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DO SIBLINGS AFFECT SOCIAL INTELLIGENCE SKILLS OF HIGH SCHOOL STUDENTS IN SABAH AL AHMAD CENTER FOR GIFTEDNESS AND CREATIVITY?

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Article Info

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Abstract

This study aimed to evaluate the degree of possession of social intelligence skills among high school students at Sabah Al Ahmad Center for Giftedness and Creativity in Kuwait. The study also aimed to investigate the relationship between students' possession of these skills and relevant demographic variables. The research methodology utilized a descriptive-analytic approach, and the data were analyzed using statistical methods. The sample consisted of 163 high school students, of which 94 were male and 69 were female. The findings revealed that high school students at Sabah Al Ahmad Center for Giftedness and Creativity possessed social intelligence skills to a moderate to slightly high degree, with high possession of social competence skills, empathy skills, and communication skills with others. However, their possession of leadership and organization skills was relatively lower. The study did not find statistically significant differences according to gender, academic phase, and number of siblings. The theoretical frameworks of Howard Gardner, Gilferd, and Sternberg concerning dimensions of intelligence, including social intelligence, were also discussed. This study aims to contribute to educational institutions' understanding of their practices in developing social intelligence skills among their students.

Introduction:

Social intelligence plays an essential role in an individual's success and happiness in life. It encompasses vital abilities such as social competence skills, communication skills, empathy skills, leadership skills, and organizational skills, which enable individuals to understand others' feelings, motives, and behaviors. These skills enable an individual to interact effectively and positively with others, establish and maintain healthy relationships, and adapt to different social situations. Hence, developing social intelligence skills among students is crucial for their academic and personal growth. Sabah Al Ahmad Center for Giftedness and Creativity in Kuwait provides support to students in developing innovative non-traditional projects and ideas through training, education, and

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advocacy. This study aims to examine high school students' possession of social intelligence skills at Sabah Al Ahmad Center for Giftedness and Creativity and investigate the relationship between their possession of these skills and relevant demographic variables. This study contributes to educational institutions' understanding of their social intelligence skill development practices and provides insights into ways to enhance social intelligence skill development opportunities for students.

Introduction

A person's success and happiness in life depends not only on skills related to his degree and educational attainment, but also on his social intelligence, interaction and relationships with others. A person does not live in his society apart from others, but rather has his relations with the members of the society in which he lives, and who should understand their psyche and personalities. The issue of caring for talented and talented students and studying their characteristics and problems has become one of the essential and important issues in any society that realizes the importance of this group of students, starting from considering it a national wealth if it is properly invested and directed. Researchers stress the importance of the individual's social intelligence and even beyond that to its importance for the cohesion of society in general. Good behavior in social situations, compatibility with all circumstances, dealing effectively with others and influencing them helps to strengthen relations between members of society. Hence, it can be one of the important breeding tools if it is properly invested (Shehata, 2017). Some studies have shown that these students have many positive features such as : emotional stability, self independence, self-confidence, inquisitiveness, leadership abilities , and the ability to communicate. On other hand , other studies have shown that those students suffer from psychological problems and have special needs due to their unique psychological features, It showed that they suffer from social isolation, psychological difficulties and social problems which found clearly in there asynchronous growth between mental abilities and social abilities, a sense of differentiation or difference and a predisposition to isolation. Reaching advanced levels in the development of the student's knowledge does not necessarily mean that a similar progress has been made to him in social development, primarily that social development is not considered a school subject that's why it has no place in the school curricula (Groun, 2021). Researchers have confirmed that mental intelligence affects only 20% of our success in life, while emotions affect the remaining 80%. Non-mental factors are necessary to predict the abilities of an individual's success in life. Non-mental factors are meant: emotionality , personal, social factors all these factors with mental abilities are contributing in determining the intelligent behavior (Al-Anizat, 2017). Since its establishment in 1976, the Kuwait Foundation for the Advancement of Sciences has been interested in supporting scientific development and its various activities carried out by scientific bodies in the State of Kuwait, as a contribution to the dissemination of science and scientific culture among the community through the development of science and technology. The Foundation's contributions varied in supporting scientific, technological and intellectual development and supporting scientific research projects in its various fields. Believing in the effective role of talented people in scientific development, and that major countries are measured by the extent of their inventions or technology, and the minds they possess that contribute to the development and diversification of the production base, Kuwait Foundation for the Advancement of Sciences established Sabah Al Ahmad Center for Giftedness and Creativity in 2010, on the sublime initiative of His Highness Prince Sheikh Sabah Al Ahmad Al Gaber Al Sabah. The center takes care of talented and creative Kuwaitis through providing an appropriate environment that highlights and develops their talent, and provides an opportunity to transform ideas into a tangible reality.

