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Social intelligence and personal characteristics of talented secondary school students in King Abdullah II schools for excellence, Jordan

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Abstract

The aim of this study is to identify any relationship between social intelligence and the behavioral characteristics of talented students in a middle school from the perspective of their teachers. The study sample consisted of (200) male and female students, distributed in three regions; Amman, Al- Salt, and Al-Zaraqa, Jordan. The social intelligence scale and the behavioral characteristics scale of talented students for Renzulli were applied in the study. The indications of validity and reliability were found to be acceptable to achieve the objectives of the study. The results showed that the degree of response of the sample on the social intelligence scale was high on both parts of the scale .The results also indicated that the averages were medium for each of the creativity, leadership, and motivational characteristics, whereas the average was low for the learning characteristics. The results indicated that there were no statistically significant differences in the average degree of response of the study sample due to the sex variable on both the social intelligence and behavioral characteristic scales for each of the total score or on the sub-dimensions. Furthermore, the results showed that the interaction with others dimensions is the only one which had a significant effect on the explanation of each of the behavioral characteristics of talented students' variables of creativity, leadership, learning, and the total score.

Keywords: Social Intelligence, Talented School, Personal Characteristics.

INTRODUCTION

The concept of "social intelligence" was first identified by Thorndike (1920), when he distinguished between social intelligence and mechanical intelligences. According to Thorndike, one coefficient of intelligence can be extracted from the three types of intelligence which is the social intelligence (Al-Zghoul, 2010).

Social intelligence consists of the ability to act in different social situations; to discover other people's feelings and interests; to organize groups and negotiate solutions; to establish personal relationships with others; to express one's feelings to others to interact and participate with others in various events; to recover from embarrassing situations with the least possible losses; to

recognize one's errors and failures and them; to adapt quickly to any medium one is placed in; and to persuade others of one's personal view (Darwish, 2003).

Social intelligence has two domains: 1) the instinctive domain a desire God placed in man to help him establish social relationships with other individuals and communicate with those around him to share benefits and experiences; and the acquired domain, which is learned through practice and contact with others. Accordingly, one may encounter individuals who can easily make relationships with others, influence them, and be affected by them. They can also express themselves without being shy or afraid (Garcia et al., 2005)

The definition of social intelligence is still being debated in the literature. One of the most famous definitions of social intelligence is the original definition of Thorndike (Thorndike and Stein, 1937), who defined soc-

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ial intelligence as "the ability to understand and manage men and women, boys and girls, to act wisely in human relations". Whereas Habib (1994) defined it as: "an individual's ability to behave in social situations, distinguish the psychological conditions of others from their facial expressions, judge human behavior, remember names and faces, understand jokes, participate with others in their free time and have knowledge of proverbs and wisdoms." Al-Badri (2001) defined it as "the ability to understand the feelings, intentions and ideas of others or comprehend social situations faced by the individual through his relationships with others." Also, Driver defined social intelligence as a type of intelligence that is used by individual in their interaction with others and in social relationships, and he indicates that high social intelligence is synonymous with the concept of tact (Al-Mutairi, 2000).

We propose that social intelligence may be defined as the ability to build successful relationships, display empathy toward others and their feelings, and act wisely in different situations. Social intelligence includes many fundamental manifestations, Zahran (2000) classified them as follows:

First: The general manifestations of social intelligence: social adjustment, social competency, appeasement, and moral ethics.

Second: The specific manifestations of social intelligence: the efficiency of interaction in social situations, comprehending the psychological state of the speaker, social cognition, understanding social behavior, and understanding human expressions.

Jaber (1997), presented a model of social efficiency (social intelligence) which relieved the concepts used in the study of social intelligence and social competency. The model provided detailed behavior, cognitive processes, and cognitive structures. On the other hand, Ford and Maher (1998) pointed out the presence of five different dimensions referring to the concept of social intelligence; situational awareness, impact, originality, clarity, and compassion. The combination of these dimensions reflect the individual's ability to deal with others through verbal and non-verbal behaviors, judge them in different situations, sympathize with them, and express ideas to them very clearly.

Moreover, mental abilities and skills affect the composition of the behavioral characteristics of students because these capabilities direct individuals toward their concerns and strengths, and emphasize their self-concept. The existence of such capabilities leads to make students better in social situations than their peers.

Some psychologists demonstrate the general shared characteristics of personality which consists of several factors. Cattell (1990) studied the personality through the theory of traits. The general sense of trait, is any property, innate characteristic or acquired characteristic that distinguishes the individual from other individuals. Individuals differ in their unique physical, mental, moral,

and social characteristics, so the assessment of someone requires taking into account his different characteristics. As a result psychologists became much more interested in studying personality traits (Abd Al-Khaliq, 1996).

One of the most famous definitions of personality is that of Guilford as "a person's unique pattern of traits". Al-Ansari (2000) identified it as "the fixed and permanent organization, to some extent, to the individual temperament, mood, mind and structure of his body which determines the compatibility of the individual to his environment."

The definition of Allport is the most comprehensive definition among all, in which he does not only concentrate on the mental side, but also on the psychological and physical dimensions together. It is clear from this definition that he focuses on the internal configuration of the individual (Davidoff, 2000).

