

Emotional Intelligence among kindergarten Gifted Children, Irbid- Jordan

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Abstract

This study aimed at identifying the emotional intelligence's dimensions in relation to age and gender variables among kindergarten gifted children. The sample of the study consisted of (50) gifted children; of which (24) were males and (26) were females. The sample was chosen out of (787) children in Irbid city of Jordan using stratified random sample. 15 Children were 4- < 5 years age and 35 were 5 - 6 years age.

The participants were chosen in two stages: the first stage 63 children were chosen depends on teachers' nomination where the behavioral characteristics rating scale for gifted was used which the researcher develops. While, in the second stage Stanford Bient IQ Test was applied, and about (50) high achievers who scored more than 120 of the IQ test were chosen. Emotional Intelligence Scale for gifted children and Mann –Whitney Test were used to achieve the goals of this study.

The results revealed that there are statistically significant differences in favor of female on the emotional intelligence dimensions on the level ($\alpha < 0.05$), emotional management, social skills and emotional intelligence in general. Results also revealed that there are statistically significant differences in favor of children whose ages (5-6 years) on the level ($\alpha < 0.05$) for gender variable on faces and motivation domains, while the differences did not appear in the other dimensions.

Key Words: Emotional intelligence, Emotional age, Kindergarten gifted children

Introduction

Nowadays, there is an increased interest in the subject of emotional intelligence type among psychological research. Psychologists working on giftedness pay more attention to the correlation between the emotional and cognitive aspects and their direct influences on highly intelligent people. Silverman has emphasized on the emotional aspect in her giftedness comprehensive model (Silverman, 2004).

Recently, more attention has been paid to the emotional intelligence theories relating its educational practice on family and school particularly in the kindergarten period. Goleman, has adopted this concept, and defined it as the ability of a person to monitor his own emotions, perceive feelings and process all these in his behavior and way of thinking (Goleman, 2000).

Hebret & Neueister, (2002) are among the educationalists that see the importance of the emotional aspect and its development in life of the gifted child. Both of them consider the emotional and social aspects are very important to the gifted children as it effects on the manner of their life (silverman_also cited).

Jerwan (2012) noted that the gifted show a sense of hypersensitivity against their surroundings, while the strength of feeling is the most obvious trait that the gifted are characterized by, and it is like a driving force without it giftedness becomes like a body without a soul. Several studies were conducted in order to determine the level of emotional intelligence among those gifted people (Gendi, 2006; Wotiaszewski & Aslamsa, 2004; Perrone, 2006).

The emotional intelligence appears in the early childhood, as emphasized by Shields (1991). He noted that the child in kindergarten has a perfect understanding for his own emotions, that helps him in orienting his behaviors in the social situations. Zureikat & Nasr (2005) stressed that kindergartener has an ability of naming and expressing huge amount of feelings.

Kindergarten is one of the best environments for screening the gifted at pre-school stage, especially when opportunities are provided to realize and identify their mental and creativity skills (El-Sherbini and Sadiq, 2002). The researchers also stress that kindergarten is a very important place to discover the emotional aspect among the gifted. Bainbridge (2008) emphasized that at pre-school stage, the gifted children have social and emotional maturity that allow them to join schools earlier than others. Silverman noted that kindergarten is very important and more decisive period for growing up the females gifted children. Females have shown highly scores than males on the verbal intelligence. Also, females show high scores than males on social skills according to Al Aza (2001). While Al Tahaan (2005) stressed that possessing high social skills depends on possessing emotional intelligence skills.

Therefore, the importance of this study emerges from its aims to identify the emotional intelligence dimensions among kindergarten-gifted children and its relation to age and gender variables.

Problem of the study

Silverman indicated that kindergarten is considered a vital and important place to start children's attention. She mentioned that the development characteristics associated with the talent appears at an early age, and pointed out that kindergarten is an important and vital place of interest in these developmental characteristics and the start of sponsoring it (Glory, 2004).

One of the most important developmental characteristics that reflect the talent is the emotional side as mentioned by many educators. Sommers (1981) said that talented have "wide emotional responses" and this is due to the degree of cognitive complexity they possess.

Hollingsworth, one of the educators who have focused on the importance of the emotional side of the talented and their emotional and social needs that require finding educational environment that contribute -as a first target- in their emotional growth and contribute in defending the talented rights and the importance of emotional education (Austin & Draper, 1981).

