



The relationship between emotional intelligence and academic adaptation among gifted and non-gifted student

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Abstract

The purpose of this article was to identifying the relationship between the Emotional Intelligences and Academic adaptation differences between gifted and non-gifted students. To achieve that, sample consists of (684), (253) students from King Second Abdullah School for Gifted students, and (431) students from public school.

The researcher used Bar-On Inventory which consists of (60) item. And the Social academic adaptation scale which Consist of (33) items.

The findings indicated that:

- That there is a positive relationship (positive correlation) between the school social adaptation scale and the emotional intelligence scale. And contrarily, and the higher relationship appears in the Relationship with colleagues.
- There is a positive relationship between all school social adaptation dimensions and all emotional intelligence dimensions, and the higher relationship appears between the Relationship with colleagues and the General Mood, then the Relationship with colleagues and Interpersonal competence, then between the General Mood and the Relationship with administration, then between the Relationship with colleagues and Adaptability.

Keywords: Emotional intelligence; Gifted students; Non-gifted students; School social adaptation.

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Introduction

Recently, there has been considerable and growing interest in the concept of emotional intelligence (EI), which can be explained by the popular view that individuals of moderate intelligence do well in life, while others of high intelligence have difficulties and problems in their life. And this made a debate about the effect of intellectual intelligence on the life success, there are two opinions: some considered that the intellectual intelligence is an important predictor of success in school and later life adaptation, and some considered that the intellectual intelligence is a poor predictor of later life adaptation and adjustment [29]-[30]-[31].

Gardner [13] considered that the intelligence accounts for only 20% of the factors that effect on the life success while the emotional intelligence account for the next 80% of the factors that determine the life success.

The role of the term of emotional intelligence appears in the Thorndike theory (1920) when he envisioned three kinds of intelligence: social intelligence, concrete intelligence, and abstract intelligence, both the abstract and concrete intelligence only have been studied extensively; the concept of emotional intelligence (EI) was first developed in 1990 in an article published by Peter Salovey and John Mayer. However, it was relegated to oblivion for five years, until Daniel Goleman published his book *Emotional Intelligence* [11]. And he opined that we need a new vision of the study of human intelligence beyond the cognitive and intellectual aspects, a vision that would highlight the importance of the use and management of the social emotional concept to understand the people's lifetimes. Goleman states that there are skills more important than academic intelligence for achieving better employment, academic and social welfare.

The concept of Emotional Intelligence (EI):

Although the EI is a new term, the literature has defined the EI in multiple ways, Mayer, Salovey, and Caruso [22] stated that there are two general models of EI: a mental ability model and a mixed model. Ability model of EI focused on the interaction between emotion and intelligence; and mixed model described intelligence as a compound conception include mental abilities, disposition, and traits. And the Goleman [11] and Bar-on [1] models are considered as mixed models that deal with EI as both mental abilities and variety of personality characteristics such as: motivation, social activity and states of consciousness.

And according to this model EI define and divided into four branches:(1) the ability to perceive emotions,(2) to access, generate and use emotions so as to assist thought,(3) to understand emotion and emotional knowledge, and (4) to reflectively regulate emotion so as to promote emotional and intellectual growth [11]-[20]-[21]-[22], and this definition make a relationship and connection between intelligence and emotions through the idea that the emotion makes thinking more intelligent and one thinks intelligently about emotion. And according to these view, a person with these ability is considered a well adapted , emotionally skilled person and have well social interaction, because emotion serve communicative and social functions, conveying information about people's thoughts, intention, and coordinating social encounters .

Both type of models may be useful in the study of human effectiveness and success in daily life [22], but measurement tools designed for mixed model, such as Bar-On's model, have been used more extensively in researches, which pertains to the emotional, personal and social dimensions of intelligence. And emotional intelligence comprises abilities related to understanding oneself and others, relating to people, adapting to changing environmental demands, and managing emotions.

The concept of Social Academic Adaptation and the Relationship between Emotional Intelligence and Social Academic Adaptation:

The academic adaptation is consider apart of general adaptation, which effect the individual own mental health, and it's result from the interaction between the student behaviors, education and school environments which reflect to the education goals [34].

Students who have difficulty regulating emotional reactions or impulsive behavior, because they are lack emotional skills, are likely to experience difficulties in adapting to school, and social environments [5]-[10][16]. A large number of studies with children further suggest that the capacity to decode, understand, and regulate emotions is associated with social and emotional adaptation [14]-[25].

Emotional abilities might contribute to Students social and academic adaptation to school in several ways [18]-[25]-[28]. First, school work and intellectual development require the ability to use and regulate emotions to facilitate thinking, enhance concentration, control impulsive behavior, perform effectively under stress, and nurture intrinsic motivation [4]-[6]. Second, social adaptation to school involves establishing sound relationships with peers and

teachers. Emotions serve communicative and social functions, conveying information about people's thoughts and intentions, and coordinating social encounters [17] and executive functions associated with the coordination of numerous skills required for effective social behavior. Third, social adaptation to school and academic performance can be reinforcing and enhance students' motivation to engage in schoolwork and develop relationships with peers [7].

Emotional Intelligence and Academic Performance:

Academic performance is often referred to as achievement, or alternatively, the level at which a person has learned to perform a particular skill [22].

