

**THE EFFECT OF EMOTIONAL INTELLIGENCE  
PROGRAM ON LEADERSHIP SKILLS AMONG  
GIFTED STUDENTS IN SAUDI ARABIA**

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PROGRAM ON LEADERSHIP SKILLS AMONG  
GIFTED STUDENTS IN SAUDI ARABIA**

by

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Lord of the Worlds, and prayers and peace be upon the master of Messengers.*

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**KESAN PROGRAM KECERDASAN EMOSI DALAM KEMAHIRAN  
KEPIMPINAN DALAM KALANGAN PELAJAR BERBAKAT DI ARAB  
SAUDI**

**ABSTRAK**

Kajian ini bertujuan untuk mengenal pasti kesan program kecerdasan emosi terhadap kemahiran kepimpinan di kalangan pelajar yang berbakat di Arab Saudi. Kajian ini berhasrat untuk menjawab persoalan penyelidikan iaitu perkembangan, kesan program kecerdasan emosi dan pendapat pelajar yang berbakat mengenai kesan program kecerdasan emosi terhadap kemahiran ini. Kajian ini menggunakan penyelidikan kaedah bergabung. Sampel kajian terdiri daripada pelajar yang berbakat peringkat sekolah menengah. Mereka telah dibahagikan kepada dua kumpulan: kumpulan eksperimen dan kumpulan terkawal. Penyelidik menggunakan Skala Ferwanah (2014) untuk mengukur kemahiran kepimpinan. Kaedah statistik dikaitkan dengan frekuensi, peratusan, purata, sisihan piawai oleh jumlah skor pelajar yang berbakat dan sub-skor dalam skala kemahiran kepimpinan. Analisis berulang yang mengukur ANOVA dan ACOVA digunakan untuk menilai perbezaan di antara kumpulan percubaan dan kumpulan golongan yang terkawal dalam jumlah dan sub-skor. Perkembangan kemahiran kepimpinan menunjukkan tahap yang sederhana dalam dua dimensi dan rendah dalam 3 dimensi yang lain. Keputusan menunjukkan kesan emosi program kepimpinan terhadap kemahiran kepimpinan di kalangan pelajar berbakat menengah pertama di Wilayah Qurayyat, sama ada pada jumlah skor atau sub-skor dalam kemahiran kepimpinan kumpulan eksperimen. Pengajian ini mencadangkan keperluan untuk menggunakan program kecerdasan emosi dalam proses pendidikan. Bersama dimensi teori Goleman mengenai emosi dalam



kurikulum Kemeterian Pelajaran, supaya ia dapat membantu pelajar berbakat meningkatkan kemahiran kepimpinan mereka. Ia juga mencadangkan kepentingan penyediaan program pengayaan bagi pelajar yang berbakat dalam perkembangan kemahiran kepimpinan secara bebas daripada kurikulum. Tambahan juga kepada bengkel berkala untuk pelajar yang berbakat dan penglibatan mereka dalam pembangunan penyelesaian masalah yang sedia ada dan pada masa depan. Guru-guru yang mengajar pelajar berbakat harus diberi latihan yang mantap dalam perancangan dan penyediaan program kecerdasan emosi.

# **THE EFFECT OF EMOTIONAL INTELLIGENCE PROGRAM ON LEADERSHIP SKILLS AMONG GIFTED STUDENTS IN SAUDI ARABIA**

## **ABSTRACT**

This study aimed to identify the effect of the emotional intelligence program on leadership skills among the gifted students in Saudi Arabia. This study intends to answer research questions that include the development, the effect of emotional intelligence program and viewpoints of gifted students regarding the effect of the emotional intelligence program on these skills. This study used the mixed methods research. The study sample consisted of 1st grade secondary gifted students. They were distributed into two groups: an experimental group and a control group. The researcher used Ferwanah Scale (2014) to measure of leadership skills. Statistical methods were related to frequencies, percentages, means, standard deviations of the gifted students' scores in the total and sub-scores in the leadership skills scales. The analysis of Repeated measured ANCOVA and One Way ANCOVA were used to judge the significance of differences between the experimental and control groups in the total and sub-scores. The development of leadership skills was average in two dimensions and low in three other dimensions. The results showed the effect of the emotional intelligence program on leadership skills among the 1st-grade secondary gifted students in Qurayyat Province, either at the total score or sub skills of the leadership skills among the experimental group. This study recommends the need to employ the emotional intelligence program in the educational process by dimensions of the theory of Goleman on emotional intelligence within the Ministry of Education curriculum, so that it can help the gifted students develop their leadership skills. It

also recommends the importance of providing enrichment programs for gifted students in the development of leadership skills independently from the curriculum, in addition to periodical workshops for the gifted students and their involvement in the development of solutions for future and real problems. Preparation and training of teachers of gifted students on the emotional intelligence program are necessary.

## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

Gifted students constitute a national treasure of a great value, so such a value must not be squandered or neglected. In this context, the ability of communities to face the current challenges posed by the fast-changing nature of the age depends in the first place on the amount of care rendered to this group of people and the number of appropriate educational opportunities offered that can help the gifted reach their maximum potential (Jerwan, 2014). However, the current and future conflict among the nations of the world is related to their capabilities in the scientific, technical, economic and military fields. The gifted, on their turn, can contribute to the welfare of society and its development and to ensure its security and future on the grounds that the gifted always give momentum to progress as they are the driving forces and catalysts for diligence and creativity (Al-Zaidi, 2012).

Meeting the special needs of gifted students is the most important indicators that reflect the amount of care and attentions given by of educational systems to the development of giftedness and the gifted in general and leadership in particular as the gifted will be future leaders upon whom the welfare of the community is pinned (Davis Rimm & Siegel, 2010). Conversely, failure to provide proper care which should be responsive to the needs of these students would negatively affect the pace and effectiveness of the progress achieved by a society. With the emergence of educational reform movements in the mid-twentieth century, various educational systems in such developed countries as the United States and many European and

East Asian countries have begun to develop special educational programs for the gifted in order to achieve their needs (Ferguson, 2009).

In response to global and regional trends in the field of welfare of the gifted, the Kingdom of Saudi Arabia Government has made great strides in this area. This was crystal clear when completing a national project titled "Gifted Students' Program" (Clinton, 1997). A number of tests and scales in areas of general intelligence, mental capacities and inventive thinking were developed and localized to fit the Saudi educational system. Meanwhile, a range of enrichment units and two enrichment programs in science and mathematics were developed. Such programs were utilized in completing care program of the gifted which was adopted by the Ministry of Education through centers for welfare of the gifted which are located at various education departments in various regions of the Kingdom of Saudi Arabia. Also, a foundation for the gifted, which is the King Abdulaziz and His Companions Foundation for Giftedness and Creativity (Mawheba), was established (Alnafee et al, 2000).

Aljghiman (2013) noted that welfare of the gifted is not limited to the provision of educational programs that are concerned with the development of mental and intellectual abilities, and not either limited to the enactment of laws, regulations and legislation governing their lives and make it easier to deal with them, but it goes beyond that to include giving them due psychological, physical and social care and setting guiding programs that ensure their sound psychological, physical and social growth in an integrated way that creates a sound personality from all aspects. Dabash (2013) added that care for the gifted gives a security guarantee for

the country's future in light of the changes and the events witnessed by the world and the Middle East, in particular.

A lot of challenges had been encountered to make investment in human resources and become first priority, so that the gifted will be able to assume leadership responsibilities in the future (Al-Saif, 2014). Investment in such a group represents a national treasure for the sake of a secure future and a developed society. If neglected, however, the society will lose a group of people who are able to drive prosperity and development (Johansen, 2012). It can be said that the progress and welfare of any society depends on the number of leaders who are able to coordinate human efforts and work on achieving the desired goals. The realization of the objectives in different societies depends on the efficiency of their leadership and their ability to guide members of the community (Al-Zaidi, 2012).

Myers and Sialvir (2006) pointed out that the issue of leadership is one of the most topics addressed by the relatively recent studies in social, educational, psychological and administrative sciences since leadership has become the benchmark that determines the success of any society. The success or failure of any society in its endeavor towards realizing its goals is often ascribed to the efficiency or inefficiency of its leadership.

Also, it is important to consider what Van and Stambgugh (2004) referred to as they accentuated the necessity to study leadership skills of the gifted student and to identify the variables that positively and negatively affect the development of such skills, taking into consideration that giftedness is not limited to a specific domain but

it includes all areas of life. Also, leadership is a compound concept that includes all personal and cognitive domains.

Therefore, it has become a real need to give talented students, who will be society leaders, the opportunity to hone their leadership skills and also school curricula should be instrumental in such pursuit (Volk, 2006).

Shalaby (2014) referred to leadership skills as being among the most prominent twentieth century skills which should be developed and enhanced. However, leadership skills are affected by some factors and personal variables. Among these personal variables the emotional Intelligence which form an important aspect of human behavior as there is a close link between the human being and his life. It is noted that some individuals are emotionally mature but have the ability to adapt to their surrounding community. Also, there are individuals who do not have the same level of maturity and they often suffer from problems in their adaptability to and compatibility with members of their surroundings (Al-Zaidi, 2012).