The center is interested in supporting innovation and nurturing Kuwaiti individuals who come up with innovative non-traditional projects and ideas. The center provides them with means of support, such as training, education, awareness-raising and promoting a culture of creativity in the community. The center offers several programs that support innovation, such as the program to support and sponsor inventors, the program to incubate and support inventions and innovations to invest them commercially, and the program for governance of the creativity system in Kuwait. It also offers applied sciences workshops and enrichment activities such as the Fab Lab Program, the Math Club Program, the Ceramic and Plastic Arts Program, and the Scientific Olympiad Program.

Cenkseven and Akbaş (2007) & Deniz and Yilmaz (2004) confirmed the existence of a relationship between social intelligence, individual self-satisfaction, self-efficacy, self-esteem and the belief that a person bears responsibility for his behavior and that he can control his own environment. Mikolajcazak and Limunet (2008) indicated that individuals with high social intelligence are more successful in regulating their emotions, and have the ability to establish many social relationships. The study of Ahmetoglu, Leutner, and Chamorro-Premuzic (2011) confirmed that a person with high social intelligence is more positive and has self-confidence, which is reflected in his satisfaction, as social intelligence is linked to self-confidence and self-esteem. Also, social intelligence predicts the internal satisfaction of the individual, and enables individuals to deal efficiently with the pressures they are exposed to, which is reflected in their positive attitudes towards life (Chan, 2006).

1. Previous Literature and Theoretical Framework

Social intelligence is one of the types of intelligence referred to by theories such as:

1- Howard Gardner Theory: Where he sees that intelligence is a complex structure consisting of a large number of relatively separate abilities, so that each ability constitutes a special type of intelligence that is specific to a particular region of the brain, and he believes that superiority does not mean superiority in other mental abilities. His theory came as a result of observations of many individuals who have superior mental abilities in some aspects but do not get high scores on the rest of the intelligence tests (Zaghloul, 2009). Gardner has stated that social intelligence is interpersonal intelligence that includes: leading others, resolving conflicts, maintaining relationships with others, and empathizing with others (Qatami & Youssef, 2010).

2- Gilferd's Theory: Intelligence, according to Gilfred, is a complex structure consisting of three dimensions: 1. Operations dimension: knowledge, remembering, convergent thinking, divergent thinking, evaluation, temporary memory recording. 2. Contents dimension: It relates to the material involved in the problem in which the human mind is active, and is divided into: visual, audio, symbolic content, meaning content and behavioral content. 3. Output dimension: It relates to the type of thing on which the individual's mental activity depends, regardless of the type of mental process or the content of the problem. Gilfred identified six types: units, categories, relationships, systems, transformations, and applications.