Allport made a distinction between two types of traits, namely: central traits and secondary traits. Moreover, Cattell considered trait as an essential component that determines the regularity and persistence of behavior. Whereas, Guilford divided traits into behavioral traits and physical traits, and defined personality as: "a person's unique pattern of traits." Guilford also emphasized the individual differences, and pointed out that the personality is made up of different traits in terms of class and publicity, we can distinguish between these traits in the light of the generality or degree of existence among all individuals (Davidoff, 2000).

Personality characteristics of talented students

The authors believe that behavioral characteristics serve as a reference framework to recognize talented students, so we have sought scales and tools to estimate objectively the degree and the presence of the characteristic among students. Teachers are the adults most familiar with students and capable of assessing and identifying their behavioral characteristics (Jarwan F, 2004). The scale the authors asked teachers to use in the recognition of talented children, which was built on the basis of behavioral characteristics, is the scale of Renzulli and his colleagues. This scale measures the following characteristics of gifted students: learning, motivational, creativity, leadership, excellence of art, music, theater, accurate communication, and expression in communication and planning (Al-Rousan, 1996).

Johnson (1997) determined the relationship between personality traits and the academic achievement of high and low achievement students. The study sample consisted of (46) talented students. He classified them into two groups--good achievement students, and low achievement students--depending on their marks at the end of the school year. Results showed a statistically significant positive relationship between ten personality

characteristics and academic achievement. He found that these characteristics contribute to the increase in the academic achievement among students, and that the most important of these characteristics is flexibility.

Clark (1991) presented a long list of personal characteristics of gifted students, such as retention of large quantities of information; advanced comprehension; a high level of language development and verbal ability; an extraordinary ability of processing information; speed and flexibility in thought processes; unusual discrepancy between physical and intellectual development; a heightened sensitivity to the expectations and feelings of others; a heightened self-awareness and feelings of being different; idealism and sense of justice strongly motivated by self-actualization needs; high expectations of self and others that usually lead to some degrees of depression with oneself, other people, and situations; low tolerance for lag between their standards and their athletic skills; advanced moral judgment; sense of perfectionism strongly motivated by self-actualization needs; advanced capacity for conceptualizing and solving societal problems; leadership; involvement with the meta-needs of society (i.e, justice, truth, beauty); and being open to intuitive experiences and creativity apparent in all areas of endeavor.

Thus the need for further research in order to determine the relationship between social intelligence and personal characteristics of the students is clear.

The importance of the study

Many variables affect talented students' attainment, achievement, and motivation in educational situations, including variables related to the student's personality. In fact, the factors associated with the personality of the student have a strong and direct impact on the student. Talented students have many characteristics and traits which distinguish them from other students through experiences gained as a result of interaction with the surrounding environment, specifically in middle school. These characteristics become stronger and clearer among talented students than ordinary students, and the teacher can identify some personality characteristics of the student that can be caused by their high capabilities they possess.

Research Questions

This study identified the relationship between social intelligence and behavioral characteristics of talented students in the middle school from the perspective of their teachers. More specifically, this study answered the following questions:
1. What degree of social intelligence do talented students in the middle school in King Abdullah Schools for Excel-

lence demonstrate, according to their teachers?
2. What notable personal characteristics do talented students in the middle school in King Abdullah Schools for Excellence have, according to their teachers?
3. Are there significant differences at level ($\alpha = 0.05$) in the degree of social intelligence (acting wisely in social situations, and the ability to deal with other people) due to the sex of the student?
4. Are there significant differences at level ($\alpha = 0.05$) in the behavioral characteristics of the outstanding students due to the sex of the student?
5. Is it possible to predict the behavioral characteristics of outstanding students through their social intelligence score (acting wisely in social situations, and the ability to communicate with others)?

Study Objectives

This study attempts to detect the differences between talented students in relation to the dimensions of social intelligence and personality characteristics, to determine how much social intelligence is related to behavioral characteristics, and to find out the effect of these results on the attitudes of psychological and educational counseling. From the practical side, this study could be useful in the preparation and planning of educational programs that work on the development of behavioral characteristics of students in general, and talented students in particular; to achieve the best investment for their abilities, increase their psychological and social adjustment abilities and develop their motivation for success and achievement

The aim of this study is to identify the degree of social intelligence and behavioral characteristics in a sample of talented students from the viewpoint of their teachers, in order to take it into account when dealing with talented students that could predict different strategies to fit in with their social intelligence and behavioral characteristics. Accordingly, such strategies would suit talented students and strength their abilities.

Study limitation

This study included only talented students in the secondary stage at King Abdullah II Schools for Excellence in Amman, Al-Zarqa and Al-Salt, Jordan.

Operational definitions

- Social intelligence: the social intelligence score assigned by the talented students' teachers.
- Behavioral characteristics: the student's score on this study's personal characteristics scale.
- Talented students: talented students in the middle

Table 1. The distribution of the study sample.

Amman		Al-Salt		Al-Zaqa	
Male	Female	Male	Female	Male	Female
41	36	39	36	28	20

school at King Abdullah II Schools for Excellence in the Hashemite Kingdom of Jordan, and in accordance with the standards adopted in the Ministry of Education.

