

# Social And Emotional Characteristics Of Gifted Children

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## Abstract:

The objective of the current study was to identify the emotional and social characteristics of gifted children. For this purpose, the descriptive-analytical method was employed because it was the most suitable for the study. The procedure involved gathering data that was then evaluated, compared, and interpreted as well as highlighting the theoretical literature, studies, and research in this area. The current study, which revealed that a gifted child possesses emotional characteristics that set him apart from the typical child of his generation, is recognized as an important study that emphasizes the significance of the emotional and social features of gifted children.

The study concluded that talented individuals have unique emotional and social characteristics that set them apart from other typical children after critically analyzing findings and theoretical literature. It places them in a special category with high abilities, interests, and skills that strive to grow and promote excellence and creativity and help refine higher thinking skills and self-perception.

**Keywords:** Emotional characteristics, social characteristics, gifted and superior, emotional and social characteristics, social interaction.

## Introduction:

Gifted children are distinguished from other normal students by emotional, psychological, behavioral, and cognitive characteristics. It is strange that the positive characteristics of gifted children cause them to experience emotional and social difficulties and problems, especially if these children are in unsupportive, knowledgeable, or conscious social contexts where there are no requirements to undertake and take care of.

Despite the high abilities of talented people and their excellence in various aspects, they also encounter a number of challenges that make it difficult to provide them with the educational services they need. For example, despite popular

belief, many teachers do not genuinely care about them, and they are also subjected to criticism and social exclusion by their peers. This study used theoretical literature and earlier studies that looked at the category of gifted individuals to determine the most significant aspects and characteristics of gifted children in order to clarify the vision about the emotional and social qualities of gifted people.

Social and emotional characteristics play an effective and important role in achieving many of the child's social interaction skills with his environment, as well as helping to realize educational functions, bringing concepts closer to him and helping him realize the importance of learning.

In order to avoid boredom, frustration, and negative effects on the talented person's emotional and social compatibility, it is necessary to disclose his or her desires and tendency to achieve perfection and high levels of achievement. The creative person's perfectionism also gives his coworkers the impression that he is superior to them, which drives him to avoid them or keep up with them, conceal his superiority, and play foolish in order to win their approval.

This may suggest that in order to help people solve their problems, a talented person will need to comprehend their emotional and social characteristics. If the gifted person experiences feelings of loneliness and isolation as a result of his difficulty making friends or as a result of being rejected by others, he will need to work on improving his interpersonal communication skills as well as his capacity for self-realization. He will also need to emphasize his own unique characteristics (Al-Kaabi, 2007).

The two researchers in this study focused on the emotional and social characteristics of a talented youngster in order to comprehend his needs and create an educational setting that is in line with those characteristics, hence the study's questions revolve around:

### **1. Do gifted children differ from regular kids in terms of their emotional and social characteristics?**

### **2. What social and emotional characteristics define a gifted child?**

The goal of the current study is to identify a gifted child's emotional and social characteristics and make them public in order to activate educational, psychological, and social programs that will help him integrate into society and develop skills appropriate to the skills of the Twenty-First Century.

The significance of the current study lies in its summary of the comparison of studies that focused on the emotional and social characteristics of gifted children in order to provide this group and the creative abilities it possesses with a supportive and appropriate

educational, family, and community environment.

The results of the present study may help to define the emotional and social characteristics of several factors:

- For those who are gifted: recognizing their social emotional characteristics will help them take into account their environment.
- For researchers: this study may pave the way for further investigation on the subject in order to comprehend emotional and social characteristics and minimize a variety of behavioral issues.
- For teachers of gifted students: They may find this study useful in revising their daily lesson plans and including gifted students in their preparation.
- For educational institutions: to emphasize the significance of considering the emotional and social features of gifted people in the creation of educational courses to those in charge of establishing educational curriculum.

## **Terminology**

**Characteristic:** Raymond Cattell's definition, "collection of reactions or responses bound by some sort of unity, thus allowing the responses to be covered by one term and treated similarly in most situations" (Kamal, 2007).

**Emotional and social characteristics:** these characteristics include one's attitude, emotional stability, self-control, and impulsivity. Some of these characteristics are closely linked to how one's nervous and glandular systems develop, such as the degree of anxiety, aggression, and guilt that results from the process of social normalization (Garwan, 2004).