3- Sternberg's theory: Sternberg argues that individuals are governed by three aspects of intelligence: the environmental dimension in which behavior occurs (such as class, work, and home), the factor dimension, which defines the mental components involved in analytical thinking (such as planning, organizing, remembering facts and applying them to new situations) and the dimension of experience that It refers to how individuals encounter new situations and use intuition, foresight, and creativity to help manage these situations (Ababneh, 2016). One of the previous studies on this subject (Lamoza & Jassem, 2018) conducted a study aimed at identifying the relationship between tolerance and social intelligence of Primary school students. The descriptive analytical approach was adopted, and the sample consisted of (500) male and female students, who were chosen by random method. The sample concluded that the sixth graders have a good level of tolerance and social intelligence. There are statistically significant differences according to the gender variable in the tolerance scale in favor of females. AlAnizat (2017) conducted a comparative study between academically superior students and ordinary students in the basic phase in Jordan. The sample was chosen randomly from the seventh and tenth grades students between the ages of (13-17) years for the sample of academically superior students and ordinary students. The total number of study members was (505) male and female students. The study used the Bar-On Emotional Intelligence Scale, and the results showed that there were no differences between the outstanding and normal students on the scale as a whole except for the adjustment dimension in favor of the outstanding students, and the presence of differences between male and female talented students on the scale as a whole and on the dimensions of: social competence, adaptation, general mood and positive expression in favor of females (Clapp, 2016) conducted a study to identify the social intelligence of adolescents and its relationship to self-esteem and the level of academic ambition. The study sample consisted of (778) adolescents, aged 13-18 years of both sexes. The results revealed that the overall social intelligence and its dimensions (information processing and social skills) and self-esteem, as well as the level of total ambition and its dimensions (optimism and the ability to set goals) are higher in females, especially at the age of 16 years. In a study Al-Thuwaini, Al-Jassem, and Al-Faqih (2016) aimed at assessing the quality of life of gifted students at the secondary phase in the State of Kuwait, the

sample consisted of (142) students of the eleventh grade at the secondary phase in Kuwait. The study followed the descriptive approach and Torrance tests of creative thinking, Raven successive matrices test, and academic achievement records were used as tools to detect gifted categories and the use of the Arabic abbreviated form of the quality of life scale issued by the World Health Organization as a tool for the study. The study concluded that the gifted categories are distinguished by high quality of life, and that there are statistically significant differences in the levels of quality of life dimensions among the gifted students in the social and environmental dimensions. It also found a correlation between the level of performance of gifted and high creativity students, high intelligence and academic achievement on the test of creativity with the level of the psychological dimension of quality of life. On the other hand, Ababneh (2016) conducted a study aimed at identifying the relationship between social and emotional intelligence as predictors of behavioral problems in adolescents. The sample consisted of (1030) male and female students, from the schools of Irbid First District, selected by the random cluster method. The study showed that social and emotional intelligence are predictive of behavioral problems. The study of Saxena and Jain (2013) aimed to reveal the levels of social intelligence among university students in light of their gender and academic specialization. The study sample consisted of (120) male and female students from the bachelor's phase (60 males and 60 females) in the scientific and humanities disciplines at Bayhli University. The results revealed that the level of social intelligence was higher in females than in males, while social intelligence in all dimensions was higher among students of humanities than students of applied sciences, especially in the dimensions of fun, cooperation, honesty and sensitivity. Al-Ali, Singh, and Smekal (2011) conducted a study that aimed to reveal the relationship between social skills, aggression and social anxiety among secondary school students. The sample consisted of (300) male and female students from the twelfth grade in the State of Kuwait. The study showed a negative relationship between social anxiety and aggression with social skills. The study Qualter, Whiteley, Morley, and Dudiak (2009) aimed to find out the relationship between emotional intelligence and professional success. The sample consisted of (456) male and female students at the university, in Australia, and the results showed that students who have a higher level of social intelligence are more willing to succeed and professionally excel. It was also found that students who develop a higher level of social intelligence become more persistent in their studies. The study of Chan (2008) aimed at examining the relationship; between social, emotional maturity, leadership traits, and social relations among a sample of gifted and ordinary students. The sample consisted of (498) male and female students in Hong Kong. The study found that gifted students were more interested in leadership activities and problem-solving behavior, but they were less emotionally intelligent and less interested in social relationships. Parker, Summerfeldt, Hogan, and Majeski (2004) also conducted a study that aimed at identifying the relationship between social intelligence and academic achievement on a sample of (667) male and female students from the secondary phase , divided into two groups: The first: experimental consisting of two levels: high-achieving and low-achieving, and the second: Then the experimental group was exposed to enrichment programs for social intelligence skills. The results showed that social intelligence can partially predict academic achievement (16%). It also showed that those with a high level of social intelligence were more successful than those with a low level of social intelligence.

