



**BENHA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF MENTAL HYGIENE**

**THE EFFECTIVENESS OF A COUNSELING PROGRAM IN IMPROVING THE
EMOTIONAL INTELLIGENCE LEVEL AMONG THE BASIC EDUCATION STAGE
TEACHERS**

Athesis submitted

BY:

EMAN MOHAMMAD KAMEL FOUAD SHARAWY

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UNDER THE SUPERVISION OF:

Prof. DR.

AMINA MOKHTAR

PROFESSOR OF MENTAL HYGIENE, FACULTY OF EDUCATION, BENHA UNIVERSITY

Prof.DR.

HESHAM ABDUL-RAHMAN AL-KHOLY

**PROFESSOR AND HEAD OF MENTAL HYGIENE DEPARTMENT, FACULTY OF
EDUCATION, BENHA
UNIVERISTY**

DR. SAMIA MOHAMMAD SABER

**LECTURERER OF MENTAL HYGIENE,
FACULTY OF EDUCATION, BENHA
UNIVERSITY**

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- INTRODUCTION:

Teacher is the most important element in the educational process. He plays a very essential role in forming the pupil's emotions as well as the cognitive aspects. The relationship between the teacher and his pupils is the most important aspect in the educational process and the only source of success and failure of the educational situation.

The teacher's role and responsibility include the formation of the pupils' personality and behaviours psychologically and socially. The pupils' adjustment is closely connected with the common social relationships between the individuals inside the school, especially between the teacher and his pupils. Therefore, the present study aims at improving the emotional intelligence skills level (self-awareness – emotions management – motivation – empathy – social skills) through a counseling program for the basic education teachers.

The problem of the present study was stated in the following three questions:

- 1) Is the counseling program effective in improving the emotional intelligence level among a sample of male and female teachers?



- 2) Are there differences in the effect of the counseling program for improving the emotional intelligence level among the male teachers and female ones?
- 3) Does the effectiveness of the counseling program in improving the emotional intelligence level (if found) among a sample of male and female teachers continue after the follow-up period?

- STUDY OBJECTIVES:

The present study aimed at:

- 1- Preparing a counseling program for improving the emotional intelligence level among the basic education stage teachers.
- 2- Examining the differences in the effect of the counseling program for improving the emotional intelligence level among the male teachers and the female ones.

- STUDY SIGNIFICANCE:

The present study was important theoretically because it tackled the emotional intelligence as an essential skill required for the teacher's success in his profession. It also dealt with the basic education teachers; the stage where the pupils move from their homes to the schools. Practically, this study attempted to develop a suggested counseling program for improving the emotional intelligence level among the basic education stage



teachers and verifying its effectiveness immediately after the application and in the follow-up period.

- STUDY TERMINOLOGY:

Three terms were operationally defined in the present study: counseling program, emotional intelligence, and basic education stage teachers.

- STUDY SAMPLE:

The present study sample consisted of 20 male and female teachers at the basic education stage in Omar Bin Abdul-Aziz Primary school, who got low scores on the emotional intelligence scale and their ages were 23-25 years. They were divided into two groups: experimental and control.

- STUDY TOOLS:

- The emotional intelligence scale, by Hesham Al-Kholy (2002).
- The suggested counseling program, by the present study researcher.

- STATISTICAL TECHNIQUES:

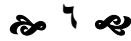


The following statistical techniques were used in the present study:

- Mann - Whitney Test.
- Wilcoxon Test.

- STUDY HYPOTHESES:

- 1- There are statistically significant differences between the scores ranks of experimental group and those of the control group on the emotional intelligence scale immediately after the application, in favour of the former.
- 2- There are statistically significant differences between the scores ranks of experimental group in the pre-application and those of in the post-application of the emotional intelligence scale, in favour of the post-application.
- 3- There are statistically significant differences between the scores ranks of experimental group and those of the control group on the emotional intelligence scale after the follow-up period, in favour of the experimental group.
- 4- There are no statistically significant differences between the scores ranks in the post-application of the emotional intelligence scale and those in the follow-up



period (after two months), in favour of the experimental group.

- 5- There are statistically significant differences between the scores means of male teachers and those of the female ones on the emotional intelligence scale immediately after the application, in favour of the female.

- STUDY FINDINGS:

- 1- There was statistically significant difference at 0.01 between the scores ranks of experimental group and those of the control group on the emotional intelligence scale immediately after the application, in favour of the former. Therefore, the first hypothesis was accepted.
- 2- There was statistically significant difference at 0.01 between the scores ranks of experimental group in the pre-application and those of in the post-application of the emotional intelligence scale, in favour of the latter. Thus, the second hypothesis was verified.
- 3- There was statistically significant difference between the scores ranks of experimental group and those of the control group on the emotional intelligence scale after the follow-up period, in



favour of the former. Therefore, the third hypothesis was accepted.

- 4- There are no statistically significant differences between the scores ranks in the post-application of the emotional intelligence scale and those in the follow-up period (after two months), in favour of the experimental group. The fourth hypothesis was verified.
- 5- There are no statistically significant differences between the scores means of male teachers and those of the female ones on the emotional intelligence scale immediately after the application, in favour of the female. The fifth hypothesis was rejected.