### Social and emotional characteristics of gifted children

One of the defining characteristics of some psychologists is the definition of Gordon Allport:

"A generalized neuro-psychic structure, with the capacity to render many stimuli functionally equivalent, and to initiate and guide consistent

(equivalent) forms of adaptive and stylistic behavior” (Kamal, 2007).

The American Bureau of Education NAGC (2009) defined a gifted child as “a child who has high abilities of performance and achievement compared to others of the same age, and possessing one or more of the following abilities:

- Creative ability and creative thinking
- Mental abilities
- Academic Readiness
- Leadership ability (Al-Rihani, Al-Zureikat, and Tannous, 2013)

As for Renzulli (1978), he defined a gifted child as a “child who shows a high ability of creativity, the ability to commit to performing the tasks required of him” (Samawi, 2012).

#### Characteristics of the gifted child:

A gifted child stands out from other kids with average or normal mental abilities not just in terms of his mental characteristics but also in terms of his behavior, emotions, and social skills.

The majority of educational programs are based on developmental and cognitive educational features rather than on emotional and social characteristics, despite the increasing interaction between the emotional and cognitive components (Al-Rihani S., 2002).

A gifted child may have excellent cognitive ability, but that does not mean that his talents in other developmental areas are necessarily above average (Stile, 1996).

According to Renzulli (1978), a child is naturally creative, but the conditions of his upbringing during the preschool and primary stages have a significant impact on his performance and mental capacity (Hadidi and Khatib, 2014).

#### Emotional and social characteristics

A gifted child, according to Al-Kaabi (2007), is distinguished by emotional characteristics that

- Feeling of Independence
- High motivation
- High self-confidence
- Emotional doubt

are different from those of the typical child of his generation. These characteristics include: - A high capacity for emotional stability

- A motivation for accomplishment, knowledge, and problem-solving (Al-Kaabi, 2007).

According to some research, a gifted child exhibits the emotional characteristics of excessive sensitivity and intensity of feelings to the family, school and social environment surrounding him, which are prominent emotional characteristics of the gifted, and this sensitivity causes the gifted child to have acute and extreme reactions to the situations to which he is exposed (Kamal, 2007).

Garwan explains that the characteristics unique to a gifted child are:

- Ability to generalize, plan and organize
- Curiosity
- Creative thinking
- Interest in mystery and complex things
- Leadership, perseverance and cooperation
- Emotional stability (Garwan, 2004)

Smith (2007) pointed out that the following characteristics should be taken into consideration when identifying a gifted child:

- Extreme sensitivity that could cause a gifted person to overreact to small events and critiques.
- The sense of perfection that manifests in the strong need to complete and carry out tasks with extreme accuracy.
- Doubt in social characteristics, which is interpreted as high psychological pressure in the gifted person, and on the other hand enhances his sense of high challenge to continue a certain activity for long periods (Smith, 2007)

The emotional characteristics of a gifted child can be summarized as follows:

- Perseverance and self-direction
- Extreme sensitivity
- Perfectionism
- Tendency to be introverted

Despite the previously mentioned characteristics, some studies have revealed that gifted children lack certain social abilities, particularly those related to interactions, social involvement, and peer collaboration, which is evident in the social interaction in the classroom (Smith, 2007).

#### Emotional characteristics of the gifted:

To be able to adapt to and interact with their environment, children develop social and personal characteristics. This objective represents a fundamental aspect of their personality, and on the basis of it, they gain social experiences that aid in their adaptation to their society. Therefore, social characteristics are one of the fundamentals used to assess whether a person will be successful in their social interactions or not.

Studies have indicated that the gifted person enjoys high emotional stability, as well as acquires independence and leadership qualities, in addition to being less prone to mental disorders and maintains normal social relationships (Al-Zoubi, 2011).

According to the Swank study from 2007, there is a significant difference between the rates of social and cognitive development among gifted people compared to ordinary people. As a result, these people struggle with social skills, forming relationships with others, and fitting in with their peers.

Dean (2011) pointed out that The Gifted are characterized by emotional and social characteristics that distinguish them from other ordinary children, such as curiosity, searching for information, remembering it, and picking it up quickly, in addition to the desire for creativity, innovation, interest in social and moral values such as social equality, credibility, perseverance, a sense of emotional stability and autonomy.