Studies exploring the relationship between emotional intelligence and academic performance have produced mixed results. A study by [26], there was a small, but significant relationship between academic success, as measured by grade point average, and three out of the five factors within the utilized emotional intelligence scale utilizing the Goleman [11]-[12] scale. Petrides, Frederickson, and Furnham [27] looked at the relationships between emotional intelligence, academic performance, and cognitive ability in a sample of 650 British secondary education students (Grade 11). They found that emotional intelligence moderated the relationship between academic performance and cognitive ability.

In a study conducted by Parker et al. [26], various dimensions of emotional intelligence were found to be predictors of academic success. At the beginning of the semester, 372 first-year full-time students completed the short form of the Emotional Quotient Inventory (EQ-i:Short) at a small Ontario university. At the end of the academic year, data from this inventory was matched with the students' academic records and two levels of very different academic success were identified: highly successful students who achieved a first-year university grade point average of 80% or better and relatively unsuccessful students who received a first year grade point average of 59% or less. The results showed that the highly successful students scored higher than the unsuccessful group on three out of the four subsets (intrapersonal ability, stress management, and adaptability) of emotional intelligence as defined by the EQ-i:Short. The two groups did not score significantly different on interpersonal ability [26].

In a study conducted by Rode, Mooney, Arthaud-Day, Near, Baldwin, Rubin & Bommer [32], it was predicted that emotional intelligence was related to academic performance for

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two reasons. First, academic performance involves a great deal with causes felt stress in students [15]. Such as: Students are required to manage numerous assignments, adapt to the differing teaching styles and expectations of instructors, work independently toward objectives, and manage conflicting academic and non-academic schedules.

In addition, some aspects of academic work may be considered highly stressful, such as taking exams [32].

Second, the majority of academic work is self-directed, requiring high levels of self-management [32]. Understanding the causes and effects of various emotions is an important element of emotional intelligence.

A number of other studies did not find significant relationships between emotional intelligence and academic success. A study by O'Connor and Little [24] assessed the relationship between emotional intelligence and academic achievement, as measured by grade point average, in college students, using both self-reports and ability-based measures of emotional intelligence. The results showed that emotional intelligence was not a strong predictor of academic achievement regardless of the type of instrument used to measure it.

Bastian, Burns, and Nettelbeck [3] examined the relationships between emotional intelligence and a number of life skills (academic achievement, life satisfaction, anxiety, problem-solving, and coping ability). The participants consisted of 246 predominantly first-year tertiary students from a university in Australia. Participants completed three measures assessing emotional intelligence that were widely used and suitable for an Australian sample: Trait Meta Mood Scale, Assessing Emotions Scale, and the Mayer, Salovey, and Caruso Emotional Intelligence Test. Correlations between emotional intelligence and academic achievement were not statistically significant.

Considering the mixed nature of literature on the relationship between emotional intelligence and academic performance, the concept warrants further research.

General Description of BarOn EQ-i: Youth Version:

The BarOn EQ-i: Y V is a unique integration of theoretical knowledge, empirical sophistication, and state-of-the-art psychometric techniques, and its reliable and valid.

The BarOn EQ-i: Y V consist of 60 items that are distributed across 5 major dimensions: Interpersonal, Intrapersonal, Adaptability, Stress Management, General Mood, and also

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includes a scale that assesses item response consistency which is designed to identify random responding.

The Intrapersonal dimension consists of five related abilities: emotional self-awareness, assertiveness, self-regard, self-actualization, and independence.

The Interpersonal dimension consists of three related abilities: empathy, social responsibility, and interpersonal relationship.

The Adaptability dimension consists of three related abilities: reality testing, flexibility, and problem solving.

The Stress Management dimension consists of two related abilities: stress tolerance, and impulse control.

The General Mood dimension consists of two related abilities: optimism, happiness.

It's a self-report measure, suitable for use with children and adolescents aged 7 to 18 years. Separate norms are available for male and female in 3-year intervals.

And its use a 4-point likert-style format in which respondents are asked to rate each item as to the extent that they relate to them. The response options are "Very Seldom True of Me." "Seldom True of Me." "Often True of Me." "Very Often True of Me." The various BarOn EQ-i: Y V scales were developed so that higher scores indicate increased levels of emotional intelligence.

The stander scores for the BarOn EQ-i: Y V scales have a mean of 100 and a standard deviation of 15. And it's adapted to the Jordanian culture on a sample of gifted and non-gifted children by Aljoundi (2006).

General Description of Social Academic Adaptation scale:

Consist of (33) items, that are distributed across 4 major dimensions: Relationship with colleagues (8) items, relation with teachers (7) items, relation with school activities (10) items, relation with administration (8) items, And its use a 3-point likert-style format in which respondents are asked to rate each item as to the extent that they relate to them. The response options (3) indicate high adaptation, the option (1) indicate low adaptation, and the option "not notice" take degree (2), It's have reliability and validity on the Jordanian culture.

Statement of the problem:

The teenage students face dramatic physical and mental change in this teenage period. Consequently, students feel nervous, anxious, frustrated, depressed, and marginalized due to

lack of instructor's attention to their emotional well-being. If students cannot receive timely guidance from school authorities, teachers or the parents, or timely concern from their peers or siblings, their unstable emotions will result in behavioral disorder [33]. Furthermore, mental disorder can influence the academic achievements and the life adaptation. Entry into the secondary school a convergence of physical, mental, social, familial, and social developments" [33].

