

## THE INFLUENCE OF SELF-AWARENESS TOWARDS ACADEMIC ACHIEVEMENT AMONG GIFTED STUDENTS IN SAUDI ARABIA

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**Abstract:** *This research examines the influence of self-awareness towards academic achievement among gifted students in Saudi Arabia. The discussion in the study is base on the theoretical framework of the emotional intelligence Theory Goleman's (1995), the Mayer and Salovey Model (1993) and achievement motivation Theory. These theories are appropriate for the study because they allow the reader to understand how academic achievement is significantly influenced by self-awareness among gifted students in Saudi Arabia. A total of 150 respondents were involved in the quantitative study comprising of male and female gifted students whereby 10 teachers and 30 gifted students were used for qualitative study. Questionnaires were the instruments used to sample the opinions of 150 gifted students' where by interview protocol was used to get the information from the 10 teachers and 30 gifted students. During the analysis and interpretation of the responses gathered from gifted students which is the quantitative data, multiple regressions were used to investigate the influence of self-awareness, towards academic achievement among gifted students. For the qualitative data thematic analysis was used through manual qualitative style to describe the concept of self-awareness and provide suggestions from the teachers that could be adopted to improve self-awareness among gifted students in Saudi Arabia. The findings of the study show the effect of self-awareness 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.*

**Key Words:** *Influence, Self-Awareness, Academic Achievement, Gifted Students*

### Introduction

School students worldwide are facing a wave of global pressure on emotional intelligence and academic achievement that requires attention (Abisamra, 2000), control their emotions a matter that requires due attention (Abisamra, 2000). The adolescent years are filled with many changes, thereby making this stage a psychologically intriguing stage of development. Adolescents experience rapid maturational changes, shifting societal demands, conflicting role demands,

increasingly complex social relations, and new educational expectations (e.g., Montemayor, Adams, & Gullotta, 1990; Wigfield, Byrnes, & Eccles, 2006). These intense changes have led many researchers to view adolescence as a time of challenge with the potential for both positive and negative outcomes.

Emotional intelligence has been considered a base requirement to maintain a state of inner harmony, the most important feature of IQ, which makes it popular among those with a scientific bent of mind, is that it has a 'structural' basis in the form of brain circuitry, which is mostly inherited or genetically (Thomas, 2011). Thus, the concept of IQ provides a biological foundation for the study of personality and individual differences. It also enhances one's confidence in dealing with the challenges of living and learning in educational institutions. Researchers argued that emotional intelligence was linked to the learning process of a student (Goleman, 1996; Elias, Ubriaco, Reese et al., 1992; Svetlana, 2007). Preti (2013), examined the factors affecting the development of emotional intelligence and their role in the academic achievement of students, and found links among emotional intelligence, academic achievement, and teaching emotional and social skills at school.

### **Background of the Study**

Research on gifted students and issues related to their studies revealed several personality factors, while emotional intelligence issues are considered to be reasons that have consistently emerged as contributing factors that lead many of the gifted students to not realize their potential. Although not all gifted children experience the same issues, researches identified a combination of the following contributing reasons: dilemmas about abilities and talents, personal decisions about family, ambivalence of parents and teachers toward developing high levels of potential, and decisions about duty and caring (putting the needs of others first) as opposed to nurturing personal, religious, and social issues (Reis, 2002).

Gifted students face emotional issues as other non- gifted students; however, the former (gifted students) may suffer from a heightened self-awareness compared to the later (non-gifted students). In addition, gifted students may be excessively critical of what they can do and achieve. Therefore, these same students may have low self-esteem or low perception of their abilities, which can lead to underachievement because they may fear failure (Diaz, 1998).

### **Problem Statement**

The researcher found that the scores of the gifted students varied in the past three years because of the emotions of students and because these scores have also been affected by school, society, or family. The total scores of 150 (78 male and 72 female) students were used by the researcher in the duration of three years from the examination records to determine the level of emotional intelligence and academic achievement among gifted students in Saudi Arabia, bearing in mind

the understanding of emotional intelligence and achievement motivation theories. The researcher's observations and experiences also contributed in identifying the research gap in this area of study.

However, the basic social needs of gifted children are no different from those of other children as such there are some social needs shared with their age mates (Csikszentmihalyi, Rathunde, & Whalen, 1993; Neihart, 2007). More so, a few social issues that are more common in gifted students appear with some regularity among the gifted population. These are, by and large, natural outcomes of the advancement of these youngsters compared with their age peers and school environments. Several of these issues may give the reader a feel for the kinds of things to expect, primarily when there is a mismatch with peers and school.