Heward (2006) discussed how some people believe that people who are gifted are frequently characterized by arrogance in addition to screaming and non-acceptance. However, research has shown that these negative characteristics do not exist, as well as the absence of any general behavioral issues; rather, the gifted child is better adjusted than the average child. A brilliant youngster does not exhibit disruptive

behaviors or behavioral emotions, according to studies, but rather complains of being bored and frustrated, which some people perceive as behavioral issues.

According to Smith (2007), a gifted child's social difficulties may arise because his psycho-emotional and social skills do not advance as quickly as his mental and intellectual abilities, and his social difficulties with regular children who live in the same environment as him may result from a significant disparity in mental skills and abilities.

Numerous studies have been conducted that addressed the study variables; Al-Ghamdi (2020) conducted a study with the title: The emotional and social characteristics that distinguish gifted and normal children. This study sought to identify the emotional and social characteristics that distinguish gifted children from average children depending on the gender variable. The Cattell test was applied to the study sample of (462) kids in order to determine the emotional and social characteristics of gifted children, the results were as follows:

- That gifted children are distinguished from their counterparts from ordinary children by a higher level of intelligence, more tendency to control, adventure, and renewal.
- That gifted children are distinguished from normal children by being more hot-tempered, having a flexible mindset, and a higher tendency to doubt, and that they are less reserved and calmer.
- The results indicated that gifted females had higher arithmetic means for the personality characteristics "flexible mindset vs. stubborn" and "nervous vs. reassured."
- Gifted females tend to be more flexible and anxious than gifted males.

The study of Rabaha and Sikia (2019) also aimed to study the relationship between emotional and social characteristics and academic performance of students. The study aimed to find out the relationship between emotional characteristics and academic performance, as the primary school rate (GPA) was considered an indicator of

academic performance, and the study sample consisted of 110 students randomly selected from an elementary school, the tool was a standardized measure to measure the emotional characteristics of students, and the results showed:

- A statistically significant relationship between emotional characteristics and academic performance
- Lack of statistical significance of the relationship between emotional characteristics and variables-gender and classes completed by the student.

Al-Shabrawi (2019) conducted a study entitled: The abilities and characteristics of talented people, (a field study) the study aimed to compare groups of bright, innovative, smart and brilliant male students in several factors:

- Leadership and understanding of these groups' differences, particularly their personal characteristics, as well as the emergence of specific talents and characteristics that set the gifted, creative, and intelligent apart from the average people, such as (emotional stability, sense of responsibility, realism, and mood)
- Other societal factors that influence them, such as parents' educational status and the economy
- Study leisure time, their friendships, hobbies, creative and artistic production

The study used the experimental method, the study reached several results, the most important of which are:

- Both of the two groups of gifted and smart people were distinguished over the two ordinary ones by good compatibility in the domestic relationship.
- The groups of gifted and intelligent people outperformed the group of ordinary people in social relations.
- The groups of gifted and intelligent people were distinguished by having more emotional stability and self-confidence than the group of ordinary people.

- The groups of gifted, innovative, intelligent and adaptable people were distinguished in situations where you need to take responsibility more than the group of ordinary people.

- The group of gifted, inventive and intelligent people was distinguished by having better state of mind than the group of ordinary people (Al-Ghamdi, 2020).

As for the study of Uzbay (2018), which compared the levels of emotional intelligence, perception of social responsibilities, and community awareness among gifted students and their non-gifted peers, the study used the experimental approach, where the sample included( 122) gifted students and( 246)non-gifted (males and females) from the middle and secondary stages in Izmir in Turkey. The study's results suggest that talented people have high levels of emotional intelligence compared to their ordinary peers, which contributes to their strong sense of community and appreciation of social values. The results also showed a link between The Gifted's emotional intelligence and their perception of social obligations and community awareness, suggesting that The Gifted's high emotional intelligence contributes to their strong sense of community and social values perception (Al-Ghamdi, 2020).