The emotional Intelligence satisfy our daily needs and they drive the human being, direct his ability and control his decisions. So, it is very important for an individual to possess emotional intelligence in order to help him develop basic and meaningful values for the advancement of his future and cope with life successfully (Azzopardi, 2010).

Human Resource Management (2005) in the United Kingdom confirms that the success of any organization is linked to the level of emotional intelligence of the leaders in charge, and those must assess the feelings of individuals towards their workplace in order to intervene in case of experiencing any problems and manage their emotions in order to gain their trust. Emotional intelligence is the key to good performance in any enterprise, where the successful leader takes his decisions based on the interaction of a combination of social skills, and the ability to self-management, and awareness of the effect of his personal behavior on others within the organization.

Recently, studying emotional intelligence as a factor in the effectiveness of leadership has widespread. Most studies have confirmed the existence of a positive relationship between emotional intelligence and other variables such as effective leadership, achievement and job performance. Watkin (2000) noted that emotional intelligence is the key to successful professional performance and it constitutes about 85% of successful leadership performance. According to Mayer (2001), emotional intelligence is a characteristic of prominent leaders, and effective leaders are those who are able to generate feelings of trust and mutual respect with their followers and build strong relationships with them.

Goleman (2006) referred emotional intelligence as one of the key variables which have arisen as one of the core effective leadership qualities; and for him it is the ability to handle emotions and feelings to deal with the needs of individuals and motivate them effectively. The leader who has emotional intelligence is believed to be more loyal and committed to his organization, happier in his work, can perform



well, able to utilize his intelligence to improve and raise the level of decision-making, and capable of creating a sense of happiness, joy, trust, and cooperation among employees through his personal relationship with them.

Goleman's theory is one of the recent theories of emotional intelligence, which can be employed on leadership skills among gifted students in Saudi Arabia. Also, many of the studies in Saudi Arabia and other Arab environments have been based on Goleman's theory of emotional intelligence, for example (al-Zaidi, 2012), (Abzakh, 2010), (Kamour, 2007) and (Sarairh, 2003), in which they created training programs based on Goleman's theory, which proved effective.

## **1.2 Research Background**

It has been noted that human capital is more useful and profitable than all other material wealth if prepared well and utilized effectively to create a generation capable of leading the future (Dabash, 2013). So, nowadays it is clear that nations and communities are competing and pursuing after discovering their gifted and talented individuals to nurture them. Such countries have realized that their capabilities will be superior through their gifted and creative individuals and their progress will be only through their think tanks and inventors (Aljghiman, 2013). The education policy in the Kingdom of Saudi Arabia has focused on discovering and nurturing the gifted, making such a thing among its general objectives that outline the goal of education. This effort has showcases the Saudi experience in this regard over the past years (Alnafee, 2001).

Informal attention to the gifted has begun in the Kingdom of Saudi Arabia since its inception and the beginning of religious education there. Such an interest has evolved with the development of life in the KSA. However, formal concern to this group of students began only in 1969, the year in which the Saudi Council of Ministers approved the document titled "Education Policy in Saudi Arabia" (Al-Rajhi, Al-Salamah, Malik & Wilson, 2012). This document contained more than one item underscoring the importance of nurturing the gifted and the top achievers in the Saudi educational institutions. So, that year was considered as the real beginning of the first phase in Saudi Arabia in terms of its official care of such a category of citizens. That phase lasted about twenty years (1969/1989), during which focus was only placed on legal legislation and holding ceremonies to celebrate, honor and reward the gifted and their families through offering them educational scholarships to pursue their studies in Saudi Arabia and abroad (Al-Kahtani, 2015).

Based on the legal legislation that was the bulk of the first phase emerged the second phase. There was a growing interest in this category of students. The second phase lasted about five years (1990/1995), which witnessed a lot of achievement in terms of educating and nurturing the gifted. Among those achievements were the widespread awareness of that group, and preparation and legalization of a number of tests and scales required to discover the gifted and the top achievers in order to give them the care they deserve (Al Rajhi, Al Salamah, Malik & Wilson, 2012).

In the third phase, Saudi researchers exerted a lot of efforts as they worked on preparing and experimenting enrichment techniques in the following scientific subjects: biology, physics, chemistry and mathematics. This was done over two

stages: in the first stage, enrichment curricula were prepared and piloted, while as the second stage focused on implementing the program by the Ministry of Education in Saudi Arabia.