The brighter the students, the more likely are they to report that they seek older friends, have fewer friends than they wish, and see that "being smart" makes it harder to make new friends (Janos, Marwood, & Robinson, 1985). Children who see themselves as "different" are also more likely to report that they have few friends (Janos, Fung, & Robinson, 1985), even when the difference they identify is what most people would consider positive.

Suboptimal ways of dealing with school boredom, including daydreaming; impatience and irritability with fellow students who move so slowly or fail to understand the "obvious"; rebellion against homework; "meltdowns" (among the younger students). Sometimes, conversely, gifted students conclude that, because they understand concepts such as multiplication or spelling rules, they needn't practice them and therefore fail to master these to the degree needed to use them efficiently, leading to even more negativity.

A number of authors (Silverman, 1993; Dabrowski K, 1964; Piechowski, M. M. 1997), suggested that gifted individuals are more sensitive and introverted, on average, than non-gifted peers, with the result that they may be more independent of and less needy in social relationships than others. Extensive research with the Myers-Briggs inventory (Mills & Parker, 1998; Sak, 2004), confirms this observation. While introverts do not tend to win popularity contests, they may be more comfortable pursuing solitary pursuits (compatible with high achievement) and able to maintain a more even keel than those tossed about by the vicissitudes of turbulent social agendas.

### **Objectives of the Study**

1. To investigate the influence of self-awareness on academic achievement among gifted students.
2. To describe the concept of self-awareness among gifted students in Saudi Arabia
3. To provide suggestions from the teachers that could be adopted to improve self-awareness among gifted students in Saudi Arabia.

## Research Questions

1. Is there any significant influence of self-awareness on academic achievement among gifted students?
2. How can the concept of self-awareness be described among gifted students in Saudi Arabia?
3. What are the suggestions from the teachers that could be adopted to improve self-awareness among gifted students in Saudi Arabia?

## Research Hypotheses

Ho1. There is no significant influence of self-awareness on academic achievement among gifted students.

## LITERATURE REVIEW

### Self-awareness and Academic Achievement of Gifted Students

Self-awareness refers to individual's knowledge of his inner personal preferences and perceptions. Self-awareness includes emotional awareness, accurate self-evaluation and self-confidence (Goleman 1998). In their work titled "predicting self-awareness dimensions from personality traits among gifted students" Seif and Panah (2013) found significant correlations between personality traits (openness to experience, conscientious, agreeableness, extraversion, and neuroticism) and dimensions of self-awareness (private self-awareness, public self-awareness, and social anxiety). The multiple regression analysis indicated that openness to experience and conscientiousness edited private self-awareness, and agreeableness and neuroticism predicted public self-awareness positively. Also, neuroticism predicted social anxiety positively, and extraversion predicted social anxiety negatively.

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 of the study revealed that the study sample practicing degree of the strategic reader behaviors was high, where the problem-solving strategies scale came firstly with high degree, followed by global-reading strategies with moderate degree, followed by support-reading strategies with moderate degree too. The results demonstrated that female participants read more, and performed better academically, and these results were statistically significant. But no significant statistical difference existed for reading performance linked to area of specialization, except on the global subscale where variance was visible between junior gifted students and gifted students with learning disabilities. The reading performance of gifted students with learning disabilities was superior. In addition, statistical variance was observed regarding the interaction between variables.

Koura and Al-Hebaishi (2014), conducted a study on the relationship between multiple intelligences, self-efficacy, self-awareness and academic achievement of Saudi Arabia gifted and regular intermediate students. The study 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. Musical intelligence was the least preferred intelligence among both groups. Differences between the two groups were in the order of other preferences. The study also revealed that there was significant correlation between MIs and achievement in specific language skills and language aspects of Self-efficacy and self-awareness.

Jenaabadi (2014), conducted a study on the relation between emotional intelligence, self-esteem and self-awareness with academic achievement. The results of the study showed that emotional intelligence and self-esteem and self-awareness of gifted students had no effect on their academic achievements and self-esteem and self-awareness of female gifted students were higher than those in males.