Literature Review

Tahrawi (1995) conducted a study aimed to reveal the relationship between personality traits and some cognitive styles of high and low academic achievers in Gaza. The study sample consisted of 185 high grade achievers and 110 low grade achievers. The results showed no statistically significance differences between the high achievers and their peers of low achievers in extraversion - introversion, but did find statistically significant differences in the cognitive style for the benefit of the outstanding students, as well as the existence of statistically significant correlation between personality traits and cognitive style.

Abd Al Saheb (2008) conducted another study in Iraq, aimed to identify types of personality according to the Enneagram theory and their relationship to the values and social intelligence of students. The sample of the study consisted of (417) male and female students, representing the first grades from the faculties of the University of Baghdad. The researcher used a measurement of personality types according to the Enneagram theory, a measurement of values prepared by the researcher, and a measurement of social intelligence prepared by the researcher as well. Results indicated the existence of a positive statistically significant relationship between social intelligence and the types of personality (the helper, investigator, loyalist, challenger, peace maker and reformer) and the presence of a positive statistically non significant relationship between social intelligence and the "achiever personality type" and negative with the "enthusiast personality type".

METHODOLOGY

Study population

The study population consists of 284 teachers of talented students enrolled in King Abdullah II Schools for Excellence, who teach students academic creative enriched curriculum, in the cities of Amman, Al-Salt, and Al-Zarqa, Jordan (Statistics of Ministry of Education, 2011). The number of talented students enrolled in these

schools is 407 male and female students.

Study Sample

The sample consisted of 200 male and female students, distributed in the schools as follows: (Table 1)

Study Tools

Social intelligence scale: researchers used the scale of social intelligence designed by Al-Ghoul (1993). It consists of two parts: a behavioral attitudes test which consists of twenty-four items, and a verbal attitudes test which consists of thirty items.
- Behavioral Attitudes test: a test associated with acting wisely in social situations ability. It measures the extent to which students have skills and ability to act wisely according to social norms in public and social interaction situations. Each situation has three varied responses.
- Verbal Attitudes test: measures the ability of students to interact with others through social communication, effort to achieve satisfaction in social relationships and satisfaction of personal and social needs. Each item contains three responses (always / sometimes / rarely). (Al-Qudra, 2007)

The scale was tested for validity and reliability as follows:
- Face Validity: To check the validity of the scale, the researchers presented it to (10) specialists in the educational psychology, special education, and measurement and evaluation, to judge the items of the scale, in light of the following criteria: degree of clarity of the item (clear, not clear); the degree of affiliation (belonging, not belonging); the language (proper, improper); and any other adjustments on the scale. Based on the specialists' suggestions, the researchers made some adjustments to some items only.
- Internal Validity was calculated by the correlation between each item and the total score on the scale. It showed statistically significant correlation for both parts at the level α = 0.05 and α = 0.01 and thus the items of the scale were found to be valid to measure social intelligence.
- The reliability: The coefficients of internal consistency (Cronbach's α) was calculated for the social intelligence scale. The alpha coefficient for the whole scale was 0.92, for the first part of behavioral attitudes was 0.81, and for

Table 2. Consistency coefficients (Cronbach alpha) to measure the personal characteristics of talented students.

Dimension	Creativity Characteristics	Leadership Characteristics	Motivational Characteristics	Learning Characteristics	Total score
Reliability	0.83	0.83	0.84	0.89	0.93

the second part was 0.84, which are acceptable for the purposes of the study.

Second – The scale of personal characteristics of talented students: to identify the personal characteristics of outstanding students, the Renzulli Scale for Rating Behavioral Characteristics of Talented and Gifted students which was translated to Arabic by Clinton 2002, has been used. This scale consists of 36 items divided into four dimensions as follows: creativity characteristics: 9 items; Leadership characteristics: 10 items; Motivational characteristics: 9 items; learning characteristics: 8 items.

- The validity of the personal characteristics scale: The researchers translated the scale and tested it for validity and reliability. They also presented it to a group of lecturers at universities, who hold Doctorate degree, and asked them to read and verify the suitability of each item for measuring the personal characteristic which it belongs to. The observers had no comment on the items of the scale; therefore, the researchers used it as it is.

- The reliability of the personal characteristics scale: The coefficients of internal consistency (Cronbach alpha) were calculated for the scale of personal characteristics. The alpha coefficient of the scale as a whole was 0.96. The alpha coefficients of the characteristics ranged between 0.86 for creativity and leadership characteristics, and 0.91 for learning characteristics, all of these correlations are high and acceptable for the purposes of the study (Table 2).

Statistical Treatment

To answer the first and second question of the study to determine the degree of social intelligence among students and assess their behavioral characteristics, the researchers have used the averages and standard deviations for both parts of the social intelligence test and behavioral characteristics scale of talented students. Also, the researchers used (T) test o examine differences in the average scores of the study sample for the test of social intelligence and the scale of behavioral characteristics of the gifted in the light of the sex variable in order to answer the third and forth study question. Moreover, to answer the fifth question of the study, they used a stepwise multiple regression analysis on the grounds that averages of the degrees of the study sample for the behavioral characteristics (the creativity, leadership, motivational, learning, and total score) are

dependent variables(or criterion variables), and considering the degrees of the study sample for the test of acting wisely in social situations, the ability to deal with others, and the total degree of social intelligence) as independent variables (or predictor variables).

