



The Effectiveness of a Group, Social and Psychological Counseling Program's Application in the Development of Emotional Intelligence Skills

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Abstract

The present study aimed at exploring the development of some of the emotional intelligence skills of a sample of The Hashemite University Students via the effectiveness of the application of a group, social and psychological counseling program. The sample of the study included (40) male and female students who got the lowest grades on the emotional intelligence scale in the second term in the academic year 2014-2015, and who ages are (18-24). They were distributed randomly into the experimental group that included (20) male and female students and the control one that also included (20) male and female students. The experimental group members received a group, social and psychological counseling program including 14 counseling sessions; three sessions a week; while the control group members didn't receive any treatment.

The results show that there are statistically indicative differences at the level of $(0.05 \geq \alpha)$ between the means of the grades of the emotional intelligence as a whole and for each dimension for the members of the two groups. The results were for the experimental group on the post-scale. This is attributed to the counseling program applied in the present study. It was found that there are no differences attributed to the social type on the three dimensions (the emotional knowledge, emotions regulations, and the social communication). While, there were differences attributed to the social type and treatment.



The results also showed that there are statistically indicative differences at the level ($0.05 \geq \alpha$) between the means of the grades of the emotional intelligence as a whole and for each dimension for the members of the two groups for the experimental group on the post-scale. This is also attributed to the counseling program applied in the present study. It was found that there is no effect for the social type and the interaction between the social type and the treatment.

Key words: a group, social and psychological counseling, the emotional intelligence

Introduction

The concept of the emotional intelligence has emerged to draw the attention to the interest in the social and emotional skills, the good perception of self emotions and feelings, the clear understanding of these emotions in accordance with the accurate and appropriate perception of others' emotions and their feelings in order to be involved with them in active and positive social relationships that help the individual in the emotional, social, mental and vocational enhancement and learning more of life positive skills and the coordination and taking into consideration that feelings and emotions are very necessary for thinking and that thinking is very necessary for feelings and emotions. (Almasder, 2007)

The emotional intelligence is considered as an important means among the ones for succeeding in life where an individual has the ability to understand his or her own feelings, others' feelings, distinguish between them, and to use this piece of information in controlling his or her thinking, deeds, and behavior. It is also considered as one of the factors that plays an important role in an individual's psychological and life harmony; those emotionally intelligent seek to be in harmony with the self and others so as to feel satisfied about life. They also put objectives for themselves and try to achieve them (Abu Dief, 2012)

Davis (2000) noted that the basic rule in the emotional intelligence included our perception of our emotions, and using it to make our decisions through thinking methods that include problem solving, planning, decision making, and self intelligence in order to help others to transfer personal and social skills and turn them into life situations as long-run learning tools; directly learning emotional competence.

The roots of emotional intelligence extend to the concept of "Thorndike" in 1920 about the social intelligence, which refers to the ability to understand and manage others to act wisely in human relations. Plus, its modern roots refer to the concept of "Gardner" on multiple intelligences, where he rejected the idea of public factor and these roots refer especially in to the concept of personal and social intelligence. Although the use of the term in the psychological heritage



for a long time, the concept of emotional intelligence as it is now is not clearly shown except only by Meyer and Lovi (1990)'s study in 1990. Also, Goleman's book in 1995 about the emotional intelligence had significant impact on the spread of this term, which led to a marked increase in the emotional intelligence research (Akaishie, 2003) Moreover, it is a set of features and capabilities that include the ability to induce the self to continue in facing frustrations, controlling emotions and the ability to organize them, and the postponement of satisfying the needs and preventing sorrow or pain from resulting in the inability of thinking, and the ability to empathy and feeling hope (Goleman, 2000).

Life's varied pressures , the severity of its obstacles, and the individual's ability to respond and the range of surrendering or overcoming them require many psychological activities or events , defense methods, preventive procedures to protect the human personality from personal stress and collapse. (Alqaralh, 1998)

Research has recently begun in this area to distinguish between the emotional intelligence as a feature of Trait (EI) and the emotional intelligence as a mentality ability (AbilityE.I). As a feature, it is referred to as: preferential tendencies are similar to personality traits, while the emotional intelligence as an ability is referred to as : tendencies and processing of emotional information (Issa and Rashwan, 2006)

Bar-on thinks Bar-on thinks that the people who are intelligent and emotional are able to perceive their emotions and express them , understand others' emotions , making strong relationships and bearing social responsibility without depending on others in running their life issues. These people are typically characterized with optimism, flexibility, realism, and success in problem solving and dealing with pressure without losing self-control.(Al-Jasser, 2007).More precisely, the emotional intelligence addresses the emotional, personal and social and life aspects of the intelligence; those aspects that are more important for everyday life, compared to the elements of the cognitive intelligence,

Buhairi (2007) states that an increase in interest in the concept of emotional intelligence may be due to two reasons. The first one lies in the idea of individuals' differences in the emotional skills that are measurable and that are considered among the important ideas; it is marking the opening of an entirely new area in the field of individual differences that have not been covered by the usual standards of intelligence and personality.The second one is the theoretical



importance of the expected results for emotional intelligence correlation with a large range of important variables ; The social skills of highly emotionally intelligent are expected to be related to good citizenship and personal relationships. Also, the emotional intelligence is correlated with within-the-person skills such as mood regulation, and reduced anxiety and pressure

There is a discrepancy between individuals in the level of the emotional intelligence as is the case in the mental intelligence as there are variations in the level of the two types of per capita. The individual may be a person with high mental capacity while he or she might be of the low emotional intelligence.

