

Emotional Intelligence, Leadership, and Personality Types of Gifted and Talented Students: An Activity-Based Approach to Developing Positive Character Traits

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ARTICLE INFO	ABSTRACT
Received: 30 Dec 2024 Revised: 12 Feb 2025 Accepted: 26 Feb 2025	<p>Gifted and talented students are individuals who possess distinctive traits and abilities. This study focuses on key components such as emotional intelligence, leadership qualities, and personality types, while emphasizing the importance of activities that foster the development of positive character traits.</p> <p>The study involved 142 gifted and talented students, employing the IKEM MEQI instrument by Noriah to evaluate emotional intelligence and the Big Five Personality Instrument by [28] to assess personality types. Leadership was examined through two dimensions: Leadership Attributes, developed by [47], and Leadership Mindset, designed by ELMI-Norhiah.</p> <p>The research outcomes indicate that, in general, the degree of emotional intelligence is elevated (3.912). Nonetheless, certain elements, including emotional awareness, empathy, self-regulation, influence on others, conflict management, and communication, are categorized at a moderate level. The leadership attribute variable similarly reflects a high level overall, although the self-monitoring component registers at a moderate level. Regarding the leadership mindset category, the overall level is high, but components such as recruitment, placement, and relationships with peers are assessed at a moderate level. Meanwhile, the personality variable indicates that openness scores the highest among the personality traits. Discoveries regarding the link between emotional intelligence and leadership qualities, emotional intelligence and leadership perspectives, as well as emotional intelligence and personality traits among gifted and talented students, show notable correlations. Regression analysis highlights that factors influencing emotional intelligence include personality traits such as extraversion and neuroticism. For the leadership attribute dimension, ethical values and collegiality emerge as contributing factors to emotional intelligence. A strategy of activity-based approaches aimed at fostering positive character development, centered on a "from students for students" concept, is also discussed. The study's implications provide insights for parents, teachers, and relevant stakeholders to plan suitable activities for gifted and talented students.</p> <p>Keywords: Emotional Intelligence, Leadership, Personality, Activity-Based Approach, Gifted and Talented.</p>

INTRODUCTION

Emotional intelligence, described as the capacity to identify, comprehend, and manage one's own emotions while appropriately addressing the emotions of others, has been acknowledged as a key element in enhancing leadership skills and interpersonal effectiveness [25]. Gifted and talented students, characterized by exceptional abilities in areas such as intellectual capacity, creativity, artistry, leadership, or specific academic disciplines, require tailored educational interventions beyond the scope of conventional curricula to fully realize their potential. The National Association for Gifted Children (NAGC) defines gifted and talented students as individuals who "demonstrate

superior performance in one or more areas compared to their peers of the same age, background, and environment. The intelligence potential of students is measured through four IQ scale categories (intellectual intelligence), as shown in Table 1.1 below [22].

Table 1: Intelligence Levels and Scales according to Gagne

Level of Intelligence	Intelligence Scale
Profoundly Gifted	165 and above
Exceptionally Gifted	155 – 164
Highly Gifted	145 – 154
Moderately Gifted	135 – 144
Mildly Gifted	120 – 129

Despite the cognitive advantages that distinguish gifted and talented students, they remain susceptible to notable emotional and social challenges. These challenges often arise from discrepancies in cognitive and emotional development, a phenomenon referred to as asynchronous development. These differences can lead to psychosocial issues, such as difficulty in adapting to peers and challenges in emotional regulation [56];[4]. Genetic factors also contribute to the unique intelligence these students possess. Gifted and talented students possess significant potential to emerge as exemplary leaders and role models among their peers. Leadership is recognized as a critical attribute for gifted and talented individuals [66]. However, the development of their leadership skills requires systematic identification, nurturing, and the provision of opportunities across diverse domains. Thus, they require an environment that includes community engagement activities, allowing them to contribute to society. According to Gagne [22], if leadership talents are not uncovered and nurtured effectively, individuals born with intelligence may not fully develop into their gifted potential. To develop leadership qualities, the aspect of emotional intelligence must be emphasized so that these students can enhance their leadership skills. Research demonstrates that emotional intelligence is a significant contributor to the psychosocial well-being of gifted and talented students. Findings highlight that emotional intelligence is essential in enhancing the psychosocial health of these students.