The judgment on the degree of the sample on the items of the scale of social intelligence is as follows: (always = 3, sometimes = 2, seldom = 1), and to judge the arithmetical averages of the items and fields of the social intelligence scale, the researchers adopted the following standard: (from 1 – less than 1.666 = "low degree"; 1.666 – less than 2.333 = "medium degree"; and 2.333 - less than 3 = "high degree".

Whereas, the judgment on the degrees of the sample on the items and areas of behavioral characteristics scale of talented students is as follows: (applies greatly = 4, apply to a fair degree = 3, apply to a low degree = 2, and does not apply at all = 1) , and to assess the averages of the items and the areas of the behavioral characteristics scale of the outstanding students, the following standard has been adopted: (1 - less than 1.75 = the characteristic does not apply; 1.75 - less than 2.5 = characteristic applies to a low degree; 2.5 – less than 3.25 characteristic apply to a medium degree; and 3.25 -4 = characteristic applies highly)

RESULTS

Results related to the first study question: "What is the degree of social intelligence of talented students in the middle school at King Abdullah II Schools for Excellence to distinguish from the standpoint of their teachers?

To answer this question, the averages and standard deviations of the responses of the participants on the both tests of the social intelligence scale were calculated: (first test: behavioral attitudes, acting wisely in social situations, and the second test: verbal attitudes, ability to interact with others), shown as follows: First: The test of behavioral attitudes: acting wisely in social situations.

It can be noticed from the Tables 3 and 4 above that the degree of response of the study sample on the social intelligence scale is high on both tests. In which the arithmetic averages of the first test: behavioral attitudes, acting wisely in social situations and the second test: verbal attitudes, the ability to interact with others are (2.4756) and (2.5073), respectively, which indicate a high

Table 3. The standard deviations, averages and degrees of responses of the study sample on behavioral attitudes: the test of acting wisely in social situations.

Situation	S.D.	Average	Degree
The first situation	.678	1.88	Medium
The second situation	.673	2.44	High
The third situation	.640	1.88	Medium
The fourth situation	.672	2.27	Medium
The fifth situation	.687	2.68	High
The sixth situation	.264	2.93	High
The seventh situation	.805	2.41	High
The eighth situation	.674	2.54	High
The ninth situation	.901	2.20	Medium
The tenth situation	.615	2.15	Medium
The eleventh situation	.617	2.66	High
The twelfth situation	.596	2.54	High
The thirteenth situation	.459	2.80	High
The fourteenth situation	.449	2.73	High
The fifteenth situation	.489	2.24	Medium
The sixteenth situation	.435	2.76	High
The seventeenth situation	.767	2.24	Medium
The eighteenth situation	.837	2.27	Medium
The nineteenth situation	.525	2.78	High
The twentieth situation	.778	2.54	High
The twenty first situation	.733	2.63	High
The twenty second situation	.358	2.85	High
The twenty third situation	.597	2.49	High
The twenty forth situation	.637	2.51	High
The twenty fifth situation	.186	2.4756	High

Second: the test of verbal situations (the ability to interact with others)

Table 4. the standard deviations, averages and degrees of the study sample responses to the items of the verbal attitudes test: the ability to deal with others in descending order according to the arithmetic average.

No	The item	S.D	Average	Degree
8	To keep the friendship between two friends, I try to make up the situation	.459	2.80	High
12	My behavioral go along with the culture of my society	.401	2.80	High
25	I prefer to stay back in social parties	.549	2.73	High
11	I have a lovely personality from others	.461	2.71	High
28	I do not care about other people's interests and feelings	.512	2.71	High
15	I participate with others in their good and bad events	.461	2.71	High
30	I get confused when I propose an idea for discussion	.521	2.68	High
5	I face no difficulty in making new friends	.567	2.68	High
26	I prefer staying alone most of the time	.656	2.66	High
10	I start conversation with others even if they did not do so	.623	2.63	High
2	I prefer being speaker than listener	.536	2.63	High
13	I can be friendly with each one of them	.542	2.61	High
16	I can take their attention when I talk to them	.586	2.61	High
7	I have the ability to speak fluently and take others attention	.550	2.56	High
4	I can turn a bored situation into a fun situation	.596	2.54	High
3	My life is full of interesting things	.637	2.51	High
27	I get confused when I meet an important person	.597	2.49	High

Table 4 Cont.

14	I can make many social relationships	.597	2.49	High
22	I think staying alone and away from other people is a true treasure	.779	2.49	High
1	I can change any conversation easily	.547	2.41	High
23	I spend most of the time with my friends	.666	2.39	High
21	I get embarrassed when I set with people whom I do not know	.623	2.37	High
17	It is very important to know the latest events and changes in my society	.733	2.37	High
24	I get confused when I have to start a discussion with a group of people	.767	2.37	High
19	It is really hard to start a conversation with strangers	.656	2.34	High
18	I need some time to start interacting with people	.789	2.32	Medium
9	It is easy to start a conversation with someone I don't know	.633	2.27	Medium
6	I usually introduce people to each other when I set with a group of people	.679	2.20	Medium
29	I enjoy doing things alone	.654	2.15	Medium
20	I get confused when I greet someone I thought that I know him	.775	2.00	Medium
	The total	.23136	2.5073	High

Table 5. The arithmetic averages and standard deviations of the study subjects' responses to each item of the creativity characteristics of the outstanding students in descending order.