In a study conducted by "Kelly and Kaplan," on a group of Bell company American staff members of high degrees of mental intelligence. It was found that only 15% of them were classified as distinguished employees in the performance as they showed a high capacity for crisis management, are emotionally intelligent. Additionally, the findings of previous studies also pointed to the impact of emotional intelligence on many behavioral variables such as life satisfaction and compatibility (Issa and Rashwan, 2006)

Individuals who have a high level of emotional intelligence are more successful and can build stronger personal relationships, and enjoy better health than others of low emotional intelligence, there are some characteristics that distinguish them:

- 1- The success of emotionally intelligent individuals in communication, ideas, goals, and interests, all of which make them more adaptable with the environment. Those with high emotional intelligence are very skillful at social and communication skills.
- 2- Individuals of high emotional intelligence have the ability to enjoy and can enjoy with others via social skills.
- 3- The emotional intelligence helps to succeed in enduring environmental pressures and stress clearly, in working under pressure (Alqasem 2011)

Jawdat (1999) specified seven dimensions and components of the emotional intelligence that are summarized in the following points: the self-awareness, the extent of self-control ability of emotions, clarity and realism, motivation, and building relationships and dealing with others. these dimensions are characterized that they combine the capabilities and personal characteristics, which is a point of agreement between the two points of view: intelligence as an ability and as a feature in the explanation of emotional intelligence.



Man is inherently a social being, living most of his time among a group affecting and getting affected. Since the childhood of an individual, the ability has gradually grown to establish effective social relationships with others; he or she interacts with his mother since his birth and then the rest of the family and family members and then extends the interaction to include other individuals and groups, ranging from joining the school until it comes out to the community at large.

Human's need for the group is considered among one of the most important basic needs to satisfied and pushes the individual to get related to a group or more among whom he or she finds security, appreciation, and social status and saturates his need for companionship and affect the shaping of his character values and trends and inclinations (Ayed 0.2008)

Components of the emotional intelligence

The emotional intelligence includes five basic components:

- 1- The emotional knowledge: it is the basic element of the emotional intelligence and it is embodied in the ability of good attention and perception of self feelings and emotions and distinguishing between them and the awareness of the relationship between thoughts, feelings and events.
- 2- Emotions perception: which indicates the ability of controlling the negative emotions , gaining time to control and turn them into positive emotions, defeating anxiety and depression, and living life actively.
- 3- Emotions regulation: which indicates the ability to regulate and direct emotions and feelings so as to fulfill achievements and excellence, using emotions and feelings in making the best decisions, the understanding of how to deal with others in different emotions, and how to transfer emotions from a phase into another.
- 4- Sympathy: which indicates the ability to perceive others' emotions and emotionally getting unified with them, the understanding of their emotions being in harmony with them, and communicating with them with no personal-emotional behavior.
- 5- Communication: which indicates the positive and strong impact on others through the perception of their emotions and feelings and knowing when to lead others and when to follow them and when to help them and appropriately deal with them. (Alnemri, 2009)

Emotional Intelligence models

There are two streams to define the emotional intelligence; the first is taken as a mixed form that combine emotionally personal aspects and motivation. It can be measured through self-reporting questionnaires.



While, the other stream is taken as a new type of mental or cognitive intelligence that works through the individual's emotional scope/range. So, it should be measured through performance tests (Albhensawi and others, 2012)

Golman Model

Golman defined the emotional intelligence as it is the ability of self control that is having those that are able control our conflicts and read and understand the others' deep feelings, flexibly re-act with others. In the light of that, he presented his perception about the emotional intelligence that includes five basic abilities

1-The ability of self-perception: that means the individual's ability to know his or her inner feelings during their occurrence and this is necessary for vision and self-understanding and it is the focus to which all other abilities are related.

2-The ability to control emotions: which includes controlling keenness and postponing needs satisfaction and controlling feelings in a way that helps to control anger and getting rid of anxiety and controlling moody cases in a way that makes the individual not involved in emotional waves.

3-The ability to push the self: that includes insistence to reaching the objectives and behaving and remaining on the same track and being away from postponement and procrastination and staying positive in the hardest times and struggling for excellence.

4-The ability to sympathize with others: which includes reading feelings and needs, and responding to them so as to understand others.

5-The ability to make successful social relationships: that includes the perception and direction of emotional responses of others, dealing with social problems, reacting with others in a stable and successful way. (Aljuhani, 2011)

Par-on Model

Par-on aimed at the understanding of why some individuals can succeed while others fail; so he deals with the characteristics of successful individuals in their life. He presented a definition of emotional intelligence that it is a group of non-cognitive abilities and social skills. In the light of that, Par-on presented a model of the emotional intelligence that includes five basic elements that includes 10 sub-elements:

- 1- The personal intelligence: that includes five sub-dimensions: self-perception, self-assertion, self-appreciation, self-fulfillment/achievement, and self-independence.
- 2- The emotional intelligence among individuals which includes: sympathy, relationships among individuals, and social responsibility



- 3- The adjustability: which includes problem-solving, testing reality, and flexibility
- 4- Pressure management that includes pressure bearing and controlling rashness/recklessness
- 5- General mood which includes happiness and optimism. (Abu Dief, 2012)

Mayer and Saloufi Model

Mayer and Saloufi formulated a form of emotional intelligence that is divided into four skills that are:

