

## **The Relationship between the Mental Health and the Emotional and Social Intelligence among Talented Students in Ajlun Schools**

**Faisal Issa Al –Nawasrah**

Assistant Professor/ Literature and Educational Sciences Faculty/ Ajlun National University – Jordan

---

**ABSTRACT:** This study aimed to unveil the relationship between the mental health and the emotional social intelligence among the talented students from schools at Ajloun city. In order to achieve the objectives of the study, the researcher used the mental health test, which was prepared depending on Maslow theory in addition to the emotional intelligence test, depending on Bar-on theory of emotional intelligence. To ensure the validity and reliability of the study, the sample consisted of 100 talented students who were randomly selected from talented schools. The researcher came up with the findings using up the arithmetic averages, standard deviations, the multi variance analysis and correlation coefficient. The study showed that the talented students have high degrees at the mental health scale, the social intelligence and its dimensions, the emotional intelligence and its dimensions, the results also assured that there was a positive correlation between the degrees at the mental health scale, the social intelligence and its dimensions, and the emotional intelligence and its dimensions. These results were discussed in the light of the theoretical framework and previous studies, the study also concluded some recommendations.

**KEYWORDS:** mental health, emotional intelligence, social intelligence, talented students

---

### **INTRODUCTION**

Talented teenagers face pressure and tension set by the expectations of their parents, teachers, peers. Thus, they feel like a failure, frustration experiences and lack of achieving their goals at school (Silverman, 1993), the gifted students are more developed than other children in the same age, they are sensitive and looking for perfection, they have reflective thinking, morals can affect their behaviors, they learn faster, deeply think of actions, they need less time for leadership of business, and they have a strong educational challenge (Goleman & Cross, 2001).

Colangelo (2002) assured that the gifted students have emotional stability, but they are at risk of many situations since the talent may cause depression, uncomfortable and isolation between them and school peers; however, the study showed there weren't any differences between the talented and ordinary students at the level of depression (Bartell & Reynolds, 1986).

(Brugha, 1990) pointed that there were differences between males and females at the level of the mental health whereas talented females are suffering from emotional problems more than males. (Hankin, 1998), (Zahran, 1988), (Alhabet, 1987) agreed that the mental health makes the individual control his emotions and behavior.

Chan (2004) indicated that talents at primary and secondary schools use a variety of responses to face the psychological and social pressures such as denying, hiding the talent, reducing

popularity, helping others in their work. The intelligence helps them reduce tension; adjust speed through the use of cognitive construction to assess matters (Sternberg, 1985).

The modern scientific development as well as the appearance of the multiple intelligence theory led to include the emotional intelligence in the study, the inequality of individuals who have high intelligence performance in the practical life, and the ability of individuals who have modest intelligence coefficients to achieve success.

Golman (1995) indicated that the emotional intelligence predicts 80 % of the success of people while the cognitive intelligence (IQ) predicts 4-20%, Golman depended on the results of the study that lasted for long years.

Golman (1995) clarified the extent of this inequality through introducing the concept of emotional intelligence that includes self-control, insistence, high vigor and the ability to understand the self-reliance, the importance of emotional intelligence and the ability to link between temper, sentiment, relations with others as well as moral attitudes and the ability to distinguish between the right and wrong of moral values.

Gardner confirmed that intelligence represents a certain intellectual ability that requires the presence of solving problems skills which let individuals face the difficulties and the problems and create an effective production not only in the field of linguistic and logical intelligence, but also in the emotional, social, moral, spatial, music, dynamic (physical) existential and natural intelligence (Gardner, 2005).

These intelligences are related to hereditary and environmental factors; thus, they are different from one to another, and this is created when the talented child is grown up in a cultural and social environment, which is rich in customs, traditions, beliefs and values of different sciences, forming the habits social values, intellectual and religious beliefs as well as trends of societal thinking of life. So, the talented child is different from any other one in terms of lifestyle, patterns of behavior and personality. Moreover, societies differ in their culture and behavior depending on social standards accepted by every society, and those who lack the expression of feelings tend to aggressive behaviors in the society which will reflect their aggressive mentality, such as: self-destruction, drugs taking, drinking alcohol and aggressive physical acts that may cause emotional repression. (Richards, K.C. Campania, C. Muse- Burke J.L 2010).