2. Motivation and Objectives

The individual goes through different phase s of life with different developmental periods, and each developmental phase has its requirements and needs. The phase of adolescence is one of the most important phase s of human life, as the individual at this phase needs to adapt to the social environment in which he resides and to satisfy his emotional needs of love and acceptance by society. The adolescent also needs to be treated with respect as an integral being from a social, emotional and cognitive point of view. Therefore, adolescents shall develop intelligent behaviors while dealing with themselves or others in order for them to adapt to society. For a long time in educational circles it was believed that success in life and school depended primarily on mental abilities represented by excellent performance on official intelligence tests and academic achievement rates; forgetting the modern theories that believe that success depends on multiple intelligences, such as "Gardeners' theory, 1983".

This is supported by what was stated in the report issued by the National Clinical Center for Children's Programs in America that social and emotional measures predict a child's success more than his knowledge or early reading ability. The report presented seven foundations for the formation of the critical ability to learn, all of which are related to social intelligence: Self-confidence, curiosity, persistence, self-control, the ability to form relationships and bond with others and the ability to communicate and collaborate (Al-Anizat, 2017). The study of Cross, GustBrey, and Ball (2002) indicated that a set of social and psychological factors related to social intelligence led the outstanding students to multiple problems. These include poor social relationships, difficulties in establishing social relationships with peers, frustration, anger, introversion, shyness, and inhibition as they were suppressing their anger above the normal limit. People who have deficiencies in social intelligence and social skills may have problems interacting with others. When some people lack social intelligence, they become more likely to fail in their social lives and to recur problems resulting from Mistreatment of others (Helal, 2011). The weak intelligence of the individual makes him more likely to suffer from the risks of serious psychological disorders such as depression and feelings of helplessness, as social intelligence is one of the main determinants of positive mental health, as it shows its role in interaction with others and harmony with them (Qassem, 2009). As social intelligence is an important link in the scientific and practical life of the individual and its weakness makes the individual vulnerable to psychological, behavioral and personal disorders, it shall be an important axis in the formation of the students of Sabah Al Ahmad Center. The goal we seek as educators is to prepare students scientifically, professionally, psychologically and behaviorally. Therefore, it has become necessary to pay attention to the social aspects of preparing students. This is what the researcher has noticed in general in our curricula in Kuwait, which is that they are free from developing the social aspect and the lack of stimulating the student's social skills and focus only on the scientific aspect, affecting the weakness of social intelligence.

3. Data and Methods

3.1. Set of Data

The research community consisted of high school students from the Sabah Al-Ahmad Center for Giftedness and Creativity for the year 2021-2022 AD. A deliberate sample of (163) individuals was selected. The researcher prepared a questionnaire that included (23) items to measure social intelligence, divided into four axes, the first axis (social competence skills) from 6 items (1-6), the second axis (communication skills with others) from 7 items (713), the third axis (the skills of empathy with others) of 6 items from (14-19), the fourth axis (Leadership and Organization Skills) of 4 items (20-23). It is answered according to a quintuple Likert (always = 5, often = 4, sometimes - 3, rarely = 2, never = 1).

Table 1 shows the most important characteristics of the study sample according to the study variables.

Table 1. Sample description.

