

Emotional Intelligence among Gifted Students: An Exploratory Study

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ABSTRACT: The present study was piloted on gifted children of senior secondary school of Jalandhar district of Punjab to study their emotional intelligence. The main objective was to investigate the gender difference in emotional intelligence of gifted children. In the present study, descriptive survey method was employed. The 48 gifted students of senior secondary school from Jalandhar district chosen as sample of the study. Ravens Standard Progressive Matrices 2009 by I C Ravens and Emotional intelligence scale by Dr. (Mrs.) Guneet Toor (2015) were used to collect the data for the current study. The motive of drawing out the results the statistical techniques are used to understand the nature if the data and t- test is used. Through these analyses, the major finding of the study is: - There exists no significant difference between gifted boys and girls students on emotional intelligence.

Key words: Emotional intelligence, Gifted

INTRODUCTION

The “EMOTION” is word comes from the French word emouvior. It is basically based on the Latin “emovere”, its means 'outside' and moving means 'outside' and moving means the word emotion it can be said many more things, but furthestmost it refers to optimistic or harmful feelings that are created from particular positions. They comprise in drawings of psychological answers and behaviors representative of the species; in human beings, these answers help "feelings". Emotions are familiarly related with feeling. These feelings are the interior manifestation of emotion and can be differentiated from vibrations and the state of the body. More precisely, feeling is what one should know-how as a consequence of having emotions. Descartes (1649) clear said that, “emotions as the passion of the soul”. While Darwin (1872) “treated emotions as mainly communications or means for this purpose”. Later, Tomkins (1962), Plutchik (1984) & Izard (1984) defined “emotions are a group of similar processes of

certain brain structures and that each of them has a unique content of specific emotions". Former researches pointed out that, happiness; interest, surprise, fear, anger, pain and disgust are the seven basic emotions,(Ekman et al. 1982).According to Laventhal (1982), "a mechanism of control and one of the main aspects of human life. They act directly through intra organism behaviour and expressive functions and indirectly by providing information or other subsystems of other brain subsystems. Emotions are associated with mood temperament, personality and disposition and motivation. Emotions motivate intellectual, social progress, disposition and motivation. Emotions motivate intellectual and social progress, generating trust and confidence in their understanding". According to Akinboye (2002), "emotions are the basis of human integrity, honesty, impartiality, dignity and other important human actions. Furthermore, emotions drive human behavior and actions, and no human result is an emotional impulse. Human action is free from emotions, whether good or bad". In the view of Franken (2002), "the fact, emotions determine the feeling and conditions of the individual and can set the stage for an internal sense of motivation to do more". Soinoza (1977) believed that "emotion and intellect together contributed to the definitive cognitive tool. The researcher spoke about cognition. 1) Emotional cognition, 2)Intellectual cognition and 3)A kind of intuition. Mahoney (1991) stated that cognitive constructivists see deforestation, meaning and acting as an inseparable experience of the adoption and development of the person". Cattell and Butcher (1968) tried to "predict both school performance and creativity based on skill and personality. The authors succeeded in demonstrating the importance of personality in school outcomes". In 1983, multiple intelligence of theory was introduced by Howard Gardner to expose the door to other ideas such as emotional intelligence. Subsequently, 1990 Peter & John were the great investigators on emotional intelligence. In his artefact "Emotional Intelligence", well-defined that the emotional intelligence is the subset of societal aptitude that involved the capacity to governor one's own frame of mind and emotions, discrimination between them and use this evidence to monitor thinking and intelligence others "actions". Salovey & Mayer (1997) planned a model that recognizes four dissimilar factors of EI: The acuity of emotional intelligence; the acuity of emotion, the talent for reasons with emotions, the talent to believe in emotions and the ability to cope emotions. According to Salovey & Mayer, the four types of models are "organized by several basic psychological processes to higher processes, more integrated psychologically, for example, the emotion that expresses lower". In contrast, the upper-tier branch refers to the conscious and reflective regulation of emotions. Emotional

