



*Benha University*  
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Effectiveness of A Counseling Program In Improving Emotional  
Intelligence For Underachieving –Intellectually Gifted Students

***A Thesis***

***Submitted for the M.A Degree in Education***  
***(Mental Health)***

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**2008**



### *Summary of the Study*

#### INTRODUCTION :

Emotional Intelligence skills develop one's Awareness of himself and of those surrounding him. Therefore, he can socialize with people around him and in turn affect the society and be affected by it. By this way, the individual can exchange ideas, feelings, and attitudes with other members of the society that leads to a deep mutual empathy, which is reflected in one's personality and mental health.

When the ordinary individual lacks most of the emotional intelligence skills, it becomes hard for him to lead a life that is psychologically and socially normal. Accordingly, it turns difficult for the individual to communicate with other members of his society, which means abnormality on the psychological level. If this is the situation for the normal individual, it will be much worse if this individual is a Gifted Student.

Some Of Gifted Students suffer from a clear deficit in expressing their ideas and they lack self-confidence. They feel discarded, rejected, and neglected; hence, they lack the skills of communication and social interaction. This means that they lack the skills of Emotional Intelligence.

No doubt that this lack of the Emotional Intelligence is a serious warn/ indicator for the psychological, social, and educational development. When the Student lacks one or more of the Emotional Intelligence skills, then, he will not be able to understand the received messages, nor will he be able to express his messages to others. Therefore, he can not progress in his studies.



The Study Problem:

The present Researcher sensed the present problem when she felt that many of undergraduate students have low academic achievement scores in one or more of subjects although their real/potential ability is higher than their actual performance.

The research for the reasons resulting in the previous situation revealed that their Emotional Intelligence skills, awareness of their mental ability, their academic self-concept, their academic performance, their self-motivation and their communication with others are low.

Therefore, the problem of the present study can be stated in the following question:

-What's the Effectiveness of Using An Eclected Counseling Program in Improving Emotional Intelligence among Underachieving – Gifted Students?

The Study Aims:

The present study aims at developing the Emotional Intelligence skills among underachieving-gifted student by a Counseling Program.

Significance of the Study:

The Practical significance of the present study is represented in designing An Eclected counseling program to develop the Emotional Intelligence skills among underachieving-gifted students;

THE STUDY TERMINOLOGY:

**(1) The Gifted Students:**

P. Mohamed Habashi and Gad Abou-El-makarem (2004:292) concluded the following definitions for the gifted:



- The gifted Students are those who have the ability of analysis, thinking, and critical evaluation, and the ability to relate the theoretical with the practical.
- The gifted are those who get high scores on the intelligence and creativity tests.
- The gifted are those who have the mental capacities that enable them, in the future, to achieve high performance levels in a certain area appreciated by society.

## **(2) The Underachieving – Gifted Students:**

Ford & Thomas (1997:544) defined him as the Student that has A discrepancy between the real ability and the actual performance, by using an intelligence, an achievement, an aptitude, standardized tests and GPA.

## **(3) Emotional Intelligence:**

**Samia El-kattan** (2006:35) defined emotional intelligence "as a result from the interaction among the emotional maturity, emotional communication, and emotional effectiveness. It is one's ability to emotionally perceive reactions and feelings, manage and direct them to achieve highly self-esteem and flexibility in personality leading them to achievement and facing pressure. This will lead individual to be more positive in his relationships with others and empathy, have positive view, and courage facing, and also accept other's differences. This ability of communication, in turn, will lead to emotional effectiveness by being able to convince others with his ideas and lead others to gain aims and cooperate and negotiate to solve conflict".

## **(4) A Counseling Program:**

**Hamed zahran** (1998:499) Defined it as: "Disciplined/organized planned program based on scientific bases to introduce direct and indirect guiding services on



individual or group base aiming at supporting normal development and psychological adjustment".

#### THE STUDY DELIMITATION

The present study is determined through its variables , sample, tools, and the statistical methods used.

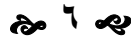
#### THE STUDY SAMPLE:

The sample of the present study consisted of a group of the undergraduate students who are defined as gifted Students with low scores in an achievement Test "Underachieving – Gifted Students". They lack the emotional intelligence skills. They were divided into two groups: an experimental group and a control group from Faculty of Education in Benha University. These groups are homogenous on the variables of intelligence, Emotional Intelligence, Creative Thinking:

- 1- The Experimental Group : it consists of 10 females.
- 2- The Control Group : it consists of 10 females.

#### THE STUDY TOOLS:

- (1)- The High Intelligence Test, prepared by Elsyed Khairy.
- (2)-Torrance's Creative Thinking Test (translated by Abd-Allah Soliman & Fouaad Abou-Hatab, 1973).
- (3)-Emotional Intelligence Scale (prepared by Samia El-Kattan, 2006).
- (4)-The Counseling program (prepared by the present Researcher).



#### THE STATISTICAL STYLES:

- 1- ANOVA (analysis of covariance for two groups) to validate the equivalence between the two groups (the experimental the control groups) before administering the program.
- 2- Non-parametric analysis using : A-Mann-Whitney Test, for Uncorrelated Data.
- B- Wilcoxon's Signed Ranks, for Correlated Data.

#### RESULTS OF THE STUDY:

- 1- There is a statistically significant difference (at 0.01 level) between the mean scores of the experimental group and the control group on the Emotional Intelligence scale, after administering the program, in favour of the experimental group. This indicated that the first hypothesis was confirmed.
- 2- There is a statistically significant difference (at 0.01 level) between the mean scores of the pre- and post administration of the experimental group on the Emotional Intelligence scale, in favour of the post administration. This indicated that the second hypothesis was confirmed.
- 3- There are no statistically significant differences between the mean scores of the post- and follow-up administration of the experimental group on the Emotional Intelligence scale. This indicated that the third hypothesis was confirmed.
- 4- There is a statistically significant difference (at 0.01 level) between the mean scores of the experimental group and the control group on the Emotional Intelligence scale, of the Follow- up administering the program, in favour of the experimental group. This indicated that the fourth hypothesis was confirmed.