The mental health appears in several aspects such as the mental flexibility and the ability to adapt to environmental changes, social adaptation, participation in social activities and emotional stability, this also needs the ability of autonomy, assessing the personal behavior, understanding of self-reliance, rationality and responsibility, and appropriate emotional sensitivity, in addition to the presence of life philosophy and future objectives regarding the relationship of the individual with himself through his understanding of internal wishes and motives...etc, self-realization and the unity of personality and the individual's relationship with the material and social environment through instabilities when facing virtual surrounding conditions.

### **The problem of the study**

The problem of the study came from the differences in the study findings that deal with the mental health among talented and ordinary students and their relationship with the emotional and social intelligence, this is clearly shown in the study community and the study sample, the problem of the study is determined by studying the relationship between the mental

health and the emotional and social intelligence among the gifted students of King Abdullah II Talented Schools at Ajloun Governorate/Jordan.

### **The Study Questions**

This study tried to answer the following questions:

- 1-What is the level of the mental health and the emotional intelligence and its dimensions, and the social intelligence and its dimensions among talented students?
- 2 - Is there any statistically significant relationship at ( $\alpha \leq .05$ ) between the mental health and the emotional intelligence and its dimensions among talented students?
- 3- Is there any statistically significant relationship at ( $\alpha \leq .05$ ) between the mental health and the social intelligence and its dimensions among talented students?

### **The importance of the study**

The theoretical importance of the study is that the talented child represents the national wealth which is the most important thing to be exploited, there is no doubt that the current conflict between countries is doomed with their capabilities in scientific, economic, military and technical fields as well as the talented individuals who contribute to ensure security and development, and the theoretical importance of this study combines the modern and global variables about talented people which are:

- Providing researchers with international theoretical literature about the mental health of the emotionally talented child.
- Providing researchers with the theoretical framework of previous studies about the relationship between the mental health and emotional intelligence among the talented people which lead specialists to deal with the gifted students in a true scientific way.

The applied importance of the study is to clarify the role of mental health in the success of the individual in social life and future vocation.

### **Procedural and theoretical definitions:**

**Emotional intelligence:** The ability of the individual of awareness ,understanding and organizing passions, self-feelings and feelings of others, and this intelligence **procedurally** reflects the degree that the student obtained at the emotional intelligence scale that was developed for the purposes of this study and to verify the indications of validity and reliability.

### **The Mental Health (theoretically)**

"The relatively permanent case where the individual is socially, psychologically and personally compatible, and he's able to achieve himself and exploit his abilities and potential as possible, and he's able to face the demands of life, an integrated personality together and normal behavior so as to live peacefully "(Zahran, 1988).

### **The Mental Health (procedurally)**

It is the degree which the student obtained at the mental health scale.

**Social Intelligence:** The ability of the individual in terms of awareness, understanding and organizing his feelings to suit the others and their feelings and building good relations with them within the society where they live, and this intelligence **procedurally** reflects the degree that student obtains at the social intelligence scale that was developed for the purposes of this study and to verify the indications of validity and reliability. In this study, the student primarily obtains the social intelligence that was developed for the purposes of this study and the verification of the indications of sincerity, stability on a sample of the current study.

**Gifted** (definition of the American Education Office): Gifted children are those who give evidence of their ability at high performance in the creative, artistic leadership, and special academic fields, they need unusual services and activities provided by the school, for the full development of such preparations or capabilities; (Clark, 1992) &(Jarwan, 2004).

**Talented child (Procedurally):** A child who has been diagnosed as gifted by the Ministry of Education, specifically, the schools of King Abdullah II of Talented (with high academic achievement, and tested in a group intelligence).

### **The study Delimitations:**

This study is determined by the following list:

1. The results of the current study are limited at schools of talented students in Jordan for the academic year 2014/2015.
2. Publicize the results of this study that include psychometric indications such as validity and reliability.

### **Previous studies**

#### **Previous studies relating to the Emotional Intelligence**

In a study carried out by (Sjobergh, 2001) aimed to know the emotional intelligence relationship with some variables; the most of them is the perseverance against failure. The sample consisted of (153) individuals aged between (22 -77), the researcher used a tool through the abridged version to test the social attitudes and the measurement of emotional intelligence. The results revealed that there was a correlation relationship between emotional intelligence and how to face failure.

In a study by (Furnham, 2003) aimed to identify the correlation relationship between emotional intelligence and happiness, the sample consisted of (11) males and ( 77) females. The results showed that there was a negative correlation between neurosis and happiness, and there wasn't any correlation relationship between the capacity of knowledge and happiness and emotional intelligence, and there was a positive correlation between extroversion and happiness, and a relationship between emotional intelligence and happiness.

