



BENHA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF MENTAL HEALTH

THE EFFECTIVENESS OF COUNSELING PROGRAM TO IMPROVE
SELF-CONCEPT OF UNDERACHIEVING STUDENTS

A SUMMARY OF MASTER DEGREE THESIS IN EDUCATION
(MENTAL HEALTH)

BY:

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- THE STUDY PROBLEM:

Underachievement is a complex phenomenon resulted from several sources. One of them is the student himself and his emotional, mental and physical conditions. The second source is the school. The third one is the home. Although there is much interest in education development, the underachievers have less care. Therefore, underachievement becomes a problem to school as well as teachers and parents.

The underachievement exists in a pupil when he has a negative self-concept. Consequently, the counseling intervention for improving self-concept is a must so as to raise the academic achievement level. In other words, there is a close and positive relationship between self-concept and academic achievement.

The problem of the present study was crystallized in the following main question:

To what extent is the suggested counseling program effective in improving the underachievers' self-concept?

- STUDY IMPORTANCE:

The importance of the present study was clear in the following points:

1. Tackling the effectiveness of a suggested counseling program in improving the underachievers' self-concept.
2. Examining a very serious problem, that is the low self-concept.

- STUDY OBJECTIVE:

The present study aimed at investigating the effectiveness of suggested counseling program in improving the underachievers' self-concept and the continuity of this effectiveness after the follow-up period.



- STUDY TERMINOLOGY:

The following terms were operationally defined: self-concept – counseling program – underachievers.

- STUDY SAMPLE:

The sample consisted of 20 primary male and female pupils who had underachievement and negative self-concept. They were aged 9-12 years. They were drawn from Al-Shaheed Abdul-Monein Reyad, Benha Educational Administration, Qalubiya Governorate. They were divided into two groups:

- 1- Experimental Group: 10 pupils (5 males and 5 females).
- 2- Control Group: 10 pupils (5 males and 5 females).

- STUDY TOOLS:

The present study used the following tools:

1. The pupils' scores records kept in the school for the past academic years.
2. The pupils' health records kept in the school.
3. Assuit University non-verbal intelligence scale, prepared by Taha Al-Mestikawy (2000).
4. Children's self-concept scale, prepared by Adel Ez-El-Din Al-Ashwal (1984).
5. A scale of cultural, economic and social level, prepared by Hemdan Fadhah (1997).
6. The counseling program, prepared by the present study author.

- STATISTICAL TECHNIQUES:

The following statistical techniques were followed in the present study: simple variance analysis and T-test.



- STUDY HOPOTHESES:

- 1) There are statistically significant differences between the scores means of the experimental group and those of the control group on the self-concept scale immediately after the implementation of the suggested program, in favour of the former.
- 2) There are statistically significant differences between the scores means of the experimental group in the pre-application and the post-application of the suggested program on the self-concept scale, in favour of the latter.
- 3) There are no statistically significant differences between the scores means of the experimental group in the post-application and the fellow-up period for three months on the self-concept scale.

- STUDY FINDINGS:

1. There were statistically significant differences at 0.01 between the scores means of the experimental group and those of the control group on the self-concept scale immediately after the implementation of the suggested program, in favour of the former. This indicates that the first hypothesis was verified.
2. There were statistically significant differences at 0.01 between the scores means of the experimental group in the pre-application and the post-application of the suggested program on the self-concept scale, in favour of the latter. This reveals that the second hypothesis was accepted.
3. There are no statistically significant differences between the scores means of the experimental group in the post-application and the fellow-up period for three months on the self-concept scale. This reveals that the third hypothesis was accepted.