

Differences in Emotional (Affective) Intelligence among Gifted and Ordinary Students.

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ABSTRACT: *This study aimed at identifying emotional intelligence Levels among gifted and ordinary students as well as finding whether there were differences among these students. The study was conducted on a sample of (100) ordinary and gifted eight graders at thaled bin al-waleed and king Abdullah II excellence schools at Irbid governorate, where (50) students from each school were selected. Data were collected using a researcher based on Goleman (1983) model, developed questionnaire. Results showed that emotional intelligence level among gifted students was high, however, among ordinary students, emotional level was moderate. Results also showed statistically significant differences in emotional intelligence levels between ordinary and gifted students where gifted students outperformed their ordinary partners in this intelligence. The study also included some suggested recommendation.*

Keywords: *Emotional intelligence, gifted and ordinary students.*

I. INTRODUCTION

Psychologists, in their theoretical and applied research, addressed intelligence and developed intelligence in these issue, however the most important interest of parents, during rearing stages. Of their children, is child's mental and cognitive health. Affective or emotional intelligence enables individuals to positively engage in their society, which, in turn, assures them happiness feeling once achieving any success.

Emotional intelligence, as a concept, appeared during 1990s, by Salovey & Mayer (1990), who defined it as social intelligence type, which includes individual ability to monitor self and others feeling and emotions, as well as ability to discriminate these emotions and using this knowledge in directing individual thought and behavior. Later psychologist started conducting prolonged studies to specify emotions influence, socially, an individuals. Moreover, Abu ghazal (2015), Linked individual's emotional intelligence with psychological health, as emotionally intelligent individuals have the ability to understand emotions as well as directing them towards their interests and thereby are able to healthy adapt into their society, however poor emotions controllers are more succeeded or depression, as a result of misunderstanding of their emotions.

Many tea believed in the need for grouping gifted students in special classes in order to enhance their capabilities as well as accelerating teaching and learning process, meanwhile Rogers (1991) proposed some procedures in this regard, ending first, gifted students must be put in one group, second: school can include them with medium intelligent students only it is difficult to apply gifted programs on them all the school day, third, when it is it is difficult to apply gifted programs on them all the school day, third, when it is not possible to enroll in gifted specific program for all the day. Gifted students group should take counseling sessions, and forth these students should be provided with experiences including options to accelerate their teaching process.

People when are flexible in dealing with pressures are characterized with being in defeated, as they sharpen their selves whenever face obstacles threatening their success, while variables affecting individual's growth are with risky or protective variable, where risky variable are those hindering individual attempts to succeed, including individual difficulties mode, while protective variable are those enabling individual to manage these pressures and making them beneficial to his own interests, including individual mental capacity, ability to cope with older people, as well as, problem solving ability (Reis, Colbert & Hebert, 2004). Moreover, Neihart (2001) suggested common features of gifted and flexible children such as mental intelligence and carusity as well as humor sense and ability to find solution for problems, however the most important shared feature of these individuals is that their parents make them assume large responsibility.

Abu – Ass'ad (2011) listed ten emotional characteristics distinguishing gifted individuals of which gifted person enjoys will, decisiveness, great deal of assumed responsibility and risk taking, particularly when compared with ordinary ones, meanwhile they are individuals focusing on precious matters, consisted for long time periods to achieve their purposes, they are also able to express themselves more than their ordinary counterparts since they show great interaction when joking and being humors, and this is due to their speed in understanding jokes, wide knowledge of daily and practical experiences, however the most important feature of these students is day – dream and speculation or reflection, and finally they are more sensitive, than others, to what is going around them, where many of them feel down for normal events and usually respond seriously to events they experience, models.

Emotional intelligence development models are several, of which we will present two: Goleman (1998) and Bar-On (1997). First, Goleman (1998) model which included five main domains: identifying self-emotions, managing these emotions, self-motivations, identifying others' emotions to deal with them in a correct way. Goleman, in this model believed that there are 25 competencies needed for an individual to become emotionally intelligent, which derived from the following main first competencies:

1. **Self** – consciousness: a awareness of the nature of the emotion, followed by self-evaluation and, thereby, enhancing self-confidence.
2. **Self** – regulation: includes self – control, feelings of trustworthiness.
3. **Motivation**: includes achievement, commitment, initiative and finding pessimism.
4. **Empathy**: includes understanding of others, others' development, others' service orientation effectiveness variety and being close from supervisors.
5. **Social skills**: includes influencing others, communication, conflict management and leadership, changing motivation methods and, finally, building connections, cooperation and group work.

