

GENDER DIFFERENCE ON EMOTIONAL INTELLIGENCE ELEMENTS TOWARDS ACADEMIC ACHIEVEMENT AMONG GIFTED STUDENTS IN SAUDI ARABIA

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ABSTRACT

This research examines gender difference on emotional intelligence elements towards academic achievement among gifted students in Saudi Arabia. The researcher examines the gender difference on self-awareness, self-regulation, motivation, empathy and social skill on academic achievement among gifted students in the study area. The discussion in the study is base on the theoretical framework of the emotional intelligence Theory Goleman's (1995), the Mayer and Salovey Model (1995) and achievement motivation Theory. These theories are appropriate for the study because they allow the reader to understand how academic achievement is significantly influenced by emotional intelligence elements among gifted students in Saudi Arabia. A total of 150 respondents were involved in the quantitative study comprising of male and female gifted students whereby 10 teachers and 30 gifted students were used for qualitative study. Questionnaires were the instruments used to sample the opinions of 150 gifted students' where by interview protocol was used to get the information from the 10 teachers and 30 gifted students. During the analysis and interpretation of the responses gathered from gifted students which is the quantitative data, multiple regressions was used to investigate the influence of emotional intelligence elements (self-awareness, self-regulation, motivation, empathy and social skill) on academic achievement among gifted students based on gender. T-test was used to find out the significant difference of emotional intelligence among gifted students based on gender. For the qualitative data thematic analysis was used through manual qualitative style to describe the concept of self-awareness, self-regulation, motivation, empathy and social skills and provide suggestions from the teachers that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia. The findings of the study show the effect of emotional intelligence factors on academic achievement and the difference of emotional intelligence level between male and female students. The study will be significant to teachers of gifted students, educational planners, government, international agencies such as UNESCO, UNICEF, UNDP, e t c and nongovernmental organizations by putting into practice the suggestions and recommendations which will help them improve emotional intelligence among gifted students in Saudi Arabia.

Keywords: *Gender Difference, Emotional Intelligence Elements, Academic Achievement, Gifted Students*

1. INTRODUCTION

In the current century, emotional intelligence and academic achievement are viewed differently compared with how they have been viewed previously. With the introduction of new theories of emotional intelligence, traditional ones have been

gradually replaced. Present theories consider other qualities of a student, which now include self-awareness, self-regulation, motivation, empathy and social skill, apart from reasoning capabilities (student-centered curriculum) (Abisamra, 2000). Goleman's emotional intelligence theory (1995), posits that intelligence quotient (IQ) alone is no longer the only measure for success and that

emotional intelligence also plays a major role in the success of a person more especially academic achievement of gifted students (Goleman, 1995). The purpose of the current study is to examine the influence of emotional intelligence towards academic achievement among gifted students in Saudi Arabia. The researcher tries to determine whether high achievers in intermediate schools have a high emotional intelligence level and if their achievement is linked to their emotional intelligence.

2. BACKGROUND OF THE STUDY

This study aims to examine the influence of emotional intelligence towards academic achievement among gifted students in Saudi Arabia. Human accomplishments result from the reciprocal influences of external circumstances, a host of personal determinants, including endowed potentialities, acquired competencies, reflective thought, and a high level of self-initiative (Bandura, 1986). Moreover, emerging motivational issues have increased the attention of the researchers in the field of gifted and talented studies (Robinson, 1996). However, conducting a theoretical exposition of motivational processes associated with gifted performance is not an easy task. First, giftedness is an elusive and controversial construct that cannot be defined and measured easily (Gallagher, 1996; Tannenbaum, 1996). Even when narrowing the focus to the intellectually and academically gifted, we still face the issue of interpreting gifted performance. Is giftedness the result of genetically endowed ability, developmental precocity, or the effect of an enriched environment and dedicated effort. Researchers in education and psychology have different concepts of giftedness (Gallagher & Courtright, 1986). Some researchers include motivation as part of the definition of giftedness (Feldhusen, 1986; Renzulli, 1986). Others see giftedness as a set of genetically-based aptitudes developed into special talents through personal and social catalysts, including achievement motivation (Gagne, 2005). Thus, we are dealing with a population and a construct that have not been clearly defined (Sternberg & Davidson, 1986). The current study also aims to determine whether the five elements of emotional intelligence such as self-awareness, self-regulation, motivation, empathy,

and social skills could have contributed to academic achievement (Shipley, Jackson & Segrest, 2010).