In a study carried by (Al-O'kayshi, 2003), aimed to identify the compatibility in the university environment, emotional intelligence and future anxiety among university students. To achieve the objectives of the study, the researcher used three scales on the study sample consisting of (400) students, the results showed that there was a statistically significant correlation between the future anxiety, the psychological compatibility and the emotional intelligence.

In a study carried out by (Ajajah, 2007) aimed to identify the relationship between the emotional intelligence and the positive life. The sample consisted of (663) students of the literal and scientific sections, ranging between (17- 22). The results showed that there was a positive correlation between the emotional intelligence and the positive life.

In a study carried out by (Al-Kheder & Al-Fadli, 2007) aimed to know the nature of the relationship between the emotional intelligence and happiness, the sample consisted of (297) students. The results showed that there was a statistically significant positive correlation between happiness and all degrees of the emotional intelligence.

As for the study carried out by (Mavrovelial & tatl, 2007), he examined the relationship between the emotional intelligence, happiness and social competence among a sample consisting of (282) adolescents, the results revealed there is a positive relationship between the emotional intelligence, happiness and high levels of social competence.

In a study carried out by (Maktoof & Al-o'beidi, 2008), it aimed to measure the level of the emotional intelligence and the level of social accompaniment as well as know the relationship between the emotional intelligence and the social accompaniment, the sample consisted of (1100) students at the first and fourth academic year at Al- Mosul University, the researcher used two tools: the emotional intelligence scale and the social accompaniment scale, The results revealed that the university students have high level of the emotional intelligence scale and high level of the social accompaniment scale, and there was a statistically significant differences between the emotional intelligence and the social accompaniment.

In a study carried out by (Al-Himiari & Ismail, 2012), it aimed to identify the emotional intelligence and its relationship to the mental health among the university students in Yemen, and the nature of the differences at the emotional intelligence and mental health among males and females, the researcher used the emotional intelligence scale prepared by (Othman, & Abd Al-Samei'), The Goldberg of mental health scale, the sample consisted of (653). The results showed that there weren't any differences between males and females at the total degree of the emotional intelligence and the mental health, the emotional intelligence as an independent variable predicts 97% of differences for the variable " the mental health" and the impact of emotional intelligence components of the mental health, the sequent arrangement of dimensions was as follows (emotions management, sympathy, organizing passions, emotional knowledge and social communication), this confirms the importance of these five components according to the mental health for university students.

In a study conducted by ( Al-Fraa, & Alnoagha,2012) which aimed to identify the relationship between emotional intelligence, the quality of life and the academic achievement ,the sample consisted of (300) students at Jerusalem Open University in Khan Younis area, the researchers prepare the study scales; the emotional intelligence scale and the quality of life scale, the results showed that there was a relationship between the emotional intelligence and quality of life.

In a study conducted by ( Al-Zahrani,2014) aimed at identifying the most popular life pressures as well as the most dimensions of intelligence and the relationship between the emotional intelligence and life pressures, and differences in intelligence level and life pressure attributable to: gender, age, academic achievement and the specialization, the sample consisted of (426) students at the University of King Saud. The results showed that there is a statistically correlation between the emotional intelligence and life pressures faced by students at the University of King Saud.

### Previous studies relating to social Intelligence

In a study carried out by ( Al-Dahiri,& Sofyan, 1997) aimed to study the social intelligence, social values and their relationship with psycho-social compatibility among students of the University of Taz, the sample consisted of( 327) students. The results indicated that students of psychology at the University of Taz enjoy social intelligence, social values and high psycho-social compatibility, there was a statistically significant relationship between social intelligence and the psycho-social compatibility, and there were statistically significant differences at the social compatibility regarding to the social intelligence and social values together in favor of those who have high social intelligence and medium social values.

In a study carried out by(Abu Amsha, 2013) aimed to study the social intelligence and emotional intelligence and their relationship with happy feeling among university students at Gaza governorate, the sample consisted of (603) university students in the Gaza Strip, the researcher used the social intelligence scale ,emotional intelligence scale in addition to happiness scale .The results indicated that the level of emotional and social intelligence between the members of the sample was good, more than medium, and there is also a positive relationship between social intelligence, emotional intelligence and dimensions besides happy feeling among the members of the sample.

### The study community

The community of the study consists of all talented students at Ajloun Directorate of Education for the academic year 2014/2015, the study sample was chosen of talented students and of quota sample consisting of 100 students from the seventh grade, first secondary school of King Abdullah for talented/Ajloun, as shown in (table 1).