Emotional intelligence is not only related to personal emotional control but also to the ability to interact and lead effectively in social settings [25]. Emotional intelligence is associated with both the regulation of personal emotions and the capacity to interact and lead effectively in social contexts [25]. Recent research by Austin [4] indicates that students with high emotional intelligence exhibit enhanced stress management abilities, demonstrate heightened social awareness, and navigate complex social environments more effectively. This is further substantiated by [17] study, which posits that 80% of success is attributed to emotional intelligence (EQ), whereas the remaining 20% is dependent on intellectual intelligence (IQ). Emotional intelligence can be acquired by every student and can be learned, developed, and enhanced through experiences from the environment and learning. Other studies on emotional intelligence among gifted and talented students also indicate that students possessing elevated emotional intelligence often achieve emotional balance, which subsequently impacts their effectiveness in communication and conflict resolution [44].

In Malaysia, [46] emphasized that emotional intelligence developed through specific activities has the potential to strengthen leadership qualities among talented students, making them better prepared to face social and academic challenges. In addition to emotional intelligence, the development of self-leadership is also an important component that requires mastery of emotions and the ability to influence others toward a common goal [8]. Students who can manage their emotions well tend to demonstrate competence in conflict management and strategic decision-making, which are essential traits in effective leadership [4]. According to a study by [64] in South Korea, leadership ability among gifted students is often closely associated with their level of emotional intelligence, particularly regarding social relationship management as well as high self-awareness. These leadership traits can be better developed through emotional development programs that can help them transition from potential leaders to effective leaders [52]. Leadership among gifted and talented students also holds significant importance in shaping their positive character. Effective leadership, as discussed by [8], does not solely rely on cognitive abilities but necessitates

empathy, self-control, and strong communication skills. In Malaysia, there is an increasing demand for educational initiatives aimed at nurturing emotional intelligence and leadership skills among gifted and talented students to meet diverse learning needs and enhance their educational journey [44]. Besides emotional intelligence and leadership, personality plays a crucial role in shaping the inclination of gifted and talented students toward developing positive character traits. Traits such as openness and extraversion demonstrate a strong correlation with emotional intelligence and leadership, where students with these traits are often more interactive, innovative, and bold in making complex decisions [61].

A study in Malaysia by [41] found that personalities based on a readiness for empathy and socialization can support gifted students in fostering openness and resilience, thus shaping a positive character that serves as the foundation for their development as responsible leaders.

Gifted and talented students exhibit distinct intellectual capabilities that set them apart from their peers, necessitating a tailored curriculum and learning strategies to meet their specific educational requirements [36]; [60] & [55]. To foster the comprehensive growth of these students, a customized curriculum emphasizing emotional intelligence and leadership enhancement is essential. Additionally, recognizing the personality characteristics of gifted and talented students is vital for designing activities that efficiently cultivate their emotional intelligence and leadership potential. In line with this goal, this research seeks to examine the profile and explore the connections between emotional intelligence, leadership, and personality attributes among gifted and talented students at the PERMATA@Pintar Negara Center, National University of Malaysia. The research also examines the activities implemented at the center to cultivate positive character traits in these students. Studies focusing on emotional intelligence, leadership, and personality among gifted and talented students are relatively limited in Malaysia compared to international research. Thus, this study contributes to the knowledge base of gifted education by enhancing students' excellence in both academic and character development. The results are expected to provide valuable insights for policymakers, educators, and parents in creating more inclusive programs that promote the psychosocial growth, leadership skills, and emotional health of gifted and talented students in Malaysia. Moreover, the study aims to contribute to the development of an all-encompassing educational framework, allowing these students to fully realize their potential in academic, social, and emotional dimensions.