The recent launch of Saudi Arabia Vision (2030) is among the most significant moments in the history of the country. Such a vision focuses on economic transformation from being a producer of oil only, to a country where there are diverse economic resources; this requires the presence of human minds to help achieve this vision. Part of this vision is to develop the personality of community members, enhance and nurture mental abilities and create future leaders capable of implementing Saudi Arabia Vision (2030). Under this vision, there is a need to young leaders who have the ability to plan, achieve the desired goals, solve problems, work within a team and have the motivation and the ability to generate ideas and alternative solutions to achieve that vision. The Saudi Arabia experiment is moving steadily as it is based on scientific research, which is carried out and implemented by a number of Saudi educational researchers, ministries, universities and relevant institutions (Al Qarni, 2010).

Historically, in 1969 the Saudi cabinet first recognized the need for identifying gifted students (Al-Nafea et al., 1992), but no actual steps had been taken for action. Between the years 1990 and 1996, King Abdul Aziz City of Science and Technology, with collaboration from the Ministry of Education and the General Presidency for Girls Education, produced a project for extensive national research. The project entitled: "Identification and Care for Gifted Students" (Bondagjy, 2000) consisted of three main aims to design a programme for identification of gifted

students, design enrichment programme models for mathematics and science curriculum and enlighten Saudi society about the importance of the identification of gifted pupils and provision to meet their educational needs.

In 1998, a project entitled “Identify and Care Programme for Gifted Students” designed for identifying gifted students in Saudi Arabia was implemented by the Ministry of Education (Alwasruh, 2005)

This programme consisted of four units: Identification of gifted students. Care and enrichment programmes for gifted students. Training, planning and organization. Finance and administration services (Alqefari, 2010). This project is of even greater significance, since it was deemed that it provided a more concise manner in identifying and supporting gifted children of Saudi Arabia. Therefore, it represents a landmark in the history of gifted education in Saudi Arabia. It provided the Ministry of Education with the opportunity to start special programmes for gifted students. According to Alqefari (2010), the identification process of the gifted students in Saudi Arabia employs seven methods, which are: Teachers’ nomination, High academic achievement, High achievement in science and mathematics, IQ tests, and Torrance test for creativity thinking.

Two years later in 1998, a project entitled (Identify and Care Programme for Gifted Students) designed for identifying gifted students in the Kingdom of Saudi Arabia was implemented by the Ministry of Education (Alwasruh, 2005). This programme consisted of four units which include identification of gifted students, care and enrichment programmes for gifted students, training, planning and

organization and finance and administration services. This project is of even greater significance than the first, since it was deemed that it provided a more concise manner in identifying and supporting gifted children of the Kingdom. Therefore, it represents a landmark in the history of gifted education in Saudi Arabia. It provided the Ministry of Education with the opportunity to start special programmes for gifted students.

Later, in 2009, Saudi Arabia adopted the Ninth Development Plan. This plan included efforts of recognizing giftedness as being important in the national development process. The plan also targeted to increase the number of both male and female students benefitting from giftedness programs and to establish a research unit that specifically deals with identification, design and implementation of special programs for the gifted. More progress can be noted through advancements like introduction of a bachelor's degree in Gifted Education to train instructors and specialists in gifted education. Several directorates have been established for gifted student's programs including creating public and parental awareness of giftedness. Thus, the Ministry of Education statistical data interested to identify the gifted students through the results of the screening test that is conducted by National Center for Assessment to select the gifted students from different schools (Saudi Arabia Ministry of Education Statistical Data, 2015).

The concept of intelligence was limited by most researchers for a long period of time on cognitive intelligence only, which refers to a range of cognitive abilities like abstract thinking, reasoning and judgment, memory, and others. This view has raised the ire of some psychologists who felt intimidated by the control of cognitive

school on other factors that control human behavior, particularly the emotional factor, which may lead to the disruption of a balanced view of the man as a creature that combines mind and conscience (Al-Samadouni, 2007).

The feeling of bias of psychology to the cognitive factor on the expense of other factors has resulted in changes in the psychologists` view to the emotion and its role in human life, and to the need to recognize its stature in influencing behavior. The emotion is an essential component of personality, and is referred to within certain concepts like feelings, sentiments, and passions. It is expressed as well as within the needs and tendencies, trends, concerns, values, attitudes, compatibility, appreciation, acceptance, preference, and commitment. The emotion is one of the most powerful components of personality. When an individual acquires information or related issues, it becomes a must to have them entered as emotions acting after that depending on his feelings, trends, inclinations, and attitudes. It is clear that conscience life is not neutral but is the essence of the psychological life of the individual (Al-Khidr, 2006).