- 1- The emotions perception: which means perceiving and appreciating emotions and feelings
- 2- Using these emotions ; that is the ability to use the negative emotions through turning them into positive ones which reinforces the individuals' mental, emotional and psychological growth.
- 3- Emotions understanding: that is the understanding of feelings and the the self- and emotional knowledge and analyzing and applying it.
- 4- Emotions perception: regulating emotions and feeling in a good way which paves the way for emotional and mental growth (Alrashidi, 2013)

Study dimensions

Depending on Golman' theory about the emotional intelligence, the present study could build and regulate its skills and dimensions in the emotional intelligence depending on the personal and social elements that Golman presented in his theory. He presented (Alolwan, 2011) the skills and dimensions that are represented in emotional cognitive, emotions regulations, sympathy, and social communication. Alenizi (2010) also presented five dimensions which are as follows:

- 1- Emotional knowledge: which the ability of good attention and perception of emotions, self feelings, and distinguishing between them, and perceiving the relationship between thoughts, self-feelings and historical events.
- 2- Emotions management: that is the ability to control negative emotions and gaining time to control them and turn them into positive ones and practicing vocational and social life skills actively.
- 3- Emotions regulation: that is the ability to regulate emotions and feelings and direct them to achieve fulfillment and excellence and using feelings and emotions to make decisions and



understanding others with different emotions and how emotions change from a phase into another.

- 4- Sympathy: that is the ability to perceive others’ emotions and emotional getting unified with them and understanding their feelings and emotions and getting in harmony with them
- 5- Communication: that is the strong positive impact on other through the perception of their emotions and feelings and knowing when to lead others and when to follow them and support them and dealing with them appropriately.

Theories applied in the group counseling program:

The group social and psychological counseling is based on deeply rooted scientific theories such as the Behaviorism Theory, Features and Factors Theory, Self Theory. These theories are based on the empirical scientific research methodology and they try to change the individual or group human behavior (Zahran, 1998)

The group counseling is considered a part of counseling. It has been developed first by Josef Hersi Part as he was interested in the topic of the group psychological and social treatment. He discovered the impact of group on the change and adjustment of behavior. Among the most known theories is the Behaviorism Theory; that depends on changing the behavior through depending on reinforcement and some counseling methods.

The group counseling program applied in the present study is based on The Behaviorism Theory and Emotional and Rational Counseling Theory for Albert Ales as they both include many methods and techniques that will contribute in the development of some of emotional intelligence skills of The Hashemite University students taking into consideration that behavior is learnable.

Behaviorism Theory represents one of the theories which those working in psychological counseling are interested in learning it and getting acquainted with its principles and using the application in the educational field. This theory is called stimulus and response theory and it is also known as the theory of learning. The main concern of this theory is behavior.

Behaviorism Theory is concerned with behavior, how to learn and how to change. It focuses on and is based on the concepts, principles, and rules that are related with behavior and the process of learning and problem solving. It considers most of the human behavior learned and that the individual learns the sound and good behavior and the bad behavior; that is he or she learns the harmonious and the non-harmonious behavior. (Zahran, 1998)

It also is interested in reinforcement and reinforcing methods taking into consideration that they are a stimulus that pushes the individuals to a certain behavior in a certain situation , and that the individual’s being



reinforced and awarded for his or her behavior, this will arise his or her motivation to keep and repeat these behaviors. (Alzogol, 2004)

While the Emotional and Rational Counseling Theory is interested in a group of skills which the researchers used such as the skill of imagination such as the silent thinking. This cognitive process affect the individual’s emotions and behavior. Imagining is used to change the disordered emotion and behavior into positive emotions that change the individual’s behavior and makes him or her happy. The researchers also used the technique of homework aiming at changing the emotion and behavior of students through the application of the techniques and counsels. Many skills were used such as problem-solving method and performing the role and the training of behaving and relaxation. (Alsamili, 2009)

Study Problem

The present study emerges from the lack of emotional intelligence skills; when second secondary students move to universities, they face many hardships and new pressures. They face the pressures of the first year and they lack the social competence and emotional skills whose role is related to the academic and educational success in particular.

The present study problem emerges from what the researchers observed while teaching the first year courses in Kuwait University and The Hashemite University; the emotional problems resulting is the feeling of anxiety, no self-confidence, no psychological comfort ; consequently, the low level of emotional intelligence skills. Students face big problems and multiple frustrations in their lives during their study march; it may include the low level of achievement and fear of the future and the problems of the fear of dealing with others and a sense of students' psychological anxiety and lack of trust and life pressure (Alsuaa, 2008)

Study Importance

The importance of the study lies in the development of some of emotional intelligence skills among students of a sample of the Hashemite University students, and in investigating the effectiveness in the group emotional counseling program in the development of university students’ emotional intelligence. The importance of the study also lies in the targeted group in the group emotional counseling program; it targeted The Hashemite University male students whose ages were (18-24). This category is considered the basic pillars of the community. The application of this program in this stage is considered important to develop the their hiring skills.

Study Questions

The study answers the main question is the following: what is the effectiveness of the application of the group emotional counseling program in the development of the emotional intelligence skills of the Hashemite University students?