3. PROBLEM STATEMENT

The academic achievements of gifted students in Saudi Arabia have been a concern to stakeholders and policy makers in the Saudi Arabian education sector. Measures taken by the government at various levels, which are geared toward improving the academic achievement of gifted students, have focused on transferring gifted students to special schools. However, Al-Amari (2005) said that the goals have not been achieved thus far, and his finding indicates decreased levels of academic achievement among gifted students. This emerging state requires due attention from the Ministry of Education so that the causes of such failures can be better understood. According to Bondagjy (2000), an estimate of the percentage of gifted students in the Kingdom of Saudi Arabia is 2%; there are about four million students in the kingdom of Saudi Arabia and the number of those who are gifted may be around 80,000. Functional specialized program can only provide half of the actual number (King Abdul Aziz and his Companions" Foundation for the Gifted [KACFG] Journal, 1999).

Moreover, the numbers identified becomes wider and this causes concern, as postulated by Bondagjy, (2000) where he states that the program can only covered half of that number, which comes down to around 40,000 students number of gifted students which is expected to increase at a rate of 5%, the same rate of increase in the population. Bondagjy, (2000) further adds that the present foundation cannot cater for the increasing numbers of gifted students in the kingdom of Saudi Arabia. According to him, the number of gifted students in the Saudi Arabia would appear to be more than 200,000, if 5% of the gifted student's population is identified. The same report was given by the Ministry of Education in Saudi Arabia (SOME, 2007) which indicated that the number of gifted students who receive the benefit of the specialist programs in Saudi Arabian schools is much less than this number. In this case the emotional intelligence of some gifted students academic achievement will not be met up by the programs of Ministry of Education in Saudi Arabia.

Almost 60 percent (60%) of teachers of gifted students in Saudi Arabia are confronted with difficulty in helping gifted students to develop their emotional intelligence and academic achievement in teaching and learning process. There is a need to conduct a study to determine whether the identified five elements of emotional intelligence self-awareness, self-regulation, motivation, empathy and social skill contribute to academic achievement among gifted students. Based on these reasons the researcher wanted to conduct the study on the influence of emotional intelligence towards the academic achievement among gifted students in Saudi Arabia.

3.1 Objectives of the study

1. To examine the significant difference of emotional intelligence elements (self-awareness, self-regulation, motivation, empathy, social skill) towards academic achievement among gifted students based on gender.
2. To describe the concept of self-awareness, self-regulation, motivation, empathy and social skills among gifted students in Saudi Arabia.
3. To provide suggestions from the teachers that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia.

3.2 Research questions

1. Is there any significant difference of emotional intelligence elements (self-awareness, self-regulation, motivation, empathy, social skill) towards academic achievement among gifted students based on gender?
2. How can self-awareness, self-regulation, motivation, empathy and social skill are described among gifted students in Saudi Arabia?
3. What are the suggestions from the teachers that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia?

3.3 Research Hypotheses

Ho1. There is no significant difference between emotional intelligence level of male and female students.

4. LITERATURE REVIEW

This study presents a review of relevant literature related to the current research. Relevant findings from previous studies are discussed to create the basis for the possible outcomes of the current study. The literature review aims to identify the gender difference and emotional intelligence elements among gifted in Saudi Arabia in particular.

Emotional intelligence is the ability to understand, persevere, communicate clearly, solve problems, and make thoughtful decisions to build and maintain relationships with others (Azimifar, 2013). Thus, the individual can recognize and regulate his emotions, develop skills for his well being, and stay connected with others. Hence, emotional intelligence can affect various aspects of physical and psychological health as well as human performance in the realms of one's social and academic life (Mohzan, 2013).

According to Kolachina (2014), academic achievement is the outcome of education [and] the extent to which a student, teacher and institution has achieved their educational goals. Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign. Moreover, academic achievement relates with various aspects of a student's academic career. For example, students can express their personality as well as deal with social relations (Kolachina, 2014).

Abadi's (2013), study examined the relationship between parenting style and emotional intelligence by academic achievement of high school female students in Anar city. The academic achievement scores of students were considered. Data was analyzed using statistical methods which include simultaneous regression analysis, multivariate correlation and independent sample T-test. Results of the study showed that there is a meaningful relation between parenting style, emotional intelligence and academic achievement of high school gifted female students.

Self-awareness refers to individual's knowledge of his inner personal preferences and perceptions. Self-awareness includes emotional awareness, accurate self-evaluation and self-confidence (Goleman 1998). Jenaabadi (2014), conducted a study on the relation between emotional intelligence, self-esteem and self-awareness with academic achievement. The results

of the study showed that emotional intelligence and self-esteem and self-awareness of gifted students had no effect on their academic achievements and self-esteem and self-awareness of female gifted students were higher than those in males.

