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DETERMINATION OF THE RELATIONSHIP BETWEEN STRATEGIES OF DECISION-MAKING AND EMOTIONAL INTELLIGENCE OF GIFTED STUDENTS

DETERMINACIÓN DE LA RELACIÓN ENTRE ESTRATEGIAS DE TOMA DE DECISIONES E INTELIGENCIA EMOCIONAL DE ESTUDIANTES TALENTOSOS

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Abstract:

The purpose of this study is to determine the relationship between the levels of emotional intelligence and decision-making of the gifted students in the 9th, 10th, and 11th grades in the secondary education level. Relational survey model was used in the study. The data was obtained through the implementation of 'Emotional Quotient Inventory' and 'Decision Strategies Scale'; the obtained data was compared and analyzed through SPSS program to determine the relations between the levels of emotional intelligences and decision-making of gifted students. A total of 141 students from 14-19 years of age from the 9th, 10th, and 11th grades of the Science Art Center in a medium-sized province of Turkey during the 2015-2016 academic year participated in the study. The study group consisted of 79 male and 62 female students. The average of gifted students as a result of the implementation of 'Emotional Intelligence Scale' is determined within the limits of 'I agree'. While there was no significant difference between interpersonal relations and adaptation to environmental conditions according to the levels of emotional intelligence of the gifted students and their grades, a significant difference was found between the personal awareness, stress management and general mood sub-scales.

As a result, it was determined that there is a significant positive relationship between emotional intelligence levels and decision-making levels of gifted students. Individuals with high emotional intelligence are expected to be positive and happy individuals who can have positive communication with individuals around them, who are respectful to themselves and their environment, know their boundaries, have empathic skills; they are independent in their decisions and they are aware of their social responsibilities, looking at life with hope and affection. This research finding reveals that as a type of intelligence that can be promoted, the improved levels of emotional intelligence may directly help improve the levels of decision making of students. For this reason, it is suggested that parents are educated about the development of emotional intelligence and the improvement of emotional intelligence.

Keywords: Gifted Students; Emotional Quotient Inventory; Decision Strategies Scale.

Resumen:

El propósito de este estudio es determinar la relación entre los niveles de inteligencia emocional y la toma de decisiones de los estudiantes dotados en los grados 9º, 10º y 11º en de educación secundaria. Para el estudio se utilizó el modelo de encuesta relacional. Los datos se obtuvieron mediante la implementación del 'Inventario del cociente emocional' y la 'Escala de estrategias de decisión'; los datos obtenidos se compararon y analizaron a través del programa SPSS para determinar las relaciones entre los niveles de inteligencia emocional y la toma de decisiones de los estudiantes dotados. Un total de 141 estudiantes de 14-19 años de edad de los grados 9º, 10º y 11º del Centro de Arte de la Ciencia en una provincia de tamaño medio de Turquía durante el año académico 2015-2016 participaron en el estudio. El grupo de estudio consistió en 79 estudiantes varones y 62 mujeres. El promedio de estudiantes dotados como resultado de la implementación de la 'Escala de inteligencia emocional' se determina dentro de los límites de 'Acepto'. Si bien no hubo una diferencia significativa entre las relaciones interpersonales y la adaptación a las condiciones ambientales de acuerdo con los niveles de inteligencia emocional de los estudiantes superdotados y sus calificaciones, se encontró una diferencia significativa entre la conciencia personal, el manejo del estrés y las subescalas generales del estado de ánimo.

Como resultado de la investigación, se determinó que existe una relación positiva significativa entre los niveles de inteligencia emocional y los niveles de toma de decisiones de los estudiantes dotados. Se espera que las personas con alta inteligencia emocional sean personas positivas y felices que puedan tener una comunicación positiva con las personas que les rodean, que sean respetuosas consigo mismas y con su entorno, conozcan sus límites, tengan habilidades empáticas; son independientes en sus decisiones y son conscientes de sus responsabilidades sociales, mirando la vida con esperanza y afecto. Este hallazgo de investigación revela que, como un tipo de inteligencia que se puede mejorar, los niveles mejorados de inteligencia emocional pueden ayudar directamente a mejorar los niveles de toma de decisiones de los estudiantes. Por esta razón, se sugiere que los padres se eduquen sobre el desarrollo de la inteligencia emocional y la mejora de la inteligencia emocional.

Palabras clave: Estudiantes talentosos, Inventario del cociente emocional, Escala de estrategias de decisión

1. Introduction

Emotional intelligence defines relationships that directly affect our relationships with ourselves and others; it defines our own development as well as our abilities to grow mature and our interaction with other people. Emotional intelligence emerges in all areas of our lives because wherever we go, whatever we do we act with our feelings and we carry these feelings (Yilmaz et al., 2016).