The extent of this disparity was clarified by introducing the concepts of emotional intelligence and social intelligence. The emotional intelligence in particular includes determination, motivation and the ability to understand oneself. The importance of emotional intelligence appears in its ability to link between emotions, behaviors, the relationships with others, ethical attitudes, and the ability to distinguish between right and wrong according to moral values acting in accordance with it (Goleman, 1995). The concept of emotional intelligence is defined as the individual's ability to control his/her emotions, understand his feelings of self and

emotions, the ability to read the internal feelings of others, dealing flexibly within these relationships, and using the information as a guide to individual in thinking and behavior (Goleman, 1995).

### **1.3 Research Problem Statement**

In addition to the above-mentioned details discussed in the introduction and theoretical background, the problem statement in the study is outlined as below:

#### **1.3.1 The Development of Leadership Skills Issues among Gifted Students In Saudi Arabia**

In Saudi Arabia, increasing interest has been growing in education in general and giftedness education in particular over the past decade (Al-Hogail, 2003; Subhi-Yamin, 2009; Mourgues et al., 2016). Although the Saudi Arabia government through the MoE seems to be eager to provide gifted students with better designed programmes that would enhance their intellectual abilities and needs. The government of Saudi Arabia has established a special programme to boost the academic achievement of high-performing students. Nevertheless, the programme does not focus on psychological traits, such as emotional intelligence but rather, it focuses on cognitive aspect. The present programmes appear to be less than what was expected as they do not impressively meet such abilities and needs (Ayoub & Aljughaiman, 2016; Aljohani, 2018). This disapproval of these programmes that are provided to gifted students in Saudi Arabia was also affirmed by Alqefari (2010). He revealed his worry about applicability and the effectiveness of the gifted students' related policies, and the applicability of the giftedness education at all.

At a later time, Alqefari (2010) called for more researches in the field of emotional intelligence specifically among gifted students in Saudi Arabia and even in other countries in the Arabian region. Accordingly, Alfurayh (2016) indicates that because of the paucity of studies on this topic internationally, researchers do not know enough about the influence of emotional intelligence on leadership skills of gifted students. Therefore, the present research responds to this and other similar calls by studying this phenomenon in Saudi Arabia and enriches the literature in this context.

As society grows into a more cooperative more society, the importance of finding emerging leaders has become crucial. Not only should these potential leaders be identified, but also their talents need the opportunity to develop. As a result, leadership education continues to be a concern in gifted education. However, it remains an abstract concept that is often ignored in school curricula (Karnes & Stephens, 1999). Leadership in gifted students has been an area of interest for many researchers. According to some scholars, there is parallelism between the features of a qualified leader and a gifted person. Qualified leaders and gifted people have good verbal skills and imagination; are socially sensitive; can solve problems; can think critically; and they are creative, enterprising, responsible, and flexible. Above average intelligence is a prerequisite for leadership, because leaders need to be more intelligent than those in the group they lead (Edmunds & Yewchuk, 1996).

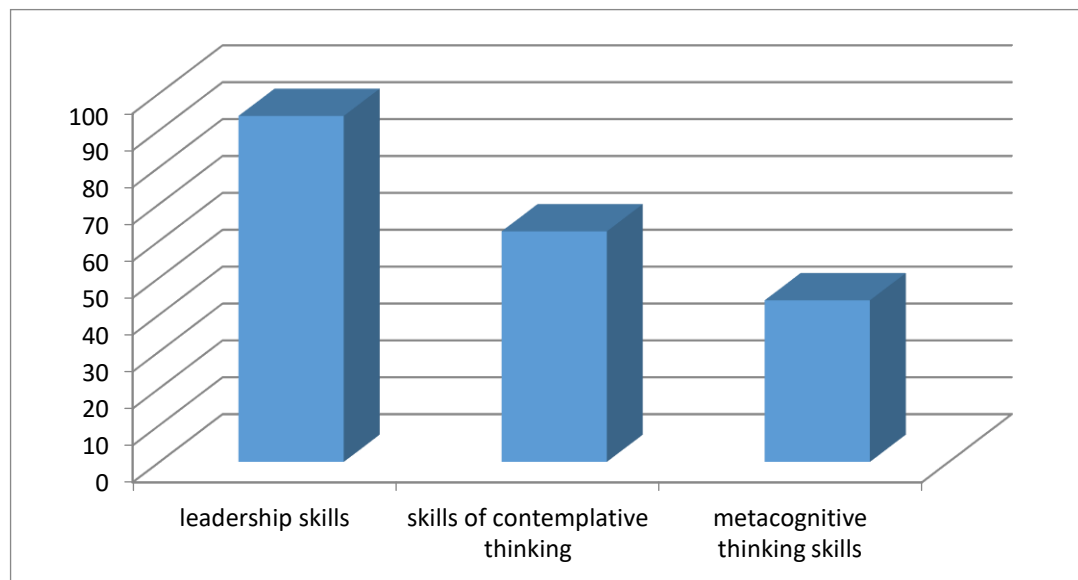
In their study examining the relationship between leadership and intelligence, Judge, Colbert, and Ilies (2004) conducted meta-analysis of 151 independent studies from 96 sources. Their study demonstrated that there is a positive relationship



