

**Developing a counseling program
to promote emotional intelligence in kindergarten**

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Summary:

This study was concerned with the emotional intelligence, its promotion in kindergarten, and the relationship between this promotion and the qualification of teachers in kindergarten.

The study was divided into two sections, the first section included the theoretical discussion of the thematic principles. These explanations focused on the concept of emotional intelligence, its influence as a factor of success, and its opportunities for development in kindergarten. It also discussed the subject of counseling and emotions in addition to the various theories of emotional intelligence, especially the theory of Mayer and Salovey (1997) and Goleman (1995). Furthermore, the first section illustrated the qualification process of the kindergarten teachers in Germany and Syria.

Theoretical section formed the starting point of the empirical study which aimed to develop a counseling program to promote emotional intelligence in kindergarten. For this purpose a developed questionnaire by researcher about the concept of emotional development during childhood and the importance of emotional well-being in kindergarten; in addition to the EKF (Emotional Competence Questionnaire Rindermann 2009), were used.

The results of this study showed a lack of adequate information of the kindergarten teachers about the concept of emotional intelligence and the methods of its promotion.