Therefore, this study examined the relationship between emotional intelligence and academic adaptation among gifted and non-gifted adolescent students in Jordan.

To clarify the relationship between emotional intelligence and academic adaptation, and the importance of developing the students' emotional intelligence because students' learning ability depend on their experience of adaptation ability and coping with people [10].

Method:

This part of study discusses the research methodology and techniques, which are used in this research. In addition, it sets out the rationale for the methodology used and describes the considerations that influenced the development of research techniques and procedures. This study examined the relationship between emotional intelligence and academic adaptation with a sample of secondary schools gifted and non-gifted students in Jordan.

Research Design:

The research design used for the present study can be schematically represented as follows:

Three phases were involved in this study; the first phase is

The application of the BarOn EQ-i: Y V scale on the participants. The second phase is the application of the Social Academic Adaptation Scale on the participants. The third phase involved comparative design through comparing the results of the two scales on gifted and non-gifted students by statistical ways.

Subjects:

Students from the secondary schools in two regions in Jordan (Al- Salt city and Al- Zarqa city): (N=684) (253 gifted students: 121 females; 132 males from king Abdullah schools for gifted students, and 431 non-gifted students: 216 females, 215 males from tow comprehensive schools in both cities. and the sample of this study was randomly chosen from this schools. The study employed random stratified sample technique in order to

represent the characteristic of the whole population, and the range of their ages between 12-16 years (7th grad to 10th grad).

Procedures:

The BarOn EQ-i: Y V scale was administered to the participants in their classroom. The researcher explained to the participants the purpose and the importance of their participation in this study. In addition, the researcher assured the participants of the confidentiality of their responses and that their responses would be used only for research purposes. Then, the answer sheets were distributed and the participants were asked to fill in the information needed. After that, the question booklets were distributed and instruction were given to the participants on how to answer them, approximately 25 to 30 minutes were taken to complete the test, Then and after the rest time the Social Academic Adaptation Scale was administered to the participants, the scale booklets were distributed and instruction were given to the participants on how to answer them, approximately 30 minutes were taken to complete the scale, the participants responses were entered into the computer for statistical analysis, the data analyzed using SPSS package. The results were discussed and suggestions instructional and research purpose were made.

Results:

First: The Reliability of Scales:

Reliability of the School Social Adaptation Scale:

The reliability of the School adaptation scale has been examined in terms of internal consistency (Cronbach alpha), was evident from the results in table (1) the reliability coefficient of the whole scale was reached 0.88, and the reliability coefficients for the subscale ranged between 0.73 for the relationship with teachers and the relationship with activities and between 0.77 for the relationship with colleagues. It emerged from these result that the scale has acceptable reliability for the purposes of the study.

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Table (1) reliability coefficients (Cronbach alpha) for the school social adjustment scale

Scales	reliability coefficients (Cronbach alpha)
Relationship with colleagues	0.77
Relationship with teachers	0.73
Relationship with activities	0.73
Relationship with administration	0,75
Total School Social Adaptation Scale	0.88

Reliability of the BarOn EQ-i: Y V scale:

The reliability BarOn EQ-i: Y V scale has been examined in terms of internal consistency (Cronbach alpha), was evident from the results in table (2) the reliability coefficient of the whole scale was reached 0.89, and the reliability coefficients for the subscale ranged between 0.68 for the relationship with teachers and the relationship with activities and between 0.82 for the relationship with colleagues. It emerged from these result that the scale has acceptable reliability for the purposes of the study.

Table (2) reliability coefficients (Cronbach alpha) for the measurement of emotional intelligence

Scales	reliability coefficients (Cronbach alpha)
Interpersonal competence	0.79
Intrapersonal competence	0.78
Stress Management	0.72
Adaptability	0,69
General Mood	0.82
Positive Impression	0.68
Total Emotional Intelligence	0.89

Second:

Results

The study aimed to identify the relationship between school social adaptation scale and the emotional intelligence scale between the gifted and non- gifted students, and for the purposes of extracting the arithmetic means, standard deviations and the subscales degrees comparison, the arithmetic mean has been transformed to the percentage by dividing the calculated Arithmetic mean from the total score on the maximum score (number of items of the subscale \times 3 in the scale of school social adaptation scale, and the number of items of the

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subscale $\times 4$ in the emotional intelligence scale) and multiplied by 100, and will adopt the following standard when interpreting the scores (less than 33: Low, 34 – 66 around average, more than 67 high), The study found the following results::

Question 1: What is the degree of school social adaptation in both gifted and non-gifted students?

The arithmetic mean and standard deviations of the degrees of the gifted and non-gifted students on the school social adaptation scale was calculated, and the results are shown in the table (3).

Table (3) Arithmetic mean and standard deviations of the school social adaptation scale

The dimensions of school social adaptation scale	Arithmetic mean	standard deviations
Relationship with colleagues	81.1	14.5
Relationship with teachers	76.6	16.2
Relationship with activities	80.3	14.4
Relationship with administration	79.1	16.2
Total School Social Adaptation Scale	79.4	11.7

Arithmetic mean of the total degree of school social adaptation scale to the the gifted and non-gifted students was 79.4 which is considered high, and the arithmetic mean for the subscales ranged between 76.6 for the relationship with teachers to 81.1 for the relationship with colleagues, and all of them are considered to be high.

Question 2: What are the differences in degree of school social adaptation between gifted and non-gifted students according to the sex?

