, it is statistically significant at the level of 0.001 for the favor of after scale , in which indicates the increasing of their levels in administrative practices in conducting financial resource, pocket money" due to applying the indicative program.

The effectiveness of a pilot program to develop the awareness of administrative practices among children living in residential institutions

Table(26) Differences between the mean scores of awareness level related to administrative practices in conducting financial resource" pocket money" with its variables (N= 50)

Awareness of administrative practices with its variables	Before applying the program		after applying the program		T	Significant level	Change direction
	Mean	Standard deviation	Standard deviation	Mean			
Awareness of administrative practices in time & effort management	37.30	2.91	50.16	3.20	-19.95	0.001	After scale
Setting goals	10.48	1.72	14.10	1.74	-9.63	0.001	After scale
Planning	8.46	1.77	10.76	1.51	-6.35	0.001	After scale
Implementation	10.04	1.88	13.60	1.73	-11.81	0.001	After scale
Evaluation	8.40	1.53	12.76	1.58	-71.49	0.001	After scale

(T) value significant in the level of (0.001)

Table (27) shows statistically significant differences between the mean scores of awareness of administrative practices in management of skills and capacity, obtained by the kids after and before implementing the program. Where (T) reached (-17.88), it is a significant value on (0.001).

As there is statically significant differences between the variables of conducting skills and capacity throughout (setting goals, planning, implementing and evaluation) after and before the program, T values reached (-12, -8.17, -11.68, -9.63) respectively, the program has a significant role in developing the awareness of administrative practices in the field of skills and abilities.

Table(27) Differences between the mean scores of awareness level related to administrative practices in conducting financial resource" pocket money" with its variables (N= 50)

Awareness of administrative practices with its variables	Before applying the program		after applying the program		T	Significant level	Change direction
	Mean	Standard deviation	Mean	Standard deviation			
Awareness of administrative practices in skills and capacity management	34.38	3.77	47.28	4.34	-17.88	0.001	After scale
Setting goals	5.98	1.18	9.00	1.39	-12.00	0.001	After scale
Planning	6.82	1.58	9.26	1.57	-8.17	0.001	After scale
Implementation	13.14	2.23	18.04	2.37	-11.68	0.001	After scale
Evaluation	7.96	1.68	11.00	1.72	-9.33	0.001	After scale

T value reached (0.001)

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Abstract

Research is mainly aimed at identifying the impact of setting up a pilot program to develop the awareness of administrative practices among children living in residential institutions at age 9-12 years, and that of by identifying the following subsidiary objectives:

1. Identify the awareness of administrative practices in the Departments (time and effort – financial resource "pocket money" – the skills and abilities) in these children.
2. Study the link relationship between social and economic factors of children living in residential institutions and between awareness of administrative practices (tribal performance).
3. Planning the pilot program according to the needs of children to develop their awareness of administrative practices.
4. Study of the effect of applying the proposed indicative programme for raising those children have administrative practices in departments (time and effort – financial resource "pocket money" – the skills and abilities) (dimensional performance).

To achieve the goals, 50 children from living in a residential institutions in "desok" was selected ,of them (25) a boy, (25) a girl, between the ages of 9-12 years old, and after applying the survey results show that their awareness of management practices in the above areas is low, so a pilot program to develop their awareness of management practices was set up, and been using descriptive and experimental method that were used in this research & Special questionnaire of development of awareness of administrative practices in the Department (time and effort – financial resource "pocket money" – Skills and abilities) and design a proposal for

the development of consumer awareness of children living in residential institutions. The duplicate was used, and percentages, calculate the arithmetic by SMA

account and standard deviation test (T) and relational relations matrix for data analysis, and the results have led to:

1. Statistically significant differences at the level of 50,0 between male and female consciousness in the practice of management in managing time and effort for males (tribal performance).
2. Relational ties between certain factors and social and economic characteristics of a sample search of loam and administrative practices (time and effort-financial income. skills and abilities).
3. Statistically significant differences at the level of 100, between awareness of children living in residential institutions with administrative practices in the Department (time and effort-financial resource "pocket money"-skills and abilities) before applying the program (tribal performance) and after application program (performance post) for dimensional performance.

Field study procedures:

Descriptive research followed the descriptive and experimental method, and the program was implemented in January 2005, and it took four weeks to two per week, and the sample is determined research and tools by:

First: a sample search:

Research sample consisted of 50 children in late childhood (9-12) years including (25 a boy, 25 a girl) residing in the residential institutions in city "desouk " in Kafr El-Sheikh.

Secondly: research tools:

Research data collection tools included:

1. Personal interview inhalers and to answer any questions by those children, and explain what you cannot understand.
2. General statements about some children living in residential institutions
3. Questionnaire: awareness of administrative practices in some children living in residential institutions in the fields (time-financial resource "pocket money" – the skills and abilities).