No.	Item	S. D.	Average	Degree
1	A curious person, who asks many questions about everything.	1.054	2.80	Medium
7	A highly sensitive person	.888	2.76	Medium
3	Expresses his opinion boldly	1.031	2.71	Medium
2	Proposes ideas and solutions to different problems or issues	.859	2.63	Medium
6	has a good sense of humor and anecdote	.808	2.56	Medium
4	Has a high degree of passion to discover the mysterious	1.026	2.56	Medium
8	has a sense of art(appreciates beautiful things)	.670	2.41	Low
5	is characterized by quick intuition and imagination	.883	2.34	Low
9	is characterized by constructive criticism	.834	2.17	Low
	The total	.71230	2.5501	Medium

degree of response according to the adopted classification.

Table 3 above shows that the degree of response of the study sample is medium for (8) situations and high for (16) situations of the behavioral situations in the first test.

According to the Table 4 above, the degree of response of the study sample is medium for (5) items and high for (25) items of the items of the verbal behavioral situations test.

Results related to the second study question: "What are the behavioral characteristics of talented students in the middle school in the schools of King Abdullah to distinguish from the standpoint of their teachers?"

To answer this question, the standard deviations and averages of the study subjects' responses for the items of each area of the behavioral characteristics scale were calculated and presented here in descending order

according to the arithmetic average, as follows:
First: The Creativity Characteristics
Second: The Leadership Characteristics
Third: The Motivational Characteristics
Forth: The Learning Characteristics

Tables 5-8 above demonstrate that the behavioral characteristics are medium in the fields of the creativity, leadership and motivational characteristics, and the averages of them are (2.5501), (2.8659), (2.6829), respectively. Whereas, it is low in the field of learning characteristics as the average of them is (2.1128).

From Table 5 above, we can observe that the following characteristics; (A curious person, who asks many questions about everything), (A highly sensitive person) and (expresses his opinion boldly) are the most creativity characteristics that apply to the members of the sample, while (has a sense of art(appreciates beautiful things)), (characterized by quick intuition and imagination) and (characterized by constructive criticism) are the least applicable creativity characteristics to the sample.

We also can observe from Table 6 above that the

Table 6. The arithmetic averages and standard deviations of the study subjects' responses to each item of the leadership characteristics of the outstanding students in descending order.

No.	Item	S.D.	Average	Degree
7	Prefers a group life	.750	3.29	High
10	Loves group work	.759	3.22	Medium
3	A lovely person among his colleagues	.631	3.05	Medium
4	A good person for other people	.612	3.02	Medium
1	A responsible person	.749	2.80	Medium
5	Expresses his thoughts easily	.988	2.78	Medium
9	Participates in school activities	.830	2.76	Medium
2	Is a self-confident person, who dare speak in front of others	.883	2.66	Medium
6	Is flexible in thinking	.698	2.63	Medium
8	Dominates other people and manages the activities he participates in	1.001	2.44	Low
	The total	.63664	2.8659	Medium

Table 7. The arithmetic averages and standard deviations of the study subjects' responses to each item of the motivational characteristics of the outstanding students in descending order.

No	Item	S.D.	Average	Degree
9	Distinguishes between good and bad things	.791	3.22	Medium
5	Prefers to work alone	.727	3.15	Medium
1	Seeks to do everything he is interested in precisely and perfectly	.889	3.10	Medium
4	Seeks to complete his work very carefully	.905	3.07	Medium
8	He is a very organized person in his life	.799	2.76	Medium
2	Gets upset of routine work	.838	2.44	Low
3	Needs to do some research to complete his work	.859	2.37	Low
7	He is a firm person	.949	2.27	Low
6	Is interested in adults things unlike his peers	.690	1.78	Low
	The total	.60173	2.6829	Medium

Table 8. The arithmetic averages and standard deviations of the study subjects' responses to each item of the learning characteristics of the outstanding students in descending order.

No.	Item	S.D	Average	Degree
3	Has a speed powerful memory	.837	2.27	Low
6	Sees things from different angles	.775	2.27	Low
4	Analyzes the facts and expects the results	.791	2.22	Low
5	Knows some rules which help him to disseminate events	.715	2.20	Low
2	Has a large quantity of information in various topics	.768	2.10	Low
7	Loves reading, especially reading subjects over his age level	.790	1.98	Low
1	His language and terms exceed the level of his age.	.689	1.98	Low
8	Measures and analyzes the complex things	.800	1.90	Low
	The total	.6323	2.1128	Low

following characteristics (Prefers a group life) and (Loves group work) are the most leadership characteristics that apply to the subjects of the sample, whereas, the characteristic (dominates other people and manages the activities he participates in) is the least leadership characteristic that applies to the subjects of the sample.

Table 7 above shows that the following characteristics(distinguishes between good and bad things) and (prefers to work alone) are the most applicable motivational characteristics to the members of the sample, while characteristics like (he is a firm person) and (interested in adults things unlike his peers) are the least applicable motivational characteristics to the outstanding students of the sample.

We also notice from Table 8 above that the applicability of the all learning characteristics are low to

Table 9. Results of the (T) test to examine the differences between the average scores of the study sample on the areas of the social intelligence scale in light of the sex variable.