Variables	Properties	Frequency	Percent
Educational level	Tenth grade	58	35.6
	Eleventh grade	42	25.8
	Twelfth grade	63	38.7
Gender	Male	94	57.7
	Female	69	42.3
The number of brothers and sisters	One	62	38.0
	Two	35	21.5
	Three	25	16.0
	Four	19	11.7
	Five or more	21	12.9

It is clear from the analysis of the results of the first section of the questionnaire, presented in Table 1 that (57.7%) of the study sample members are males, and the remaining percentage (42.3%) are females. It is also noted that the majority of them are from the twelfth phase with a percentage of (38.7%). This enhances confidence in the results that the number of siblings varies between an individual and more than 5 of the above. It is clear that the respondents have the necessary knowledge and ability to understand the questions and answers of the questionnaire.

3.2. Measuring Students' Responses

After reviewing the previous studies related to the subject of the study, such as a study (Clapp, 2016) and a study (Abdel-Razzaq, Alnaimy, & Abdalstar, 2016) articles and websites of electronic libraries and Kuwait University Library. A questionnaire was made to measure the responses of students, members of the research community, on the mental health scale. The results of the research were presented according to the type of statistic used as follows: (1) Descriptive statistic that includes measures of central tendency was used to answer the first question related to the extent to which secondary school students at Sabah Al-Ahmad Center for Giftedness and Creativity possess social intelligence skills. (2) Inferential statistics, which was used to answer the second question related to identifying the existence of statistically significant differences according to the study variables (gender - academic phase - number of brothers and sisters). The researcher made sure of the moderation of the distribution of degrees to choose the appropriate statistical method through the Smirnov test, and the results came that the level of significance is greater than 0.05, which means the moderation of the distribution of degrees.

3.3. *Experimental Model: Questionnaire is the Research Tool*

The researcher prepared a questionnaire that included (23) items to measure social intelligence skills, divided into four axes. The first axis (social competence skills) consists of 6 items (1-6), namely (I advise my colleagues when they make mistakes - I treat others equally - I do not feel embarrassed when I apologize to colleagues - I do not interrupt colleagues when they are talking in front of others - I deal kindly with others - I care about the feelings of others when I deal with them). The second axis (communication skills with others) consists of 7 items from (7-13) which are (I take the initiative to talk to others - I seek to gain the trust of those around me - I get along easily in social situations - The cheerful face brings me closer to my colleagues - I understand the expressions and movements of colleagues - I am pleased to share colleagues in parties and social events - I seek to build good relationships with my colleagues). The third axis (the skills of empathy with others) consists of 6 items from (14-19), which are (I ask about colleagues when they are absent from school - I help my colleagues if they are subjected to something bad - I miss my colleagues when I leave them for a period of time - I feel the same feelings as my colleagues when they have a problem - I feel joy for the joy of others - I use facial expressions to show sympathy to colleagues). The fourth axis (leadership and organization skills) consists of 4 items from (20-23) which are (I organize my school work - I participate in planning in school celebrations - my colleagues talk to me about their problems without embarrassment - I organize the work of colleagues when they need me). To verify the validity of the tool (the questionnaire), it was presented to a group of colleagues (Dr. Huda Al-Kandari - Ministry of Education Kuwait, Dr. Safwat Hassan - Educational Research Center - Ministry of Education Kuwait, Dr. Alaa Seif Al-Islam - Information Systems Center - Zakat House Kuwait). All their observations were taken in terms of form and content, and included in the last version. The researcher also verified the validity of the internal consistency by applying the tool to an exploratory sample consisting of (20) individuals from the same academic community students. Correlation coefficients were calculated between each axis score and the overall score for the resolution > The results of the correlation coefficients indicated that there is a significant positive function correlation between the scores of each axis, and the total score at the 0.01 level. This indicates that each of the axes measures the same function measured by the questionnaire, as shown in Table 2. Finally, the researcher calculated the reliability by using Cronbach alpha reliability coefficient for the study tool as a whole on the exploratory sample, which came high, with a value of 0.874.