PROBLEM STATEMENT

Gifted and talented students are often assumed to have natural advantages that make them more adaptable and successful in life. However, this assumption is inaccurate and can lead to the neglect of these students' specific needs. Studies indicate that gifted and talented students encounter distinct difficulties strongly associated with socio-emotional development imbalances, also referred to as asynchronous development, where their advanced intellectual intelligence does not correspond with their emotional and social skills [56]. This phenomenon leads to emotional issues including sensations of isolation, anxiety, and internal conflict, which are often misunderstood or poorly addressed in mainstream education systems [39].

Among the emotional issues associated with gifted and talented students are sensations of isolation and difficulty in adapting to their peers due to differences in levels of thinking and interests. They encounter limited social encouragement from peers who fail to understand their more mature perspectives. This situation can result in loneliness and detachment from their peers and the surrounding community [64]. Gifted and talented students also encounter stress from the high expectations of family, teachers, and themselves to succeed, leading to performance anxiety and worry, especially if they feel that failure might disappoint others or affect their self-image [44].

Gifted and talented students tend to feel emotions more deeply and complexly than their peers. Emotions such as anxiety, sadness, or anger may be felt more intensely, and they may struggle to control or manage these emotions effectively. They may undergo deep internal conflict due to an imbalance between their emotional intelligence and intellect [52]. Many gifted and talented students exhibit a tendency toward high perfectionism, setting extremely high standards for themselves. This can lead to excessive worry and a fear of failure, causing them to avoid attempting tasks they perceive as difficult or high-risk. This can hinder their development and lead to disappointment when the results achieved do not meet expectations [22].

The challenge of understanding and managing their own emotions often impacts the social relationships of gifted and talented students. They frequently display heightened sensitivity to injustice or moral issues, which can draw

them into interpersonal conflicts. Additionally, interactions with peers may be challenging as they are sometimes perceived as arrogant or overly goal-focused, while in reality, they are simply pursuing their deep interests [61].

Findings also indicate that gifted and talented students have an increased likelihood of encountering emotional issues, including mental health conditions like depression and anxiety, especially when they lack sufficient emotional assistance from their families and the education system. Depression can emerge when they feel misunderstood or fail to meet others' expectations, while anxiety may develop when they feel insecure about meeting society's high expectations [4]. Gifted and talented students are often assumed to have natural advantages that make them more adaptable and successful in life. However, this assumption is inaccurate and can lead to the neglect of these students' specific needs. Studies show that gifted and talented students face unique challenges closely related to socio-emotional development imbalances, also known as asynchronous development, where their high intellectual intelligence does not align with their emotional and social abilities [52]. This phenomenon leads to emotional issues including sensations of isolation, anxiety, and internal conflict, which are often misunderstood or poorly addressed in mainstream education systems [41].

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Psychological well-being disruptions impact not only their social aspects but also their academic development. Some gifted and talented adolescents lose a clear sense of goals and life direction, resulting in low motivation, lack of enthusiasm for learning, or desire to face challenges [44]. The perception of self and confidence among gifted and talented students regarding their self-worth vary, highlighting that being gifted and talented does not guarantee positive self-belief [31]. [61] found that gifted and talented high school students undergo lower levels of well-being and social support relative to their peers without identification. Gifted and talented students tend to have lower psychological well-being than their normal peers due to difficulties in fitting in and susceptibility to stereotypes [9]. Low well-being makes them likely to show less perseverance in facing difficulties, have low levels of drive or tolerance for frustration, and lack commitment to challenging tasks [44]. This is because consistent emotional health does not require individuals to feel positive constantly; experiencing difficult emotions (such as frustration, setbacks, and grief) is an inherent part of life, and the ability to manage these uncomfortable or distressing feelings is essential for maintaining long-term mental well-being [23]. Thus, the important aspect for individuals is to manage their emotions wisely, also known as coping strategies, when in painful situations. Their intellectual abilities often lead to the assumption that they do not face problems and do not require support to succeed. However, in reality, this group also needs psychological support in life, not only to continue excelling in their fields but also to build relationships with others. [29] and [30] observed that certain high-achieving and exceptional students experience stress when forming

connections with peers and encounter difficulties in gaining acceptance within social circles or settings. Emotional intelligence has been shown to be highly influential in enabling these students to cope with stress and foster positive social connections [25]; [44].