## **THEORETICAL BACKGROUND**

In this study, two theories were discussed namely Emotional Intelligence Theory of Goleman, 1995, Mayer and Salovey (1993), for emotional intelligence of gifted students and Achievement motivation theory of McClelland (1958), for academic achievement of gifted students in Saudi Arabia. These theories are more appropriate to be used in this study because they are closely related to the issue of gifted students. The relationship between Goleman and Mayer and Salovey's theories is seen in their contribution to the concept of emotional intelligence where they first of all defined emotional intelligence (EI) as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior (Coleman, Andrew, 2008). They also came with three models of EI which include the ability model, the trait model and the mixed model. The ability model, was developed by Peter Salovey and John Mayer, it focuses on the individual's ability to process emotional information and use it to navigate the social environment (Salovey et al, 2004). The trait model was developed by Konstantin Vasily Petrides, "encompasses behavioral dispositions and self perceived abilities and is measured through self report". The final model, the mixed model is a combination of both ability and trait EI. It defines EI as an array of skills and characteristics that drive leadership performance, as proposed by Daniel Goleman (Petrides, et al, 2001). These theories will be taken for the purpose of this research and see how the theories answer the research questions of the study.

## 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.

Table 1

Distribution of the population

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

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

Table 2

Distribution of quantitative study respondents according to class grade and gender

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

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

Table 3

Distribution of qualitative study respondents according to class grade and gender

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

## FINDINGS

### Descriptive Analysis

Descriptive statistics of the five types of emotional intelligence are shown in Table 4.5 below. The results reveal that South Arabian gifted students have high emotional intelligence. Among the five types of emotional intelligence, empathy has the highest level (mean = 3.941, standard deviation = 0.653), followed by motivation (mean = 3.937, standard deviation = 0.611), self-regulations (mean = 3.897, standard deviation = 0.559), self-awareness (mean = 3.718, standard deviation = 0.662), and social skills (mean = 3.532, standard deviation = 0.607).

Table 4

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 variables used a 5-point Likert scale with (1= strongly disagree, 5= strongly agree)

**Research Question 1: Is there any significant influence of self-awareness on academic achievement among gifted students?**

**Ho1. There is no significant influence of self-awareness on academic achievement among gifted students.**

Accordingly, the assumptions of multiple regression analysis were met in this study and the regression analysis can safely be used to test the designated hypotheses. The results of the regression analysis between emotional intelligence and academic achievement among gifted students are presented in Table 4.7. The  $R^2$  was 0.446 indicating that 44.6 percent of the variation of academic achievement can be explained by emotional intelligence of students. The result show self-regulation ( $\beta = 0.256$ ,  $p < 0.01$ ), motivation ( $\beta = 0.150$ ,  $p < 0.05$ ), and empathy ( $\beta = 0.371$ ,  $p < 0.001$ ) were positively effect on academic achievement whereas self-awareness ( $\beta = 0.084$ ,  $p > 0.05$ ) and social skills ( $\beta = 0.041$ ,  $p > 0.05$ ) have no significant effect academic achievement of gifted student in Saudi Arabia. Thus Ho1b, Ho1c, and Ho1d were supported and Ho1a and Ho1e were not supported.

Table 5

Multiple Regressions

Hypothesis	Variables	Standardize Beta	Decision
Ho1a	Self-Awareness	0.084	Rejected
Ho1b	Self-Regulation	0.256**	Accepted
Ho1c	Motivation	0.150*	Accepted
Ho1d	Empathy	0.371***	Accepted
Ho1e	Social Skill	0.041	Rejected
F value		23.167***	
R <sup>2</sup>		0.446	
Adjusted R <sup>2</sup>		0.427	

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

## SUMMARY OF FINDINGS

Based on the results obtained from the findings, the hypothesis testing of this study is summarized as in Table 4.9 and Table 4.10. The below results have answered all the research questions and displays the finding for all the hypothesis testing for all variables. This summary can be used for further discussion in chapter 5. The results indicate that 11 (73.3%) hypotheses were supported and 4 (26.7%) hypotheses were rejected.

Table 6

## T-test Results

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

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

### Research Question 2: How can the concept of self-awareness be described among gifted students in Saudi Arabia?

In this section a total of 30 gifted students were interviewed on how can self-awareness, self-regulation, motivation, empathy and social skill be described among gifted students in Saudi Arabia.

#### ▪ 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 and suggestions that could be adopted to improve self-awareness 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 7

Themes identified from the interview data collected from Gifted Students.

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

### **Research Question 3: What are the suggestions from the teachers that could be adopted to improve self-awareness among gifted students in Saudi Arabia?**

In this section a total of ten teachers were interviewed on the suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia.

Analysis of the interview conducted with teachers of gifted students from the centre of gifted students Jeddah Saudi Arabia gave a great insight into the importance of the suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia. In this section, the responses of the respondents were summarized under the following themes:

- (a) Teach the teachers emotional intelligence skills,
- (b) Incorporating emotional intelligence into the curricula,
- (c) Provide emotional intelligence training to gifted students,
- (d) Incorporate religious perspectives of emotional intelligence into spiritual formation curricula.