**Table(1)The numbers of students, according to the study variable**

The variable	Gender		The class			The total
			7 <sup>th</sup>	9 <sup>th</sup>	1 <sup>st</sup> secondary	
Talented	Gender	male	16	22	14	52
		Female	20	10	18	48
<b>The total</b>			<b>36</b>	<b>32</b>	<b>32</b>	<b>100</b>

### Study tools

**1- The mental health scale:** The researcher used in this study the mental health scale depending on the conceptual framework of the humanitarian theory of Maslow which was developed by Sayed Yusuf to fit the Arabian environment, it included the availability of the mental health of students and their ability to adapt with the conditions of life, it contains of 15 items, and all items have been answered according to (Likert) scale (always, often, sometimes,

rarely, very rarely) cascading (1 - 5) where the total mark was (5), and the cut point higher than (3.5) is high, (2.5 - 3.5) medium and less than (3.5) is low with the total mark (5).

### **Indications of the credibility and reliability**

#### **The validity of the scale**

The researcher ensures the validity of the scale through:

**The validity of arbitrators:** the scale was shown at its final form at six arbitrators in counseling, special education, and measurement and evaluation at Ajloun National University, to verify the appropriateness of the scale for the purposes of the study, the language of items were edited (2, 8) on the basis of reviews of the arbitrators and to commensurate with the Jordanian environment.

#### **The reliability of the scale:**

The reliability coefficient of the mental health was also tested through applying it on the exploratory sample of 34 students, to be re-applied after two weeks at the same group, Pearson correlation coefficient was measured as well, and the reliability coefficient at half split way, the results of the application showed that the correlation coefficients at re-application is (89), and at half split (87).

**2- The Emotional Intelligence scale:** The researcher used in this study the mental health scale depending on the conceptual framework of the Bar-on of the emotional intelligence referred to the theoretical literature used by (Al-Nawasrah, 2008) in his study where the scale consisted of 59 items that were presented to the arbitrators including the proposed emotional intelligence after arbitral amendments from 51 items distributed on five sub-standards of the following dimensions:

- 1- The personal competence dimension ( Intra personal Scale).
- 2- The social efficiency and adaptability (Inter personal Scale)
- 3- The management of the pressures (Stress Management Scale)
- 4- The general mood (General Mood Scale)
- 5- The positive impression (Positive Impression Scale)

### **Indications of the validity of the scale**

#### **The validity of the scale**

To verify the validity of the scale, the researcher used two ways:

**First: the validity of the arbitrators :** the scale developed by (Al-Nawasrah, 2008) was shown at its final form at six arbitrators in counseling, special education, and measurement and evaluation at Ajloun National University and The Global Islamic University of Science, and to verify the appropriateness of the scale for the purposes of the study, the language of the following items were edited (12,15,22,32,46,49), on the basis of reviews of the arbitrators and to commensurate with the Jordanian environment.

**Secondly: The construction validity:**

The correlation coefficient was tested between the dimension and the total mark of the scale through applying it at the exploratory sample of 36 students as shown in table (2).

**Table (2): The correlation coefficient between the dimensions and the total of the Emotional Intelligence**

D	Personal competence	Social efficiency and adaptation	The management of the Pressures	The general mood	The positive impression
Personal competence					
Social efficiency and adaptation	.657(**)				
The management of the Pressures	.526(**)	.463(**)			
The general mood	.358(**)	.4309(**)	.307(**)		
The positive impression	.748(**)	.693(**)	.579(**)	.466(**)	
The Total Emotional intelligence	.873(**)	.828(**)	.689(**)	.587(**)	.921(**)

\*\*statistically function at the level of significance ( $\alpha=0.01$ )

The values of Pearson correlation coefficient of the total Emotional Intelligence and its dimensions were between (.921 -.307) and all statistically function at the level of ( $\alpha \leq 0.01$ ), which confirmed that the scale had a high degree of construction reliability (as the performance on the total scale is the litmus).

**The reliability of the scale:**

The reliability coefficient of the emotional intelligence was tested through applying it at the exploratory sample of 36 students, to be re-applied after two weeks at the same group, and Pearson correlation coefficient was tested and the reliability coefficient at half split way ,the results of the application showed that the correlation coefficients as at table (3):

**Table (3): The Reliability coefficients of the emotional intelligence dimensions through re-application and the internal consistency methods**

Dimension	The re-application	The stability of the internal Consistency
Personal competence	0,71	0.66
Social efficiency and adaptation	0,69	0.62
The management of the Pressures	0.70	0.64
The general mood	0.72	0,69
The positive impression	0.70	0,67
The total Emotional intelligence	0.74	0.75



Table ( 3) showed that the reliability coefficients were ranging between ( 0.69 - 0.72) between the dimensions, the reliability coefficient of the total emotional intelligence was (0.74), and the correlation coefficient was (0.62 - 0.69) between the dimensions, the reliability coefficient of the total emotional intelligence was (0.75), and this is acceptable for the purposes of the present study.