Leadership is also an essential element in the formation of a balanced character, as students with high leadership qualities can positively influence their environment. Unfortunately, many gifted and talented students in Malaysia lack adequate opportunities to develop these skills effectively [51]. In this context, personality is equally significant in shaping students' interpersonal engagements and emotional strength. Nevertheless, there is still limited understanding of how emotional intelligence, leadership, and personality interact to shape the development of positive characteristics in gifted and talented students, particularly in the Malaysian context. Consequently, this study seeks to investigate the relationship between emotional intelligence, leadership, and personality, as well as to identify strategies that can enhance the positive traits of gifted and talented learners in Malaysia. By exploring the interplay among these three dimensions, this research aims to offer meaningful insights into gifted education in Malaysia and contribute to the development of more holistic educational and support programs for gifted and talented students.

RESEARCH QUESTIONS

This research was undertaken to address the following questions:

1. What are the level of emotional intelligence, leadership, and personality among gifted and talented students at the PERMATA@Pintar Negara Center?
2. Is there a relationship between emotional intelligence, leadership, and personality among gifted and talented students at the PERMATA@Pintar Negara Center
3. Which elements of leadership and personality influence the emotional intelligence of gifted and talented students at the PERMATA@Pintar Negara Center?
4. What activity-based approaches effectively shape the positive traits of gifted and talented students at the PERMATA@Pintar Negara Center?

LITERATURE REVIEW

Emotional Intelligence

Emotional intelligence is recognized as a skill that can be cultivated, honed, and improved over time [17], [18], [19]. According to [18], individuals who exhibit this skillset are better prepared to regulate themselves and communicate effectively with others in their community. He further highlights that emotional intelligence can lead to enhanced personal achievements and excellence in professional settings. Emotional ability is also shown to grow with maturity and lived experiences [19]; [27]. [24] outlined five key aspects of emotional ability: self-awareness, self-regulation, self-motivation, empathy, and interpersonal skills. Two additional aspects were introduced by [43] in their research on emotional intelligence involving public sector employees in Malaysia: spirituality and emotional maturity. This model of emotional ability was further developed by detailing specific subfields for each primary area. The framework of the emotional ability model is organized into two primary categories: (i) individual competency and (ii) relational competency. Individual competency pertains to how individuals regulate and manage themselves in their personal and professional lives. This category includes aspects such as emotional recognition, emotional regulation, and internal motivation. Relational competency, in contrast, reflects an individual's capacity to establish, nurture, and sustain interactions with others while fostering positive and harmonious connections. This competency consists of two main subfields: empathy and interpersonal skills

Emotional intelligence competency enables individuals to demonstrate high performance in various fields. Most researchers believe that individuals who combine intellectual and emotional intelligence tend to achieve greater success in their chosen fields [68]; [14]. In his study on adolescents, children, and adults, [18] discovered that individuals with high EQ tend to excel in leadership performance, particularly in areas such as social competence, personal effectiveness, stress management, independence, and reliability in their work or tasks.

The Connection between Emotional Intelligence, Leadership, and Personality among Gifted and Talented Students.

Gifted and talented students are identified as individuals with exceptional intellectual abilities and proficiency in solving problems. [16] describes gifted students as individuals possessing innate abilities or potential that can be nurtured into talents through environmental influences and other contributing factors. The inherent abilities of gifted individuals include mental capabilities such as intellectual, creative, socio-emotional, and perceptual aspects, alongside physical capabilities that involve sensorimotor skills. Leadership is one of the inherent abilities embedded within the socio-emotional domain. Those with leadership skills are recognized for their talent in communication, encompassing the capacity to empathize and creatively apply persuasive techniques to inspire and influence others. These abilities and talents align with [59] definition of leadership, which states that leadership involves activities that influence others to cooperate voluntarily in achieving group goals. This natural potential supports [49] view of the behavior of gifted and talented students, who are typically capable of applying three core natural human traits: demonstrating above-average specific abilities, possessing high task commitment, and embracing creativity in fields they are inclined toward. Emotional intelligence plays a crucial role in developing an individual's leadership skills. It refers to the degree of self-awareness, self-assurance, emotional regulation, dedication, and ethical conduct a person demonstrates, along with their capacity to convey ideas, persuade others, drive transformation, and adapt to changes [20]