Through what is mentioned above, we note that it is very important to identify the emotional and social characteristics of the gifted children at the kindergarten stage through the emotional intelligence scale. This helps educators to begin in early intervention programs by providing emotional and social support and concern for the development of emotional intelligence skills so as they will not be subjected to emotional offending by the people around. This will ensure the educators the ability of the talented to solve the emotional and social problems from one hand and meet his needs on the other.

Hypotheses of the study

- 1- There are statistically significant differences on the level ($\alpha = 0.05$) between the emotional intelligence dimensions and gender variable among kindergarten gifted children .
- 2- There are statistically significant differences on the level ($\alpha = 0.05$) between the emotional intelligence dimensions and age variable among kindergarten gifted children.

Significance of the study

The theoretical significance of the study can be summarized in the following points:

- 1- Scarcity of the Arabic studies that dealt with the gifted in kindergarten stage.
- 2- Scarcity of the Arabic and non-Arabic studies that dealt with the emotional intelligence among kindergarten gifted children.
- 3- Recognizing the emotional intelligence among kindergarten gifted children in relation to gender and age variables.

The practical significance of the study can be outlined in the following points:

1. Recognizing the traits of the gifted children in kindergarten on the emotional intelligence scale that developed by Jarwan (2012).
2. To know how the kindergarten gifted children need for a counseling program for enhancing their emotional intelligences.

Methodology

The present study used a correlated descriptive approach to recognize the emotional intelligence among kindergarten gifted children in relation to gender & age variables in number of kindergarten that affiliated to schools in private education at Irbid city education department – Irbid Governorate, Jordan.

Terms of the Study

Emotional Intelligence: a combination of abilities or personal skills that help individual to perceive his own feelings and emotions, control of them, observe other people's reactions, exploit his inner power to perform well, and to make good relations with others surrounding him (Alsmaduni, 2007).

Procedurally, in this study it is defined as the scores that the kindergarten child obtained on the emotional intelligence scale, which consists of five dimensions: emotion self-awareness, emotions management, empathy and motivation, and social skills that developed by Jarwan (2012).

The gifted children at Kindergarten: Those who joined kindergarten and have extraordinary skills demonstrated in highly achievement scores on mental aspects, creativity, academic leadership, arts, and visual achievement (Suttler, 1992).

Procedurally, it is defined as the kindergarten children who scored higher than 120 degrees on Stanford Binet IQ test. They were classified into two age categories:

- 1- Those who are (4 – lesser than 5 years)
- 2- Those who are (5 to 6 years).

Emotional Age: The emotional maturity by comparison with mental age and chronological age. This definition is supported by (Bainbridge, 2008) when she said that a four-year-old child may think like a six-year-old boy, but he has emotions and social skills, such as five-year-old boy.

Literature Survey

Sullivan Emotional Intelligence Scale (EISC) for children: Sullivan constructed and developed a reliable and valid emotional intelligence scale for children in kindergarten and primary schools, named it Emotional Intelligence Scale for children (EISC). This scale consists of three sections:

First: Perceiving emotions: It is composed of 22 items that aimed to examine the child's ability to differentiate between different emotions and to recognize it through facial expressions, music and short stories that presented to him. Then, the child will be asked to describe and determine his emotions due to it (happiness, sadness, anger, fright) The child should also give a description and determine which feelings are there (happy, sad, angry, fear ...etc) within a time limit of 18-28 minutes.

Second: Understanding of emotions: It consists of two paragraphs and each paragraph there are three sub-questions. It aimed at examining the ability to understand emotions that included a certain social situation between two persons or two sides, and the response by describing the feelings of one side and to determine which emotion could probably happen to one of them within a time limit 5 - 8 minutes.

Third: Emotions management: It consists of two paragraphs and each paragraph have three sub-questions that examine the child's ability to interact in a certain default interactive situation that may happen with him and requires interference or an emotional expression within a time limit of 5 - 8 minutes.

In addition to these main parts, the researcher has developed two complementary sections on the scale, the first one entitles "Empathy Scale" which consists of 8 items, and the second entitles "parent/ teachers" rating scale composed of fourteen items to reach a comprehensive and deeper evaluation for the emotional intelligence among children.

Emotional intelligence among gifted Children: Silverman in her book "*Counseling the Gifted and Talented*" explained that there is a dynamical relationship between the mental traits of the gifted children and their personality traits, which distinguish them from their peers. Where, the meanings of some of these personality traits belong to one of the dimensions of emotional intelligence. For example, the analytic thinking trait (i.e. mental feature) offset sever self-awareness (personality trait), the ability to concentrate (mental trait) offset persistency (personality trait), early ethical concern (mental trait) offset hypersensitivity, understanding and empathy (personal trait) (Al Aza 2001).