**3- The Social Intelligence scale:** The researcher used in this study the social intelligence scale depending on the conceptual framework of Sternberg of the social intelligence and according to Sternberg Third Intelligence Theory that was used by ( Al-Nawasrah, 2008) in his study, the scale consisted of 59 items that were presented to the arbitrators, the arbitrators deleted 16 of them, to be 43 items distributed on five sub-standards of the following dimensions:

- 1- The Objectivity scale: It consists of six items .
- 2- The social skills scale: It consists of sixteen items.
- 3- The Planning scale: It consists of three items.
- 4-The Reading scale: It consists of three items.
- 4- The thought investigative scale: it consists of fifteen items.
- 5- The intolerance scale: It consists of three items.
- 6- The problem solving scale: it has seven items.

All the items have been answered according to the Fifth Likert scale (always, often, sometimes, rarely, very rarely) cascading (1-5) where the total mark (5), (3.5) is high and (2.5 - 3.5) is medium, and less than (3.5) is low.

### **Indications of the validity and reliability of the scale**

#### **The validity of the scale**

To verify the validity of the scale, the researcher used two ways:

**First: the validity of the arbitrators :** the scale that was developed by (Al Nawasrah, 2008) was presented at its final to six arbitrators at counseling , special education and measurement and evaluation at Ajloun National University and The Global Islamic University of Science, and to verify the appropriateness of the scale for the purposes of the study, two items were edited(15,28,32), on the basis of reviews of the arbitrators to commensurate with the Jordanian environment.

#### **Secondly: The construction validity:**

The correlation coefficient between the dimension and the total mark of the scale was tested as well through applying it at the exploratory sample consisting of 40 students as shown in table (4).

**Table (4):** The correlation coefficient between the dimensions and the total mark of the total social intelligence

Dimension	Social efficiency	Planning	Reading	Objectivity	The thought investigative	Intolerance	Problem solving
Social efficiency							
Planning	.741(**)						
Reading	.626(**)	.573(**)					
Objectivity	.766(**)	.645(**)	.536(**)				
The thought investigative	.747(**)	.653(**)	.555(**)	.686(**)			
Intolerance	.614(**)	.457(**)	.425(**)	.617(**)	.561(**)		
Problem solving	.785(**)	.662(**)	.588(**)	.728(**)	.745(**)	.529(**)	
The total Social Intelligence	.947(**)	.783(**)	.700(**)	.862(**)	.850(**)	.700(**)	.888(**)

\*\*statistically function at the level of the significance ( $\alpha=0.01$ )

Table (4) showed that the correlation coefficients were ranging between (0.534 - 0.947) of the dimensions, and all of them were statistically function at ( $\alpha=0.01$ ) which conduct the validity of the total social intelligence was high (as the performance on the total scale is the litmus).

#### The reliability of the scale:

The reliability coefficient of the social intelligence was tested through applying it at the exploratory sample of 40 students, that was re-applied after two weeks at the same group ,and then Pearson correlation coefficient was measured and the reliability coefficient at half split way ,the results of the application showed that the correlation coefficients as shown in table (5):

**Table (5):**The reliability of the re-application and half split between the dimensions of social intelligence

Dimension	The reliability of re-application	The half split
Social Skills	0.68	0.71
Planning	0.73	0.65
Objectivity	0.70	0.75
Thought investigative	0.78	0.79
Intolerance	0.75	0.77
problem solving	0.73	0.71
Reading	0.72	0.73
The total Social Intelligence	0.79	0.81

Table (5) showed that the correlation coefficients were ranging between (0.68 - 0.78) between the dimensions, the reliability coefficient of the total social intelligence was (0.79), and the correlation coefficient by half split were ranging between (0.65 - 0.79) between the dimensions, the reliability coefficient of the total social intelligence was (0.81). This is acceptable for the purposes of the present study.