A quality leader is one who can drive excellence in an organization, is creative in shaping the leadership of members, has an exemplary personality, can influence followers to work together toward organizational goals, and continuously evaluates and seeks new ideas to produce effective services. All these characteristics cannot be achieved if a leader does not strive to enhance their level of emotional intelligence. A study by [50] examining leadership traits and their relationship to the performance of gifted and talented students in the ASASIpintar program revealed that, on the whole, ASASIpintar students demonstrate a moderate degree of leadership qualities, with the collegiality dimension recording the highest score. Furthermore, the findings demonstrated a significant correlation between leadership traits and academic performance. In another study [50] which focused on the leadership characteristics of gifted and talented students and their relevance to Islamic youth leadership, it was revealed that while gifted and talented students display strong leadership qualities, they encounter challenges in socio-emotional domains, which can affect their leadership development.

Research by [67] investigating the link between personality and emotional intelligence among rural students in Sabah discovered that four personality traits have a positive influence on emotional intelligence, underlining the critical role of personality in fostering students' emotional intelligence. [51] research on Leadership and Its Association with Academic Performance among Gifted and Talented Students in the ASASIpintar Program identified a significant correlation between leadership traits and academic performance, emphasizing the importance of emotional intelligence and personality in shaping effective leadership. [51] investigation into the Leadership Profile of Gifted and Talented Students at the PERMATApintar National Center, UKM, revealed that these students demonstrate high leadership capabilities, with emotional intelligence and personality serving as fundamental elements in their leadership development. Additionally, the research by [65] titled *Emotional Intelligence in Gifted Students: A Review of the Literature* revealed a strong connection between emotional intelligence and specific leadership attributes and personality traits, which significantly impact their academic success and mental health. [35] conducted a meta-analysis on *Big Five Personality Traits and Academic Performance*, exploring the correlation between the five core personality dimensions and academic achievement, including among gifted learners. The findings demonstrated that traits such as conscientiousness and openness are positively linked to academic success and leadership capabilities.

RESEARCH METHODOLOGY

This study utilized a quantitative research approach, involving 142 gifted and talented students aged 13 to 17 years, drawn from a total population of 220 students. The sample size was determined using the Krejcie and Morgan table (1970). Data collection was carried out using three different questionnaires: a leadership inventory, an emotional intelligence inventory, and a personality inventory. The emotional intelligence component was assessed using the Malaysian Emotional Intelligence Inventory (IKEM-MEQI) by Noriah which evaluates seven primary components and 28 subcomponents of emotional intelligence. The personality aspect was measured with the Big Five Personality Instrument by [28], designed to analyze personality traits. For the leadership component, two dimensions were

examined: leader attributes and leader mindset. The Leader Attributes instrument, developed by [50], was employed to evaluate students' leadership qualities, while the Malaysian Leadership Audit Trail Inventory (MLATI) by Noriah-Elmi was used to assess the leadership mindset among gifted and talented students.

RESEARCH FINDINGS

The study findings are as follows:

1. What are the level of emotional intelligence, leadership, and personality among gifted and talented students at the PERMATA@Pintar Negara Center?

Table 2: Emotional Intelligence Levels of Gifted and Talented Students at PERMATA@Pintar Negara Center

COMPONENT	MEAN	N
Emotional Awareness	3.4014	142
Self-Assessment Accuracy	4.2366	142
Self-Confidence	3.6890	142
Integrity	4.1097	142
Empathy	3.4324	142
Self-Control	3.3847	142
Adaptability	3.9319	142
Innovativeness	3.8979	142
Achievement Drive	4.0676	142
Commitment	4.0483	142
Initiative	3.8028	142
Interest	4.5000	142
Self-Regulation	4.0023	142
Understanding	4.0000	142
Developing Others' Potential	4.3282	142
Compassionate	4.2676	142
Embracing Diversity	4.1352	142
Environmental Awareness	4.1958	142
Optimism	4.1437	142
Influencing Others	3.4183	142
Conflict Management	3.6690	142
Leadership	4.0810	142
Catalyst for Change	3.8204	142
Communication	3.6373	142