Social Intelligence	Sex	N	Average	SD	T	Sig	Df
Acting wisely	Male	100	2.4396	.13483	1.217	.231	180
	Female	100	2.5099	.22240			
The ability to interact	Male	100	2.4833	.19868	.643	.524	180
	Female	100	2.5302	.26160			
The total degree	Male	100	2.4639	.11888	1.078	.288	180
	Female	100	2.5212	.20740			

Table 10. Results of the (T) test to examine the differences between the average scores of the study sample on the dimensions of the behavioral characteristics scale in light of the sex variable.

Behavioral Characteristics	Sex	N	Average	S.D.	T	Sig	Df
Creativity Characteristics	Male	100	2.5500	.69293	.001	.999	180
	Female	100	2.5503	.74740			
Leadership Characteristics	Male	100	2.8700	.67676	.040	.968	180
	Female	100	2.8619	.61276			
Motivational Characteristics	Male	100	2.6389	.63561	.453	.653	180
	Female	100	2.7249	.58014			
Learning Characteristics	Male	100	2.0063	.70065	1.054	.298	180
	Female	100	2.2143	.55782			
The Total Degree	Male	100	2.5403	.60621	.357	.723	180
	Female	100	2.6058	.57094			

the sample of the study and that the least applicable item is (measures and analyzes the complex things)

Results related to the third study question: Are there significant differences at (α = 0.05) in the degree of social intelligence (acting wisely in social situations, and the ability to deal with other people) due to the sex variable of the student?

To answer this question, a (T) test has been done to examine the differences in the average scores of the study sample on the areas of the social intelligence scale in light of the sex variable, as shown in the Table 9 below.

Table 9 above demonstrates that there are no statistically significant differences in the average degree of the response of the study sample due to the sex variable, whether for the total score or for both tests.

Results related to the fourth study question: Are there significant differences at level (α = 0.05) in the behavioral characteristics of the outstanding students due to the sex of the student?

To answer this question, a (T) test has been done to examine the differences in the average scores of the study sample on the dimensions of the behavioral characteristics scale in light of the sex variable, as shown in the Table 10 below.

From Table 10 above, we can observe that there are no statistically significant differences in the average degree of the response of the study sample due to the sex variable for the whole behavioral characteristics, as well as the lack of statistically significant differences due to the sex variable on the total degrees.

Results of the fifth study question: "Is it possible to predict the behavioral characteristics of outstanding students through the degree of social intelligence (acting wisely in social situations, and the ability to communicate with others)?"

To answer this question, the researchers used a stepwise multiple regression analysis on the grounds that the averages of the degrees of the study sample for the behavioral characteristics dimensions (the creativity, leadership, motivational, learning, and total score) are dependent variables (or criterion variables), and considering the degrees of the study sample for the tests of acting wisely in social situations, the ability to deal

Table 11. The arithmetic averages and standard deviations for the performance of the study sample on the variables of the study.

Variables	N	Average	S. D.
Creativity Characteristics(criterion)	200	2.5501	.71230
Leadership Characteristics(criterion)	200	2.8659	.63664
Motivational Characteristics(criterion)	200	2.6829	.60173
Learning Characteristics(criterion)	200	2.1128	.63234
The total score: behavioral characteristics(criterion)	200	2.5738	.58193
Acting wisely in social situations(predictor)	200	2.4756	.18610
The ability to interact with others(predictor)	200	2.5073	.23136
The total score: social intelligence(predictor)	200	2.4932	.17047

Table 12. The results of the stepwise multiple regression analysis to the creativity characteristics variable on the following variables (acting in social situations, dealing with others, and the total score).

Predictors	Correlation coefficient	The percentage of explained variance	Constant(A)	Regression coefficient(B)	(P)value
The ability to interact with others	0.342	0.117	.093	1.054	.028

Table 13. The results of the stepwise multiple regression analysis to the leadership characteristics variable on the following variables (acting in social situations, dealing with others, and the total score).

Predictors	Correlation coefficient	Percentage of explained variance	Constant(A)	Regression coefficient	(P) value
The ability to interact with others	0.413	0.171	.016	1.137	.007

with others, and the total degree of social intelligence) as independent variables (or predictor variables),as shown in the following table :

Table 11: The averages and standard deviations of the degree of the study sample for acting wisely and the ability to interact with others tests, and the total score on the scale of social intelligence (predictors) and the areas of creativity, leadership, and learning characteristics as well as the total score (criterion).

The Table 11 above demonstrates that the average score of the creativity characteristics is (2.55), which is less than the average of the leadership characteristics (2.865), which is slightly higher than the average of the motivational characteristics (2.682), and also higher than the average of the learning characteristics (2.11)

The Table 12 above shows that the correlation coefficient of the ability to interact with others variable and the creativity characteristics has reached (0.342), and the percentage of explained variance has reached (11.7%) which is statistically significant at the level (α = 0.05). This indicates that social intelligence (the ability to interact with others) has explained a rate of (11.7%) of the creativity characteristics.

Thus, the linear equation of the ability to interact with others and the creativity characteristics variable becomes as follows:

The dependent variable (criterion) = the stable+ regression coefficient× the independent variable (the average of interacting with others)

The creativity characteristics= .093+1.054 ×2.5073 = 2.55

The Table 13 above shows that the correlation coefficient of the ability to interact with others variable and the leadership characteristics has reached (0,413), and the percentage of the explained variance has reached (%17,1) which is statistically significant at the level (α = 0.05). This indicates that social intelligence (the ability to interact with others) has explained a rate of (%17,1) of the leadership characteristics.