between leadership and intelligence. Marland Report (1974), which has proposed the first formal definition of giftedness, describes “leadership” as one of six areas of giftedness. In gifted education, although leadership has been included in the formal definition for more than 30 years, many researchers agree that leadership skills is the area that is neglected the most and developed the least (Chan, 2000; Karnes & Bean, 1996; Hays, 1993; Smith et al., 1991). Milligan (2004) states that, assuming there is a positive correlation between giftedness and leadership to some degree, many researchers in gifted education think that leadership training is an important component of gifted programs (Davis & Rimm, 1994; Karnes & Chauvin, 1986; Renzulli & Reis, 1985; Roach, Wyman, Brookes, & Chavez, 1999; Sisk & Roselli, 1987). Hence the need for leadership development among gifted students.

It was noted that the gifted students in Saudi Arabia were found having deficiency in enrichment programs and their development not in progress skills, especially leadership skills. The centers which they are studying only focus on cognitive aspects. This has been evidenced by many studies (Al-Amer, 2014; Al-Fahaid, 2002; Al Qarni, 2010). Based on the findings of previous studies which were conducted in Saudi Arabia Educational system, the survey was done aimed at teachers of gifted students (Ministry of Education, 2014) in Qurayyat Governorate. This survey targeted on 17 teachers who were asked the following question: *According to their importance, what are the skills needed to be developed among gifted students?* Sixteen (16) out of seventeen (17) teachers responded to the survey. According to the survey findings, developing gifted students' leadership skills came first by (93.8%); skills of contemplative thinking came second by (62.5%) while metacognitive thinking skills came third by (43.8%). This finding shows that the

need for the development of non-practice leadership skills is very high compared to other skills. The following chart shows the survey results:



*Figure 1.1. Survey Results Process*

The lacking of the development of leadership skills among current gifted students in Saudi Arabia was partly due to the reason where the curriculum (objectives of Article No. 57 of the education policy in the Kingdom of Saudi Arabia, which was circulated in 1969), indicates the detection and cultivation of the skills and abilities of gifted students. However, this Article No. 57 did not emphasis on leadership skill. The specific objectives of Article Nos. 192, 193, and 194 confirm that the detection and provision of private programs necessary to develop the abilities and talents of gifted students instead preparing all means of scientific research to help highlight their abilities (Al-Hogail, 2003). The objectives of meeting the needs and desires of gifted students have not been achieved, and they were not given enough opportunity to highlight their skills and abilities, perhaps because of the lack of skills development programs focused on gifted students and the absence of relevant curriculum and teaching methods. Therefore, the outcomes are not

compatible with the desired knowledge explosion and solution in facing contemporary problems, and the objective to meet the needs of gifted students failed, which wasted their abilities and talents (Al-Rafi 2007).

### **1.3.2 The Emotional Intelligent Program Was Not Taking into Account**

#### **Because the Curriculum Is Still Based on Traditional Method**

The emotional intelligence of gifted students in Saudi Arabia have become an increasing source of concern within the Saudi education sector (Alqefari, 2010). This concern has been attributed to the significant role played by education in national development. Facilitating the appropriate provisions for gifted and talented students is important to the development of any functioning society (Alqefari, 2010). The emotional intelligence of Saudi Arabian gifted students does not satisfy expectations, a condition that has affected the societal development of the country. Correspondingly, the major challenge faced by the Saudi general education system is improving the quality of education, such that the graduates of the system have the skills and knowledge that could match the demands of the labor market (Aljughaiman & Grigorenko, 2013). The country requires intelligent and creative individuals who can design new inventions and open new horizons to advance the technological and scientific sectors and these requirements are related with emotional intelligent. These individuals must also remain competitive in the fast-paced developing world. The Kingdom of Saudi Arabia has recently focused on the important role of this special group.