### Statistical Treatment:

The data collection was prepared and analyzed statistically using the SPSS program in order to:

- Measure the reliability coefficient of the scale by re-application using Pearson correlation coefficient and finding the indications of its validity through finding the correlation coefficient between the dimension and the total scale and its extent statistically.
- Measure the arithmetic averages and standard deviations of performance degrees at the scales of emotional intelligence as well as social intelligence and their dimensions.
- Measure the relationship between the mental health and the emotional intelligence, the social intelligence among talented people using Pearson correlation coefficient and its extent statistically.

## THE RESULTS OF THE STUDY AND DISCUSSION

### Results of the first question:

The first question in the study was: **(what is the level of the mental health ,the emotional intelligence and the social intelligence and their dimensions among talented students?).**

To answer this question, the arithmetic averages and standard deviations of the total emotional intelligence were figured out among talented students, as shown in table (6), it was found the arithmetic averages, standard deviations of the total social intelligence among talented students in table (7), also, the arithmetic averages, standard deviations of the total mental health among talented students was shown in table (8).

**Table (6):** The arithmetic averages and standard deviations of the total emotional intelligence among talented

Dimension	Arithmetic	Centennial arithmetic average	The standard deviation
Personal competence	3.77	75.4	.572
Social efficiency and adaptation	3.91	78.2	.614
The management of the Pressures	3.62	72.4	.535
The general mood	3.48	69.6	.611
The positive impression	4.03	80.6	.656
Total Emotional intelligence	3.81	76.2	.522

Table (6) shows that the level of the total emotional intelligence and its dimensions among talented students which is high in all dimensions except the general mood dimension where it was medium and this is less than the cut point (3.5).

**Table (7):** The arithmetic averages and standard deviations of the total social intelligence among talented students

Dimension	Arithmetic	The Centennial arithmetic average	The standard deviation
Social efficiency	4.07	81.4	.597
Planning	4.12	82.4	.760
Reading	4.01	80.2	.729
Objectivity	4.11	82.2	.696
The thought investigating	4.10	82	.723
Intolerance	4.20	84	.746
The problem solving	3.98	79.6	.649
Total Social Intelligence	4.07	81.4	.596

Table (7) shows that the level of the total social intelligence is high in all dimensions

**Table (8):** The arithmetic averages and standard deviations of the total mental health among talented students

Dimension	Arithmetic	The Centennial arithmetic average	The standard deviation
The mental health	4.00	80	.726

Table (8) shows the high level of the total mental health among talented students.

Tables (6, 7, and 8) showed that the level of mental health, the emotional intelligence and its dimensions, except the general mood dimension, the social intelligence and its dimensions among talented students was high, and the results were consistent with the study of (Abu Amsa, 2013), which indicated that the level of emotional intelligence and social intelligence among university students in Gaza Strip remained high; higher than medium, and the results of the study were consistent with the study of (Al-Dahiri, & Sofyan, 1997), which indicated that the students of Taz University, have high social intelligence, social values and psycho-social compatibility. The results of the current study show that the gifted students were more developed than the ordinary peers, they were cautious and looking for perfection, they have reflective thinking, learn and think faster (Golman & Cross, 2001), so the level of the emotional intelligence, social intelligence and mental health among them is high. Moreover, the emotional intelligence and social intelligence in the Arabian societies depend on the quality of experiences, methods of socialization and religious education that help students build high appreciation of self-esteem and obtain high marks in the mental health.

### The results of the second question and discussed

The second question in the study was: **(Is there any statistically significant relationship at ( $\alpha \leq .05$ ) between the mental health and the emotional intelligence and their dimensions among talented students?).**

To answer this question, the study clarifies the relationship between the mental health and the emotional intelligence and their dimensions among talented students, as shown in table (9).

**Table (9):** The relationship between the mental health and the emotional intelligence and their dimensions among talented students

<b>Dimension</b>	<b>User statistical</b>	<b>The mental health</b>
Personal competence	Correlation coefficient	.659(**)
	Statistical Significance	,000
Social efficiency and adaptation	Correlation coefficient	.536(**)
	Statistical Significance	,000
The management of the Pressures	Correlation coefficient	.538(**)
	Statistical Significance	,000
The general mood	Correlation coefficient	.350(**)
	Statistical Significance	,000
The positive impression	Correlation coefficient	.665(**)
	Statistical Significance	,000
The total Emotional intelligence	Correlation coefficient	.675(**)
	Statistical Significance	,000