COMPONENT	MEAN	N
Building Relationships	4.1423	142
Collaboration	4.0728	142
Teamwork	4.1845	142
Spirituality	1.5819	142
Maturity	4.5610	142
Overall EQ	3.9121	142

Referring to Table 2, the study findings reveal that, overall, the emotional intelligence level is high (3.912). Nevertheless, elements like emotional awareness, empathy, self-control, influencing others, conflict management, and communication are at a moderate level. The spirituality element, however, is observed to be at a low level.

Table 3: Leadership (Mindset) Levels of Gifted and Talented Students at PERMATA@Pintar Negara Center

COMPONENT	MEAN	N
Service Strategy and Leadership Model	4.2905	142
Recruitment	2.5479	142
Evaluation and Respect	3.9683	142
Leadership Development	4.2066	142
Placement	3.5044	142
Retention and Engagement	3.9379	142
Relationships with Stakeholders	3.4557	142
Overall Mindset	3.8506	142

Referring to Table 3, the analysis outcomes indicate that the leadership variable within the leader's mindset category reflects a high level overall. However, the components of recruitment, placement, and relationships with stakeholders are recorded at moderate levels.

Table 4: Leadership Level (Attributes) of Gifted Students at PERMATA@Pintar Negara Center

COMPONENT	MEAN	N
Self-Efficacy	3.7634	142
Peer Relationships	4.2127	142
Leadership Motivation	3.8113	142
Proficient Influence	4.2986	142
Work Style	4.2958	142
Trustworthy	3.9577	142
Collegiality	4.3859	142
Cohesion	3.9423	142

COMPONENT	MEAN	N
Appreciation	3.9243	142
Ethics	4.2899	142
Self-Monitoring	3.5271	142
Vision	3.9634	142
Mindset	4.1169	142
Overall Leadership Attributes	4.0394	142

Referring to table 4, the analysis results indicate that the leadership variable in the leader category (Attributes) shows a high level overall, with a moderate level for the self-monitoring component.

Table 5: Personality Levels of Gifted and Talented Students at PERMATA@Pintar National Center

COMPONENT	MEAN	N
Extraversion	3.5704	142
Agreeableness	3.5290	142
Conscientiousness	3.6995	142
Neuroticism	3.4789	142
Openness	3.8479	142
Overall Personality	3.6333	142

Referring to table 5, the analysis results show that the personality traits of extraversion, agreeableness, conscientiousness, and neuroticism indicate moderate levels, while the personality trait of openness indicates a high level.

2. Is there a relationship between emotional intelligence, leadership, and personality of gifted and talented students at the PERMATA@Pintar Negara Center?

Table 6: Relationship of Emotional Intelligence with Leadership Components (Mindset, Attributes) and Personality

COMPONENT		OVERALL EQ
	Pearson Correlation	1
	Sig. (2-tailed)	
	N	142
LeadershipAttributes	Pearson Correlation	.701**
	Sig. (2-tailed)	.000
	N	142
Leadership Mindset	Pearson Correlation	.438**
	Sig. (2-tailed)	.000
	N	142

COMPONENT		OVERALL EQ
Overall Personality	Pearson Correlation	.246**
	Sig. (2-tailed)	.003
	N	142

** Correlation is significant at the 0.05 level (2-tailed)

Referring to table 6, the study results on correlation indicate that there is a significant relationship between emotional intelligence and leadership attributes, emotional intelligence and leadership mindset, and emotional intelligence and the personality types of gifted and talented students.