intelligence clearly defined, "A form of intelligence that implies the ability to control one's feelings and emotions, discriminate between them and use this information to guide thought and actions" (Salovey and Mayer, 1990). The emotional intelligence is also defined as an array of emotional and societal knowledge and capabilities that impact our all talent in efficient and effectively to cope with the demand of the environment (Robberts, 2002) Mayer and Cobb (2000) state that EI refers to the ability to process EI in terms of perception, expression, regulation and management of emotions. Chen, & Tu (2006) studies emotional intelligence and life adjustment of students of senior secondary school. This study found that the important differences between Taiwanese students and Anhui region in China in relation to EI and life amendment. An optimistic and the modest correlation were found between the EI and LA scores for students in Taiwan and Anhui. Kattekar (2010) entitle on impact of emotional intelligence on academic performance at Kannada language. The researcher took samples of five hundred students of nine grades in the Karnataka state. It was found that positive relationship between emotional intelligence and students' academic performance. Acharya (2015) studied the EI and the academic performance of secondary school students in the Anand district based on gender. In this study, the sample consisted of 200 secondary school students. The result was found out that, there is a significant positive correlation between the EI and academic performance of senior secondary school students. Parrish (2015) entitle on relevance of the effect of emotional intelligence to leadership in the context of senior secondary school students. The main purposed of this study was to examine the influence of emotional intelligence on leadership in the context of senior secondary school students. This study revealed that for academic leadership in higher education, emotional intelligence is a very important requirement. Cejudo (2016) conducted a study on the relationship between mental health and emotional intelligence in school counsellors. The outcomes showed that the associations between emotional intelligence such as attribute and psychological health are higher than those between EI as capacity and psychological health. Agarwal and Suruksha (2017) conducted a study on the correlational female and male based study between Multiple Intelligence, Emotional Intelligence, in the city of Meerut. The sample was randomly selected and finding indicated there were no significant differences between students and women compared on multiple intelligence and emotional intelligence. The word gifted is mostly used to refer to society with superior intellectual or cognitive achievement, while the name talented is mostly used to apply people who show excellent performance in a specific area such as the performing or visual arts. Robert

Sternberg (1983) argued that giftedness has three aspects. The first is cognitive and internal to the individual. The second is experiential, relating thinking to personal experience to solve problem. Third, a gifted individual may be superior in adapting to, shaping and selecting experiences. For Sternberg giftedness comes in several varieties. "Some gifted individual may be specifically very able at applying the components of intelligence, but only to academic kinds of position. They may thus be "test smart" but amount more, more individuals who are gifted may be specifically adept of transaction with novelty, but in a synthetic rather than analytic meaning. Their creativity is not balanced by analytic power; even more individuals who are gifted may be "Street Smart" in outside contexts, but at a loss in academic framework, but at a loss in academic framework. In this manner giftedness is plural rather than unique in nature." Havighurst (1958) opined that "the gifted child is one who shows consistent remarkable performance in any worthwhile line of endeavour." Marland Report (1972) stated that "Gifted children are those identified by professionally qualified persons, who by virtue of who require differentiated educational performance. These are children are normally provided by regular programmer in order to realize their contribution to self and society." Mayer and colleagues (2010) studied the emotional intelligence of gifted children in challenging social situations. The result revealed that those with upper emotional intelligence were better to categorize their own as well as others' emotions in situations. Lee (2006) entitles on Emotional intelligence, Ethical judgement and leadership of academically talented adolescents. It result was found out that talented students had higher scores on adaptableness but fewer score on stress management. Talented students similar to the master or professional's degrees. In this case no differences were found in students (academic vs leadership)". Karimi & Beharat (2010), conducted on the topic comparison of alexithymia and emotional intelligent in gifted and non-gifted students among the senior school students, the samples were taken from 175-school students among which 86 are talented and 89 non-talented. In this, alexithymia and emotional intelligent scales were used. The result revealed that talented students know emotional situation well and faster compared to non-talented students. Zeidner & Matthews (2017) conducted study on the topic to discover the cause of emotional intelligence in gifted students. The result shows an optimistic affiliation between emotional intelligence and talented children. Deniz (2017) conducted the study on Career decision-making of the exceptional and talented students and in his research found that the gifted students are very expressive in doctor profession. There are some factors affecting to take their decision regarding career decision

these factors are families, academic achievement, sense of social responsibility. It was found out that, the aspirations of gifted students were feeling protected, proposing occupational environment and prospect, economically steady and a rich past. Spending money and having prestige are the best career for talented children.