Table 8

Themes identified from the interview data collected from Gifted Students.

Themes	Subthemes
Teach the teachers emotional intelligence skills,	.Teachers should be emotionally literate .Teachers should teach with self-awareness and optimism .Emotionally intelligent teachers should be caring and deeply empathetic
Incorporating emotional intelligence into the curricula	.Controlling one's anger is not easy .Getting angry easily .Requesting help from friends during exams period if need arises
Provide emotional intelligence training to first-year students	.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.	.Making friendships as an important thing .Loving one's friends .Spending time with others

## DISCUSSIONS

In line with the objectives of the study and research questions to find out the influence of self-awareness towards academic achievement among gifted students in Saudi Arabia, the responses from questionnaires and interview analyzed, the discussion will attempt to highlight on how self-awareness influence academic achievement among gifted students in Saudi Arabia.

The study assumed that there is a negative influence of self-awareness on academic achievement among gifted students. It was shown in the data analysis and interpretation that self-awareness ( $\beta = 0.084$ ,  $p > 0.05$ ) have no significant effect on academic achievement of gifted students in Saudi Arabia. Self-awareness refers to individual's knowledge of his inner personal preferences and perceptions. Self-awareness includes emotional awareness, accurate self-evaluation and self-confidence (Goleman 1998).

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-awareness of gifted students had no effect on their academic achievements. On the other hand, the findings of this study disagree with the research conducted by Morirson (2007), who confirmed that teaching children to understand their feelings and communicate through them influences many directions of their growth and success in life. In contrast, their failure to acquire these skills may leave them vulnerable to the struggles of others. The findings of this study also disagree with Mohzan (2013) who mentioned that emotional intelligence can affect various aspects of physical and psychological health as well as human performance in the realms of one's social and academic life. In their work titled "predicting self-awareness dimensions from personality traits among gifted students" Seif and Panah (2013) found significant correlations between personality traits (openness to experience, conscientious, agreeableness, extraversion, and neuroticism) and dimensions of self-awareness (private self-awareness, public self-awareness, and social anxiety).

The findings of this study contradicted the findings of 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 there was significant correlation between MIs and achievement in specific language skills and language aspects of Self-efficacy and self-awareness.

Self confidence is the difference between feeling unstoppable and feeling scared out of one's wits. Perception of oneself has an enormous impact on how others perceive him. Perception is reality the more self confidence one has, the more likely it is he'll succeed. Feelings of self-confidence were explicitly mentioned by respondent 9 (R9) during the interview although many of the factors affecting self confidence are beyond one's control, there are a number of things one can consciously do to build self confidence.

Self-control is the ability to control one's emotions, behavior, and desires in the face of external demands in order to function in society. In psychology it is sometimes called self-regulation. Self-control is essential in behavior to achieve goals and to avoid impulses or emotions that could prove to be negative. In behavior analysis self-control represents the locus of two conflicting contingencies of reinforcement, which then make a controlling response reinforcing when it causes changes in the controlled response. Self control is the central issue or theme that emerged from the interview responses. Almost all the respondents mentioned something related to self control in their responses either negatively or positively.

The term Self Initiative is usually used to describe someone who is driven to get the job done. Someone who has self initiative and drive doesn't need someone to stand over them to make sure they get their job done. They just need to know what you need and they will find a way to get it

done. These people are highly motivated to be successful. In fact, they will normally work best with little or no direct supervision. Self initiative is another theme emerged from the interview responses and it was specifically mentioned by respondent 6 where he said: "*I initiate work without being asked*". (R6), this indicated that he is self initiative and can create things on his own.

Human relationship is a relation between people; relationship is often used where relation would serve, as in 'the relationship between inflation and unemployment', but the preferred usage of 'relationship' is for human relations or states of relatedness; "the relationship between mothers and their children. 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 human relation. The opinions of the respondents are almost similar in their aims to have relations others more especially friends. Other respondents consider making friendships as an important thing as mentioned by R21, making friends easily with others as mentioned by R25 loving friends as said by R23.

Sharing the feelings of others have several positive mental and physical health related outcomes, such as relieving tension caused by the buildup of everyday stressors, as well as the trauma of major life difficulties. Expressing emotions also reduces the likelihood of acquiring stress-related problems such as muscle aches and tension headaches. Some psychologists believe that the most important aspect of life is feeling connected to another person and one way to enhance closeness is through sharing feelings. By disclosing ourselves sharing our inner ideas, concerns and emotions with family members, partners or close friends we come to know ourselves better. When we express ourselves, our thoughts and feelings often become clearer and take on an even fuller meaning in several ways. Sharing the feelings of others was pointed out by respondent 26 (R26) where he was quoted saying "*I can share with others during their private conversations*". (R26). Under this theme, other respondents mentioned some opinions that are closely related to the opinion of R26 which is one of the main themes of the interview responses.