The Nazer Study (2018), "The Gifted in Kindergartens in the State of Kuwait," sought to identify the social characteristics of gifted students in Kuwaiti kindergartens. In order to obtain estimates from the educator and guardian regarding the characteristics in the areas of learning, motivation, creativity, leadership, and social, the researcher used in this study a scale of distinctive social characteristics prepared by the researcher for gifted children from (4-8) years old in order to obtain estimates of the educator and Guardian regarding the characteristics in the fields of learning, motivation, creativity, leadership and social. The researcher applied these instruments to a sample of (300) boys and girls selected by random stratified method for educational districts in the state of Kuwait, 150 mothers and 150 nannies. The most important results of the study were:

- Gifted female children are considered more superior in the field of learning than in other sub-scales.
- Gifted male children are considered more superior in the field of social and leadership than the rest of the sub-scales.

In addition, Al-Darabka (2018) used the experimental curriculum in a study of excellent and sub-excellent students in Karak governorate schools in Jordan to determine the level of emotional intelligence and its relationship to academic achievement. The sample consisted of 100 students, including 50 excellent and 50 non-excellent who were chosen at random using the cluster method. The results showed that the level of emotional intelligence was high in all sample members, with the exception of general mood, where it was average in non-excellent students. The study also discovered that there is no relationship between emotional intelligence and academic achievement in both excellent and non-excellent students (Al-Ghamdi, 2020).

In their 2018 study, “Self-awareness of Emotions and Its Relationship to the Aiding Style”, Katai and Al-Khudair sought to assess both these characteristics in a sample of (40) boys and girls who were gifted. The study’s findings showed that women use the aiding style and are self-aware of their emotions and ego. The relationship between self-awareness of emotions and the aiding style is a direct function relationship, meaning that as men use the aiding style more frequently, their awareness of emotions increases.

To determine the level of social intelligence among kindergarten students and its relationship to some variables (the child’s birth order, gender, and age), Abdulwahab, Fadel, and Abdullah (2016) conducted a study titled Social Intelligence among Children in Riyadh and its Relationship to Some Variables. The study sample consisted of (200) boys and girls. The study’s results indicated that kindergarten students’ average social IQ scores were low and that there were no apparent variations across gender or age groups.

Emotional intelligence and its relationship to communication skills between gifted and non-

gifted kids were the subjects of a study done by Kaya (2016). On a sample of 181 kids from middle schools in Turkey, the study sought to assess the level of emotional intelligence and communication abilities between gifted and non-gifted pupils. The study’s results revealed that there were no significant variations in communication abilities between gifted and non-gifted kids, but that gifted individuals had greater levels of emotional intelligence than their non-gifted peers (Wani, 2016).

The main objective of Tanos, Rehani, and Al-(2012) Zboun’s study, “The emotional and social characteristics that distinguish gifted and ordinary students,” was to identify the characteristics that distinguish gifted students from average students in relation to the gender variable. The study sample included (462) students in the tenth, eleventh, and twelfth grades. The study’s results showed that gifted students differ from ordinary students in that they possess a higher level of intelligence, a greater propensity for adventure, and a greater propensity for renewal. Gifted students were also distinguished by their realism, practicability, and lack of stress. The findings also show that gifted kids are less reserved and calmer than average students, and that they have a more flexible attitude and a higher tendency to doubt. The results also revealed a statistically significant difference between gifted and talented students in terms of their emotional characteristics. The study found that gifted students’ arithmetic averages were higher in terms of emotional characteristics, such as flexibility of thought vs stubbornness and anxiety versus reassurance. This suggests that gifted females are perceived as being more flexible and anxious than gifted males (Katai and Al-Khudair, 2018).

The objective of Abdulghani’s study (2010) on emotional intelligence and its relationship with social adaptation and self-concept in gifted and normal kindergarten children in Jordan was to determine the relationship between emotional intelligence, social adaptation, and self-concept. The sample and the study community included (50) gifted children (50) normal children, as a result of the group’s influence on the dimensions of self-awareness of emotions and motivation,

social skills, and emotional intelligence as a whole and in favor of The Gifted, the study's results suggested that there are statistically significant differences between the average IQ scores of ordinary and gifted children on the IQ scale. However, there were no statistically significant differences on the dimensions of empathy and emotion management. The results also revealed a relationship between gifted individuals' average emotional intelligence scores and their average social adaptation and distancing scores. The objective of Saleh's study from 2007 on emotional balance and how it relates to social skills in kindergarten-aged children in Abu Seid-Omdurman was to determine how emotional balance and how it relates to social skills in kindergarten-aged children. The sample consisted of (200) kids from (150) kindergartens. According to the results of a study, children in Riyadh have high levels of emotional stability and social competence, there is a link between these characteristics, there are no gender-related differences in emotional stability and social competence among Riyadh children, and there are no age-related differences in emotional stability and social competence among Riyadh children.