Table 7: Relationship between Emotional Intelligence and Subcomponents in Leadership (Attributes)

COMPONENT		OVERALL EQ
Leadership (Attributes)	Pearson Correlation Sig.(2 Tailed) N	1 142
Motivation To Lead	Pearson Correlation Sig.(2 Tailed) N	.464** .000 142
Self-Efficacy	Pearson Correlation Sig.(2 Tailed) N	.430** .000 142
Relationship with Peers	Pearson Correlation Sig.(2 Tailed) N	.498** .000 142
Effective influence	Pearson Correlation Sig.(2 Tailed) N	.389** .000 142
Work Style	Pearson Correlation Sig.(2 Tailed) N	.524** .000 142
Trustworthiness	Pearson Correlation Sig.(2 Tailed) N	.551** .000 142
Collegiality	Pearson Correlation Sig.(2 Tailed) N	.587** .000 142
Cohesion	Pearson Correlation Sig.(2 Tailed) N	.596** .000 142
Appreciation	Pearson Correlation Sig.(2 Tailed) N	.576** .000 142
Ethics	Pearson Correlation Sig.(2 Tailed) N	.566** .000 142
Self -Monitoring	Pearson Correlation Sig.(2 Tailed)	.142 .107

COMPONENT		OVERALL EQ
	N	142
Vision	Pearson Correlation Sig.(2 Tailed) N	.579** .000 142
Mindset	Pearson Correlation Sig.(2 Tailed) N	.475** .000 142

** Correlation is significant at the 0.05 level (2-tailed)

Referring to table 7, the study results indicate that all subcomponents in leadership (Attributes) show a significant relationship with emotional intelligence. However, the subcomponent of self-monitoring does not show a significant relationship with emotional intelligence.

Table 8: The Relationship between Emotional Intelligence and Subcomponents in Leadership (Mindset)

COMPONENT		OVERALL EQ
Leadership (Mindset)	Pearson Correlation Sig.(2 Tailed) N	1 142
Service Strategy and Leadership Model	Pearson Correlation Sig.(2 Tailed) N	.563** .000 142
Recruitment	Pearson Correlation Sig.(2 Tailed) N	.319** .000 142
Assessment and Respect	Pearson Correlation Sig.(2 Tailed) N	.365** .000 142
Leadership Development	Pearson Correlation Sig.(2 Tailed) N	.401** .000 142
Placement	Pearson Correlation Sig.(2 Tailed) N	.099 .239 142
Retention and Engagement	Pearson Correlation Sig.(2 Tailed) N	.353** .000 142
Relationship with Stake Holders	Pearson Correlation Sig.(2 Tailed) N	103 .224 142

** Correlation is significant at the 0.05 level (2-tailed)

Referring to table 8, the study results indicate that all subcomponents within leadership (attributes) have a significant relationship with emotional intelligence. However, the placement and relationship with peer holders subcomponents do not show a significant relationship with emotional intelligence.

Table 9: The Relationship between Emotional Intelligence and Personality Types

COMPONENT		OVERALL EQ
Type Of Personality	Pearson Correlation Sig.(2 Tailed) N	1 142
Extraversion	Pearson Correlation Sig.(2 Tailed) N	.293** .000 142
Agreeableness	Pearson Correlation Sig.(2 Tailed) N	.186** .000 142
Conscientiousness	Pearson Correlation Sig.(2 Tailed) N	.111 .187 142
Neurotism	Pearson Correlation Sig.(2 Tailed) N	.116 .170 142
Openness	Pearson Correlation Sig.(2 Tailed) N	.317** .239 142

** Correlation is significant at the 0.05 level (2-tailed)

Referring to table 9, the study results indicate that the agreeableness and extraversion components show a significant relationship with emotional intelligence. However, the neuroticism and openness components do not show a significant relationship with emotional intelligence.

3. Which elements of leadership and personality influence the emotional intelligence of gifted and talented students at the PERMATA@Pintar Negara Center?

Table 10: Contributing Factors of Leadership Subcomponents (Attributes) to Emotional Intelligence

Model	B	Std.Error	Beta	T	Sig.
Constant	1.533	.299		5.126	.000
Motivation To Lead	.081	.046	.176	1.773	.079
Self-Efficacy	.054	.060	.066	.896	.372
Relationship With Peers	-.049	.068	-.065	-.718	.474

Effective Influence	.020	.028	.051	.700	.486
Work Style	-.060	.067	-.092	-.898	.371
Trustworthiness	-.025	.073	-.041	-.345	.731
Collegiality	.154	.065	.220	2.361	.020
Cohesion	.065	.055	.118	1.185	.238
Appreciation	.101	.059	.190	1.717	.089
Ethics	.175	.062	.260	2.840	.005
Self-Monitoring	.037	.047	.053	.786	.433
Vision	.099	.059	.176	1.678	.096
Mindset	-.055	.056	-.092	-.978	.330

Dependent Variable: Overall EQ

Referring to table 10, the study results indicate that the ethics and collegiality components contribute significantly to emotional intelligence.