Second Bar-On (1997) Model: and includes five main domains of which the following competencies are derived.

1. Intrapersonal which consists of five abilities or competencies *vis-à-vis*; understanding others' feelings, ability to express thoughts and feelings, self – consideration (self-acceptance), self-actualization, and finally independence, self-direction and individual ability to self-control on decisions and actions.
2. Interpersonal and includes three abilities; empathy which is the appreciation of other feelings, seeking their help, social responsibility or how to be an active member in the society, as well as, personal relationships meaning the ability to create satisfactory and interactive relationships with others.
3. Adaptability and is comprised of the following three abilities: reality testing and includes exhibiting emotions corresponding to what really exists without exaggerations, Flexibility which is the positive accordance with all life circumstances, and finally problem solving.
4. Stress Management and contains two types of abilities *vis-à-vis*, stress tolerance and impulsivity control.
5. General mood which facilitates other emotional intelligent components and focuses on optimism and pleasures providing skills.

- Significant previous studies:

- Abu Ghazal (2004) conducted a study aiming at checking the effect of a program based on Mayer and Salovey model in the development of SOS children's emotional intelligence, Jordan, the study was conducted on a sample of (54) SOS children. Results showed the effectiveness of the training program in developing subjects' emotional intelligence (emotions perceptions, understanding and management), however no statistically significant differences due to subjects' gender nor interaction between gender and group.

Parker et al (2004) study aimed at finding the relationship between emotional and cognitive intelligence the study was conducted on a sample of (667) high school students in Alabama state. Results showed that academic success was strongly related to various emotional intelligence dimensions.

Melly (2010) conducted a study aiming at identifying relationship between gifted students' emotional intelligence and their academic achievement the study was conducted on a sample of 293 students. Results showed no significant relationship between normal students' emotional intelligence and academic achievement however statistically significant relationship, between adaptability and academic achievement of gifted students.

Al – Garaibeh (2011) conducted a study aiming at identifying emotional intelligence level among a sample of gifted and ordinary students, at Al – Qaseem, as well as the existence of statistically significant differences between them. Results showed that gifted students' emotional intelligence was high, however that of ordinary students was moderate. Moreover, results should statistically significant difference between gifted and ordinary students' emotional intelligence, where that of gifted was higher.

Nasire & Masrur (2010) study was aimed at finding the relationship between emotional intelligence, academic achievement, age and sex among Islamic university students at Ilam Abad as well as investigating a correlational relationship between these variables. Where academic achievement was the standard variable. Using Bar-On model, results showed that emotional intelligence greatly impacted the increase of academic achievement, however results showed subjects' emotional intelligence.

MacCann, Fegarty, Zeider and Roberts (2011) conducted 2 studies to reconsider performance scales that measure the relationship between emotional intelligence and each of academic achievement and adaptation modes, as these scales are dispersed and no best scale was these scale are dispersed and no best scale was specified. Both studies showed that emotional intelligence and adaptation modes are strongly associated to academic achievement, and they concluded that it is possible to get better academic achievement when focusing on the development of emotional intelligence and adaptation skills with focusing skills on the problem.

Ghaith and al – halah (2014) conducted a study aiming at identifying emotional intelligence level among Hashimite university (Jordan) in light of student major, gender and academic achievement. Results showed that students emotional intelligence was high. While no statistically significant differences, due to students genders on emotional intelligence were found, however gender has statistically significant effect on social consciousness and social skills domains, in favour of female students.

Finally this study can be distinguished with its attempt to investigate the existence of statistically significant students emotional intelligence.

Statement of the problem The research problem lies in the existence of some problem resulting from positive emotions among students such as tension, poor concentration and mental distortion.

Which, in turn lead to students poor emotional intelligence problems which reflected on their academic performance, thus the problem of the current study was represented in investigations which there are differences in emotional intelligence, between gifted and ordinary students through answering the following research questions.

1. What level of emotional intelligence do gifted and ordinary students have.
2. Are there any statistically significant differences in emotional intelligence between gifted and non – gifted student?

