



The Concept of Self-Regulation from Student's Perspective: A Study of Gifted Students in Jeddah Saudi Arabia

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ABSTRACT

This research examines the concept of self-regulation from student's perspective among gifted students in Jeddah Saudi Arabia. The discussion in the study is based on the theoretical framework of the emotional intelligence Theory Goleman's (1995). 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. During the analysis and interpretation of the responses gathered from gifted students which is the quantitative data, effect size was used to investigate which of the emotional intelligence element (self-awareness, self-regulation, motivation, empathy and social skill) would be the best predictor of academic achievement among gifted students in Saudi Arabia. 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. 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.

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Introduction

The academic achievements of Saudi Arabian gifted students do not satisfy expectations, a condition that has affected the societal development of the country. Correspondingly, the major challenge faced by the Saudi general education system is improving the quality of education, such that the graduates of the system have the skills and knowledge that could match the demands of the labor market (Aljughaiman & Grigorenko, 2013; Prokop, 2003). The country requires intelligent and creative individuals who can design new inventions and open new horizons to advance the technological and scientific sectors. These individuals must also remain competitive in the fast-paced developing world. The Kingdom of Saudi Arabia has recently focused on the important role of this special group.

The EI and academic achievement of gifted students in Saudi Arabia have become an increasing source of concern within the Saudi education sector (Alqefari, 2010). This concern has been attributed to the significant role played by education in national development. Facilitating the appropriate provisions for gifted and talented students is important to the development of any functioning society (Alqefari, 2010).

Students worldwide face a wave of global pressure in terms of their EI and academic achievement that requires

attention (Abisamra, 2000), and they control their emotions in a manner that should also be recognized (Abisamra, 2000). Adolescence, which is a transitional stage between childhood and adulthood, involves numerous changes and is therefore a psychologically intriguing stage of development. Adolescents experience rapid maturational changes, shifting societal demands, conflicting role demands, increasingly complex social relationships, and new educational expectations (e.g., Montemayor, Adams, & Gullotta, 1990; Wigfield, Byrnes, & Eccles, 2006). These intense changes have prompted several researchers to consider adolescence as a time of challenge that can potentially induce both positive and negative outcomes.

Background of The Study

The importance of EI is gradually being acknowledged, and the number of studies in this field is increasing. This research explores the concept of self-regulation from student's perspective: a study of gifted students in Jeddah Saudi Arabia. Social and EI issues occur across the life span of gifted individuals. Some of these issues affect the youngest, whereas some are only apparent to older gifted individuals who have become involved in serious relationships in their college or graduate school years or had children later in their lives (Reis, 2002). Older gifted individuals resolve personal issues relating to the ability and social issues experienced by their younger

counterparts. Understanding that some of these dilemmas cannot be resolved to the satisfaction of everyone involved is important as well. Some dilemmas are resolved because of the changes in the life of a gifted individual, such as the maturation of his children, the dissolution of a relationship, the re-emergence of other relationships, and changes in work/home environments. Therefore, when discussing social and emotional issues, studying giftedness without discussing gifted students is difficult, if not impossible. The reason is that many young gifted students believe that they can “do it all” or “have it all,” whereas many older gifted individuals have learned that they cannot. These gifted students are extremely bright in school, but they tend to become ambivalent about their future as they become older, causing their hopes and career dreams to waver. Preventing this scenario and learning more about why hopes fade are the reasons why significant research about gifted individual continues (Reis, 2002).

Problem Statement

New initiatives tailored to the Saudi environment are urgently needed. These initiatives must improve the academic achievement of gifted students and identify the factors that influence such achievement. This need has been emphasized by several Saudi researchers (Kahtani, 2013). The majority of the available studies have focused on different aspects of the problem. However, these research inquiries may contain information gaps that do not match the Saudi environment. Therefore, this study aims to address this research gap. The intelligent and creative individuals were categorized based on the test given by the Saudi MOE and were then required to attend special schools in Jeddah (Saudi MOE, 2013). Numerous Saudi researchers, including Algamdi (2007), affirmed that the concerned parties should focus on gifted students and monitor their academic achievement level. Moreover, the authorities must establish scientific educational mechanisms for sustaining the development of gifted students, including the detection of factors that may hinder their performance.

The researcher determined that the scores of the gifted students varied in the past three years because of their emotions and because these scores have also been affected by the school, society, or family. The total scores of 150 students (78 male and 72 female) were used by the researcher for the duration of three years from the examination records to determine the level of EI and academic achievement among gifted students in Saudi Arabia. This undertaking was realized in consideration of the understanding of EI and achievement motivation theories. The observations and experiences of the researcher also contributed in identifying the research gap in this area of study.

Objectives of the Study

1. To examine the level of emotional intelligence among gifted students in Saudi Arabia based on five elements (self-awareness, self-regulation, motivation, empathy and social skill).
2. To describe the concept of self-regulation from student's perspective among gifted students in Jeddah Saudi Arabia.
3. To provide suggestions from the teachers that could be adopted to improve emotional intelligence among gifted students in Jeddah Saudi Arabia.