To answer the key question of the study, two sub-questions emerged:

- 1- Are there any statistically significant differences in emotional intelligence between the two groups members; and the control and experimental, in the post-test in the mean of grades of emotional intelligence (the total grade of the measure and of each one of the sub-dimension) for the members of the experimental group and is attributed to the group counseling program and the social type and the interaction between them?
- 2- Are there any statistically significant differences in emotional intelligence between the two groups members; and the control and experimental, on the follow-up scale in the mean of grades of emotional intelligence (the total grade of the measure and of each one of the sub-dimension) for the members of the experimental group and is attributed to the group counseling program and the social type and the interaction between them?

Study limitations

The findings of the present study are tied to the following limitations:

- 1- Human limitation: this study was limited to the application of a psychological and social group counseling program on The Hashemite University students who received the lowest scores in emotional intelligence scale in the course Child’s Rights and Laws of and aged (18-24 years).
- 2- Place limitation: the study was applied at the Hashemite University.
- 3- Time limitation: during the second semester 2014-2015

Study terminology

- 1- The counseling program; conceptually: it is a planned program in an organized way in the light of the scientific bases to provide the direct and the indirect and the individual and group counseling services for all of those the institution includes aiming at helping them to achieve the normal growth and doing the act of choosing wisely and rationally and to achieve the psychological harmony inside and outside the institution. It is planned, applied, and evaluated by a committee and a team of qualified people. (Zahran, 1998)
- 2- The counseling program; procedurally : it is targeting a group of students and equipping them with the necessary skills to develop their abilities in accordance with scientific and organized bases depending on the skills driven from Golman’s theory about the emotional intelligence. It is presented in following up the sample in fifteen psychological and social counseling sessions ; the period of each session is (50-60)



minute; three time a week. These sessions are meant to develop the skills of emotional intelligence dimensions.

- 3- The emotional intelligence; conceptually: a set of the individual’s emotional skills that are necessary for the success in professional interactions in different life situations. It is also our ability to know our feelings and the feelings of others and to realize ourselves, and managing emotions and our relationship with others effectively (Goleman, 1995)
- 4- The emotional intelligence, procedurally: it is a set of skills and abilities that enable the student to comply with himself or herself and with the surrounding community. These skills are embodied in perception in its inner emotions, translating and regulating them to build emotional relationships based on understanding others through proper communication.

Literature review

Kolb and Weld (2001)’s study aimed at exploring the effectiveness of a training program in the emotional intelligence to raise the level of social skills of a sample including (65) children aging (3-5) years old. The pre-findings of the study showed the low level of the emotional intelligence skills. The researchers noticed that the weakness of the emotional intelligence skills led to the weakness of social communication skills and social competence. The findings showed a noticeable increase in the emotional intelligence skills attributed to the effectiveness of the training program

Rezeq (2003) conducted a study that aimed at preparing a the emotional enlightening program and exploring the scope of its effectiveness in developing the emotional intelligence of university students. The sample included 275 male and female students (107 males and 168 females) divided in 123 male and female students for the codification of the emotional intelligence scale in the academic year (2002-2003) and 152 students to try the program divided into four groups; two experimental groups and two control groups upon which the study tools were applied in the academic year (2002-2003). They were chosen randomly out of 230 male and female students specializing in different majors; the scale was applied on them. The findings of the study showed that there is statistically indicative differences between the means of pre-application and post-application of the experimental group for both the male and female samples in the emotional intelligence scale and its sub-dimensions at the level of $(0.01 \geq \alpha)$ for the pre-application and the existence of statistically indicative differences between the means of post application of the experimental group and the control group for both male and female samples in the emotional intelligence scale and its sub-dimensions at the level $(0.01 \geq \alpha)$ for the experimental group.



Slaski and Cartaright (2003)'s study's aimed at exploring the effect of the training program of the emotional intelligence development and exploring its impact on the decrease of anxiety and bettering health and psychological welfare on a sample of 120 students from schools in the United Kingdom divided into two groups; the experimental one that included (60) male and female students and the control one that included (60) male and female students. One of the most important findings is that there is a positive impact of the emotional intelligence. It was found that the training resulted in the increase on the emotional intelligence and bettering health and psychological welfare.

Algaraibeh (2005)'s study aimed at verifying the impact of a training program on the emotional intelligence skills in the development of social and emotional intelligences. The sample of the study included (59) male 10th graders. The sample was divided into three groups; the first group went through a training program on the social intelligence, the second group went through a training program on emotional intelligence, while the third group did not go through any training

To achieve the objectives of the study, the researcher built two training programs; the first one is a training program on the social intelligence skills and the second one was based on Golman's theory about the emotional intelligence. The study found that there were statistically indicative differences in the students' performance on the choice of the social intelligence and the second program based on Golman's theory about the emotional intelligence.

The study came up with the following results: there are statistically indicative differences in the performance of students in the social intelligence post-test attributed to group and for the two experimental groups in comparison with the control one. There were no statistically indicative differences between the two experimental groups. Also, there were statistically indicative differences in the performance of students in the emotional intelligence post-test attributed to the group and for the two experimental groups in comparison with the control group. There were no statistically indicative differences between the two experimental groups.

Saeed (2006)'s study tried to verify the impact of a training program based on the theory of emotional intelligence in the development of self-concept and learning motivation of higher-basic stage students in Jordan, then building a training program based the theory of emotional intelligence covering the lessons of the Islamic education course for the 9th graders in the second term in 2005/2006 that are 25 lessons distributed on emotional intelligence skills. The sample of study included (120) male and female 9th grade students in Mafraq Governorate's schools. They were distributed randomly into two groups; the first one is experimental including 60 male and female students exposed to the educating program based on the theory of



emotional intelligence, and the second one is the control group including 60 male and female students exposed to the usual method of teaching.