Research objectives

The study aimed at:

1. Finding out emotional intelligence level among gifted and non-gifted (normal) students:
2. Verifying the existence of statistically significant differences in emotional intelligence between gifted and non gifted (normal) students.

Significance of the study:

The importance of this study stems from the importance of the topic it investigates, where lack or shortage, in Arabic study on this topic, is observed, in the best of the researcher knowledge, furthermore it is hoped that this study will contribute to press these in charge of curricula development to increase students training on emotional intelligence skills, based on modern emotional intelligence models.

Limitations:

Current study is constrained by the following. Topic limitations: the study was bound to the study of differences in emotional intelligence among a sample of gifted and ordinary (normal) students.

Limitations: the study was limited to eighth graders at King Abdullah II schools for excellence and from Khalid bin alwalid secondary school for boys.

Space limitations: the study took place during spring semester for the 2015 – 2016 school year.

Construct definitions

Emotional intelligence: Ability to link emotion with intelligence to generate ideas, and it entails possession of special skills as ability to specify emotion accurately (Mayer, Roberts &, Barsade, 2008).

Gifted: a person who has dispositions or unusual ability or excellent performance, compared to his peers in one or more areas appreciated by society, particularly in mental excellence, creative thinking, special skills and Capabilities and who needs special education care which schools cannot provide in traditional study curriculum (Abu Asi'ad, 2011).

II. METHODS AND PROCEDURES

Methodology:

Analytical descriptive method, was used, in data collection and analysis for the purpose of achieving the study objectives.

Population and sample:

Study population consisted of all eighth graders at Irbid governorate, where 100 students, were purposely selected, from normal and gifted students from eighth graders whose age ranged from (14 – 15) year for Khalid bin alwalid secondary school for boys and King Abdullah II schools for excellence at Irbid governorate to administer emotional intelligence scale, where (50) of them were gifted students from King Abdullah II schools for Khalid bin al – Walid secondary school for boys.

Instrument:

Based on Goleman (1994) model researcher developed a questionnaire to measure emotional intelligence level of the study sample, which measured the following five skills (intrapersonal, internal, Adaptability, stress management, and general mood). And included (44) items.

Validity The instrument was presented to (6) experienced referees, to ensure its face validity, and were asked to judge language accuracy as well as making any required action as elimination modification, or addition of items, and based on their commitments, items were adjusted.

Reliability To test scale reliability, it was administered twice with 2 weeks time period between the two administrations, on a pilot study of (20) students from the study populations, but not from its sample, and Pearson correlation coefficient (test – retest) was computed and it was (0.87), moreover Cronbach alpha for internal consistency was used on the instrument as a whole and α was (0.83) suggesting that the instrument enjoyed high degree of reliability.

Scale scoring:

The questionnaire included items whose responses are specified according to Likert (5) point scale type where (1)= Never, (2) rarely, (3) sometimes (4) mostly, (5) always, however negatively phrased items scores were reversed. Then items mean scores after scoring, were computed.

Procedures

To achieve the study objectives the following procedures took place.

1. Reviewing theoretical literature and previous studies on the study topic.
2. Constructing study instrument based on related theoretical literature and Goleman (1998) model.
3. Getting permission from concerned authorities to administer the instrument on the study sample.
4. Establishing instrument validity and reliability.
5. Administration of the instrument on the sample.
6. Collecting data and performing statistical treatment, using SPSS, to achieve results and recommendations.

Statistical treatment

To achieve study results, SPSS package to compute means and standard deviations of all the instrument items for both gifted and ordinary students groups also T – Test for independent samples was used to find out differences in emotional intelligence between gifted and ordinary students.

III. RESULTS

This section includes results of the study which aimed at identifying differences in emotional intelligence between governorate students. Results will be presented according to the study questions.

Results of the first research question: what is the level of emotional intelligence among the study sample (gifted, ordinary)? Means and standard deviations of all the instrument items, were computed, and used in answering this question, and results are displayed in table (1)

Table (1) Means and standard deviations of questionnaire items for both gifted and ordinary students.