To see if there was a statistically significant difference in the degree of school social adaptation between gifted and non-gifted students and according to their sex, the arithmetic mean was calculated, and significant difference between them extracted using the bilateral variance analysis. (Table 4) shows the results.

Table (4) Arithmetic mean (Arith mean) and standard deviations (Stan dev) of the school social adaptation scale according to the students category and their sex

The dimensions of school social adaptation scale		Non-gifted		Gifted		Sum		Bilateral Variance Analysis		
		Arith mean	stand dev	Arith mean	stand dev	Arith mean	Stan dev		F value	sig level
Relationship with colleagues	female	80.1	17.7	82.6	14.4	81.9	15.4	students category	22.38	0.000
	male	75.0	14.4	82.5	12.5	80.3	13.5	sex	6.03	0.014
	sum	77.4	16.3	82.5	13.5	81.1	14.5	students category* sex	5.47	0.020
Relationship with teachers	female	77.7	15.6	75.6	18.0	76.2	17.4	students category	1.80	0.180
	male	73.3	13.5	78.6	15.3	77.1	14.9	sex	0.30	0.586
	sum	75.4	14.7	77.1	16.7	76.6	16.2	students category* sex	9.50	0.002
Relationship with activities	female	81.3	14.3	81.3	14.3	81.3	14.3	students category	13.44	0.000
	male	73.9	13.6	81.7	14.0	79.4	14.3	sex	11.42	0.001
	sum	77.4	14.4	81.5	14.2	80.3	14.4	students category* sex	14.07	0.000
Relationship with administration	female	80.9	15.6	83.2	15.5	82.6	15.6	students category	28.60	0.000
	male	68.7	15.2	78.7	15.7	75.8	16.2	sex	52.34	0.000
	sum	74.5	16.5	81.0	15.8	79.1	16.2	students category* sex	11.19	0.001
Total School Social Adaptation Scale	female	80.1	12.9	80.9	11.6	80.7	12.0	students category	24.94	0.000
	male	72.8	10.1	80.5	11.0	78.2	11.3	sex	20.97	0.000
	sum	76.3	12.1	80.7	11.3	79.4	11.7	students category* sex	17.28	0.000

The results in the previous table showed the follows':

The differences between gifted and non-gifted:

- There are statistically significant differences between the gifted and non-gifted students in the overall degree of the school social adaptation scale, the F value has reached 24.94 and this difference was in favor of gifted with arithmetic mean 80.7, while for non-gifted 76.3.

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- There are statistically significant differences between the gifted and non-gifted students in all degrees of the dimensions of school social adaptation scale in favor of the gifted students, except in the relationship with teachers in favor of the non- gifted students there are no differences.

The differences between males and females

- The result shows there are statistically significant differences between males and females in the overall degree of school social adaptation scale, the F values reached 20.97, and this difference was in favor of females with arithmetic mean 80.7, while for males 78.2.
- There are statistically significant differences between females and males in all degrees of the dimensions of school social adaptation scale in favor of females students.

Differences according to the interaction between gender and the student category (gifted and non-gifted):

The result shows there are statistically significant in the overall degree of school social adaptation scale according to the interaction between gender and the student category, the F values reached 17.28, and from the arithmetic mean which shown in table (4) we show that there are little differences between gifted female (80.1) and non- gifted female (80.9), while there is a big difference between non-gifted males (72.8) and gifted male (80.5) in favor of gifted male.

-There are statistically significant in degree of school social adaptation dimensions according to the interaction between gender and student category between male and female, except in the relationship with teachers, and the resource of this differences came from the wide differences between the arithmetic mean of the gifted male and non-gifted male in favor of gifted male, while the The differences between arithmetic mean of the gifted females and non-gifted females was lower than among the gifted and non-gifted males; see figure (1).

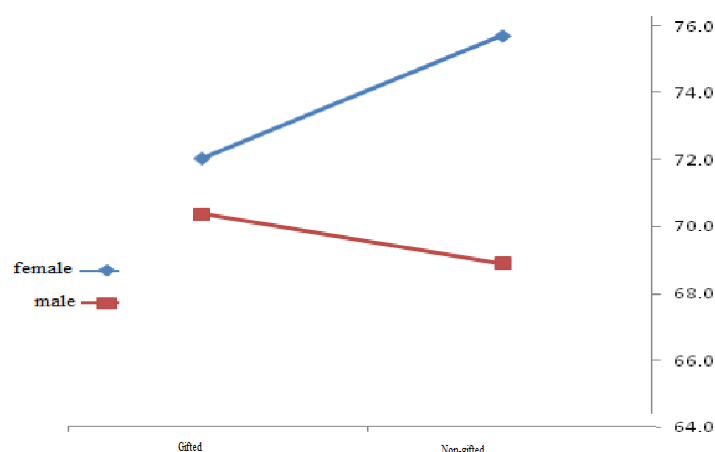


Figure (1): Differences in arithmetic mean in school social adaptation scale according to the interaction between gender and student category

Question 3: What are the degrees Emotional Intelligence in both gifted and non-gifted students?

The arithmetic mean and standard deviations of the degrees of the gifted and non-gifted students on the emotional intelligence scale was calculated, and the results are shown in the table (5).