Table (9) shows that there is a positive correlation relationship between the level of the total mental health and the emotional intelligence among the talented students, the results of the study were consistent with the study of (Sjobergh, 2001) which showed that there is a positive correlation relationship between the emotional intelligence and perseverance against failure, and this is consistent with (Furnham, 2003) which showed that there is a positive correlation relationship between the emotional intelligence, happiness and the ability of knowledge, and this is consistent with (AIO'kayshi, 2003) which showed that there is a statistically significant relationship between the psycho-emotional compatibility and the anxiety of future, it is consistent with (Ajajah, 2007) that assured that there is a positive correlation relationship between the emotional intelligence and the quality of life, and this is consistent with (Al-Keder, & Al-Fadli, 2007) & (Marrovelial, 2007) & (Abu Amsha, 2013) that assured that there is a positive correlation relationship between the total emotional intelligence and its dimensions, the psychological happiness and the social competence. This is consistent with (Al-Himiari, & Ismail, 2012) that showed a correlation relationship between the total emotional intelligence and its dimensions (Department of emotions, sympathy, organization of emotions, emotional knowledge, social communication) and the mental health and the emotional intelligence and its dimensions predict of the mental health. The results of this study are

consistent with the study carried out by (Al- Fraa ,& Alnoagha,2012), which indicated there was a positive correlation relationship between the emotional intelligence and the quality of life, and this is consistent with the study (Al-Zahrani, 2014) that assured there was a statistically significant relationship between facing life pressures among university students. The interpretation of the results of the current study that there were common coefficients among the mental health and the emotional intelligence, which includes self-awareness, which is the basis of the self-confidence, its good administration and the ability to understand the conditions of life ,to cope with work under pressure to stimulate self-reliance, to overcome the concern and resist the frustration which helps individuals be satisfied with themselves, the emotional intelligence is the best criteria for judging the quality of life, which is the secret of success, and the emotional intelligence includes social skills and abilities that help the individual feel of psycho-social compatibility, feel happy and perseverance against failure, the management and organization of emotions , compassion, social communications, the quality of life and life pressures which are positive coefficients to reach the highest level of the mental health.

### The results of the third question and discussed

The third question in the study: **(Is there any statistically significant relationship at ( $\alpha \leq .05$ ) between the mental health and social intelligence and dimensions among talented students?).**

To answer this question, it was found the relationship between the mental health and social intelligence and their dimensions among talented students, as shown in table (10).

Dimension	User statistical	The mental health
Social efficiency	Correlation coefficient	.720(**)
	Statistical Significance	,000
Planning	Correlation coefficient	.600(**)
	Statistical Significance	(,000
Reading	Correlation coefficient	.496(**)
	Statistical Significance	,000
Objectivity	Correlation coefficient	.686(**)
	Statistical Significance	,000
Thought investigated	Correlation coefficient	.666(**)
	Statistical Significance	,000
Intolerance	Correlation coefficient	.636(**)
	Statistical Significance	,000
Problem solving	Correlation coefficient	.709(**)

	Statistical Significance	,000
The total Social Intelligence	Correlation coefficient	.753(**)
	Statistical Significance	,000

**Table (10):** The relationship between health and psychological and social intelligence among talented students

Table (10) showed that there was a statistically significant relationship between the total mental health and the total social intelligence and their dimensions among talented students, the results of the study are consistent with the study of (Al-Dahiri&Sofyan,1997) that indicated there was a statistically significant relationship between the social intelligence and social compatibility among the students of Taz University, and this study is consistent with (Abu Amsha, 2013) that showed there was a positive relationship between the social intelligence and the feeling of happiness among university students at Gaza. The interpretation of the results of this study of training social intelligence, social relations and help the individual achieve their wishes through the social environment where social skills provide the individual with the ability to deal with others in attitudes and crises properly, which lead to the psycho-social compatibility, self-confidence ,satisfaction of life , self-esteem, happiness , social interaction and reaching the highest levels of mental health, but the lack of social skills make the individual blunders and suffers from chaos, withdrawal and psycho-social compatibility.

## RECOMMENDATIONS

**At the end of the study, the researcher recommends the following:**

- Giving psychological counseling and educational counseling (mental health) a great importance at regular schools and private schools of talented students.
- Making comparative studies at other categories of groups with special needs.

## REFERENCES

- \_ Abu Amsha , Ibrahim Basil,(2013), the social intelligence and the emotional intelligence and their relationship of feeling happy at the university students governorate, a master's non-published, Al-Azhar University in Gaza, Gaza.
- \_ Ajajah, Safaa (2007), the Causal Model of the Relationship between the Emotional Intelligence and the Methods of Pressure and the Quality of life at the university students, letter master, Zagazig University, Education college.
- Al-Himiari, Abdou, Zabiba, Abdul Karim, (2001), The emotional intelligence and its relationship with the mental health among the university students in Yemen, Magazine Tamar university studies and research, humanitarian third number of 10 January 2001, p. 18. 50
- Al-Keder, Othman, Al-Fadli, Huda, (2007), Are the emotional intelligent have more happiness, the social sciences magazine in Kuwait, No.35,vol. (2).