No	Items	Gifted				Ordinary			
		M	SD	Rank	Degree	M	SD	Rank	Degree
1	When happy, and behave without care or thought.								
2	I don't consider others psychological state, when I talk to them.								
3	When mistake, my sadness makes me reconsider mistakes to become more careful in next times.								
4	I postpone planning things that need concentration, when in bad mood.								
5	I can maintain my calmness even when upset.								
6	I spoil happy times when something bothering me happens.								
7	I fear the unknown								
8	I might switch from low stress to great sadness without any reason.								
9	I anticipate situations that stimulate me.								
10	I avoid engaging in discussions when in bad mood.								
11	I display pleasure for receiving, a gift, even if I don't like.								
12	I express my feeling without considering those of others								
13	I can shift from bad to good feelings in some situations.								
14	I am negatively impacted by fear of some matters when faced with,								
15	I feel stressed when mistaken, which negatively affects my feeling.								
16	I can distinguish between others various emotions.								
17	I have difficulty understanding others feelings.								
18	I have high ability in expressing my self.								
19	I can distinguish true from false sadnesses.								

20	I anticipate events which will make me happy and those which will harm me when occur.
21	I can control my emotions
22	If faced by a problem and get tense, I postpone its solution until my mood is improved.
23	Anxiety hindered me when performing some task fearing not to complete them as required.
24	I understand others emotions, and deal with them accordingly.
25	My mood impacts my work performance level.
26	I lose ability to deal with my feelings according to the situation.
27	I fear certain things in an exaggerated way
28	I fall laughing for no reason.
29	I interact with others when they express their feelings
30	I feel discomfort for inability to express my feelings
31	When someone has opposite opinion I feel stressed and heat towards him.
32	I can change my emotions in some situations
33	When someone gets angry, in front of me, I can realize his anger.
34	I commit serious mistake due to my exaggerated emotion.
35	I got angry for no reason.
36	I, suddenly feel stressed and sad.
37	I can control my anger.
38	I express my feelings appropriately in the appropriate time and situation.
39	I got high spirit of adventure with no consideration of consequences, when I am happy.
40	I can distinguish situations which make my colleague sad.
41	When reporting some happy news, to my friend I already know she will be happy.
42	I am careful about my feelings to be appropriate for their place and time.
43	I am easily stimulated or excited.
44	Loose control over my nerves when upset total scale.

Table (1) shows that emotional intelligence level among gifted and ordinary students was moderate with a mean of (3.56), whereas that of gifted students was high with a mean of 4.05 and SD = 0.1732, however that of ordinary students was moderate with a mean of (3.06) and SD = Co. 4729). Results of the second research question: are there any statistically significant differences in emotional intelligence level, between gifted and ordinary students?

T Test for independent samples, to find out differences in emotional intelligence level, due to group type, was used and results are displayed in table (2)

Table (2) Results of t test for the effect of group type on emotional intelligence level.

Group No Mean SD DF T value Significant ordinary gifted

Table (2) Showed statistically significant difference in emotional intelligence level, due to student group, where value was (13.89) and (P = 0.000), where gifted students have a higher emotional level compared to their ordinary counterparts.

IV. DISCUSSION

Discussion of results related to the first research question

Results showed that emotional intelligence level among gifted student was high, whereas that of ordinary ones was moderate. This result can be attributed to the fact that gifted students have mental capabilities which are higher than those of ordinary ones, which leads multiple intelligence to be higher than those of ordinary students, including emotional intelligence, they have more ability to control their emotions, they are also better and faster in understanding emotions and affections including failure facing, control shocks, and regulate their emotions and affections since mental process and related component such as thought talents, creativity and Quick response to them have a primary role in people perception and emotions perception capability when found that academic success is strongly associated also consistent with Masin and Masrur (2010) which showed that emotional intelligence has a great impact on increasing academic achievement.

Discussion of result related to the second research question.

Results show statistically significant differences in emotional intelligence level between gifted and ordinary students, where gifted have higher levels of emotional intelligences than that of ordinary students. This can be explained by the finding that emotional intelligence is strongly associated with mental capabilities, and given that these capabilities are more and higher among gifted as compared to ordinary students, so they have more ability to understand and perceive others and self feelings, furthermore gifted students are more capable of effective regulation of the emotions.

RECOMMENDATION

In Light Of The Above Finding, The Following Recommendations Were Suggested:

1. The need for educational institutions, to be interested in the development of ordinary students emotional intelligence through the development of school curricula to include activities contributing the advancement of students emotional intelligence.
1. The need for these institution to hold training.
2. Programs to develop ordinary students emotional intelligence.
3. Conducting more studies and research on emotional intelligence level, among students of different sexes academic levels and educational achievement.

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