Thus, the linear equation of the ability to interact with others and the leadership characteristics variable becomes as follows:

The dependent variable (criterion) = the stable+ regression coefficient the independent variable (the average of interacting with others)

The   leadership   characteristics=.016+   1.137 2.5073=2.86

Table 14 above shows that the correlation coefficient of the social intelligence variable (the total score) and the motivational characteristics has reached (0,342), and the percentage of the explained variance has reached (%11,7) which is statistically significant at the level (α =

Table 14. The results of the stepwise multiple regression analysis to the motivational characteristics variable on the following variables (acting in social situations, dealing with others, and the total score).

Predictors	Correlation coefficient	Percentage of explained variance	Constant (A)	Regression coefficient(B)	(P) value
The total score	0.342	0.117	-.328	1.208	.029

Table 15. The results of the stepwise multiple regression analysis to the learning characteristics variable on the following variables (acting in social situations, dealing with others, and the total score).

Predictor	Correlation Coefficient	Percentage of explained variance	Constant (A)	Regression coefficient(B)	(P) value
interaction with others	0.415	0.172	-.731	1.134	.007

Table 16. The results of the stepwise multiple regression analysis to the behavioral characteristics variable (the total score) on the following variables (acting in social situations, dealing with others, and the total score).

Predictor	Correlation Coefficient	Percentage of explained variance	Constant (A)	Regression coefficient(B)	(P) value
Interacting with others	0.416	0.173	.049	1.046	.007

0.05). This indicates that social intelligence has explained a rate of (%11,7) of the motivational characteristics.

Thus, the linear equation of the social intelligence variable (the total score) and the motivational characteristics variable will be as follows:

The dependent variable (criterion) = the stable+ regression coefficient the independent variable (the average of the total score on the social intelligence scale).

The motivational characteristics= -.328+1.208 2.4932= 2.68

The Table 15 above demonstrates that the correlation coefficient of the interaction with others variable and the learning characteristics has reached (0.415), and the percentage of the explained variance has reached (%17,2) which is statistically significant at the level (α = 0.05). This indicates that (interaction with others) has explained a rate of (%17,2) of the learning characteristics.

Thus, the linear equation of the interaction with others variable and the learning characteristics variable will be as follows:

The dependent variable (criterion) = the stable+ regression coefficient the independent variable (the average of interaction with others).

The learning characteristics=-.731 + 1.134 2.5073= 2.11

The Table 16 above demonstrates that the correlation coefficient of the interacting with others variable and the behavioral characteristics has reached (0,416), and the percentage of the explained variance has reached (%17,3) which is statistically significant at the level (α =

0.05). This indicates that (interacting with others) has explained a rate of (%17,3) of the behavioral characteristics.

Therefore, the linear equation of the interacting with others variable and the behavioral characteristics (the total score) variable will be as follows:

The dependent variable (criterion) = the stable+ regression coefficient the independent variable (the average of interacting with others).

The total score (the behavioral characteristics) = .049 + 1.046 2.5073= 2.67

RESULTS ANALYSIS AND DISCUSSION

Discussion of the results related to the first study question

The results showed that the average response of the sample on the scale of social intelligence of the behavioral attitudes (acting wisely in social situations) reached (2.4756), which indicates that the degree of response is high, and the average response on the social intelligence scale in the verbal behavioral attitudes of the ability to interact with others is (2.5073), which indicates a high degree of response as well. This is due to the considerable interest from the parents to teach their children the customs and traditions which are related directly to the social skills, also to a set of characteristics students have which help them to distinguish things related to the social intelligence such as, their high linguistic ability (they have the ability to express them-

selves clearly), their ability to analyze social situations and determine the appropriate behavior in each situation, and their ability to control any situation and direct the dialogue to suits themselves. The results of this study agree with the results of the study of (Al- Dahri and Sufyan, 1997).

Discussion of the results related to the second study question

This study also indicated that the averages are medium - based on the criterion - that the arithmetic average of the creativity characteristics is (2.5501), the leadership characteristics is (2.8659), and of the motivational ones is (2.6829). The results also indicate that the average is low in the field of learning characteristics (2.1128).

This is due to the obvious concentration of the teachers at King Abdullah schools for excellence on training their talented students on the leadership and creativity characteristics which increases their motivation in most areas. Moreover, most of the programs provided for these students are creative supportive programs which focus on extracurricular activities such as the Court programs to teach thinking, the educational robot as well as the preparation of leaders programs, and less emphasis on the learning characteristics the main focus of most other schools.

We also observe from the Table 5 that the following characteristics (a curious person, asks questions about everything), (a highly sensitive person) and (expresses his opinion boldly) are the most creativity characteristics that apply to the study sample. This is due to the fact that teachers develop the student's characteristics of research, setting hypotheses and asking questions. Besides, these students are highly sensitive which helps them to compete severely among students to remain in a distinguished place. Whereas, the characteristic (he has a good sense of art (appreciates beautiful things) is the least creativity characteristics because the interest in training talented students on art and music is few because of the religious values of the students, and training on the technical side for them is not as important as other creative programs. Moreover, the average of the characteristic (characterized by a rapid intuition and imagination) is low; this is due to the used programs which focus on specific aspects and skills such as, decision-making, thinking in-depth, analysis of situations and conclusion, and scientific and mathematical aspects which link facts with each other. This can be attributed to the fact that scientific research is done through teamwork, and imaginative ideas are very limited in teamwork.