Regarding Mouawad's study from 2007 titled The abilities and characteristics of talented people, the study's objective was to compare various characteristics of groups of bright, inventive, smart, and brilliant male adolescents. The sample consisted of 310 high school students, whose ages ranged from (14-17) years. The study generated a series of research results, the most significant of which is that there are no statistically significant differences between the two groups of innovators and ordinary people, and that these two groups are similar in their interpersonal relationships. However, there were statistically significant differences between the two groups of innovators and ordinary people. As the results demonstrated, the groups of smart and innovative people were distinguished by adaptation in situations where taking responsibility was required more than the group of ordinary people by statistically significant differences. The groups of smart and innovative people were also distinguished by emotional stability and self-confidence. The study found

that, with statistically significant differences, the group of talented, creative, and clever people was defined by having a better mood than the group of ordinary people. The objective of Aqeel's study from 2004 was to determine the social skills that the gifted should learn and to create a guidance program to enhance the social characteristics of talented students. Its efficacy was then tested. The study sample consisted of 60 gifted female students at the Ministry of Knowledge in Jeddah, aged (14-18), who were split into two control groups and an experimental one. The experimental group underwent the application of the Wechsler Intelligence Scale, a scale of the social characteristics of gifted females, and a counseling program for the development of social skills. The results indicated that the counseling program was successful in enhancing the abilities and social characteristics of some talented adolescent girls (Al-Ghamdi, 2020).

A study (Hogan, 2003) looked at a group of sixteen gifted fourth-graders to see how much social responsibility they had. They were evaluated using the Elliott Grisham social responsibility scale. The study's results showed that gifted children had increased responsibility for their work and communication with their peers at home and at school, as well as increased capacity for making wise judgments and cooperating with their peers (Moawad, 2007).

Hussein's 2003 study sought to identify the most significant issues faced by gifted children as perceived by the study sample, to identify the most significant solutions that contribute to the treatment of the most significant issues faced by gifted children, and to examine the differences between them in terms of both the level of academic achievement and the quality of mental health. The study's results demonstrate the degree to which the three study sample segments agreed, with varying percentages of agreement on the most important problems suffered by gifted children, which relate to the child himself, as well as those related to the family, and also on problems related to school. The three segments also agreed the most significant recommendations for addressing the issues faced by talented children (which relate to the child's

emotional problems, the child's problems within the family, and the child's problems inside the school). Additionally, the results reveal that while academic achievement is unaffected by giftedness, there are disparities between gifted children in contentment, mental health quality, cultural level, and overall socio-cultural level of the family (Moawad, 2007).

A study (Mayer, 2001) looked at the connection between gifted people's emotions and their emotional intelligence, and aimed to find out the level of emotional intelligence through interaction in various social situations. The study sample consisted of 290 gifted adolescents who underwent an intelligence test, a multi-factorial emotional intelligence scale, and a questionnaire of challenging situations. The study's findings revealed that emotionally intelligent gifted students were better able to control their emotions and the emotions of others in a variety of social settings. It also revealed that these gifted students made use of their emotional intelligence to regulate their reactions and their tolerance for others.

A study (Kimmel, 2002) sought to improve the social skills of six brilliant students in the fourth and fifth years of primary school who report functional issues interacting with others and lack of experience receiving social assistance as a result of their loneliness and isolation. The study's results indicated that, with the exception of the skill (empathy), all expected outputs (responsibility, empathy, self-control, assertiveness, communication with peers, and control of impulsive behavior) were achieved. At the conclusion of the program, the examinees learned how to take ownership of their actions, redirect their motivational behavior, successfully communicate with others, control their emotions during challenging situations, understand how others felt, and disagree with others without offending them.