Silverman noted that the gifted have demonstrated understanding and empathy that she considered them as passionate talented; especially when the mental interest mixes with emotion that it turns into moral commitment which Hollingsworth notes among the gifted children since an early age (Al Aza 2011). Silverman (2004) considered understanding and empathy are the main keys achieve a successful social skill among the gifted children.

Bar-Owen noted that social adaptation is one of the social competencies that formulate the emotional intelligence's dimensions. Roedell, pointed out that in the kindergarten stage, the gifted children classify themselves at the first social communication. Moreover, if there is a huge gap between their developmental level and the level of their peers in playing, then they will suffer problems in social adjustment. (Roedell, 1989)

Silverman (2001) confirmed that the most important aspects indicate the growth of social development among kindergarten-gifted children is gaining others' love upon their own self-esteem.

Bainbridg (2008) stresses the importance of considering the enough emotional and social maturity before joining the gifted child in school. This is the responsibility of parents and the school. The gifted children may have social and emotional maturity enough to start school early. Where, they prefer that their class children elder to them to be able to adapt and interact with them. This will contribute in reducing the number of behavioral problems if they interacted with them.

Emotional intelligence in relation to gender variable: Most researches and studies confirmed the existence of significant differences between males and females in the dimensions of emotional intelligence scores.. Jarwan has confirmed that females are more able to recognize emotions, and that males are more varied and less intensity in the expression of emotions than females. In addition, females demonstrated a sense of cooperation during playing than males did. While males demonstrated out attitudes that characterized by aggressiveness more than females did. (Jerwan, 2012).

Golman (1998) pointed out in his researches that females are more aware of their emotions and show more sympathy and adaptation on the level of relations with others (Golman, 1998).

For the gifted girls, Silverman has confirmed that gifted girls have excellent social skills on contrary to the gifted males who lacks social skills. However, girls love for the social adaption limits their talent and its development that obstruct their achievements (Silverman, 2011).

Southern and Ferguson, (1996) believed that there were significant differences in social development between males and females from the gifted children, particularly the age group of (4-5) in favor of the gifted girls. Regarding the relationship with colleagues, they are forced to hide their abilities in order to be accepted from their friends, and therefore they are at risk of underachievement. While, Silverman (2011) noted that in kindergarten stage the girls modify their behaviors according to the social standards of the group. They use their skills to achieve a social interaction and it does not appear that they hide their skills so as not to be refused from friends. While the gifted boys show a kind of refusal of the children who are lower skilled than them through driving, achievement, draw teachers' attention, or bothering others and withdraw from the social interaction.

Jerwan (2012) pointed out that those who have social competences always demonstrate emotions responding to the group in terms of understanding and identify others' emotions and its purpose from one side and expressing it from the other. Moreover, what Jarwan has mentioned concerning social competency it refers also to empathy and acceptance that indicated by Silverman which she considered the keys of the social skills (Silverman, 2003).

Emotional intelligence in relation to age variable: Goleman (1998) stated that the cognitive empathy is the ability to see things from the point of view of someone else and to act accordingly at the age of six. Because the child at this stage has his own internal feedback that show him the way he should act by showing his feeling towards a situation that caused suffering to others or not.

Therefore, we find a correlation between intelligence emotion and chronological age. Jarwan has stressed that there is a correlation between the age and the ability to recognize emotions and its diversity and complexity. In other words, the older children are more able to recognize emotions such happiness, sadness, fear, anger and love. In addition, their emotional experience are more diverse and more intense (Jerwan, 2012).

Previous studies

Hassona-and Abo Al Nashi (2001) conducted a study to acquire the pre-school/kindergarten child the emotional intelligence dimensions in terms of empathy, recognizing self-emotions and emotions of the others. The sample of the study consists of (140) children, equally distributed between girls and boys, between experimental and control group and between age groups of (4-5) and (5-6) years old.

The study revealed the following results: There was a statistically significant relation in favor of the experimental group on the level ($\alpha = 0.01$) between average scores of the experimental group and average scores of the control group on the graphic empathy scale, recognizing self-emotions and recognizing others' emotions. There was a statistically significant relation on the level ($\alpha = 0.01$) between average scores of the two experimental groups aged (4-5) and (5-6 years) on the graphic empathy scale and recognizing self-emotions scale, and at the level lower than (0.05) for recognizing others' emotions scale. There was a statistically significant relation on the level (0.05) between average scores of males and average scores of females on the graphic empathy and recognizing self-emotions scales. While, there was a statistically lower significant relation in favor of the females on the level of (0.01) on recognizing others' emotions scale and on the following application of the program in favor of the females.