Self-regulation refers to management of his inner motivations and resources which include self-control, integrity, consciousness, adaptability and creativity Goleman (1998). Wang (2013), conducted a study on achievement goals, motivational self-regulation, and academic adjustment among elite Chinese high school students. The findings indicated that metacognitive self-regulation, regulation of time and study environment, help seeking and self-efficacy perceptions were significant factors in explaining mathematics achievement while effort regulation was not. Further, it was concluded that there was a difference between the two genders as to the use and benefits of these strategies.

Motivation refers to emotional tendencies that lead an individual towards fulfillment of his goals. Al-Dhamit and Kreishan (2014), investigated a sample of school gifted students' intrinsic and extrinsic motivations, and the role of their parents in fostering motivational achievements in Jordan. Results showed that students were highly intrinsically and extrinsically motivated. The results also showed significant correlation between intrinsic and extrinsic motivations and perceived competence and parental support scales except for parental control. Other interesting findings were also found regarding the aforementioned constructs. The results further reveal some significant differences in control, achievement goal, motivation and competence support between genders and education of parents.

Empathy according to Cooper (2010), is the most powerful aspect for the development of learning relationships and achievement of gifted students. Empathy is often communicated nonverbally through facial expressions and body language (Wang, 2014, Bakar et al, 2014), studied the relationship between domains of empathy and leadership skills among gifted and talented students. Findings from the study show that all domains of empathy correlate positively with leadership skills with the r values for all correlations are from 0.253 to 0.788 ($p < 0.01$). The study found that empathy domains have the strong

correlation with leadership skills are political awareness, followed by leveraging diversity, developing other's potential, caring and helping others. Also findings from the study showed that the r value for service orientation is low. One of the implications of the study was on counseling services in developing leadership skills among gifted and talented students.

Social skill is any skill facilitating interaction and communication with others, when related to gifted students it means that any skill facilitating interaction and the communication among gifted students and between gifted students and their counterparts. Social skills of gifted students have been documented in literature; Radley et al, (2014), investigated the effects of the Superheroes Social Skills program, a social skills training program consisting of multiple evidence-based practices, in promoting accurate demonstration of target social skills in both training and generalized setting. Three gifted students with autism spectrum disorders (ASD) between the ages of 10 and 14 attended 10 social skills training sessions over five weeks, with social skills lessons targeting participation, conversation, perspective taking, and problem solving skills. The results of the study suggested improvement in skill accuracy in both the training and generalization settings. Indirect secondary measures of participant social functioning and parental stress were also collected and suggest improvements associated with social skills training.

5. THEORETICAL BACKGROUND

In this study, two theories were used namely Emotional Intelligence Theory of Goleman, 1995, Mayer and Salovey (1993), for emotional intelligence of gifted students and Achievement motivation theory of McClelland (1958), for academic achievement of gifted students in Saudi Arabia. These theories are more appropriate to be used in this study because they are closely related to the issue of gifted students. The relationship between Goleman and Mayer and Salovey's theories is seen in their contribution to the concept of emotional intelligence where they first of all defined emotional intelligence (EI) as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional

information to guide thinking and behavior (Coleman, Andrew, 2008).

This is to say that any student who passes the screening test by obtaining recommended and required scores will be identified as gifted students.

6. METHODOLOGY

The mix of quantitative and qualitative research design was adopted for this study. The study sought to determine the gender difference and emotional intelligence elements among gifted students in Saudi Arabia reasons. The main population of this study consisted of all 396 intermediate gifted (male and female) students enrolled in Al- Faisaliah and the school of 128th. The findings in this paper are drawn from a research study on the influence of emotional intelligence towards academic achievement among gifted students in Saudi Arabia. Data were collected from the gifted students in Saudi Arabia through questionnaires and interview. A purposive sampling procedure was adopted in selecting the gifted students, on the basis of their status that is all gifted students in Al-Faisaliah school and the school of 128th data. The estimated number of the main population stands at 396 gifted students. The sample size for this study was 150 gifted students. The total selected sample size for qualitative study was 30 gifted students, which included 5 Males and 5 females from each class. The sample size for quantitative study was selected from the sample size of the qualitative study. In other words the 30 gifted students that were interviewed were selected from the 150 gifted students already selected for quantitative study.