During the interview majority of the respondents suggested that the teachers should be taught emotional intelligence skills to be able to impart the skills to the students. R3 suggested that teachers should have self-awareness and be emotionally literate and understand that emotion is embedded in their teaching. R5 was of the view that teachers should teach with self-awareness and optimism and believe that they can make a difference in the lives of their students, and they should attribute positive qualities to learners.

Almost all the respondents suggested the incorporation of emotional intelligence into the curricula, by putting more emphasis to the relationship between emotions and classroom management as mentioned by R2. R8 suggested that there is a need for the ability to identify and regulate (control) student's emotions by the teachers because they are capable of experiencing a

wide array of emotions such as anger, frustration, anxiety, and happiness in one class period if the concept of emotional intelligence is incorporated into the curriculum.

Providing emotional intelligence training to gifted students might be a valuable strategy, an equally viable option for teachers is to blend lessons on feelings and relationships with other topics already taught as mentioned by R3 during the interview.

Incorporating religious perspectives of emotional intelligence into spiritual formation curricula was the opinion of almost all the respondents during the interview. Other respondents directly related the concept of emotional intelligence to religion as mentioned by R8 where he said that “Emotions are a gift from God.” R2 suggested that it is necessary for both gifted students and their teachers as believers to manage their emotional lives according to God’s design.

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

## **CONCLUSION**

The study discusses the findings of the influence of self-awareness towards academic achievement among gifted students in Saudi Arabia. During the analysis and interpretation of the responses gathered from gifted students which is the quantitative data, multiple regressions was used to investigate the influence of self-awareness on academic achievement among gifted students. For the qualitative data thematic analysis was used through manual qualitative style to describe the concept of self-awareness and provide suggestions from the teachers that could be adopted to improve self awareness among gifted students in Saudi Arabia. The findings of the study show the effect of self-awareness on academic achievement.

## **IMPLICATION FOR FURTHER RESEARCH**

The influence of self-awareness towards academic achievement among gifted students in Saudi Arabia is among the recent investigation 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 the influence of self-awareness towards academic achievement among gifted students in Saudi Arabia suggested that more studies should

be done on the influence of self-awareness towards academic achievement among gifted students in Saudi Arabia 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 emotional intelligence 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 there is a negative influence of self-awareness on academic achievement among gifted students, research can also be done on strategies that could be used to improve the level of self-awareness 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.

The quality of public schools should be enhanced and expand to include other program to allow the members of the community become more engaged in gifted and non-gifted student's education. Furthermore, Saudi Arabian public universities through Ministry of High Education should offer courses for teachers on the importance of conducting programmes for gifted students, and effective teaching methods that can be used by teachers in teaching the gifted students some aspects of emotional intelligence. Indeed, emotional intelligence issue is a new in the academic achievement among gifted students in Saudi Arabian and Saudi education system, and both management of the ministry and teachers of gifted students do not yet know their roles

regarding this new trend. Hence, it is necessary to provide both management and teachers of gifted students with orientation and training.

## SUMMARY AND CONCLUSION

This exploratory study attempted to shed light on the influence of self-awareness towards academic achievement among gifted students in Saudi Arabia. The findings of this study explore the influence of self-awareness towards academic achievement among gifted students in Saudi Arabia which are a meaningful change in Saudi education system in general. The descriptive statistics of the five types of emotional intelligence are shown in the earlier section of this study. The results reveal that Saudi Arabian gifted students have high emotional intelligence. Among the five types of emotional intelligence, empathy has the highest level (mean = 3.941, standard deviation = 0.653), followed by motivation (mean = 3.937, standard deviation = 0.611), self-regulations (mean = 3.897, standard deviation = 0.559), self-awareness (mean = 3.718, standard deviation = 0.662), and social skills (mean = 3.532, standard deviation = 0.607). All variables of the study were significantly correlated with dependent variables ( $p < 0.01$ ) which indicate that all the five elements of emotional intelligence are significantly correlated with the academic achievement. All the coefficient values are positive which meets the hypotheses requirement. The findings showed that self-regulation, motivation and empathy have positive effect on academic achievement whereas self-awareness and social skills have no significant effect on academic achievement of gifted student in Saudi Arabia. The result of multiple regression shows that there is a negative influence of self-awareness on academic achievement among gifted 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 self-awareness 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, incorporating religious perspectives of emotional intelligence into spiritual formation curricula.

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