- Al-Dahiri, Saleh, Sofyan, Nabil, (1997), The social intelligence , social values and their relationship with the psycho- social compatibility among students of the psychology at the University of Taz, master's not published, University of Taz
- \_ Al-Fraa, Ismail,Alnoagha , Abdul Hamid,(2012), The Emotional intelligence and its relationship with the quality of life and the academic achievement among the students at Jerusalem Open University in Khan Younis area of education, Al-Azhar University magazine in Gaza, a series of human sciences , vol. 14, No. 2, p. 57 - 90.
- Alhabet, Mohammad Syed. (1987). The pillars of the mental health of the individual ,the modern University, Alexandria .
- Al-Nawasrah, Faisal,(2008), The emotional , social, moral intelligence among talented students and its relationship to some demographic variables, a doctorate thesis non-published , Arabian Amman University, Jordan.
- Al-O'kayshi, Bushra ,(2003) , The mental health and its relationship with the emotional intelligence among the university young women at the girls education college , Journal of Education college, University of Baghdad , p.(1-38).
- \_ Al Zahrani , Abdullah,(2014), The emotional intelligence and its relationship with the life pressures among the King Saud University, studies :Journal of Human Sciences , vol. 41, No.3.
- Bartell, N. P., & Reynolds, W. M. (1986). Depression and self-esteem in academically gifted and, non-gifted children: A comparison study. *The Journal of School Psychology*, 24: 55-61.
- Brugh T.S., Bebbington P.E., MacCarthy B., Sturt E., Wykes T., Potter J. (1990). , Social support and recovery from depressive disorders: a perspective clinical study. *Psychological Medicine* 20:147-156
- Richards,K.C.Campania,C.Muse- Burke J.L.(2010) Self-care and Well- being in Mental Health Professionals: The Mediating Effect of Self – Awareness and Mindfulness”. *Journal of Mental Health Counseling* , 32( 3):247.
- Chan, D. W. (2004). Social coping and psychological distress among Chinese gifted students. *Gifted Child Quarterly*, 48: 30-41.
- Clark,B , (1992),*Growing up Gifted*, Fourth Edition, New York: Macmillan Publishing Company.
- Colangelo N. (2002). *Counseling gifted and talented students*. The University of Iowa.
- Gardner, Howard,( 2005), *Multi-intelligence in the twenty-first century*, translation, Abdul Hakim Lavender, Cairo: Dawn House for Publishing and Distribution, First Edition.-
- Goleman,D. (1995). *Emotional intelligence;why it can matter more checkbox IQ*. New York: Bonton Book.
- Goleman, L. J. & Cross, T. L. (2001). *Being gifted in school: An introduction to development, guidance, and their teaching*. Waco, TX: Prufrock Press, Inc.
- Jarwan, Fathi, (2004), *the Talent and Excellence and Creativity*, Second Edition, Amman: Dar thought.
- Furnham , A. (2006) *This Emotional Intelligence and Happiness Social behavior and Personality*, V (31), N (8) PP 815 - 824
- \_ Maktoof,Sabeha, Al-Obeidi, Sura,(2008), The Emotional Intelligence and its Relationship to Social Appeasement among the university students, *Journal of Education& Science*, vol. 15, No. 3.
- \_ Mavroveli, S., Petrides, K., Rieffe, C. & Bakker, F., (2007):*Trait emotional intelligence, personality well-being and peer. rated social competence in adolescence*, *British journal of developmental psychology*, vol. 25 (2) 263-275.



Published by European Centre for Research Training and Development UK ([www.eajournals.org](http://www.eajournals.org))

- Sjobergh E. (2001) Emotional Intelligence measured in a highly competitive testing status, center for Economic psychology, Stockholm school of Economic
- Silverman, L.K. (Ed.,1993). Counseling the gifted and talented. Denver, CO: Love Publishing Company
- Sternberg, R. J. (1985). Beyond IQ: A triarchic theory of human intelligence. Cambridge, UK: Cambridge University Press
- Zahran, Hamid Abdul Salam (1988), the Mental Health and Psychological Treatment , 2<sup>nd</sup> edition, Al ma'ref house, Cairo.