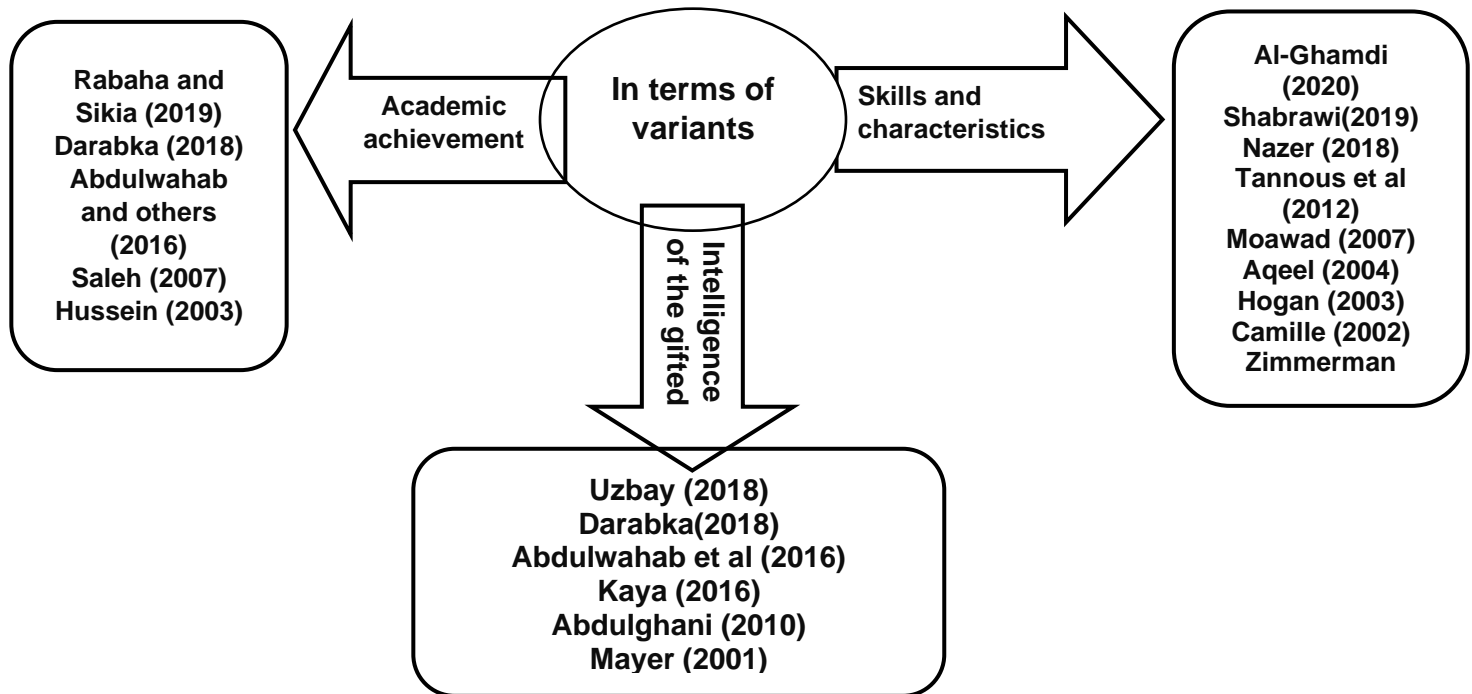
In a study (Zimmerman, 2000) which aimed to determine whether gifted children were socially

and emotionally compatible, the study sample included 12 gifted children between the ages of (5-16), the study depended on conducting in-depth one-on-one interviews (psychological therapy sessions) with gifted children, through which it was possible to identify the characteristics and skills of kids, their patterns of compatibility, and how home and school affected gifted children. The study's results revealed that gifted children share four emotional characteristics, including emotional intensity, a propensity for introversion and isolation, a strong will, and high levels of sensitivity. Teachers, parents, and a positive psychological assessment of children's IQs as well as their awareness of these children's needs and social and emotional skills are crucial in helping these kids adapt. The study also revealed that while some brilliant kids can get along, they still require other people's help. Without the help of their parents, teachers, and psychological mentors, these kids might not be able to excel academically or feel loved and accepted by others.