However, a total of 10 teachers have been chosen for the interview, as they are the only teachers who are full time teachers to teach the first, second and third class of gifted students with whom the study was conducted and available in the time of conducting the study that is January, 2015. The selected teachers interviewed have a direct contact with the gifted students; therefore, the researcher has intentionally planned to interview them. The teachers were all male comprised of Master degree (MA) and Bachelor degree (BA) holders. It is worth mentioning that the teachers were only asked to give suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia.

Additionally, gifted student can be identified through the results of the screening test.

Table 3.2 shows the distribution of the population.

Table 1

Distribution of the population

Class	Males	Females	Total
First class	71	62	133
Second class	66	68	134
Third class	69	60	129
Total	206	190	396

Source: Al Faisaliah School and the school of 128th data.

Table 2

Distribution of quantitative study respondents according to class grade and gender

Class	Males	Females	Total
First class	27	23	50
Second class	25	26	51
Third class	26	23	49
Total	78	72	150

Source: Al Faisaliah School and the school of 128th data.

Table 3

Distribution of qualitative study respondents according to class grade and gender

Class	Male	Female	Total
First class	5	5	10
Second class	5	5	10
Third class	5	5	10
Total	15	15	30

7. FINDINGS

The study used both quantitative and qualitative methods of analysis. The quantitative study shows the gender difference on emotional intelligence elements towards academic achievement among gifted students in Saudi Arabia. The qualitative study shows how the concepts of self-awareness,

self-regulation, motivation, empathy and social skill are described among gifted students in Saudi Arabia and the suggestions from the teachers that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia. This section contains transcription and analysis of oral interview data. It also contains the reporting of the findings made from gifted students and their teachers in Saudi Arabia.

Research Question 1: Is there any significant difference of emotional intelligence elements (self-awareness, self-regulation, motivation, empathy, social skill) towards academic achievement among gifted students based on gender?

Ho1. There is no significant difference between emotional intelligence level of male and female students.

To see how emotional intelligence elements differ between male and female students, t-test was

Hypothesis	Variable	Gender	Mean	SD	T-Value	Decision
Ho2a	Self-Awareness	Male	3.582	.726	2.665**	Accepted
		Female	3.865	.553		
Ho2b	Self-Regulations	Male	3.721	.611	4.315***	Accepted
		Female	4.089	.424		
Ho2c	Motivation	Male	3.729	.660	4.692***	Accepted
		Female	4.162	.460		
Ho2d	Empathy	Male	3.782	.739	3.250**	Accepted
		Female	4.113	.495		
Ho2e	Social Skills	Male	3.487	.667	.949	Rejected
		Female	3.581	.534		

Note: *p<0.05; **p<0.01; ***p<0.001

Research Question 2: How can self-awareness, self-regulation, motivation, empathy and social skill are described among gifted students in Saudi Arabia?

For this question, 30 gifted students were interviewed orally, in the light of how they described self-awareness, self-regulation, motivation, empathy and social skills among gifted students in Saudi Arabia. The gifted students described self-awareness, self-regulation, motivation, empathy and social skills among gifted students in Saudi Arabia according to their own opinions; the gifted students were quoted verbatim during the interview. Below are some of the

conducted on self-awareness, self-regulations, motivation, empathy, and social skills. Table 4.8 provides the summary of the t-test. The results show that, the level of self-awareness, self-regulations, motivation, empathy, and social skills are significantly higher among female students compared to male students whereas the level of social skills has no significant different between male and female students.

Based on the results obtained from the findings, the hypothesis testing of this study is summarized as in Table 4. The below results have answered the research question number 1 and displays the finding for the hypothesis testing for all variables. The results indicate that 11 (73.3%) hypotheses were supported and 4 (26.7%) hypotheses were rejected.

Table 4

T-test Results

transcripts of the interviews to answer research question 2:

In relation to self-awareness, the interviewees were asked on how they feel about them self and whether they feel successful in their study. Their answers varied. Their responses are as follows:

“I easily speak about my feelings”. (R2)

“I find expressing what I feel toward others to be easy”. (R4)

“I have a problem with expressing my feelings”. (R3)

"I have a natural smile". (R5)

"I finish my homework without mentioning by others." (R5)

"I accept my appearance". (R1)

"I get down to business without being asked." (R6)

"I know my positive features". (R10)

"I have a plan to do some activities in the school." (R27)

"I expect to succeed in any task I undertake". (R7)

"I feel self-confident". (R9)

The views of the respondents on the concept of empathy also varied when they were asked; whether they like spending time with others, in order to solve their problem. They responded in the following statements:

"I am proud of who I am". (R8)

"I believe I am the best in all I do". (R11)

"I consider making friendships as an important thing." (R21)

With regard to self-regulation the interviewees were asked about the situation that makes them felt angry and what did they do if they are angry. Their answers varied. Their responses are as follows:

"I easily make friends with others." (R25)

"To control my anger is not easy". (R13)

"I love my friends." (R23)

"I fight easily with others." (R12)

"I see things through the perspective of others to be difficult." (R6)

"I easily get angry." (R14)

"I feel nice to others." (R11)

"I find waiting League to be difficult." (R25)

"I am a useful person." (R27)

"I easily get the anger." (R26)

"I enjoy spending time with other people." (R13)

"Ask for help from my friends during the exam period if necessary." (R27)

When talking about social skills the researcher asked the interviewees to tell him about how they make friends with others and whether they feel difficult to find a friend. The interviews revealed different views as follows:

"I outfox others when I'm in trouble." (R28)

"I can share with others through private conversations." (R26)

On the concept of motivation the interviewees gave different responses when they were asked about whether they need someone to tell them what to do if they are angry and how did they assist somebody to solve his problem. They answered in the following words:

"I express my desires clearly to others." (R15)

"I love to perform new tasks." (R30)

"I try to convince others of my point of view." (R14)

"I enjoy school tasks." (R26)

"I can solve problems when there is a disagreement between members of the group." (R30)

"I help my mother with household chores." (R7)

"My membership in the group is always important." (R22)

"I like to do the work for others." (R3)

"When differences start within the group, I can always find alternative solutions." (R21)

"I understand how others feel." (R16)

"I understand the feelings of others." (R18)

"I can recognize if one of my closest friends is happy." (R8)

"I try to understand my friends better by understanding their views." (R29)

Analysis of the interview conducted with thirty gifted students from the centre of gifted students Jeddah Saudi Arabia gave a great insight into the importance of description of self-awareness, self-regulation, motivation, empathy, social skills among gifted students in Saudi Arabia. In this section, the responses of the respondents were summarized under different themes.

7.1 Identified Themes for Qualitative Study

In the following sections the researcher revealed the opinion of each participant in line with the research question number four (2) and question number five (3) of the study. Specific themes were identified as

Themes	Sub-themes
Feeling of Self-Confidence	<ul style="list-style-type: none"> . Speaking about one’s feelings . Expressing one’s feelings toward others to be easy . Having a natural smile.
Self Control	<ul style="list-style-type: none"> . Controlling one’s anger is not easy . Getting angry easily . Requesting help from friends during exams period if need arises
Self Initiative	<ul style="list-style-type: none"> . Interest in performing new tasks . Interest in accomplishing work for others . Initiate work without being asked
Human Relation	<ul style="list-style-type: none"> . Making friendships as an important thing . Loving one’s friends . Spending time with others
Sharing the feelings of	<ul style="list-style-type: none"> . Sharing with others during their private conversations . Convincing others of one’s point of view

emergent from the interview data collected. Each theme also contained some sub themes based on which the discussion will be done in respect of each major theme. Relevant concepts or subjects occurring at least twice were assigned as categories and were then coded. Therefore the section elaborates on each theme and concludes with thought from the participants directed to gifted students’ opinions to describe self-awareness, self-regulation, motivation, empathy and social skill and suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia. Below are some of the major themes derived from the responses of the gifted students which were put in a tabular form and finally explained one after the other.

1. Feeling of Self-Confidence
2. Self Control
3. Self Initiative
4. Human Relation
5. Sharing the feelings of others

Table 4. 1
Themes identified from the interview data collected from Gifted Students.

others	<ul style="list-style-type: none"> . Solving problems when a dispute occurs among group members
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Research Question 2: What are the suggestions from the teachers that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia?

For this question, 10 teachers of gifted students were interviewed orally, in the light of the suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia. The teachers provided some suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia; the teachers were quoted verbatim during the interview. Below are some of the transcripts of the interviews to answer research question 5:

Interviewees were asked on the suggestions that could be adopted to improve emotional intelligence in the aspect of self-awareness, among gifted students in Saudi Arabia. They responded in the following statements:

"Teachers should be self-awareness, reading and writing to be emotionally and understanding and an integral part of that passion in their teaching because teaching and learning is concerned only with the knowledge, understanding, and skill. It is also an emotional practice." (R3)

"Teachers should teach with self-awareness, optimism and think they can make a difference in students' lives, and it must attribute the positive qualities of the learners." (R5)