Research Questions

1. What is the level of emotional intelligence among gifted students in Saudi Arabia based on five elements (self-awareness, self-regulation, motivation, empathy and social skill)?

2. How can self-regulation be described from student's perspective among gifted students in Jeddah Saudi Arabia?
3. What are the suggestions from the teachers that could be adopted to improve emotional intelligence among gifted students in Jeddah Saudi Arabia?

Literature Review

Self-regulation

This competence refers to one's management of his inner motivations and resources. It includes several sub-competencies, such as self-control, integrity, consciousness, adaptability, and creativity, as listed below.

Self-control

Self-control connotes an individual's ability to control his emotions and chaotic motivations. People who possess this competence control their impulsive feelings and those related to distress and sadness in a good manner. They remain integrated and positive even in tough moments, and they think clearly and can maintain focus under pressure (Goleman, 1998).

Integrity

Integrity is one's ability to maintain a level of honesty. People who possess this competence act with ethics and gain trust through their worthiness and credibility. They also admit mistakes and confront the immoral behaviors of others.

Consciousness

This competence refers to one's ability to take responsibility for his personal performance. People who possess this competence fulfill their commitments and promises and hold themselves responsible to reach their goals. They are organized and keen in their work (Goleman, 1998).

Adaptability

Adaptability denotes one's flexibility in dealing with change. People who possess this competence can easily deal with various requests, can effortlessly change their priorities, reactions, and plans to suit the circumstances, and are flexible in their perception of events (Goleman, 1998).

Creativity

Creativity is the ability to merge new ideas and concepts as well use modern methods to realize these ideas. People who possess this competence seek new opinions from different resources, enjoy new solutions to problems, and adopt new horizons in their thinking (Goleman, 1998). Goleman (1998), stated that teaching children to organize their emotions and directing them toward fruitful ends, whether by controlling their motivations or organizing their mood status, is rooted in the ability to control one's emotions.

Theoretical Background

In this study, one theory was used namely Emotional Intelligence Theory of Goleman, 1995, for emotional intelligence of gifted this theory is more appropriate to be used in this study because it is closely related to the issue of gifted students. The relationship between Goleman theory 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).

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 the qualitative study was 30 gifted students, which included 5 Males and 5 females from each class. The sample size for qualitative 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.

Research Question 1: What is the level of emotional intelligence among gifted students in Saudi Arabia based on five elements (self-awareness, self-regulation, motivation, empathy and social skill)?

4.7 Descriptive Analysis

The descriptive statistics of the five types of EI are shown in Table 4.5. The results revealed that Saudi Arabian gifted students demonstrated a high level of EI. Among the five types of EI, empathy had the highest level (mean = 3.941, SD = 0.653), followed by motivation (mean = 3.937, SD = 0.611), self-regulation (mean = 3.897, SD = 0.559), self-awareness (mean = 3.718, SD = 0.662), and social skills (mean = 3.532, SD = 0.607).

Table 4.1. Descriptive statistics

Variable	Mean	Standard Deviation
Self-Awareness	3.718	.662
Self-Regulations	3.897	.559
Motivation	3.937	.611
Empathy	3.941	.653
Social Skills	3.532	.607

Note: All of the variables used a five-point Likert-type scale with (1= strongly disagree, 5= strongly agree).

Research Question 3: How can self-regulation be described from student's perspective among gifted students in Jeddah 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 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 accept my appearance". (R1)

"I know my positive features". (R10)

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

"I feel self-confident". (R9)

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

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

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:

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

"I fight easily with others." (R12)

"I easily get angry." (R14)

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

"I easily get the anger." (R26)

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

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

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 love to perform new tasks." (R30)

"I enjoy school tasks." (R26)

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

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

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

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

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

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

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

"I love my friends." (R23)

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

"I feel nice to others." (R11)

"I am a useful person." (R27)

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

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

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

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

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

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

"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.

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 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 4.2. Themes identified from the interview data collected from Gifted Students.

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 others	<ul style="list-style-type: none"> . Sharing with others during their private conversations . Convincing others of one's point of view . Solving problems when a dispute occurs among group members

Research Question 4: 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 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.

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.

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 4.3. Themes identified from the interview data collected from Gifted Students.

	Themes	Subthemes
1	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
2	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
3	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

Discussion of The Findings

In line with the objectives of the study and research questions to find out emotional intelligence element that best predict the academic achievement among gifted students in Saudi Arabia, the responses from questionnaires and interview analyzed, the discussion will attempt to highlight on which of the emotional intelligence element would be the best predictor of academic achievement.

The findings revealed that, among the five types of EI, empathy had the highest level (mean = 3.941, SD = 0.653), followed by motivation (mean = 3.937, SD = 0.611), self-regulation (mean = 3.897, SD = 0.559), self-awareness (mean = 3.718, SD = 0.662), and social skills (mean = 3.532, SD = 0.607).

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, more especially in relation to gifted students.

Implication for Further Research

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.

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.

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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