Al-Zaidi (2012) referred the general objectives of the education policy in the Kingdom of Saudi Arabia, which was publicize in 1969, indicates the detection and cultivation of the skills and abilities of gifted students. The specific objectives that the detection and provision of private programs necessary to develop the abilities and talents of gifted students instead preparing all means of scientific research to help highlight their abilities. Therefore, the outcomes are not compatible with the desired knowledge explosion and solution in facing contemporary problems, and the objective to meet the needs of gifted students failed, which wasted their abilities and talents and among the most prominent findings of those studies which were conducted in the Saudi Educational system and demonstrated a gap of interest the emotional intelligent aspects among the gifted students were (Al-Saif, 2014), (Aljghiman & Maegani, 2013), (Al-Lala, 2013), (Al-Zahrani, 2013), (Al-Zaidi, 2012), (Al-Oqeel, 2011), and (Al-Manaai, 2010). All of these studies have confirmed the existence of a lack of enrichment programs for the development of leadership skills among the gifted students while as some centers do not have such programs at all. On the other hand, some centers of the welfare of the gifted focused on leadership awareness programs only (Al-Lala, 2013). Also, according to a study conducted by (Aljghiman & Maegene, 2013), which assessed the gifted welfare programs in public education schools in Saudi Arabia in the light of the quality standards of enrichment programs, it was found that there was a lack of programs offered to the gifted; there were no programs that address skills and emotional aspects of the gifted.

The need for leadership skills for gifted students has become a pressing demand in light of the national transformation, which is currently happening in Saudi Arabia, which is called Saudi Arabia Vision (2030). This vision depends primarily on young leaders who are well qualified to play their role to the fullest towards national transformation. Under national transformation everywhere, Saudi Arabia is to transform from being a country dependent on oil to a country where there are diverse economic resources. So, it is necessary to initiate development programs that keep pace with this shift.

### **1.3.3 There is No Specific Program that Focuses on Leadership Skills among Gifted Student in Saudi Arabia**

There are few studies about leadership and giftedness, and the number of leadership development programs for students is inadequate (Al Qarni, 2010). Leadership training in schools is a new concept in the Saudi educational system . The efficacy of current leadership development programs should be examined, and new, independent, and effective programs should be developed for young and skillful leaders. Because there are very few studies in Saudi Arabia about leadership development programs, there is a need for an experimental study (Al-Saif, 2014) that aims to examine and develop the leadership skills of gifted students in high school and subsequently examines the effects of emotional intelligence on the development of leadership skills among gifted students, who will be the leaders in the future. Based on studies conducted in different educational systems and due to the lack of programs offered to gifted students to develop leadership skills, and the scarcity of research in this regard in the Saudi educational system, the idea of this present

research emerged which is based on identifying the effect of emotional intelligence on the development of leadership skills among gifted students in Saudi Arabia.

Education of intelligent leaders has the utmost importance for national and international development. Therefore, teaching leadership skills has become a necessary task for schools, especially for the teachers of gifted students (Parker & Begnaud, 2004). Researchers have conducted many studies about the potential content of leadership training programs. More so, scholars opined that leadership training programs should cover the following elements: Cognitive skills, which include organizational skills, problem-solving skills, inductive reasoning, research techniques, time management, motivation techniques, and studying for the future; and emotional skills, which include defining values, empathizing, communication skills, group dynamics, and effective listening skills. Karnes and Bean (2011) state that leadership training needs to be an integrated part of gifted education. Leadership curricula for gifted students should include skills of high-level thinking, approaches to creative problem solving, logic, and decision making models, especially ones that require students to make decisions with limited information (Feldhusen, 1994).

According to Karnes and Bean (1996), the studies have shown that even short programs—for example, those of 1 or 2 weeks—can develop leadership skills. Similarly, researchers observed that students who participated in leadership development program developed a sense of belongingness to the school, took more responsibilities both inside and outside school, and their will to serve the community increased (Furtwengler, 1991). Designing a program especially such type that aimed to

enhance students' leadership skills become necessary in the light of present quest for intelligent leaders.

Emotional intelligence is a set of traits that are vital to the life of individuals as emotional life is a domain which can be addressed in the same way as math and science. Therefore, scientists showed an interest in studying emotional intelligence through the relationship between intellect and emotion as two complementary not contradicting concepts (Mayers & Tucker, 2005). The gifted education literature over the past two decades also attests to the growing interest among educators and psychological researchers in fathoming the emotional characteristics of gifted and talented students. This surge of interest is largely motivated by the claimed role of affective and social characteristics of individuals as forces impacting both the talent development and well-being of the gifted (Shani-Zinovich & Zeidner, 2013). Yet, research on the psychosocial and emotional attributes of gifted and talented students has traditionally been given short shrift, especially when compared to the massive amount of research on the cognitive facets of giftedness, along with instructional and pedagogical issues in teaching gifted children and youth. This present study intend to contribute to the growing research in the field of emotional intelligence especially as it relates to gifted students in Saudi Arabian environment.