"It should be emotionally intelligent teachers care and deep sympathy. It should be student's self-awareness and knowledge of the teachers care for them and are committed to its success." (R1)

"Be authenticated no facts about the need to teach students emotional intelligence skills and an element such as self-awareness, because the outstanding teacher qualities such as courtesy, care, and passion has been erroneously attributed to" dispose of personal or private virtue, "rather than to the skills that can be learned, practiced, and mastered "(R4)

Interviewees gave different responses when they were asked about the suggestions that could be adopted to improve emotional intelligence in the aspect of self-regulation among gifted

students in Saudi Arabia. They answered in the following words:

"For there is a need to give more emphasis on the relationship between emotions and classroom management because of emotional awareness, self-control and self-regulation are considered as basic skills for effective teaching." (R2)

"There is a need for the ability to define and regulate emotions (control) students because teachers are able to suffer from a wide range of emotions such as anger, frustration, anxiety, and happiness in a single category." (R8)

"Teachers should increase the intensity of the self-regulation of positive emotions such as joy, enthusiasm and reduce the intensity of the negative emotions such as anger, anxiety, and this serves as a useful strategy one expected to be used by teachers." (R7)

"Teachers can mitigate the effects of anger and frustration by re-evaluate or re-framing of knowledge which is another successful method used to relieve angry feelings, by attributing the positive and motivated students the qualities." (R6)

"Other teachers may use strategies include being extra preparation on the days when they do not feel well, using humor to defuse the tension and turn their attention to the quiet places, deep breathing, talking (venting) to colleagues." (R9)

The views of the respondent also varied when they were asked, about the suggestions that could be adopted to improve emotional intelligence in the aspect of motivation among gifted students in Saudi Arabia. They responded in the following statements:

"Focus on emotional intelligence as part of the curriculum can lead to a variety of personal and social consequences, both positive and community." Although the provision of training emotional intelligence for students may be strategic value, a viable option both for teachers is lessons on feelings and relationships with other topics already taught combination." (R3)

"Can emotional lessons naturally integrated into standard courses and lesson plans to infiltrate and thus, after receiving training for teachers on emotional intelligence, can ask the

teachers to write voluntarily EI goals for themselves and for their students alike." (R1)

"Teachers may consider the introduction of emotional intelligence curriculum components even in less-than-expected sessions." (R2)

"To conquer any doubts of the students, it is useful to provide information using examples in the real world that are directly related to their field, teachers must be used the way roles representation in the teaching emotional intelligence because it gives students the opportunity to learn about the emotional skills important in everyday interactions with colleagues and the community." (R10)

Interviewees were asked about the suggestions that could be adopted to improve emotional intelligence in the aspect of empathy among gifted students in Saudi Arabia. Their responses are as follows:

"The weak nature of the first year of studies makes it the most important decisions in the formulation of perseverance; education institutions such as school for talented desire not only to recruit students, but to keep them. (R4)

"Education institutions such as schools of gifted should invest energy and resources in the planning and implementation of new initiatives to guide students, which aims to facilitate academic and social success for students." (R7)

"You can enter emotional intelligence skills as a preventative strategy to enhance students' emotionally healthy, because emotional intelligence increases the sensitivity to the feelings of others, self-control and awareness of the consequences of behavior". (R6)

"Emotionally intelligent students are more sympathetic and are able to effectively manage moods. Depression, stress, loneliness, anger, and delinquency, drug abuse, impulsivity, and aggressive behaviors are common among students with weak emotional health." (R5)

When talking about social skills the researcher asked the interviewees what are the suggestions that could be adopted to improve emotional intelligence in the aspect of social skill among gifted students in Saudi Arabia. They responded in the following verbatim statements:

"We must not lose sight of the fact that knowledge of God is an emotional relationship, as well as one of intellectual and voluntary, and cannot actually be a deep relationship otherwise." Emotions are a gift from God. "(R8)

"Emotional and social aspects of personal relationships often used of God to conform to the faithful to his image. Therefore, it is necessary for each of the talented students and their teachers as believers to manage the emotional lives according to God's design." (R2)

"Integration of the claims of religion with the complexities of the emotional life of students is essential for spiritual growth and maturity. The overall experiences of religious education students need to work together under the rule of religion and the authority of the Bible." (R10)

"When the religious institutions of education segmentation academic, social, emotional and spiritual education components, and the students are in danger of assuming that belief in religion is only one aspect of life, rather than the basic life-pillars, and therefore, for me to integrate emotional intelligence in education is very important" (R1)

"The five elements of EI may think them through religious study sections. Department of spiritual formation can lead and facilitate the study. Students can register voluntarily in a small group discussion." (R9)

"We can provide evidence to further study for further study through personal loyalties and reaping the benefits of both companies and individuals. Can be taught self-awareness through the study of religious books and sincere prayer that the prophets."