Table (5) The arithmetic mean and standard deviations for emotional intelligence scale

Emotional Intelligence dimensions	Arithmetic mean	Standard deviations
Intrapersonal competence	62.9	13.8
Interpersonal competence	77.3	13.9
Stress Management	63.2	11.4
Adaptability	74.2	13.3
General Mood	75.9	13.4
Positive Impression	70.0	13.2
Total Emotional Intelligence	71.5	8.8

Arithmetic mean of the total degree of emotional intelligence scale to the the gifted and non-gifted students was 71.5 which is considered high, and the arithmetic mean for the dimensions ranged between 62.9 for the Intrapersonal competence to 77.3 for the Interpersonal competence, and all of them are considered to be high, except the Intrapersonal competence (62.9) and Stress Management (63.2).

Differences in Emotional Intelligence scale according to the gender and student category (gifted and non-gifted):

To determine the differences in degrees of emotional intelligence between gifted and non-gifted and according gender, the arithmetic mean for emotional intelligence were calculated to extracted significance of the difference between them using the bilateral variance analysis. (Table 6) shows the results.

Table (6) Arithmetic mean, standard deviations and bilateral variance analysis of the emotional intelligence scale according to the students category and their sex

The dimensions of emotional intelligence scale		gifted		non-gifted		sum		bilateral variance analysis		
		Arith mean	stand dev	Arith mean	stand dev	Arith mean	Stan dev		F value	sig level
Intrapersonal competence	female	64.1	15.3	62.8	14.2	63.2	14.5	students category	0.87	0.350
	male	63.2	13.1	62.5	13.2	62.7	13.2	sex	0.33	0.564
	sum	63.6	14.2	62.7	13.7	62.9	13.8	students category* sex	0.08	0.775
Interpersonal competence	female	84.8	10.5	78.5	14.5	80.3	13.8	students category	2.27	0.132
	male	72.8	13.5	75.0	13.1	74.4	13.3	sex	68.48	0.000
	sum	78.5	13.6	76.8	14.0	77.3	13.9	students category* sex	22.32	0.000
Stress Management	female	60.8	13.0	63.7	10.9	62.9	11.6	students category	4.63	0.032
	male	62.9	10.0	63.7	11.6	63.5	11.1	sex	1.63	0.203
	sum	61.9	11.6	63.7	11.2	63.2	11.4	students category* sex	1.42	0.234
Adaptability	female	80.7	12.1	73.8	12.8	75.7	13.0	students category	7.79	0.005
	male	71.7	14.1	73.2	13.0	72.7	13.4	sex	25.52	0.000
	sum	76.0	13.9	73.5	12.9	74.2	13.3	students category* sex	19.24	0.000
General Mood	female	82.2	11.7	76.8	13.6	78.3	13.3	students category	1.29	0.256
	male	72.0	12.9	74.3	13.0	73.6	13.0	sex	49.70	0.000
	sum	76.9	13.3	75.6	13.4	75.9	13.4	students category* sex	19.54	0.000

Positive Impression	female	75.3	13.2	70.9	14.1	72.1	14.0	students category	2.21	0.138
	male	67.0	13.7	68.4	11.3	68.0	12.0	sex	31.48	0.000
	sum	70.9	14.0	69.7	12.8	70.0	13.2	students category* sex	9.20	0.002
Total Emotional Intelligence	female	75.7	8.1	72.0	8.8	73.1	8.7	students category	2.04	0.154
	male	68.9	8.4	70.4	8.7	69.9	8.6	sex	29.16	0.000
	sum	72.2	8.9	71.2	8.7	71.5	8.8	students category* sex	12.36	0.000

The results in the previous table showed the follows':

The differences between gifted and non-gifted:

- There are no statistically significant differences between the gifted and non-gifted students in the overall degree of the emotional intelligence scale, the F value has reached 2.04, and arithmetic mean for the non-gifted was (71.2) and for gifted 72.2, also no difference appears in the other dimensions except in the Stress Management with arithmetic mean (63.7) in favor of the non-gifted while reach (61.9) for the gifted, and in Adaptability with arithmetic mean (76.0) in favor of the gifted while reach (73.5) for the non-gifted.

The differences between males and females

- The result shows there are statistically significant differences between males and females in the overall degree of emotional intelligence scale, the F values reached 29.16, and this difference was in favor of females with arithmetic mean 73.1, while for males 69.9.

- There are statistically significant differences between females and males in the follow dimensions: Interpersonal competence, Adaptability, General Mood, and Positive Impression in favor of females, while no significant differences in: Intrapersonal competence and Stress Management.

Differences according to the interaction between gender and the student category (gifted and non-gifted):

The result shows there are statistically significant in the overall degree of emotional intelligence scale according to the interaction between gender and the student category, the F values reached 12.36, and from the arithmetic mean which shown in table (6) and figure (2)

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we show that there are little differences between non-gifted female (72.0) and non-gifted male (70.4), while there is a big difference between gifted females (75.7) and gifted male (68.9) in favor of gifted female.

-There are statistically significant in degree of emotional intelligence dimensions according to the interaction between gender and student category in: Interpersonal competence, Adaptability, General Mood, and Positive Impression in favor of gifted females, while there are a little differences between non-gifted female and male; see figure(2).