Table 11: Contributing Factors of Leadership Subcomponents (Mindset) to Emotional Intelligence

Model	B	Std.Error	Beta	t	Sig.
Constant	1.622	.327		4.964	.000
Service Strategy and Leadership Model	.344	.073	.424	4.695	.000
Recruitment	.007	.079	.007	.083	.934
Evaluation and Appreciation	.101	.074	.123	1.363	.175
Placement	.067	.053	.110	1.270	.206
Leadership Development	-.068	.077	-.084	-.892	.374
Retention and Engagement	.091	.077	.101	1.176	.242
Relationship With Stakeholders	-.002	.074	-.002	-.023	.982

Dependent Variable: Overall EQ

Referring to table 11, the study results indicate that only the service strategy and leadership model component significantly contributes to emotional intelligence.

Table 12: Contributing Personality Components to Emotional Intelligence

Model	B	Std.Error	Beta	T	Sig.
Constant	3.313	.358		9.263	.000
<i>Extraversion</i>	.202	.075	.250	2.704	.008
<i>Agreeableness</i>	.094	.085	.110	1.104	.272

Model	B	Std.Error	Beta	T	Sig.
<i>Conscientiousness</i>	.016	.082	.018	.196	.845
<i>Neuroticism</i>	-.147	.073	-.172	.044	.044

Dependent Variable: Overall EQ

Referring to table 12, the regression analysis indicates that the personality factors contributing to emotional intelligence are extraversion and neuroticism.

DISCUSSION AND CONCLUSION

The study results indicate that, overall, the level of emotional intelligence is high (3.912). However, certain subcomponents of emotional intelligence show moderate and low levels. The analysis of emotional intelligence subcomponents highlights the need to enhance emotional intelligence skills so that gifted and talented students can further develop their self-leadership abilities. According to [22], if leadership talents are not well-nurtured, gifted individuals will not fully develop their potential. This is supported by [20], who stated that 80 percent of success depends on emotional intelligence (EQ), while the remaining 20 percent relies on intellectual intelligence (IQ). Emotional intelligence is recognized as an acquirable skill that can be learned and built [28]. Goleman asserts that individuals with emotional competence are better able to manage themselves and interact positively with others in society. Furthermore, emotional competence contributes to enhanced personal and professional performance. Emotional competence can also increase with age and life experience [20]; [27].

Gifted and talented students have unique attributes and intellectual capabilities that distinguish them from their peers. Therefore, differentiated learning for this group is essential to meet their educational needs [36]; [60]. The analysis findings show varying outcomes for each component variable, with overall results suggesting the need for improvement in both emotional intelligence and leadership. The personality of gifted and talented students undoubtedly influences the enhancement of emotional intelligence and leadership skills.

To enable holistic development in gifted and talented students, specific approaches have been implemented to improve their emotional intelligence and, consequently, their self-leadership. These approaches include both group and individual activities, such as:

1. **Student-led Leadership Camps:** Activities are organized and managed by students, with activity modules developed by students based on themes assigned by instructors.
2. **Social Experiment Activities:** Students engage in public activities to assess societal awareness of certain issues, fostering student courage and confidence in communicating with the community.
3. **Leader Biography Assignments:** Students interview prominent leaders and share insights related to leaders' experiences and challenges, which helps students apply these lessons to their own lives.
4. **TedTalk Assignments:** Students are given a topic and asked to discuss it spontaneously, with the aim of improving communication skills and self-creativity.
5. **Personality Test Assignments:** Students take personality tests and relate them to their personal experiences, identifying ways to overcome weaknesses and maintain their strengths based on their personalities.

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