Emotional intelligence level is a combination of genetic features, childhood experiences and what is learned afterwards. In addition, emotional abilities can be learned and improved at all ages. While intelligence is an important factor for personality-based jobs and for those working in hierarchical systems, emotional intelligence is a 'must' feature for jobs that involve teamwork. It is known that while intelligence is a variable that is quite difficult to change, on the contrary; emotional intelligence is easier to improve. Scientists recognize that emotional intelligence is an area of intelligence that can be improved and learned (Goleman, 1999; Shapiro, 2002; Weisinger, 1998). Emotional intelligence, unlike IQ, is not an intelligence that does not

develop much after 13-19 years of age; on the contrary it is more likely to be learned and developed for a lifetime (Yeşilyaprak, 2001). The level of emotional intelligence and its development over time depend on various factors such as heredity, environment, social life, parental attitudes and sex. Also, the level of emotional intelligence may affect communication and problem solving skills, coping with stress and academic achievement either positively or negatively (Özdemir & Dilekmen, 2014). The studies investigating how the human brain works have revealed that the development of emotional intelligence and skills are easier at the development period that starts from birth until the end of youth. For this reason, emotional education provided at schools is crucial. This education is not something that is taught to reduce the deficiencies of the children described as 'problematic' but rather a collection of the understanding and skills that is necessary for every child (Akmese & Kayhan, 2016; Uzunboylu et al., 2017). The main purpose here is to train the emotion itself instead of utilizing the emotion to train. Many children who have not developed emotional intelligence may experience many different problems in other stages of their lives; for example the majority of them have unhappy and angry characters. Children who learn how to use it effectively, both by understanding their own and others' emotions are better at their later ages, both in their relationships and in their business lives.

Today's understanding of education is based on the concept of changing previously acquired emotions, thoughts and habits and replacing them with new acquisitions. Particularly such a challenging process requires high motivation, use of time, support, orientation and a real effort. Because of its direct effect on the business performance, the acquisition of emotional competencies that assist reaching goals in trainings such as leadership, building and developing teams, sales, coping with stress and service is crucial. In our country, regardless of their interests, skills and differences of status, all students are put through common learning experiences at a certain period of their lives (Soykan & Ozdamli, 2016; Kaushik, 2017). Today, in certain countries students share common learning experiences in the first and second grades of primary schools. They also go through un-personalized (non-enriched, non-individualized) education programs that are not customized according to their interests and abilities (Drelinga, Ilisko & Zarina, 2016). Although this leads to equality of opportunity in education, it also brings inequality for all the individuals who are in need of gifted or special education (Davaslıgil, 2004; Turalbayeva et al., 2017). The individual, from the moment he/she is born until the moment of death, perpetually faces many issues and problems at any field of life. It is necessary for the individual to continue living through overcoming these problems with the reason, intelligence, superior ability that exist in the individual (Genc & Ozcan, 2017). The individual lives on in a state that is concentric with decision-making situations to resolve all these problems and issues. The type of the decisions made differs according to the developmental period of the individual, the nature of the situation that needs to be decided, and the features of the options (Ersever, 1996). Decision-making ability is closely related to the characteristics of people and their level of socialization. A decision is to choose the most agreeable and apparent among different forms of action to reach an objective or a result depending on the possibilities and conditions at hand. Decision-making is defined as the collection of all the cognitive and behavioral endeavors to make a choice or preference among various situations. Different and varied processes of decision-making result in more problems and issues for the individuals (Deniz, 2004; Kuzgun, 1992; Haksiz et al., 2017).

This study revolves around the determination of the decision-making strategies and the emotional intelligences of gifted and talented children at the period when they are expected to decide for their careers and profession choices. The question of how and at what level the relationship between gifted students' emotional intelligence and decision-making levels is the main problem of this research. Since emotional intelligence is a rather permanent feature

compared to decision-making levels, it is accepted as the dependent variable. In addition, if students' emotional intelligences and decision-making levels differ according to the independent variables of demographic data (age, sex, and grade) is also investigated.

Very few studies have been conducted around the globe on the emotional intelligences and decision-making levels of gifted students. These studies focused specifically on the 'talent' aspect of emotional intelligence. Therefore, the investigation of the emotional intelligences of gifted students together with their decision-making capacities is determined as the main purpose of the study; it is significant with regards to fill an important gap on the subject. Moreover, it is considered that the findings revealed on the concepts of emotional intelligence and decision-making of the gifted students may deliver important implications to the stakeholders.

1.2. The purpose of the study

The overall aim of this research is to determine the relationship between emotional intelligence and decision-making levels in gifted children. To reach the general objective, the answers to the following questions are investigated:

1. How are the general average scores of gifted students' emotional intelligence and decision-making strategies?
2. Do levels of emotional intelligence of gifted students show a significant difference according to their;
 - 2.1. Grade
 - 2.2. Sex
 - 2.3. Age?
3. Do the levels of decision-making of gifted students show a significant difference according to their;
 - 3.1. Grade
 - 3.2. Sex
 - 3.3. Age?
4. Is there a significant relationship between the emotional intelligences and decision-making levels of gifted students?