We also notice from the Table 6 that (prefers group life) and (loves group work) characteristics are the most leadership characteristics that apply to the subjects of study. Whereas, (dominates other people, and manages

activities he participates in) is the least leadership characteristic that apply to the members of the sample. This could be attributed to the fact that training in King Abdullah Schools for Excellence for each of the episodes of research and most of the programs are carried out through cooperative education, distribution of tasks and group work as well as each student has a specific role in the project which lead to increase the social interaction between groups and take leadership roles in the work being done.

Table 7 demonstrates that (distinguishes between good and bad things) and (prefers to work alone) characteristics are the most motivational characteristics that apply to the study sample, and this is due to each student interest to be distinguished and better than his peers in individual projects. Furthermore, most talented students have high values from a young age for compliance with rules, which developed the concept of distinguishing between good and bad things for them. While, (he is firm) characteristic is the least existence motivational characteristic among the outstanding students because the nature of teamwork requires individual flexibility in dealing with others.

We also observe from the Table 8 that the degree of applicability of all learning characteristics to the sample is low. This is due to the fact that students at King Abdullah schools for excellence are learning their curriculums through learning and teaching methods completely different from other ordinary students in other schools. It is also due to the focus on training the thinking skills in other programs and using them differently.

Discussion of the results related to the third study question

The results indicate that there are no significant differences in relation to the averages of the degree of social intelligence, both on the first dimension of (acting wisely) or on the second dimension of the verbal intelligence, between males and females. This is due to the fact that the parents' attention for developing their sons' social skills begins at a young stage of life without any discrimination between them, and that they teach their kids the same social habits and values. Moreover, the students are of the same age level, which reduces the differences in social intelligence among them. Besides, the students' exposure to very close circumstances in training during their age stages make them close in the level of social intelligence. This result agrees with the study carried out by Al-Dahri and Sufyan (1997), as well as with the study carried out by Zeghoul (2010).

Discussion of the results related to the fourth study question

The results indicates that there are no statistically significant differences in the average degree of the member of the study sample on all behavioral characteristics or on the total score attributed to the sex variable. The degree of behavioral characteristics for both sexes is medium in the areas of creativity, leadership, motivational characteristics, while it is low in the field of learning characteristics. The lack of differences between sexes in the creativity characteristics is attributed to the fact that both sexes are exposed to the same training and programs at the King Abdullah schools for excellence, taking into consideration that the mental abilities of the students enrolled in the schools are close as the requirements for the selection of students is based on one standard which is the high academic achievement in previous years only, and may be due also to that the talented students are close in age. This result agrees with the study carried out by Al-Dahri and Sufyan (1997) and disagree with the study carried out by Al-Ghoul (1993).

Discussion of the results related to the fifth study question

The results shows that the interaction with others variable is the only variable that had a significant effect on explaining each of the four dimensions of the behavioral characteristics of talented students of the creativity, leadership and learning characteristics as well as the total score variables, and the percentage of explained variance for each of the previous characteristics are (11.7%), (17.1%) (17.2%) (17.3%) respectively, which are statistically significant at level (α = 0.05). This is due to the fact that the focus in the training methods at the King Abdullah schools for excellence made through the cooperative education, teamwork and the use of brainstorming methods, which require exchanging ideas between students, flexibility in thinking, self-confidence to express their ideas in front of others, management of educational activities, the use of constructive criticism to reach clear generalizations and analyze problems and formulate hypotheses for them, and the whole of these things can be achieved through interaction with others which explained many of the behavioral characteristics.

The results also indicate that the total score variable (social intelligence) is the only variable that has a significant effect on the motivational characteristics variable, and that the explained variance of it has reached (11.7%), which is statistically significant at the level (α = 0.05). This suggests that the social intelligence has explained a rate of (11.7%) of the motivational characteristics. This is attributed to the fact that training programs in the King Abdullah schools for Excellence is not routine and require students to get the job done

perfectly and precisely, to organize things and ideas to be more creative and original and to do part of the job alone, these has been tested through the total score of the test (social intelligence).

Furthermore, there is no significant effect of the total score variable on the interpretation of each of the following variables, the creativity, leadership or learning characteristics. This is due to the fact that part of the social intelligence test is linked to the ability to act in public social situation and not linked to the development of the creativity characteristics of the students. This caused the inability of the total score to explain all the behavioral characteristics of the talented students. The results also indicate that there is a lack of significant effect of the interacting in social situations variable on explaining all the behavioral characteristics of the talented students. This is due to the fact that this part of the tests is linked to the student's ability to interact in social situations, and this aspect is not directly linked to the behavioral characteristics of students.

RECOMMENDATIONS

Based on the results of this study, the researchers suggest the following recommendations:
- Detection of social traits and characteristics of talented students and taking into account the social intelligence and behavioral characteristics are important when dealing with gifted students.
- Finding out strategies that fit with social intelligence and behavioral characteristics which will benefit talented students and refine their abilities.
- Conducting similar studies such as: a comparison between the level of social intelligence and its relationship to personal characteristics of both talented and ordinary students.

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