Radi (2001) conducted a study entitled "*the emotional intelligence and its relation to the academic achievement and the innovative - thinking among the university students*", in order to determine if there is significant difference in the emotional intelligence among males & females university students. And to investigate the differences between the high and low emotional intelligent students in academic achievement and the creative thinking abilities.

The sample of the study consisted of (289) students of the fourth year of English Language group at the Faculty of Education at Elmansoura university, where (135) were males and (154) were females, and their ages ranged from 19 to 20 years. The participants performed the EI test prepared by the researcher and the test of the ability of creative thinking and study achievement. The researcher used a test of emotional intelligence which consists of (27) paragraphs derived from a set of universal tests after translating and making some modifications on the contents of some vocabulary to fit with the culture of Egyptian society.

The study found the presence of statistically significant differences between males and females in emotional intelligence factors (empathy, emotion management, self-motivation, total score) in favor of females. In addition, there are statistically significant differences between students of high emotional intelligence and students of low emotional intelligence in both academic achievement and innovative thinking capabilities (intellectual fluency, spontaneous flexibility, and the total score) in favor of high emotional intelligence students. The results of the study also indicated lack of statistically significant differences between the average responses of talented male sample and the averages of talented female responses sample in the dimensions of emotional intelligence except the social competence dimension in favor of females. The results also showed lack of statistically significant differences between the average male sample responses and averages of female students sample responses from ordinary students in the emotional intelligence dimensions, except the social competence, the general mood and the positive impression dimensions in favor of females.

Denham et al. (2003) conducted a study aimed at examining the relationship between emotional competences among a sample of children of pre-school age on one hand; and between the social competences, they have in kindergarten. The study surveyed the manifestations of emotional competence gained in an early age in terms of its ability to predict social competence in the same age group and in the age group at a later stage. The researchers identified three aspects of emotional competence: emotional knowledge, expressing their emotions, and emotions management. The study sample consisted in its first phase of 143 boys and girls between the ages of 3-4 years, and enrolled in nursery and day care centers in the Washington DC area. They belong to middle class families and mostly white. The number of males were (75) and females were (68). In the second phase of the tracking study, the number of children whom were possible to reach their study places in the kindergarten was lowered to 104 children aged between 5 - 6 years. The researchers used several tools to collect data on the sample during the first stage when the children were at the age of 3-4 years, and in the next phase when they were between 5-6 years. These tools included a pre-school emotional efficiency scale from 3-4 years, a pre-school emotions note card, and an emotions understanding test.

Results of the study showed the existence of positive links that statistically significant between the mean of emotional intelligence as a whole and between the averages of its three individual components estimates (estimated in the ages of 3-4 years) on the one hand and between the social efficiency estimates at the kindergarten for ages between 5-6 years on the other. As well as, a positive statistically significant links between the mean estimates of emotional intelligence as a whole and between the averages of the three components in the estimated ages of (3-4) years on the one hand and between the social efficiency estimates in the same age on the other hand. It also noted a positive correlation of statistically significant between gender interaction and emotional intelligence and the social competence of children in the age group between 3-4 years. In addition, positive correlation of statistically significant between emotional expression and emotions management and the social competence in each of the age groups 3 - 4, and 5-6 years. The results showed the presence positive correlation of statistically significant between the age efficiency of 3-4 years and the social competence in the age group of 5-6 years.

Perrone (2006) conducted a study aimed at recognizing the effect of the emotional intelligence on the social adaptation among the gifted students, and developing an emotional intelligence program that based on Salovey & Mayer's theory to achieve the social interaction between the gifted students with their families, colleagues and the society as whole. In addition to, following up the social emotional development of the gifted students during their studying years. The study sample was divided into two groups: an experimental and a control group. Each group consists of (30) students of 8th grade. The study used the emotional intelligence scale that can be used by the teachers to identify the personal and emotional needs of the gifted students.

The study results revealed that the transformation of the child and his social and familial relations into external social relations with his peers starts in early stages. The study results confirmed that this transformation starts with time passing, where the companions in the school become more in number than the family members. Which requires an effort to be exert by the gifted due to competition in order to achieve the social adaptation with more number of friends and to affirm his ability to achieve the social status among his mates. In addition, the study results showed the presence of statistically significant differences on the level ($\alpha = 0.05$) between the levels of emotional intelligence and social adaptation attributed to the program effect in favor of the experimental group.