Table 2. Correlation coefficient of each axis score with the total score.

Pivots	Correlation coefficient	Result

First	Pearson correlation	0.552
	Sig. (2 – tailed)	0.12
	N	20
Second	Pearson correlation	0.808
	Sig. (2 – tailed)	0.00
	N	20
Third	Pearson correlation	0.769
	Sig. (2 – tailed)	0.000
	N	20
Fourth	Pearson correlation	0.740
	Sig. (2 – tailed)	0.000
	N	20

4. Results

4.1. First Question Results

The results of the first question of the study included about the degree of possession of social intelligence skills by high school students at Sabah Al Ahmad Center for Giftedness and Creativity. The result was between medium and slightly high, with the general average reaching 3.89 (in Table 3). By comparing the arithmetic averages of all axes in general, the special arithmetic averages of the responses of the members of the private study community towards high school students' possession of social intelligence skills at the Sabah Al Ahmad Center for Giftedness and Creativity came to a high degree (Empathy skills, social competence & interpersonal communication). This is due to the fact that those who are characterized by high intelligence have internal satisfaction and can deal efficiently with social life skills (Chan, 2006) and to a degree that tends to decrease somewhat in leadership and organization skills. Table 4 shows the frequencies, percentages, and arithmetic averages of the study sample's responses to the axes of social intelligence skills, and the results show the extent to which students possess social intelligence skills. It was noted the importance of the two items (15, 18) and their role in enhancing the skill of feeling empathy, as the following was noted: (1) that item (18) “I feel joy for the joy of others” presented in the introduction with a response rate often and always (81%), followed by item (15) “I do With the help of my colleagues if they are subjected to something bad, with response rates often and always (78.5%). The researcher attributes the reason that gifted students have an interest in solving problems (Chan, 2008). The reason may be that gifted students appreciate the feeling of achievement, striving and joy to reach their goals. (2) While their average response rates in item (17) tended to be lower than the rest of the paragraphs of the axis, which is “I feel the same feelings as my colleagues when they are exposed to a problem.” Then the axis (social adequacy) came in second place with an arithmetic average of (3.98). In particular, it was noted the importance of items (1, 4) and their role in enhancing the skill of social competence. The following is noted: (1) Item (4) “I do not interrupt colleagues when they speak in front of others” in the introduction with a response rate of often and always (84.6%), followed by item (1) “I advise my colleagues when they make mistakes” with response rates often and always (83.5%). The reason may be that the students in this age phase “adolescence” need the adolescent for love and belonging to his peers, so he provides them with advice and assistance. (2) While the percentages of their responses in item (3) tended to be lower than the rest of the paragraphs of the axis, especially “I do not feel embarrassed when I apologize to colleagues.” The axis (communication with others) came in third place, with a mean of (3.93). It was noted the importance of items (13, 12) and their role in enhancing the skill of communication with others, as the following was noted: (1) Item (13) “I seek to build good relations with my colleagues” in the introduction, with response rates often and always (78.6%), followed by item (12) I am pleased to share colleagues in parties and social events “with response rates often and always with a rate of (76%). (2) While their responses in item (9) tend to be lower than the rest of the

axis items, which are social attitudes. This may be due to the fact that outstanding students face a problem in getting along easily in social relations (Cross et al., 2002). Finally, and in fourth place, the axis (leadership and organization skills) with a mean of (3.46) with a degree that tends to decrease, it was noted the importance of the two items (23, 22) and their role in enhancing leadership and organization skill, where the following was noted: (1) Item (23) "I organize the work of colleagues when they need me" in the introduction, with response rates often and always (62.5%), followed by item (2) "My colleagues talk to me about their problems without embarrassment" with response rates often and always (52.8%) only. 2) While their response in item (21) tends to be lower than the rest of the paragraphs of the axis, which is "I participate in planning the school's celebrations." The response rates were mostly and always (32.5%) only, i.e. about one third of the sample. The researcher attributes the reason for this to the prevailing school system in Kuwait, where the planning and implementation of celebrations is the responsibility of the school administration only, without allowing students to participate and cooperate in the preparation and implementation.