Among the most important findings of this study, there were statically indicative differences at the level $(0.05 \geq \alpha)$ between the means of post –performance of the experimental group members and the post performance of the control group members on he total grade of self-concept scale and its six dimensions for the students who were exposed for the educating the program. Also, there were statically indicative differences at the level $(0.05 \geq \alpha)$ between the means of post-performance for the experimental group members and the means of the post-performance of the control group members on the total grade on learning motivation scale for the students who were exposed to the training program.

Kmour (2007)’s study aimed at building a counseling program based on Golman’s theory in the emotional intelligence in lowering the aggressive behaviors and the negative attitudes towards the school for a sample of 8th and 9th graders in Amman second directorate in The Hashemite Kingdom of Jordan.

The number of the sample members was (60) male and female students distributed randomly into two groups; the control one included (30) male and female students, and the experimental one that included (30) male and female students.

The study came up with the following results: there were statistically indicative differences between the means of the two groups; the control and experimental ones in the aggressive behaviors attributed to the counseling program. That is the aggressive behavior decreases in the experimental group and there were differences in the effect of the counseling program attributed to gender; the effect of female students was more than the one of male students.

No differences attributed to the interaction between the gender and the group appeared. There were also differences between the two groups in the negative attitudes towards school attributed to the program; the passive attitudes decreased in the experimental group and there were no differences attributed to gender, and there were no differences attributed to the interaction between gender and group.

Bo and others (2004) conducted a study entitled as “The Relationship between the Emotional Intelligence and Pressures of University Students.” The sample of the study included (20) dentistry students in the United Kingdom in the Dentistry Teaching Hospital in 2002. The study aimed at exploring the role of the emotional intelligence of the university students in facing tiredness and pressure.

The findings of the study showed that those students with high emotional intelligence are more with adopting thinking and evaluation



methods. They are socially communicative. They have the skill of time organization and management. Those with low emotional intelligence are more involved in the health harmful behaviors.

Alka'bi (2009)'s study aimed at exploring the level of the emotional intelligence of Karbala University Students and the statistical differences in the emotional intelligence according to the variables: major (scientific, literary), the stage (first-fourth) and exploring the relationship between the emotional intelligence and psychological health. The sample of the study included (424) students in the academic year (2009-2010).

To achieve the objectives of the study, the researcher built a scale of the emotional intelligence depending on Golman's theory and Nemer's psychological health scale applying them on the sample of the study. Among the most important findings of the study was that the sample members of the study enjoy high emotional intelligence; there were no statistically indicative differences in the level of the emotional intelligence according to the gender (male, female), major(scientific, literary) and stage (first-fourth). And, there is a direct relationship between the emotional intelligence and psychological health.

Alolwan (2011)'s study aimed at studying the relationship between the emotional intelligence , social skills, and the patterns of affection of the university students in the light of the two variables of major and the social type. The sample included all bachelor students at Al-Hussien Bin Talal University for the academic year (2010-2009) that is (5342) male and female students distributed according to the variables of the study and the sample included (475) male and female students.

The researchers found that there were statistically indicative differences in the emotional intelligence between the male and female students and for the female ones. Also, there were statistically indicative differences in the emotional intelligence between the students of scientific and literary majors for those of literary majors. Plus, there was a relationship between the emotional intelligence and all social skills and patterns of affection

Reviewing the previous studies

Skimming the previous studies which aimed at building counseling programs for the emotional intelligence development, it is noticed that all studies were conducted on school and university students. The present study coincides with the studies that applied counseling programs in the emotional intelligence on university students: (Rezeq, 2003), (Kolbe and Weede, 2001), (Alghraibeh, 2005), (Alsaeed, 2006), and (Alkabi, 2009) which used the skills and dimensions of Golman's theory in the emotional intelligence in succeeding in family, vocational, and scientific life and its importance in developing the abilities of students and burnishing their talents and enabling them to deal with hardships that could be an obstacle in their university or vocations



future life. The present study emphasized on the role of activation of the emotional intelligence skills in the different fields of life.

It was also noted through the descriptive studies that they aimed at exploring the level of the emotional intelligence of university students whose ages were between (18-24). The studies showed that there is a positive correlation between the emotional intelligence and happiness and self-confidence (Jowdeh, 2008). The students who have the emotional intelligence are with adopting the methods of thinking, evaluation and social communication.(Pau & et.al, 2004)

Research methodology and procedures

Study sample

The sample of the study included (40) male and female students who got the lowest grades on the emotional intelligence scale and who ages were (18-24). They were distributed randomly into the experimental group that included (20) male and female students and the control one that also included (20) male and female students. The researchers met with the students and introduced the program that they will apply in the study to them and the way to benefit from it.

Methodology

The empirical method was used in this study in designing the two groups; the control and experimental, so as to verify the effectiveness of the a group psychological and social counseling program in the development of the emotional intelligence skills of The Hashemite University Students. The two pre- and post tests and the follow-up test were conducted on the two groups to test the study hypothesis through the use of the dual variation test to find the statistically indicative differences between the emotional intelligence of the two groups on the pre- , post- and follow-up scale

Study variables

The present study included two independent variables: the group counseling program and the social type. The dependent variable is the grades of the emotional intelligence measured on Alwan (2011)’s scale applied in this study.

Study tools

The researchers used two tools in the present study; Alwan (2011)’s scale of the emotional intelligence and the Albda’I (2014) group counseling program.