El-Genidi (2006) conducted a study aimed at identifying the differences in emotional intelligence and between the gifted and normal students and its relation to the academic achievement. To achieve this purpose the study sample was selected randomly from the 9th, 10th, and first secondary grades from Jubilee school and the Scientific Islamic college. The sample population consisted of (420) males & females students equally distributed between the two schools. The researcher used Bar-On emotional intelligence scale that consisted of 60 items distributed on emotional intelligence dimensions that composed of personal efficiency, social competence, adaptation, stress management, general mood and positive impression. The study results revealed that there was a statistically significant difference on adaptation and the social competence dimensions. However, in case of gender variable there was no statistically significant difference between average scores of males and females on the emotional intelligence dimensions in favor of females, except the social competence dimension. There was no statistically significant correlation between the emotional intelligence dimensions and the admission test scores for a gifted students sample at Jubilee School. Moreover, there was no statistically significant correlation between emotional intelligence dimensions scores and the academic achievement scores for all the study sample population except the stress management dimension.

Commentary Notes

On reviewing all the previous studies, we found that all researches have applied the emotional intelligence on the gifted students during school stage and not at pre-school stage. There are some studies such as Hassona & Abu Al Nashi (2001) have applied the emotional intelligence scale on the normal kindergarteners not on the gifted one. Moreover, some other studies conducted the relationship of some emotional intelligence dimensions such as the emotional competence with intelligence, gender and age, without dealing with this as an emotional intelligence scale in particular for the kindergarten gifted children. Therefore, it was necessary to conduct a study that applies the emotional intelligence scale on kindergarten-gifted children as a cognitive aspect in giftedness.

The study population consisted of children from a private kindergarten in the first Irbid region during the academic year 2011-2012. The number of kindergartens attached to schools were (104) including (9652) males and females children at the nursery and primary stages.

Seven kindergartens were selected intentionally with (767) children. Table (1) shows names of the kindergartens that attached to schools which researcher has deliberately chosen and distribution of kindergarten classes according to stage, gender, group number, males & females' number and the grand total.

Table (1): The study population of kindergartens and number of children in each one according to gender and age

| S. No. | Kindergarten | KG1 | | | | KG2 | | | | Grand Total |
|--------|-------------------|---------------|-------------|---------------|-------|---------------|-------------|---------------|-------|-------------|
| | | No of classes | No of males | No of females | total | No of classes | No of males | No of females | total | |
| 1 | National Jordon | 1 | 3 | 17 | 20 | 4 | 50 | 32 | 82 | 102 |
| 2 | Pink nuns | 2 | 9 | 35 | 44 | 5 | 80 | 23 | 103 | 147 |
| 3 | Little angle | 1 | 13 | 5 | 18 | 2 | 26 | 14 | 40 | 58 |
| 4 | Alnahda private | 1 | 14 | 10 | 24 | 3 | 33 | 39 | 72 | 96 |
| 5 | Eleman childhood | 1 | 8 | 10 | 18 | 3 | 22 | 38 | 60 | 78 |
| 6 | Irbid model | 1 | 10 | 15 | 25 | 4 | 40 | 60 | 100 | 125 |
| 7 | Islamic education | 2 | 19 | 11 | 30 | 4 | 35 | 85 | 120 | 150 |
| Total | | 9 | 76 | 103 | 179 | 25 | 286 | 291 | 577 | 756 |

The study sample:

The sample population consisted of (61) children. Table 2 shows the distribution of nominated children by the kindergarten teachers based on their scores on the behavioral characteristics scale of the gifted children. The data in table 2 shows the stage, gender and overall total in each school.

Table (2): Distribution of the nominated gifted students according to the stage and gender

| S.No. | kindergarten | KG1 | | | KG2 | | | Grand Total |
|-------|------------------|-------------|---------------|-------|-------------|---------------|-------|-------------|
| | | No of males | No of females | total | No of males | No of females | total | |
| 1 | National Jordon | 3 | 2 | 5 | 3 | 4 | 7 | 12 |
| 2 | Pink nuns | 1 | 2 | 3 | 4 | 3 | 7 | 10 |
| 3 | Little angle | 1 | 1 | 2 | 2 | 2 | 4 | 6 |
| 4 | Alnahda private | 2 | 1 | 3 | 3 | 4 | 7 | 10 |
| 5 | Eleman childhood | 2 | 2 | 4 | 4 | 4 | 8 | 12 |
| 6 | Irbid model | 2 | 2 | 4 | 3 | 4 | 7 | 11 |
| Total | | 11 | 10 | 21 | 19 | 21 | 40 | 61 |

The selected sample consisted of (61) children as shown in table 2. The researcher applied Stanford-Binet Intelligence Scales to check the accuracy of the nomination and to select the final sample. The participants who scored higher than (115) on IQ were (50) children, 24 were males and 26 were females. Table 3 shows the distribution of the participants who performed IQ scale.