### **Results and discussions**

According to the findings of several earlier studies, gifted children are more sociable, independent, and adventurous than other categories of kids and more engaging with their environment than kids in other categories. They are also characterized by emotional stability and self-confidence, and this result is supported by the Shabrawi study (2019), which confirmed that gifted students enjoy self-confidence and emotional stability. Additionally, gifted children are characterized by calm and good academic accomplishment, which is supported by the studies of Al-Ghamdi (2020), Rabaha and Sikia (2019). According to research, gifted children are less reserved and more relaxed, and their emotional and social characteristics have a good effect on their academic performance. On the basis of variables, previous studies can be evaluated with the diagram below:



**Chart No. 1 displays the research and variables discussed**

The above diagram shows studies that looked at the role of social and emotional abilities in a gifted child's interaction with and adjustment to their environment. These studies include the Shabrawi study (2019), which demonstrated the compatibility of a gifted child in domestic relationships, the Nazer study (2018), which demonstrated the superiority of a gifted child in leadership and social qualities, and both Tannous et al. (2012) and Saleh's (2007) study, which agreed in the stability of a gifted child with social and emotional stability, where they are characterized by calm, flexibility and realism.

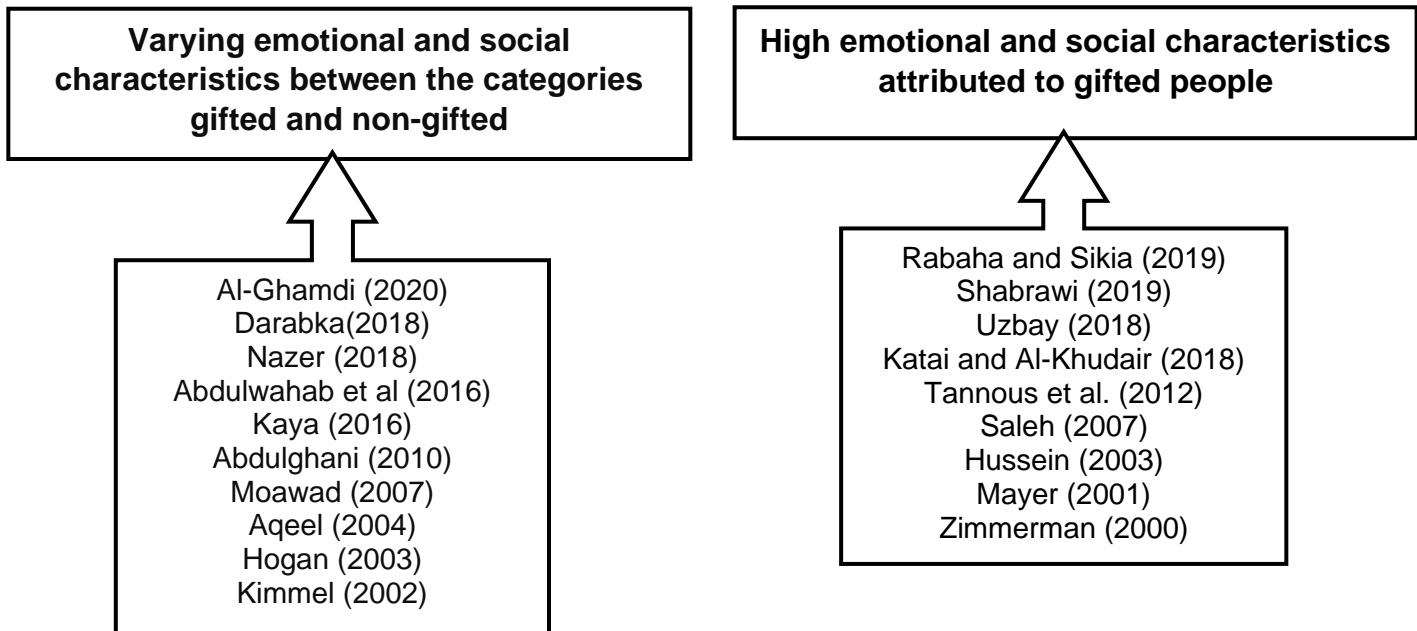
The diagram also depicts studies that looked at the connection between the emotional and social characteristics of The Gifted and academic achievement. The study of Darabka (2018), the study of Abdulwahab et al. (2016), the study of Saleh (2007) and the study of Hussein (2003) all found no statistically significant relationship linked to the variable of academic achievement, while the study of Rabaha and Sikia (2019)

differed by finding a statistically significant relationship between emotional characteristics and academic performance.

Regarding the intelligence variable in gifted individuals, the above diagram refers to studies that looked at children's emotional and social intelligence. These studies discussed the significance of emotional and social intelligence in a gifted child's realization of social responsibilities and awareness towards society, as well as their capacity to control their emotions and direct them in response to various social situations.