- 1- The scale of emotion intelligence (Alwan, 2011) includes (41 paragraphs) distributed on four dimensions: the dimension of the emotional knowledge; (9 paragraphs), the dimension of emotions regulation (10 paragraphs), the dimension of sympathy (13 paragraphs), and the dimension of social communication (9 paragraphs). The answer before each paragraph included five options: always, usually, sometimes, rarely, never) numbered as (1,2,3,4,5) respectively. The scale



has psychometric features. The scale’s credibility was verified via the credibility of the internal structure using the method of factor-analysis through the content credibility. Regarding verifying stability and that is by calculating the internal consistency using Cronbakh Alfa modulus for each dimension of the scale and the way of repetition.

2- The group counseling program (Albad’i, 2014)

The counseling program in this study is based on the theoretical and applied bases of Golman’s theory in the emotional intelligence. The program was applied on The Hashemite University Students in the Hashemite Kingdom of Jordan. The aim of this program is the development of the emotional intelligence skills of the members of the counseling group in the study. After specifying the target group, the program was in accordance with the following steps:

Specifying the specific and general objectives of the counseling program and presenting the timing plan of the sessions, specifying the steps of designing the group counseling program making use of the previously prepared counseling programs in the previous studies, specifying the used tools and the counseling methods used in the counseling program, distributing the counseling program among a committee of specialized referees in the field of psychological counseling and educational psychology, making amendments recommended by the committee, specifying the role of each counselor and his counseling group members, evaluating the counseling program by the target group and making amendments according to suggestions

The counseling program general objectives

- 1-The development of the emotional intelligence skills of the counseling group members.
- 2-The members’ learning of some counseling techniques and strategies that enable them to deal with life.

The counseling program special objectives

Getting acquainted with the concept of the emotional intelligence and its skills, their importance in the educational process and in life generally, the relationship between the emotional and cognitive intelligences, the concept of emotional knowledge, the role of emotions in the human’s life, the roles of emotions, defining self-speculation and its applications, learning the strategy of speculation, how to translate inner feelings, learning how to control emotions, how to feel the effect of the external emotions, separating the external and internal emotions, making use of emotions to support the motivation of learning.

Learning some strategies that are helpful to eliminate anxiety, the member’s learning of making the right decision during the occurrence of learning of how to perform the strategies of muscles relaxation,



learning how to stop the effective idea and its keeping it away from the important ideas, learning how to process ideas, reducing and regulating emotions, showing the feeling of satisfaction to others, learning methods that increase the endearment and friendship with others, learning how to solve problems, increasing self-confidence, learning the ability to present the self before others.

The outline of the counseling session

The procedures of conducting the counseling sessions: each counseling session included:

- 1- The beginning of the session: the counselor welcomes the counseling group
- 2- The discussion of the previous session so as to make sure about the understanding of the counseling group.
- 3- Presenting and discussing the title and the general objective of the session
- 4- Doing some counseling exercises and strategies
- 5- Distributing the evaluation sheets among the members
- 6- Distributing the homework
- 7- Farwelling the counseling group members and ending the session

Methods used in the counseling program

The researchers used many techniques and methods in this counseling program so as to achieve the objectives of the program. It clarified the definition of these methods and the used situations.

The number and length of sessions

This program included (14) counseling sessions distributed three sessions a week; each one lasting from (50-60) minutes during the period of the second term (2014-2015) at The Hashemite University.

Findings

The present study aimed at investigating the effectiveness of the application of a group psychological and social counseling program in the development of some emotional intelligence skills of a sample of The Hashemite University students. The researchers will present the findings arrived at by testing the two hypotheses of the study by calculating the means and standard deviations for each dimension of the emotional intelligence so as to specify the individual differences between the two groups; the control and experimental ones on the pre- and post-scales using the appropriate the statistical methods to specify the differences in the degrees of emotional intelligence in accordance with the group and the social type.

First: findings related to the first hypothesis:

The first question: are there any statistically significant differences in emotional intelligence between the two groups members; and the



control and experimental, in the post-test in the mean of grades of emotional intelligence (the total grade of the measure and of each one of the sub-dimension) for the members of the experimental group and is attributed to the group counseling program and the social type and the interaction between them?

To test this hypothesis, the means and standard deviations of the dimensions of the emotional intelligence (the emotional knowledge, emotions regulation, sympathy, and social communication) were calculated among the members of the two groups; the control and experimental ones on the post-scale according to the social type.

The findings show that there is a difference between the means of the degrees of the emotional knowledge on the post-scale among the members of the two groups; the means of the grades of the emotional knowledge on the post-scale of the experimental group is (38.7) and it is higher than the means of the degree of emotional knowledge on the post-scale for the members of the control group that is (25.1). The finding also show the convergence of the means of the grades of the emotional knowledge on the post-scale among the males and females.