"You can re-cognitive framing through the study of religious books analysis, which addresses the importance of renewing the mind, which offers a model of religious thinking."(R4)

"Motivation and optimism can be taught primarily through the provision of religious message which is the greatest message of hope given to mankind." (R5)

"In addition, the study of God's promises will be the appropriate option to promote optimism and encouragement." (R3)

Analysis of the interview conducted with thirty gifted students from the centre of gifted students

Themes	Subthemes
Teach the teachers emotional intelligence skills,	<ul style="list-style-type: none"> . Teachers should be emotionally literate . Teachers should teach with self-awareness and optimism . Emotionally intelligent teachers should be caring and deeply empathetic
Incorporating emotional intelligence into the curricula	<ul style="list-style-type: none"> . Controlling one's anger is not easy . Getting angry easily . Requesting help from friends during exams period if need arises
Provide emotional intelligence training to first-year students	<ul style="list-style-type: none"> . Interest in performing new tasks . Interest in accomplishing work for others . Initiate work without being asked
Incorporate religious perspectives of emotional intelligence into spiritual formation curricula.	<ul style="list-style-type: none"> . Making friendships as an important thing . Loving one's friends . Spending time with others

Jeddah Saudi Arabia gave a great insight into the importance of description of self-awareness, self-regulation, motivation, empathy, social skills among gifted students in Saudi Arabia. In this section, the responses of the respondents were summarized under different themes.

7.2 Identified Themes for Qualitative Study

In the following sections the researcher revealed the opinion of each participant in line with the research question number four (4) and question number five (5) of the study. Specific themes were identified as emergent from the interview data collected. Each theme also

contained some sub themes based on which the discussion will be done in respect of each major theme. Relevant concepts or subjects occurring at least twice were assigned as categories and were then coded. Therefore the section elaborates on each theme and concludes with thought from the participants directed to gifted students' opinions to describe self-awareness, self-regulation, motivation, empathy and social skill and suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia. Below are some of the major themes derived from the responses of the gifted students which were put in a tabular form and finally explained one after the other.

7.3 Identified Themes for Qualitative Study

1. Teach the teachers emotional intelligence skills,
2. Incorporating emotional intelligence into the curricula,
3. Provide emotional intelligence training to gifted students,
4. Incorporate religious perspectives of emotional intelligence into spiritual formation curricula.

Table 4. 2

Themes identified from the interview data collected from Gifted Students.

8. DISCUSSION OF THE FINDINGS

In line with the objectives of the study and research questions to find out gender difference on emotional intelligence elements towards academic achievement among gifted students in Saudi Arabia, the responses from questionnaires and interview analyzed, the discussion will attempt to highlight on how emotional intelligence elements influence academic achievement among gifted students in Saudi Arabia based on their gender.

The findings revealed that, the level of self-awareness, self-regulations, motivation, empathy, and social skills are significantly higher among female students compared to male students whereas the level of social skills has no significant different between male and female students.

The findings of this study did not match with the findings of Al-Rfou, (2012) especially

the result of the second hypothesis which indicates that there are no statistically significant differences between Emotional Intelligence of female and male high achievers. This result confirmed the results of Woitaszewski & Aalsma, Mathew's (2004) study particularly in the aspect of the level of social skills which showed that Emotional Intelligence does not contribute largely to academic achievement of high achiever adolescents. The result also confirmed the result of Martha and George's study (2001) study particularly in the aspect of the level of social skills which indicated that the (academic achievement and gender) variables have a weak contribution in the Emotional intelligence dimensions (compassion, emotion management, relation management and self control). Martha and George's study (2001) revealed that there are statistically significant differences between male and female students in relation's management and academic success in favor of the males. The study also met with A-Jundi's study (2006) since it found that there was no correlative relation between the degrees of the Emotional Intelligence and the degrees of academic achievement for the whole sample except for the stress management dimension. Goleman pointed out those male students seemed to be more optimistic than female students and that they can control anger better than females.

