1- The Causal Relationships between Academic Achievement and Emotional Intelligence, Problem Solving style and Hemisphericity Dominance for University Students

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Abstract:  
The current research aimed at derive a theoretical model identifies causal relationships between academic achievement and both Emotional Intelligence, Problem Solving style and Hemisphericity Dominance for University Students and investigate the effects of interactions between grade level (First–fourth), academic specialization (humanities, sciences, Arts, languages), Hemisphericity Dominance (right-left-holistic), problem solving style level (high–medium–low) and emotional intelligence level (high–medium–low) on academic achievement scores. The Research basic sample consisted of (606) university students from the faculty of Education and faculty of Art Education. By using batch analysis statistical method, The results revealed a significant positive effect of the three independent variables on students’ academic achievement and the variable which has the major effect on academic achievement was emotional intelligence then problem solving style then Hemisphericity Dominance, and batch equation could be formulated for the causal relationships between academic achievement and the research three independent variables.

The results also revealed statistically significant differences in academic achievement for university students that could be attributed to grade level in favor of students in the fourth year, academic specialization in favor of students in scientific specialization, Hemisphericity Dominance in favor of students with holistic type, emotional intelligence level in favor of students with high level of emotional intelligence, problem solving style level in favor of students with high level of problem solving style which depended on some aspects such as Problem-Solving Confidence and Personal Control.

Keywords: Academic Achievement, Emotional Intelligence, Problem Solving style, and Hemisphericity Dominance, University Students.

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- The author current research interests: cognitive psychology, educational psychology.

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**Ph.D dissertation summary (2009)**

2- “The Effectiveness of a Suggested Program for Improving the Cognitive Representation for a Sample of College Students Suffering from Learning Disabilities in the Arabic Language"

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**Abstract:**
The study aims at:

1. Identifying the relationship between the mental representation of language knowledge and the knowledge structure of the students.
2. Identifying the differences in cognitive reading strategies between learning disabled students and their colleagues.
3. Verification of the effectiveness of the suggesting program for the development of efficient representation of knowledge among a sample of students with learning disabilities in the Arabic language.

**Sample of the study:**
The sample of the study consist of (190) students form the third grade at the faculty of Education, Helwan University.
To test the experimental research hypotheses, the researcher used small groups consisting of (20) students for the control group and another (20) students for the experimental group.

**The Results of the study included:**
- There are differences between the average levels of college students – third grade, studying the Arabic language – with highly mental representation of linguistic knowledge and students with lower mental representation of linguistic knowledge in cognitive structure in Arabic Grammar and Arabic rhetoric in favor of highly mental representation of linguistic knowledge.
- There are differences between the average levels of college students – third grade, studying the Arabic language – with highly mental representation of linguistic knowledge and students with lower mental representation of linguistic knowledge in cognitive reading strategies in favor of highly mental representation of linguistic knowledge.
- There is statistical significant effect for the suggested program in improving mental representations for students suffering from Arabic language learning disabilities

**Keywords:** Cognitive Representation, College Students, Learning Disabilities.

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- The author current research interests: cognitive psychology, educational psychology.