The findings also show that there is a difference between the means of the grades of emotions regulations on the post-scale among the members of the two groups; the means of these degree on the post scale for the members of the control group is (33.8). The findings also show the convergence of the means of emotions regulation on the post-scale among the males and females

The findings also show that there is a difference between the means of the grades of sympathy on the post-scale among the members of the two groups; the means of these degree on the post scale for the members of the experimental group is (58.5) which higher than the one for the other group; (37.6). The findings also show the occurrence of differences in the means on the post-scale among the males and females The findings also show that there is a difference between the means of the grades of social communication on the post-scale among the members of the two groups; the means of these grades on the post scale for the members of the experimental group is (39.9) which higher than the one for the other group; (26.9). The findings also show the convergence of the means of social communication on the post-scale among the males and females

To test the statistical indication of these differences at the level ($0.05 \geq \alpha$), the dual variation test was conducted . The results show that there are statistically indicative differences at the level ($0.05 \geq \alpha$) for the group in all the dimensions of the emotional intelligence as the level of the indicator was (0.000) (for all dimensions, while there were statistically indicative differences for the social type for the sympathy dimension only; the level of the indicator was (0.048). Also, there were



statistically indicative differences for the social type for the interaction between the group and social type; the level of the indicator was more than $(0.05 \geq \alpha)$ for all dimension. This means that there is an effect for the group counseling in raising the (0.000) levels of all dimensions of the emotional intelligence. It is also noticed that there is an effect for the social type on the dimension of sympathy only; while there was no effect for the interaction between the group counseling program and the social type on all dimensions of the emotional intelligence.

The dimensions of the emotional intelligence as a whole

To answer this question, the grades of the emotional intelligence; as a whole, means and standard deviations were calculated between the two groups on the post-scale according to the social type

The results show that there is a difference between the means of grades of the emotional intelligence on the post-scale between the two groups; the experimental and the control ones. It is noticeable that the means for the grades of the emotional intelligence on the post-scale for the experimental group reached (167.8) which higher than the other one's; (125.9)

The results also show that there is a difference between the means of the emotional intelligence on the post-scale among the males and females

To test the statistical indication of these differences at the level $(0.05 \geq \alpha)$, the 2-Way ANCOVA was conducted. The results show that there are statistically indicative differences at the level $(0.05 \geq \alpha)$ for the group in all the dimensions of the emotional intelligence as the level of the indicator was (0.000), while there were statistically indicative differences for the social type; the level of the indicator was (0.019). Also, there was no statistically indicative differences for the interaction between the group and the social type; the level of the indicator was (0.894)

Second: findings related to the second hypothesis:

The second question: are there any statistically significant differences in emotional intelligence between the two groups members; and the control and experimental, on the follow-up scale in the mean of grades of emotional intelligence (the total grade of the measure and of each one of the sub-dimension) for the members of the experimental group and is attributed to the group counseling program and the social type and the interaction between them?

To test this hypothesis, the means and standard deviations of the dimensions of the emotional intelligence (emotional knowledge, emotions regulation, sympathy, and social communication) were calculated among the members of the two groups; the control and experimental ones on the post-scale according to the social type.



The findings show that there is no difference between the means of the degrees of the emotional knowledge on the post-scale among the members of the two groups; the means of the grades of the emotional knowledge on the post-scale of the experimental group is (41.7) and it is higher than the means of the degree of emotional knowledge on the post-scale for the members of the control group that is (34.7). The finding also show the convergence of the means of the grades of the emotional knowledge on the post-scale among the males and females.

The findings also show that there is a convergence between the means of the grades of emotions regulations on the post-scale among the members of the two groups; the means of these degree on the post scale for emotions regulation for the members of the control group is (45.7) while it is (31.4) for the experimental one. The findings also show the convergence of the means of emotions regulation on the post-scale among the males and females

The findings also show that there is a difference between the means of the grades of sympathy on the post-scale among the members of the two groups; the means of these degree on the post scale for sympathy for the members of the experimental group is (56.9) while it is (37.6) for the experimental one. The findings also show a difference between the means of sympathy on the post-scale among the males and females

The findings also show that there is a difference between the means of the grades of social communication on the post-scale among the members of the two groups; the means of these degree on the post scale for sympathy for the members of the experimental group is (38.9) while it is (27.9) for the experimental one. The findings also show a convergence between the means of the grades of social communication on the post-scale among the males and females

To test the statistical indication of these differences at the level ($0.05 \geq \alpha$), the 2-Way ANCOVA test was conducted. The results show that there are statistically indicative differences at the level ($0.05 \geq \alpha$) for the group in all the dimensions of the emotional intelligence as the level of the indicator was (0.000) for all dimensions, while there were statistically indicative differences for the social type for the dimension sympathy only; the level of the indicator was (0.048). Also, there was no statistically indicative differences for the interaction between the group and the social type; the level of the indicator was more than ($0.05 \geq \alpha$) for all dimensions. This means that there is an effect for the group counseling program in raising the levels of all dimensions of the emotional intelligence. Also, there is a effect for the social type on the dimension sympathy only, while there was no effect for the interaction between the group counseling and the social type on all the dimensions of the emotional intelligence.



All dimensions of the emotional intelligence as a whole

To answer this question, the grades of the emotional intelligence ;as a whole, means and standard deviations were calculated between the two groups on the post-scale according to the social type.

The results show that there is a difference between the means of grades of the emotional intelligence on the post-scale between the two groups; the experimental and the control ones. It is noticeable that the means for the grades of the emotional intelligence on the post-scale for the experimental group reached (182.8) which higher than the other one’s; (114.3).The results also show that there is a difference between the means of the emotional intelligence on the post-scale among the males and females

To test the statistical indication of these differences at the level ($0.05 \geq \alpha$), the dual variation test was conducted. The results show that there are statistically indicative differences at the level ($0.05 \geq \alpha$) for the group as the level of the indicator was (0.000), while there were statistically indicative differences for the social type; the level of the indicator was (0.019). Also, there was no statistically indicative differences for the interaction between the group and the social type; the level of the indicator was (0.432)

Discussion

After presenting the finding of the present study, they will be explained and discussed, then the recommendations and suggestions will be presented. The high means of the grades of the dimension of the emotional intelligence on the post-scale and the follow-up scale for the experimental group are noticed.