Al-Dawaideh and Al-Saadi (2013), investigated the metacognitive awareness reading strategies used by gifted students in order to determine whether the strategies varied with gender, area of specialization, and academic achievement variables. The results demonstrated that female participants read more, and performed better academically, and these results were statistically significant. Koura and Al-Hebaishi (2014), who investigated the multiple intelligences (MIs), self-efficacy and self-awareness profiles, that characterize Saudi female gifted third intermediate students and their relationship to the achievement of EFL language skills and aspects. Study finding revealed that interpersonal intelligence was the most preferred intelligence types among gifted and regular participants. The findings of this study agree with the research conducted by Jenaabadi (2014), who conducted a study on the relation between emotional intelligence, self-esteem and self-awareness with academic achievement. The results of the study showed that self-esteem and self-awareness of female gifted students were higher than those in males.

Theoretically, the study established concrete connection and mutual relationship between emotional intelligence and academic achievement of gifted students in Saudi Arabia through the emotional intelligence Theory Goleman's (1995) which confirmed that academic, personal, and professional success cannot be fulfilled if the person does not acquire emotional and social skills, the Mayer and Salovey Model (1993) which hypothesized a new type of intelligence based on individual differences to treat emotional information more especially in relation to gifted students and achievement motivation Theory which postulates that people are motivated in varying degrees by their need for achievement, need for power and need for affiliation, and that these needs are acquired or learned during one's lifetime.

9. IMPLICATION FOR FURTHER RESEARC

Studies about gender difference on emotional intelligence elements towards academic achievement among gifted students in Saudi Arabia is among the recent investigations conducted in Saudi Arabia, so these findings are considered basic and there is still a need for further research and discussion in this area. The findings of this study which have highlighted on gender difference on emotional intelligence elements towards academic achievement among gifted students in Saudi Arabia is among the recent investigations conducted in Saudi Arabia, suggested that more studies should be done on influence of emotional intelligence towards academic achievement among other categories of students to make the research more general in nature. Since the present study was conducted in Saudi Arabian in only Al Faisaliah School and the school of 128th using gender difference on emotional intelligence elements towards academic achievement among gifted students, there is a need to make deeper investigation of emotional intelligence and academic achievement using more than two schools. Since the findings of this study showed that the is negative influence of self-awareness and social skills on academic achievement among gifted students, research can also be done on strategies that could be used to improve the level of emotional intelligence of gifted students in Saudi Arabian. More research on emotional intelligence and academic achievement using purely qualitative research methodology need to be done in order to make deeper investigation about the phenomena.

9.1 Recommendations

There is a need to develop and establish a philosophy of emotional intelligence and academic achievement through Saudi Arabia Ministry of Education. Relationship between emotional intelligence and academic achievement of gifted students has many known benefits for Saudi Arabian Education system, as well as for teachers, students and Ministry of Education in general; Ministry of Education should therefore enhance and facilities programmes that encourage public as well as private schools involvement in the issue of emotional intelligence and academic achievement. The issue of feeling of self-confidence, self control, self initiative, human relation and sharing the feelings of others should be inculcated in the mind of gifted student in particular and all students of Saudi Arabia in general. Ministry of Education should improve emotional intelligence among gifted students in Saudi Arabia by teaching the teachers emotional intelligence skills, incorporating emotional intelligence into the curricula, providing emotional intelligence training to gifted students, incorporating religious perspectives of emotional intelligence into spiritual formation curricula. Useful policies to the gifted students should also be created by encouraging gifted students to develop their skills. Saudi Arabian government through its public schools should improve the quality of life of the gifted and non- gifted students contribute towards addressing their social and emotional problems that are mainly related to academic achievement.

10. SUMMARY AND CONCLUSION

This exploratory study attempted to shed light on gender difference on emotional intelligence elements towards academic achievement among gifted students in Saudi Arabia. The findings of this study explore the difference of emotional intelligence elements towards academic achievement among gifted students in Saudi Arabia based on their gender; which is a meaningful change in Saudi education system in general. The result the of the t-test results shows that, the level of self-awareness, self-regulations, motivation, empathy, and social skills are significantly higher among female students compared to male students whereas the level of social skills has no significant different between male and female students.

During the analysis and interpretation of the responses gathered from

gifted students and their teachers manual qualitative data analysis was used to provide suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia. The findings of the qualitative investigation were put under different themes. Analysis of the interview conducted with 10 teachers and 30 gifted students gave a great insight into the feeling of self-confidence, self control, self initiative, human relation and sharing the feelings of others, teaching the teachers emotional intelligence skills, incorporating emotional intelligence into the curricula, providing emotional intelligence training to gifted students and incorporating religious perspectives of emotional intelligence into spiritual formation curricula.

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