Table 3. Arithmetic averages and standard deviations of the study axes.

Pivots	N	Minimum	Maximum	Mean	Std. deviation
First	163	2	5	3.98	0573
Second	163	2	5	3.93	0669
Third	163	2	5	4.06	0762
Fourth	163	2	5	3.46	0.810
All	163	2	5	3.89	0.529

Table 4. Frequencies, percentages and arithmetic averages of the study sample's responses to items and axes of social intelligence skills for High School students at Sabah Al Ahmad center for giftedness and creativity (N = 163).

Ser.	Skills	Never	Rarely	Sometimes	Often	Always	Mean	St.d
1	I often advise my colleagues when they make mistakes	-	3.7%	12.9%	39.3%	44.2%	4.24	0.82
2	I treat others equally	7.4%	9.8%	18.4%	26.4%	38.0%	3.78	1.26
3	I don't feel embarrassed when I apologize to colleagues	6.1%	9.8%	22.7%	35.6%	25.8%	3.65	1.15
4	I do not interrupt colleagues when they are talking in front of others	2.5%	1.8%	11.0%	41.7%	42.9%	4.21	0.89
5	I am kind to others	3.7%	7.4%	11.0%	32.5%	45.4%	4.09	1.09
6	I care about other people's feelings when I interact with them	8.0%	3.7%	21.5%	22.7%	44.2%	3.91	1.23
Social adequacy axis							3.98	0.57
7	I start talking to others	3.1%	11.0%	33.1%	27.6%	25.2%	3.61	1.07
8	I am trying to gain the trust of those around me	1.2%	6.1%	28.2%	26.4%	38.0%	3.94	1.01
9	I fit in easily in social situations	2.5%	13.5%	29.4%	34.4%	20.2%	3.56	1.04
10	A cheerful face brings me closer to my colleagues	2.5%	8.0%	25.2%	28.2%	36.2%	3.88	1.07

11	I understand the expressions and movements of colleagues	0.6%	6.7%	19.0%	34.4%	39.3%	4.05	0.95
12	I am happy to participate with colleagues in parties and social events	0.6%	6.1%	17.2%	23.9%	52.1%	4.21	0.98
13	I seek to build new relationships with my colleagues	1.8%	4.3%	15.3%	25.2	53.4	4.24	0.99
Communicate with others axis							3.93	0.67
14	I ask about colleagues when they are absent from school	1.8%	7.4%	23.3%	25.8%	41.7%	3.98	1.06
15	I help my colleagues if they are hurt	1.8%	4.3%	15.3%	22.7%	55.8%	4.26	0.99
16	I miss my colleagues when I leave them for a while	1.8%	9.8%	19.6%	24.5%	44.2%	3.99	1.10
17	I feel the same as my colleagues when they have a problem	1.8%	8.6%	27.6%	28.8%	33.1%	3.83	1.05
18	I feel joy for the joy of others	0.6%	3.1%	14.7%	20.9%	60.7%	4.38	0.89
19	I use facial expressions to show sympathy to colleagues	2.5%	9.2%	21.5%	27.0%	39.9%	3.93	1.10
Empathy for others axis							4.06	0.76
20	I organize my school chores	8.6%	11.7%	27.0%	27.6%	25.2%	3.49	1.23
21	Participate in planning school celebrations	15.3%	22.7%	29.4%	15.3%	17.2%	2.96	1.30
22	My colleagues talk to me about their problems without embarrassment	7.4%	8.0%	31.9%	30.1%	22.7%	3.53	1.15
23	I organize the work of colleagues when they need me	2.5%	5.5%	29.4%	29.4%	33.1%	3.85	1.03
Leadership and organization axis							3.46	0.81
Arithmetic mean of the tool as a whole							3.89	0.53

4.2. Second Question Results

These results focus on the existence of statistically significant differences in students' social intelligence skills according to the study variables (academic phase, gender, and number of brothers and sisters). The multiple analysis of variance tests was used after confirming the moderation of the distribution of scores, and the results are presented in Table 5.