SIGNIFICANCE OF THE PROBLEM

Children are gifted when their capacity is significantly above the average of their age. Talent can be evident in many different kinds of aspects such as intellectual of the gifted students, it also included creative, artistic, leadership and, in a specific field of academic which belongs to arts of language, mathematics, science as well. Gifted children are invaluable assets for society. But they are the students forgotten in the class. The teacher, in general, in the normal classroom cannot take care of the gifted children together with the average and the bored. As a result, these children are simply unmindful. They have great potential to excel in various areas of knowledge, if adequate provision is made for their education. A gifted child are not many in a certain group but since the governments has started many schools focused in the giftedness for all groups of children irrespective of the socio economic status. Research conducted by Mayer et al. (2010), suggest that emotionally intelligent students can cope with changing social needs in a better way. Zeinder (2017), also finds anoptimistic relationship female and male differences on between emotional intelligence and talent. The current study is to find out the level emotional intelligence among gifted students.

HYPOTHESIS

There exists no significant difference between secondary school gifted boys and girls on their emotional intelligence.

METHODOLOGY

The quantitative research design was adopted for this study. The investigator collected the data from the senior secondary schools using the descriptive survey method. The procedure for data collection includes obtaining permission from the concerned authorities and then collecting the data. Identification of gifted students was done in three stages. In the first stage, the final result of class 11th was taken into consideration. Students who have scored more than 85% of marks

were considered for the second stage. In the second stage, Raven's standard progressive metric was implemented on those identified students and those students who have scored 95% or more were considered as gifted children. After the credentials of talented students, the Emotional Intelligence Scale was administered on them to find out their level of emotional intelligence. Purposive sampling was employed to select 48 gifted students of Senior Secondary Schools of Punjab. The data on emotional intelligence was analyzed to study the gender differences.

ANALYSIS AND INTERPRETATION

In order to calculate the significant differences due to gender on the scores of emotional intelligence and its dimensions, t test was applied and the results are presented below in table 1 and 2

Variable	Gender	N	Mean	Std. Deviation	S. E Mean
Self-Awareness	Female	19	34.05	4.552	1.044
	Male	29	38.41	6.506	1.208
Managing Emotions	Female	19	24.89	4.483	1.029
	Male	29	27.59	4.874	0.905
Empathy	Female	19	23.79	3.119	0.716
	Male	29	23.76	4.129	0.767
Motivating Oneself	Female	19	37.89	4.149	0.952
	Male	29	40.21	5.924	1.1
Handling Relationships	Female	19	44.74	6.479	1.486
	Male	29	47.62	8.419	1.563
Emotional intelligence	Female	19	131.32	12.097	2.775
	Male	29	139.17	17.078	3.171

Table 2								
Summary of t test on the scores of Emotional Intelligence in relation to Gender								
	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Self-Awareness	4.31	0.04	2.53	46	0.015	4.361	-7.819	-0.904
Managing Emotions	0.84	0.36	1.93	46	0.06	2.691	-5.498	0.115
Empathy	2.83	0.09	0.02	46	0.978	0.031	-2.207	2.268
Motivating Oneself	1.56	0.21	1.47	46	0.146	2.312	-5.461	0.837
Handling Relationships	2.10	0.15	1.26	46	0.212	2.884	-7.47	1.702
Emotional Intelligence	4.36	0.04	1.73	46	0.089	7.857	-16.96	1.247

From the table 1 and 2, the means of male and female students on Self Awareness are 38.41 and 34.05 respectively. Similarly, the SD of male and female students on self-awareness is found to be 6.506 and 4.552. The t value of Self-awareness is 2.539 and p value is found to be 0.015, which is significant at 0.05 level. Therefore, it can be interpreted that there is significant difference between male and female students on self-awareness. Further, it can be interpreted that male students had scored higher on Self Awareness than female students.

For other dimensions, of emotional intelligence, 'managing emotions', 'empathy', 'motivating oneself', 'handling relationship' and emotional intelligence in total, there were no significant differences were toward due to gender. Thus, the hypothesis, namely, "There were no significant differences between secondary school gifted boys and girls on their emotional

intelligence” is not rejected expect for self-awareness. The results had pointed towards equal development of emotional intelligence among boys and girls, both students are equally motivating, empathizing, and handling their relationship. However, the boys are more self-aware about their competencies than the girls.

CONCLUSION

Every research work leads to the conclusion of something worthwhile. The majority of the emotional intelligence of senior secondary school of higher in boys as compare to girl. There exists no significant difference between gifted boys and girls students on Managing emotion, empathy, motivation oneself, and handling relationship dimension of emotional intelligence.

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