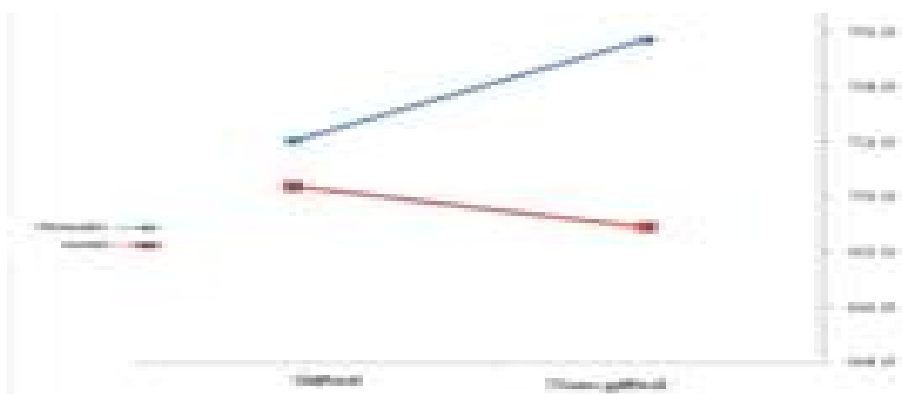


Figure (2): Differences in arithmetic mean in emotional intelligence scale according to the interaction between gender and student category

Question 4: What are the relationship between the degrees of school social adaptation scale and the degrees of the emotional intelligence scale in both gifted and non-gifted students?

The Pearson correlation coefficient Calculated between scores of gifted and non-gifted students on school social adaptation scale and on the emotional intelligence scale, and table (7) shows the transactions.

Table (7) The relationship between the degrees of school social adaptation scale and the degrees of the emotional intelligence scale

	Relationship with colleagues	Relationship with teachers	Relationship with activities	Relationship with administration	Total School Social Adaptation Scale
Intrapersonal competence	0.04	0.09	0.06	- 0.05	0.04
Interpersonal competence	*0.35	0.09	*0.21	*0.25	0.29*
Stress	*0.23	*0.24	*0.20	*0.23	0.29*

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Management					
Adaptability	*0.26	*0.13	*0.22	*0.23	*0.28
General Mood	*0.38	*0.17	*0.25	*0.28	*0.35
Positive Impression	*0.13	0.10	*0.17	*0.16	*0.18
Total Emotional Intelligence	*0.35	*0.22	*0.28	*0.26	*0.36

Statistically significant in 0.05

The results in the previous table show:

- That there is a positive relationship (positive correlation) with statistical significance level in 0.05 between the total degree of school social adaptation scale and the total degree of the emotional intelligence scale, reached (0.36). These findings indicate that the students who have high degrees in emotional intelligence scale consider being able to adapt in higher level, and vice versa.
- There is a positive relationship (positive correlation) between all school social adaptation dimensions and the total degree of the emotional intelligence scale, and the higher relationship appears in the Relationship with colleagues, its reached (0.35).
- There is a positive relationship (positive correlation) between all emotional intelligence dimensions and the total degree of the school social adaptation scale, and the higher relationship appears in the General Mood, its reached (0.35).
- There is a positive relationship (positive correlation) between all school social adaptation dimensions and all emotional intelligence dimensions, and the higher relationship appears between the Relationship with colleagues and the General Mood, its reached (0.38), then between the Relationship with colleagues and Interpersonal competence, its reached (0.35), then between the General Mood and the Relationship with administration, its reached (0.28), then between the Relationship with colleagues and Adaptability, its reached (0.26).
- There is no statistically significant relationship between the Intrapersonal competence with the school social adaptation subscales, and no statistically significant relationship between the Relationship with teachers with the Interpersonal competence and General Mood.

Question 5: Are there any differences in the relationship between the degrees of school social adaptation scale and emotional intelligence scale among gifted and non-gifted students?

to examine the differences in the relations, the correlation coefficients for the gifted and non-gifted students have been converted to the standard degrees by using the conversion Fischer (Z) according to the following equation:

$$r' = 0.5 * \log \{ \text{Abs} ([1 + r] / [1 - r]) \}$$

And then calculate the difference in the correlation coefficients between the emotional intelligence scales and school social adaptation scale in gifted and non-gifted students using the (Z) test which is especial for examine such differences by using the following equation

$$Z = (r1' - r2') / \text{sqrt} ([1 / (N1 - 3)] + 1 / [N2 - 3])$$

And the results are shown in table (8).

Table (8) The difference in the relationship between the emotional intelligence scales and school social adaptation scale in gifted and non-gifted students

subscales		Relation with colleagues	Relation with teachers	Relation with activities	Relation with administration	Total School Social Adaptation Scale
Intrapersonal competence	gifted	0.04	0.08	0.08	0.01-	0.06
	non-gifted	0.05	0.09	0.06	- 0.06	0.04
	(Z) value	- 0.07	- 0.14	0.32	0.65	0.21
	sig level	0.526	0.557	0.374	0.258	0.416
Interpersonal competence	gifted	*0.39	*0.26	*0.33	*0.45	*0.46
	non-gifted	*0.34	0.04	*0.18	*0.18	*0.24
	(Z) value	0.71	3.01	2.26	4.09	3.43
	sig level	0.240	0.001	0.012	0.000	0.000
Stress Management	gifted	*0.25	*0.25	*0.22	*0.21	*0.29
	non-gifted	*0.21	*0.23	*0.19	*0.23	*0.28
	(Z) value	0.56	0.28	0.38	- 0.30	0.13
	sig level	0.289	0.388	0.353	0.618	0.447
Adaptability	gifted	*0.26	*0.22	*0.23	*0.31	*0.33