Table 5. One-sample Kolmogorov-Smirnov test.

Pivots		**First**	**Second**	**Third**	**Fourth**	**Result**
N		163	163	163	163	163
	Mean	3.98	3.93	4.06	3.46	3.89

Normal parameters[a,b]	Std. deviation	0.573	0.669	0.762	0.810	0.529
Most extreme differences	Absolute	0.091	0.105	0.147	0.089	0.084
	Positive	0.048	0.085	0.109	0.089	0.047
	Negative	-0.091	-0.105	-0.147	-0.088	-0.084
Kolmogorov-Smirnov Z		1.161	1.340	1.873	1.131	1.069
Asymp. sig. (2-tailed)		0.135	0.055	0.002	0.155	0.203

Note: a. Test distribution is Normal. b. Calculated from data.

Table 5 shows that there are no statistically significant differences for the study variables.

Table 6. Results of the multivariate analysis to determin the differences between groups according to the varible of school stage , gender, and the number of brothers and sisters.

Source		**Type III sum of squares**	**Df**	**Mean square**	**F**	**Sig.**
Academic phase	Social adequacy	0.332	2	0.166	0.506	0.604
	Communication with others	0.294	2	0.147	0.323	0.725
	Empathy with others	0.343	2	0.172	0.297	0.743
	Leadership and Organization	0.875	2	0.437	0.655	0.521
	Total degree	0.007	2	0.004	0.012	0.988
Gender	Social adequacy	0.719	1	0.719	2.188	0.141
	Communication with others	0.349	1	0.349	0.766	0.383
	Empathy with others	0.925	1	0.925	1.601	0.208
	Leadership and organization	0.049	1	0.049	0.074	0.786
	Total degree	0.029	1	0.029	0.101	0.751
No. of brothers	Social adequacy	0.794	4	0.198	0.604	0.660
	Communication with others	1.059	4	0.265	0.581	0.677
	Empathy with others	3.243	4	0.811	1.403	0.235
	Leadership and organization	1.785	4	0.446	0.668	0.615

	Total degree	0.468	4	0.117	0.404	0.806
Error	Social adequacy	50.902	155			
	Communication with others	70.599	155			
	Empathy with others	89.554	155			
	Leadership and organization	103.527	155			
	Total degree	44.887	155			
Total	Social adequacy	2634.500	163			
	Communication with others	2585.347	163			
	Empathy with others	2783.917	163			
	Leadership and organization	2056.063	163			
	Total degree	2517.459	163			

Table 6 shows that there is no influence or relationship for each of the academic phase, gender and number of siblings. The values of significance (P) for the axes and the total score came at a level less than 0.05. Table 2 shows the results of a multivariate analysis to determine the differences between groups under the variables of academic phase, gender, and number of brothers and sisters.

5. Suggestions

- In light of the study results, the researcher recommends doing community activities to integrate more talented students (such as volunteering, participating in cooperative activities within the school and going to field trips) and benefiting from them in community service.
- Conducting survey tests to measure students' multiple intelligence skills, to take advantage of them by making remedial programs at points of decline in behaviors related to students' social skills.
- Training students to be more satisfied with themselves and their scientific and public life, and giving the training programs that enhance the positive social characteristics of talented people, such as self-confidence, independence, decision-making, and adapting to social situations.
- It is necessary for the school to pay attention to social behaviors, which are an indicator of positive attitudes towards life, and to conduct developmental workshops for gifted teachers in terms of enhancing positive social skills.

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