The results of the dual variation analysis showed that there are statistically indicative difference attributed to the variable of the group and for the members of the experimental group members who received the counseling program in comparison with the control group. That was on the two scales; it appeared that the level of the emotional intelligence for the males is higher than the one for the females. Also, it was shown that there was no effect for the interaction between the group counseling and the social type on the emotional intelligence.

The researchers attribute this excellence of the experimental group in accordance with the two scales to the strategies, exercises, and educational methods used in the group counseling program such as the skill of speculation, psychological and muscle relaxation, imagination, exercises that focused on how to employ the emotions and how to deal with problems and how to communicate with others, and the discussion and debate led to the mastery of these skills and using them in the daily life. This is what the two scales came up with.

So, the present study is in harmony with the results of Rezeq (2003)’s study which aimed to prepare the emotional enlightenment program



and explore the effectiveness of developing the emotional intelligence of the university students in the presence of statistically indicative differences between the means of the grades of the pre-scale and post-scale of the experimental group of the university students in measuring the emotional intelligence for the post-scale and the existence of statistically indicative differences between the means of the grades post-application of the experimental group and the control group for a sample in the scale of the emotional intelligence and sub-dimensions for the experimental group . The present study shows correspondence with the studies of (Slaski and Cartwright, 2003), (Algharaibeh, 2005), (Rezeq, 2003), (Bo, 2005), (Alka'bi, 2009), (Almsder, 2007), (Camour, 2007), (Al-Hana'i), and (Al-Olwan, 2011)

These studies proved the effect of the application a program for the development of the emotional intelligence: that is there are differences in the levels on the emotional intelligence on the scale of the emotional intelligence to measure the follow-up for the experimental group that is attributed to the effectiveness of the group counseling program in the development of the emotional intelligence on the post-scale of the emotional intelligence. The present study is harmonic with Al-Hana'i (2011)'s study in the existence of differences in the levels of the emotional intelligence to measure the follow-up for the control group which is attributed to the effectiveness of the group counseling program in the development of the emotional intelligence.

Through what has been mentioned, one can say that knowing the emotional intelligence skills participates in the development of these skills which help us in the correspondency with life and others through which the individual can develop his abilities in his scientific and vocational life.

The study findings showed the existence of statistically indicative differences in the means of the total grades of the emotional intelligence among the males and females on the post-scale for the males on the dimension of sympathy. The present study corresponds with Saeed (2006) and Camous (2007)'s studies. In the presence of an effect of the counseling program attributed to gender; though there is a difference according to the results between the males and females. The present study also corresponds with Al-Olwan (2011) and Al-Masder (2007)'s studies that there are statistically indicative differences in the emotional differences among the males and females.

The researchers attribute the non-existence of statistically indicative differences among the males and females on the follow-up scale to the training on the skills of the emotional intelligence that contributes in the development of strategies and the educational fruit. The researchers think that the males and females might be close regarding the level of the emotional intelligence if trained correctly and regularly. This is what was clear in the follow-up scale. The present study corresponds



with Al-Han'i (2011)'s study in that there are no differences attributed to gender.

The present study found that the increase in the means of the grades of the emotional intelligence and each dimension of the experimental group members in comparison with the members of the control group on the two scales; the post- and follow-up scales, for the experimental group which indicates the effectiveness of the group counseling program in the development of the experimental group's emotional intelligence.

It also found that there are no differences in the means of the grades of the emotional intelligence for the three dimensions: (the emotional knowledge, emotions regulation, and social communication) attributed to the social type, while it was found that there is an effect for the social type on the dimension of sympathy' while there was no effect for the interaction between the group counseling program and the social type on the post-scale.

While the present study found that there are no differences in the means of the grades of the emotional intelligence and for each one of its sub-dimensions attributed to the social type or the interaction between the group counseling program and the social type on the follow-up scale

The present study corresponds in regard with the effectiveness o the counseling and training programs in the development emotional intelligence skills with the following studies: (Klobe and wyde, 2001), (Rezeq, 2003), Slaski and Caterwright, 2003), (Al-Masder-2005), (Al-Garaibeh, 2005), (Al-Saeed, 2006), (Bo-2006), (Kmour, 2007), (Alka'bi, 2009), (Al-Olawan, 2011), and (Al-Hana'I, 2011)

Recommendations

In the light of the procedures of the present study and its findings, the researchers recommend the following:

- 1- Using the psychological and social group counseling program by the counseling specialists, social sociologists, psychologists to develop university students' emotional intelligence.
- 2- Making use of the skills of the emotional intelligence by those working in the Ministry of Higher Education and the Ministry of Education by adding the skills of the emotional skills to the teachers' preparation and habilitation programs.
- 3- Making use of the counseling methods and strategies and exercises used in the counseling program by counseling specialists, social sociologists, psychologists in schools and universities.
- 4- Making use of the scale the researchers used by counseling specialists, social sociologists, psychologists in universities.
- 5- Working on implementing and applying the group counseling program on different target groups of students.



- 6- Conducting other studies related to the effectiveness of a psychological and social group counseling program on the development of the emotional intelligence skills of students at other universities.

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