	non-gifted	*0.28	0.10	*0.24	*0.22	*0.28
	(Z) value	- 0.26	1.86	- 0.07	1.21	0.65
	sig level	0.604	0.031	0.528	0.114	0.259
General Mood	gifted	*0.46	*0.32	*0.36	*0.42	*0.50
	non-gifted	*0.35	*0.11	*0.22	*0.24	*0.30
	(Z) value	1.75	2.97	2.06	2.65	3.18
	sig level	0.040	0.001	0.020	0.004	0.001
Positive Impression	gifted	0.10	*0.18	*0.21	*0.23	*0.23
	non-gifted	*0.15	0.07	*0.16	0.14	*0.17
	(Z) value	- 0.63	1.73	0.66	1.28	0.81
	sig level	0.735	0.042	0.256	0.101	0.208
Total Emotional Intelligence	gifted	*0.38	*0.32	*0.34	*0.38	*0.45
	non-gifted	*0.36	*0.19	*0.27	*0.22	*0.34
	(Z) value	0.22	1.93	1.16	2.33	1.82
	sig level	0.412	0.027	0.123	0.010	0.034

The results in the previous table show:

- There are significant differences in the relationship between the overall degree of emotional intelligence and the overall degree of school social adaptation scale in gifted and non-gifted, the correlation coefficient for gifted students was (0.45) and amounted to the non-gifted students (0.34), - There are significant differences in the relationship between the Relation with teachers and the Relation with administration with the overall degree of emotional intelligence scale and shows that the relationship in the gifted students was higher than among the non-gifted students.
- There are significant differences in the relation between both of General Mood and Interpersonal competence and the overall degree of school social adaptation scale and these differences were in favor of gifted students that the relation stronger for the gifted than among non-gifted students.

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- There are significant differences in the relation between both of General Mood and Interpersonal competence and the Relation with teachers, the Relation with administration and Relation with activities and all were in favor of the gifted students.
- There are significant differences in the relation between the General Mood and the relationship with colleagues were in favor of the gifted students.
- There are significant differences in the relation between the Positive Impression and the Adaptability with the Relation with teachers in favor of the gifted students.
- There are no significant differences in the relation between the other subscales of emotional intelligence scale and the school social adaptation scale.

Table (9) The bilateral variance analysis of the difference in the school social adaptation scale according students category and gender

subscales	Source of variance	Sum of squares	freedom degrees	mean of squares	F value	sig level
Relation with colleagues	students category	263.2	1	263.2	22.4	0.000
	sex	70.9	1	70.9	6.0	0.014
	students category* sex	64.3	1	64.3	5.5	0.020
	Error	10419.3	886	11.8		
	Sum	10789.0	889			
Relation with teachers	students category	20.6	1	20.6	1.8	0.180
	sex	3.4	1	3.4	0.3	0.586
	students category* sex	108.7	1	108.7	9.5	0.002
	Error	10142.1	886	11.4		
	Sum	10282.5	889			
Relation with activities	students category	241.1	1	241.1	13.4	0.000
	sex	204.9	1	204.9	11.4	0.001
	students category* sex	252.4	1	252.4	14.1	0.000
	Error	15893.3	886	17.9		
	Sum	16476.1	889			
Relation with administration	students category	398.2	1	398.2	28.6	0.000
	sex	728.8	1	728.8	52.3	0.000
	students	155.9	1	155.9	11.2	0.001

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	category* sex					
	Error	12337.1	886	13.9		
	Sum	13501.9	889			
Total School Social Adaptation Scale	students category	3162.9	1	3162.9	24.9	0.000
	sex	2660.0	1	2660.0	21.0	0.000
	students category* sex	2191.9	1	2191.9	17.3	0.000
	Error	112376	886	126.8		
	Sum	119190	889			

Table (10) The bilateral variance analysis of the difference in the emotional intelligence scale according students category and gender

subscales	Source of variance	Sum of squares	freedom degrees	mean of squares	F value	sig level
Intrapersonal competence	students category	9.7	1	9.7	0.9	0.350
	sex	3.7	1	3.7	0.3	0.564
	students category* sex	0.9	1	0.9	0.1	0.775
	Error	9803.9	886	11.1		
	Sum	9816.9	889			
Interpersonal competence	students category	94.7	1	94.7	2.3	0.132
	sex	2859.8	1	2859.8	68.5	0.000
	students category* sex	932.2	1	932.2	22.3	0.000
	Error	37003.5	886	41.8		
	Sum	39992.7	889			
Stress Management	students category	137.1	1	137.1	4.6	0.032
	sex	48.1	1	48.1	1.6	0.203
	students category* sex	42.0	1	42.0	1.4	0.234
	Error	26222.7	886	29.6		
	Sum	26416.2	889			
Adaptability	students category	210.1	1	210.1	7.8	0.005
	sex	688.6	1	688.6	25.5	0.000
	students	519.3	1	519.3	19.2	0.000

	category* sex					
	Error	23909.3	886	27.0		
	Sum	24939.4	889			
General Mood	students category	69.3	1	69.3	1.3	0.257
	sex	2665.9	1	2665.9	49.7	0.000
	students category* sex	1048.3	1	1048.3	19.5	0.000
	Error	47526.7	886	53.6		
	Sum	50358.7	889			
Positive Impression	students category	21.3	1	21.3	2.2	0.138
	sex	304.2	1	304.2	31.5	0.000
	students category* sex	88.9	1	88.9	9.2	0.002
	Error	8560.2	886	9.7		
	Sum	8884.9	889			
Total Emotional Intelligence	students category	81.3	1	81.3	2.0	0.154
	sex	1163.6	1	1163.6	29.2	0.000
	students category* sex	493.2	1	493.2	12.4	0.000
	Error	35352.8	886	39.9		
	Sum	36645.3	889			