Table (3): Distribution of gifted children who have been diagnosed according to stage and gender.

| S.No. | kindergarten | KG1 | | | KG2 | | | Grand Total |
|-------|------------------|-------------|---------------|-------|-------------|---------------|-------|-------------|
| | | No of males | No of females | total | No of males | No of females | total | |
| 1 | National Jordon | 1 | 1 | 2 | 3 | 5 | 8 | 10 |
| 2 | Pink nuns | 1 | 2 | 3 | 4 | 2 | 6 | 9 |
| 3 | Little angle | 1 | 1 | 2 | 2 | 2 | 4 | 6 |
| 4 | Alnahda private | 1 | 1 | 2 | 2 | 1 | 3 | 5 |
| 5 | Eleman childhood | 2 | 1 | 3 | 2 | 3 | 5 | 8 |
| 6 | Irbid model | 1 | 2 | 3 | 3 | 4 | 7 | 10 |
| Total | | 7 | 8 | 15 | 17 | 18 | 35 | 50 |

** High achievers who scored equal to or more than 115 on Stanford Binet test*

The study sample consisted after the application of Stanford-Binet test on the nominated candidates by the kindergarten teachers of 50 gifted children of both males and females. Where, the researcher noticed through what is shown in tables (2 and 3) the percentage of effectiveness of the kindergarten teachers' nomination of the gifted children was nearly 85 % of the grand total.

The study tools:

The behavioral characteristics rating scale for kindergarten gifted children that the researcher has developed the behavioral characteristics rating scale for the pre-school gifted students which formalized by (Atiyat ,2004) to evaluate the kindergarten children through their parents and teachers' rating. the scale consisted of (109) items which include 7 behavioral characteristics dimension such (the psychomotor skills , music interests , motivation , leadership ,communication , creativity , mental tasks and learning) . The researcher measured the dimension through the teachers' observation only in the classroom or in school.

According to the observation of the referees, the researcher minimized the items to be (109) items. To investigate the reliability of the scale , the researcher reevaluate the behavioral characteristics rating scale after passing 10 days from the first evaluation . The participants were 40 children outside the study sample their overall reliability score was (0.86). While the sub scores was (0.89) , learning scores was (0.84) , psychomotor skills was (0.85) , music interest was (0.80) mental tasks was (0.89) , leadership and communication was (0.82) .

Stanford–Binet Intelligence Scales IV version: The researcher used Stanford–Binet Intelligence Scales IV version 1960 that revised by Al Keyhani on the Jordan community and covers ages from 2 to 18 years.

Emotional intelligence scale (original version): The researcher used EI scale that was developed by (Jerwan ,2012) the scale consists of dimensions (emotions self awareness , empathy , emotions management , motivation and the social skills).

The procedures of the study:

- The researcher distributed the screen scale of the gifted upon all teachers and explained how to be applied. The consent sheets were distributed upon parents in order to apply Bient IQ scale and EI scales on their children.
- Distributing the fifth EI scale sheets that entitled "*the social skills*" upon teachers to evaluate the gifted children's performance on items of the scale.

Statistics Assessment:

The reliability of the scale was measured by Pearson coefficient to assess the behavioral characteristics of gifted during pre-school stage. Being the sample was small in number (only 50-gifted child), Mann-Whitney test was used to assess the effect of EI dimensions on the gender and age variables.

Results and Discussion:

First hypothesis: there are statistically significant differences on the level ($\alpha = 0.05$) between emotional intelligence dimensions attributed to the gender variable among kindergarten gifted children. For checking this hypothesis, Mann-Whitney test was used to examine gender variable on the emotional intelligence dimensions among kindergarten-gifted children.