Karnes and Bean (2001) state that leadership training needs to be an integrated part of gifted education. Moreover, leadership and giftedness have been regarded as related, but leadership training is neglected in gifted education especially Saudi Arabia. There are few studies about leadership and giftedness, and the number of leadership development programs for students is inadequate as leadership training

in schools is a new concept especially in Saudi Arabia. There is the need for an experimental study that aims to develop the leadership skills of gifted students and subsequently examines the effects of emotional intelligence on the leadership skills of the students. This study therefore, intend to bridge this gap by designing and testing effective leadership development program that aims to develop the leadership skills of gifted students who are more likely to become leaders in the future.

#### **1.4 Research Objectives**

This study aims to:

1. To examine the development of leadership skills among gifted students in Saudi Arabia across PRT, PT1 and PT2 (follow-up).
2. To compare the effect of emotional intelligence program on leadership skills between the experimental group and the control group across PRT, PT1 and PT2 (follow-up) among gifted students in Saudi Arabia.
3. To compare the effect of emotional intelligence program on each leadership skills dimensions below across PRT, PT1 and PT2 (follow-up)
  - (a) Communication skills,
  - (b) Time management skills,
  - (c) Problem-solving skills,
  - (d) Decision-making skills and
  - (e) Teamwork skills among gifted students in Saudi Arabia.



4. To examine opinions from the gifted students in Saudi Arabia about the effect of emotional intelligence program on their leadership skills based on interview.

### **1.5 Research Questions**

1. How are the leadership skills developed among gifted students in Saudi Arabia across PRT, PT1 and PT2 (follow-up)?
2. Is there any significant difference on the effect of emotional intelligence program on leadership skills between the experimental group and the control group across PRT, PT1 and PT2 (follow-up) among gifted students in Saudi Arabia?
3. Is there any significant difference on the effect of emotional intelligence program on each leadership skills dimensions below across PRT, PT1 and PT2 (follow-up)?
  - i. Communication skills,
  - ii. Time management skills,
  - iii. Problem-solving skills,
  - iv. Decision-making skills and
  - v. Teamwork skills among gifted students in Saudi Arabia.
4. What are the opinions of the gifted students in Saudi Arabia about the effect of emotional intelligence program on their leadership skills based on interview?

## **1.6 Research Hypotheses**

The current study covers the following hypotheses:

**H01:** There is no significant difference on the total mean scores of leadership skills between the experimental group and the control group across PRT, PT1 and PT2 (follow-up).

**H02:** There is no significant difference on each leadership skills dimensions scores between the experimental group and the control group across PRT, PT1 and PT2 (follow-up).

**H03:** There is no significant difference on the total mean scores of leadership skills among the PT1 and PT2 (follow-up) of the experimental group after two months period.

**H04:** There is no significant difference on each leadership skills dimensions scores among the PT1 and PT2 (follow-up) of the experimental group after two months period.

## **1.7 Research Significance**

The importance of this study comes from identifying the effect of emotional intelligence program on the development of leadership skills among gifted students. This is because of the important role of emotional intelligence, which helps in the development of leadership skills, a core objective of educational process to keep pace with modern developments, and provide the community with creations, new ideas, and to keep pace with development of knowledge and scientific progress. This is supposed to give those concerned with educational process a perception of the importance of programs based on emotional theories in general, and Goleman's theory which can be discussed in chapter 2 , which inevitably will contribute to the

development of plans, programs and tools that help in the development of leadership skills among the gifted.

This study was conducted to investigate the effect of emotional intelligence on the leadership skills development program of gifted students. This study can offer valuable insight into specific requirements for the development of leadership skills among gifted students. The present study may result in the development of policy for leadership skills enhancement program for not only gifted students but all students in the educational system of Saudi Arabia. Thus, gifted students' teachers and schools gifted students, Ministry of Education in Saudi Arabia may find this research valuable to develop effective teaching leadership skills development programs for the gifted students. The practical contribution of this study and its policy significance lies in the context of defining strategies in relation to positioning the gifted schools in Saudi Arabia in particular and Arab countries in general.

Furthermore, this study can be of significance to all stakeholders in the educational sector in Saudi Arabia. For instance, it can help government to identify the need for developing leadership skills among gifted students in the country so as to enhance the leadership capability of these specialised students. In addition, it can be of great assistance to the government as the study may revealed the need to devise various policies that can necessitate the review of the present educational curriculum of the gifted students to accommodate leadership development programs suitable for the gifted students. Moreover, this study can enable prospective researchers to use findings from this study to examine importance and appropriateness of leadership