Discussion:

First: The differences in degrees of school social adaptation scale between gifted and non-gifted students according to the gender and the interaction between student category and gender:

The result shows that there are statistically significant differences between the gifted and non-gifted students in favor of gifted students in the overall degree of the school social adaptation scale, except in the relation with teacher, and in favor of gifted females, and we explained this finding by that the gifted students have high capability and efficiently to built positive relationship with their colleagues and with administration; which mean that they are able to develop successful social relation with others and feel satisfaction and with happiness

and have good ethics and manner in the social interaction , and they have positive studying habits, and positive attitudes toward school activities and prefer integration in the activities which appropriate to their intelligence and there gradients and they interest in it , which related to the high academic achievement which play major role in school adaptation by given the gifted students the self confidence , high self esteem, and self security which help them to facing and cope with the social difficulties. And about no differences between the gifted and non-gifted students in the relation with teacher we can explain this finding by that both type of student are in adolescent and all prefer to make relation with peers who in the same age and who participate in the same thought, interest, and needs, and both category of student in public school which stress in the formal relation between teachers and students.

And about the females superiority in all school adaptation tests dimensions can explained by the females have high ability to built intimate social relation with their peers, and they have more harmonious and affiliation to the school than males, and this may related to the social nature in the Arab community that do not allow to the females do activities or do social relationships with people outside the school compared with males so the female find herself inside the school because it's the only way to do their activities, hobbies, and social relation.

Second: Differences in Emotional Intelligence scale according to the gender and student category (gifted and non-gifted) and the interaction between gender and the student category:

The result shows that there are no statistically significant differences between the gifted and non-gifted students except in the adaptability in favor of gifted students, we explained this finding by the possibility that the dimensions of emotional intelligence distributed in close degrees between all the students (gifted and non-gifted) which support the scientific truth which says that the growth in mental | cognitive is not accompanied necessarily growth in the emotional | effective, especially if we take Into account that the growth and development in emotion is not a school subject and not emphasized in current approaches to development activation in the teaching of teaching materials and thus it has no place in the school schedule.

And about the superiority of the gifted students in the adaptability can be explained by the proven literary theory that the gifted students have the capacity of social adjustment through

the ability to find effective solution to the problems they face and they are sensitivity to changes of environmental and social surround them and work to keep up and interact with it.

And about the superiority of the gifted females students in the interpersonal competence, adaptability, general mood, and positive impression can be explained throw the fact that the females are faster in the stages of development language and talk earlier than the males, and earning high marks in language tests than males making them more capable and skilled in showing their feeling and emotions by using words to reveal this emotions, also females are more committed to social life and family which affect in positive social relationship with others, as well as females are more aware to their emotion and show sympathy and best adapted to the social reaction.

Third: The relationship between the degrees of school social adaptation scale and the degrees of the emotional intelligence scale in both gifted and non-gifted students according to the gender and the interaction between gender and the student category?

The results show a strong, high and positive relationship correlation between them, in the total score in all subscales in favor of gifted students, and the strongest relationship were between the total degree of emotional intelligence and with the relationship with colleagues in school social adaptation scale, and between the public mood and the total score school social adjustment. And about the relation between the subscales in both scales; the strongest relationship are between the general mood and the relationship with colleagues, then the relationship between social competence and the relationship with colleagues, then the relationship between the general mood with the relationship with administration, then the relationship between adaptation and the relationship with colleagues.

Can be explained the relation between the all dimensions of emotional intelligence with all school social adaptation scale by the gifted students have the ability to deal and manage with the stressors and conflicts during the social interaction in order to maturity of the skill of self-control and awareness to their emotion and others emotions, as well as the maturity of their skills of empathy and like to help others , which is considered one of the main keys in social interaction and built the social relations, and the ability of the gifted students to solve other problems due to high mental and cognitive ability help talented to win the others and provide them with assistance, as well as the gifted characterized by leadership, which include good listening , tact , the ability to build social relationships , the use of different

communication skills, and the ability to negotiate, and we can conclude that the emotional intelligence in gifted students help them to adapt and achieve successfully in social interaction (Spearman, 1993)

And the result can be explained in light of the emotional and social characteristics of the gifted students who are characterized by independence, initiative, altruism, belonging, compassion, like the Assistant of others and solve their problems. The gifted students understand their emotions very well and they can use it effectively during their interaction with other, and they have overlapping in their emotional in the social adjustment which can be difficult to separate them, and this truth consistent with the findings of this study.

Recommendation of the study:

Based on the findings and results of this study, the following recommendations and suggestions were formulated:

1. There is a need to care for the learning and practicing the emotional intelligence development, introduction and activated in the school curriculum and counseling programs.
2. Further studies dealing with the concept of emotional intelligence and its relationship to other variables related to the problems and frustrations faced by gifted students in different stages of their lives.

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