Table (4): Mann- Whitney Test of the effect of sex on emotional intelligence dimensions among kindergarten gifted children

| Emotional intelligence dimensions | Sex | Number | Medium | Standard deviation | T. Score | | Significance |
|-------------------------------------|--------|--------|--------|--------------------|----------|----|--------------|
| Faces | Male | 24 | 8.00 | 0.00 | 1.386 | 48 | 0.172 |
| | Female | 26 | 7.92 | 0.27 | | | |
| Situations | Male | 24 | 10.38 | 1.88 | -1.652 | 48 | 0.105 |
| | Female | 26 | 11.38 | 2.38 | | | |
| Empathy | Male | 24 | 7.25 | 1.26 | 0.054 | 48 | 0.957 |
| | Female | 26 | 7.23 | 1.27 | | | |
| Emotional management | Male | 24 | 5.29 | 1.85 | -3.709 | 48 | 0.001 |
| | Female | 26 | 7.08 | 1.55 | | | |
| Motivation | Male | 24 | 6.29 | 1.60 | -0.594 | 48 | 0.555 |
| | Female | 26 | 6.54 | 1.33 | | | |
| Social skills | Male | 24 | 26.38 | 3.35 | -2.132 | 48 | 0.038 |
| | Female | 26 | 28.04 | 2.07 | | | |
| Emotional intelligence total degree | Male | 24 | 63.58 | 4.53 | -3.589 | 48 | 0.001 |
| | Female | 26 | 68.19 | 4.54 | | | |

Table (4) revealed that there are statistically significant differences on the level ($\alpha = 0.05$) in favor of female between emotions management, social skills and emotional intelligence on gender variable, while for the other dimensions, there are no significant differences.

To explain the female high scores on social skill dimensions than male, as mentioned in the previous literature, Jarwan noted that, females generally demonstrate types of cooperative behavior being higher than males. As a giftedness, Silverman, 2011 believed that females are more socially skilled than males. Southern and Frigosone, 1996 noted that there are significant differences on social development in favor of females at ages 4 to 5 years.

For emotions management dimensions, Silverman, 2011 pointed out that the gifted female in kindergarten have ability to modify their behavior according to the social standards of the group. This is agreed with the researchers' view that stressed upon the females' ability to employ and manage their emotions. In addition, it reflects their ability to understand and identify emotions of others, also to express about it. Jarwan stated that these abilities allow the gifted to achieve the social competence.

For the emotional intelligence dimensions, Gibbs cited the correlation between social skills and emotional intelligence (Jarwan, 2012, Denham et al., 2003 and Perron, 2006).

On reviewing the previous studies, the results come in accordance with the findings of Hassona & Abo Al Nashi studies that revealed in the experimental group, female achieved higher score than male on graphic empathy scale and recognize others' emotions. Female achieved higher scores than male on recognizing self-emotions that enhance their ability to manage their own emotions, the researcher cited. For the giftedness, this result come in accordance with the study's results of Radi, 2001 that revealed female had achieved higher scores than male on emotional intelligence especially, on empathy dimension that considered as a key of social skill. The female also achieved higher scores than male on emotions management with full grade on EI scale. This result is partially coincidence with El-Ganndi, 2006 study that revealed the gifted female achieved higher scores than male on Bar-On EI Scale dimension for social competence.

The researcher sees that reason lies behind getting females higher scores than male on EI scale, is their higher scores on the verbal intelligence than male. Silverman, 2001 noted that this happened especially at their first ten years. Shapiro, 2005 emphasized on the importance of the child's oral skills to achieve emotional communication and to help him in expressing about his own feelings and emotions. This results match with the other results that revealed the gifted female are more socially skilled than male as Silverman cited.

Second hypothesis: there are statistically significant differences on the level ($\alpha = 0.05$) between emotional intelligence dimensions attributed to the age variable among kindergarten gifted children.

To check this hypothesis, Mann-Whitney test was used to examine age variable on the emotional intelligence dimensions among kindergarten-gifted children.

Table (5): Mann-Whitney Test of the effect of age on emotional intelligence dimensions among kindergarten gifted children.