To answer the question of the study: **“Do gifted children differ from regular kids in terms of their emotional and social characteristics?”**

The two researchers answered the question through diagram (2), which shows the comparison between previous studies in terms of their results.

**Chart No. 2: Comparison of research results for the gifted and non-gifted categories**

As shown in Chart No. 2, the results of some studies indicated that gifted children are distinguished to a high degree in emotional and social characteristics from other ordinary children. A gifted child excels in emotional stability and self-confidence, bears great social responsibility, and enjoys strong social ties with his surroundings, according to the findings of the Rabaha and Sikia study (2019), the Shabrawi study (2019), and the Uzbay study (2018). The study of Katai and Al-Khudair(2018), the study of Tannous et al. (2012), as well as the study of Saleh (2007) all agreed that a gifted child has self-awareness in expressing his emotions and directing them to various social situations, where he is characterized to a large extent by emotional balance. The Al-Ghamdi study (2020) revealed that a gifted child has a higher IQ than ordinary children but more intense emotional characteristics than ordinary children, such as a tendency to doubt and nervousness than ordinary children. The results of previous studies have varied in terms of the significance of a gifted student having social and emotional characteristics different from other ordinary children, the study of Darabka (2018) and the study of Nazer (2018) also indicated that there are no differences in emotional and social characteristics between gifted children and their ordinary peers. Abdulwahab et al. (2016), Kaya

(2016) and Abdulghani (2010) also agreed on the similarity in emotional and social characteristics between gifted and non-gifted children. Gifted children help and development programs for their social and emotional abilities in order to get along with others and fit into their community, according to the Zimmermann study from 2000 and the Aqeel study from 2004.

The previous results indicate that while gifted children share some characteristics with other children, they also have unique characteristics that set them apart from other kids. This emphasizes the significance of a nurturing environment and educational and social programs for the growth and development of social and emotional skills in children, especially gifted kids.

In order to reflect the nature of the social and emotional development of this category and the importance of these characteristics and their reflection on cognitive abilities, the two researchers emphasized the role that emotional and social characteristics play in shaping a gifted child's personality and enhancing his social and emotional skills.

Based on the above, the two researchers answer the second research question **“What social and emotional**

**characteristics define a gifted child?"**

The summary and response from the two researchers suggest that gifted children have

emotional and social characteristics that set them apart from other kids, as shown in Table No. 1:

**Table No. 1 Social and emotional characteristics of gifted children**

|   |  |
|---|--|
| Respect and appreciation of the other's ideas   | Strong motivation  |
| Able to solve social problems.  | Critical thinking and discussion management                      |
| Great interest in ideal values such as justice and truth  | Autonomy   |
| Less prone to mental disorders compared to their peers  | Social interaction and social participation                      |
| High level of moral maturity  | Possess leadership abilities to persuade and influence others    |
| Extreme sensitivity to what is going on around them and emotional sharpness in their responses to the situations to which they are exposed. | Ability to build social relationships with different generations |
| Emotional stability   | High perception of social relations                              |

Based on the above, the current study is consistent with earlier studies in that emotional and social characteristics, in addition to a gifted child's high self-efficacy and high emotional stability, are important for his or her effective social participation. It can also be said that gifted children's emotional and social characteristics have a big and obvious impact on their development, set them apart and inspire creativity and invention in many areas, and help to highlight their self-confidence and positive self-perception.

The two researchers emphasize the significance of the teacher's role in assisting and directing the gifted child to develop socially at a level appropriate to his aptitude and unique qualities. In order to acquire the necessary social and emotional skills for him to achieve the best possible degree of psychological, emotional and social health.

### **Recommendations**

In light of the results of the current study, the two researchers propose:

- The demand for more thorough study of the psychological characteristics of gifted children.

- Determine the needs of gifted children from their perspective as well as from the perspectives of teachers and parents.
- The study suggests that the Ministry of Education focus on familiarity with emotional and social qualities and pay attention to the direction of teachers working with the category of gifted children.
- Create strategies and programs that are in line with the emotional and social characteristics of gifted kids.
- The study proposes to carry out future research on the emotional and social characteristics that affect a gifted child's development.

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