| Emotional intelligence dimensions | Age | Number | Medium | Standard deviation | T. Score | | Significance |
|-------------------------------------|-----|--------|--------|--------------------|----------|----|--------------|
| Faces | 4-5 | 15 | 7.87 | 0.35 | -2.274 | 48 | 0.028 |
| | 5-6 | 35 | 8.00 | 0.00 | | | |
| Situations | 4-5 | 15 | 10.80 | 2.24 | -0.209 | 48 | 0.836 |
| | 5-6 | 35 | 10.94 | 2.21 | | | |
| Empathy | 4-5 | 15 | 6.73 | 1.49 | -1.920 | 48 | 0.061 |
| | 5-6 | 35 | 7.46 | 1.09 | | | |
| Emotional management | 4-5 | 15 | 5.47 | 2.45 | -1.873 | 48 | 0.067 |
| | 5-6 | 35 | 6.54 | 1.56 | | | |
| Motivation | 4-5 | 15 | 5.73 | 1.28 | -2.271 | 48 | 0.028 |
| | 5-6 | 35 | 6.71 | 1.45 | | | |
| Social skills | 4-5 | 15 | 27.13 | 2.67 | -0.171 | 48 | 0.865 |
| | 5-6 | 35 | 27.29 | 2.97 | | | |
| Emotional intelligence total degree | 4-5 | 15 | 63.73 | 3.79 | -2.130 | 48 | 0.038 |
| | 5-6 | 35 | 66.94 | 5.27 | | | |

Table (5) revealed that there are statistically significant differences ($\alpha = 0.05$) attributed to the effect of age on the dimensions of faces and motivation that came in favor of the age group (5-6 years). While, the differences did not appear in the other dimensions. From the researcher point of view, this result as it is the motivation level of children at ages (4 - less than 5) less than children level in the preliminary stage of (5-6 years) is that, most classroom environments in kindergartens in which the researcher applied the study, were not stimulating and encouraging them. Most kindergartens were lacking the environment that characterized by an educational fun that fits with this stage of age which makes the level of motivation for those gifted children in this way. Silverman, 2005 also confirmed that the persistence increases with maturity and it is a manifestation of motivation dimension.

The researcher's explanation of there are no differences in the rest of emotional intelligence dimensions, is the convergence age of the two categories (orchard and primer) and the mental cognitive capacities through the intelligence ratios results that appeared on the sample of the study. Especially that gifted children in the orchard stage enjoying mentality capabilities that are in parallel with the mental capacity of the gifted children in the preliminary stage as appeared in the researcher's sample. Silverman said in the theoretical educational literature, also cited Al Aza, (2011) that mental traits among gifted children have relation with their personality characteristics, which increasingly increase with the IQ coefficient. The researcher noted that some of these personality characteristics represent one of the emotional intelligence dimensions such as sensitivity, understanding, empathy, sharp self-awareness and perseverance, which is a manifestation of motivation dimension. Silverman also added that emotions of gifted children sometimes outweigh the emotions of adults.

If we link between this result and what Goleman (1998) has reported, it indicates that, the cognitive empathy appears at the age of six. The results of our study indicates that the gifted of ages (4-6) showed that they enjoy a passionate awareness and higher emotional capabilities over their own age. Such cognitive and mental capacities they enjoy is consistent with what referred by Bainbridge (2008) that a four- year- old child may think like a six-year-old boy, but he has emotions and social skills, such as five-year-old boy.

This study considers the necessity of identifying the mental and cognitive abilities of gifted-child and assessing it by an intelligence ratio compared with the mental age and with the chronological age through a revised psychometric mental test. It must apply tests that measure what it is called by the researcher "*emotional age*". When, the gifted child compared the chronological age with the mental age through tests that measure emotional and social competence as the emotional intelligence test that deals through its dimensions important aspects affecting the emotional thinking that the gifted enjoyed. This is because of his complex cognitive structure that upgrades with increasing of his intelligence ratio as has been cited by Silverman (2011). This will help us to prepare for them programs and scientific, knowledge, emotional, social and guidance expertise that are consistent with their cognitive and emotional characteristics, especially in pre-school.

Recommendations

- Developmental of some tests that measure the emotional intelligence among kindergarten gifted children.
- Conducting studies concerning the relation of family upbringing to emotional intelligence among kindergarten gifted children.
- Development some tests that measure the emotional and social competence as emotional intelligence test to identify which of the "*emotional age*" coupled with the chronological age and the mental age of gifted-child.
- Development programs and activities in line with the cognitive and the emotional abilities of the gifted children in kindergarten.
- Employment tests that measure emotional and social competence as the emotional intelligence test in screening and early intervention for gifted children so that these tests are no less important than the mental and cognitive intelligence tests that identify the "*mental age*" and "*emotional age*" compared with the chronological age of the gifted.
- To ensure the employment of guiding programs that target the development of emotional intelligence in kindergarten.
- Making awareness program to the educators about the importance of employing the emotional intelligence test to identify the emotional and social competences with the screening and scanning gifted children programs. In addition to, the rest of the standardized tests of intelligence to contribute in producing an educational and instructional programs that cover and cope with the needs and characteristics of the gifted child on mental, cognitive, emotional and social levels.

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