2. Method

In this section, information about research model, universe and sampling, data collection tools, collection of data and analysis of data are presented.

2.1. The model of the research

The research is conducted with relational survey model among the general survey models that investigates the existence of change and/or degree of two or more variables together. Questionnaires are employed by the researcher to determine the situation. The relational survey model can sometimes be seen in descriptive research (Gay & Airasian, 2000), since it primarily identifies the existing situation. It is divided into two as correlation and comparison. Correlation refers to the amount of interrelation between two variables. The comparison type relational survey consists of dependent and independent variables and it investigates whether there is any difference between the two (Karasar, 2005). This study

investigates the relationship between emotional intelligence and decision-making strategies in gifted children.

2.2. Study group

The study group of this research was the 9th, 10th, 11th and 11th graders who were educated at the Science Art Center in a medium-sized province of Turkey in the 2015-2016 school year. A total of 141 students participated in the study between the ages of 14-19 of whom 79 are male and 62 are female.

2.3. Data collection tools

The data needed to reach the objectives determined in the research are collected through;

- Personal information form developed by the researcher,
- The Decision Strategies Scale developed by Kuzgun (1992) and Bar-On Emotional Quotient Inventory developed by Bar-On and Parker, of which Turkish adaptation was conducted by Köksal in 2007.

2.3.1. Bar-On Emotional Quotient Inventory

Bar-On Emotional Quotient Inventory: Youth Version is developed by Bar-On and Parker and can be applied to children and adolescents between the ages of 7 and 18; the inventory consists of a total of 60 items. The inventory is adapted to Turkish by Köksal (2007). There are 5 bases that form the emotional quotient and 15 sub-scales under them.

2.3.2. Decision Strategies Scale

The original version of Melbourne Decision-Making Questionnaire was developed by Mann (1989); the adaptation to Turkish, validity and reliability studies of the questionnaire were conducted by Deniz (2004).

2.4. Data analysis

The data obtained in the study was analyzed through appropriate statistical methods in line with the opinions of experts. The analyzed data is explained and interpreted through tables. When demographic information is explained, frequency and percentages are presented and interpreted. When explaining the sub-factors and the views regarding the gifted; mean (\bar{x}) and standard deviation (SD), minimum and maximum values are presented.

In the study; in the cases where the data obtained from the emotional quotient inventory and decision strategies questionnaire according to the differences of demographic features of the gifted students showed normal distribution t-test among the parametric tests; and when the data is non-normally distributed Mann-Whitney U test among the non-parametric tests are conducted and the findings are explained through tables. In addition to these analyses; Kolmogorov-Smirnov and Pearson Product-Moment Correlation tests are employed and these analyses were conducted through SPSS 21.00 Statistical Package for Windows. In the test of significance for the relations of the groups or the differences between the mean scores; 0.05 is accepted as level of significance.

3. Findings

3.1. Overall mean scores of emotional intelligence and decision-making strategies of gifted students

To determine the overall mean scores of emotional intelligence and decision-making strategies of gifted students; one of the parametric tests, t-test was conducted. The descriptive statistics of the average scores of gifted students from the emotional intelligence and decision-making strategies tests are presented in Table 1.

Dimensions	N	Mean Rank		Mean of Answers	
		\bar{x}	SS	\bar{x}	SS
Emotional Intelligence	141	397.4	34.4	2.81	0.24
Decision-Making Strategy	141	286.9	32.3	2.03	0.22

Table 1. Overall Mean Scores of Gifted Students from the Emotional Intelligence and Decision-Making Strategies Tests

The mean and standard deviation total score of emotional intelligence from the total of 141 students involved in the study are calculated as (\bar{x} : 397.4, SD = 34.4), and the mean and standard deviation of the responses they give are calculated as (\bar{x} : 2.81, SD = 0.24); the mean and standard deviation total score of the decision-making from the students are calculated as (\bar{x} : 286.9, SD 32.3) and the mean and standard deviation of their responses are calculated as (\bar{x} : 2.03, SD: 0.22).

3.2. The comparison of emotional intelligence scores of gifted students according to grade

A 'One-Sample Kolmogorov-Smirnov Test' analysis was conducted to determine whether the gifted students had significant differences in their emotional intelligence scores according to their grades. Table 2. demonstrates descriptive data on levels of emotional intelligence according to the grades of gifted students.

		Personal Awareness	Interpersonal Relations	Adaptation to Environmental Conditions	Stress Management	General Mood
N		141	141	141	141	141
Normal Parameters	Average	2.95	2.89	2.73	2.49	2.31
	STD	0.27	0.32	0.39	0.36	0.52
Maximum Difference	Absolute	0.355	0.397	0.348	0.243	0.272
	Positive	0.121	0.243	0.206	0.277	0.156
	Negative	-.348	-.195	-.270	-.220	-.170
Kolmogorov Smirnov Z		4.127	2.884	3.200	2.611	3.284
P		0.000	0.000	0.000	0.000	0.000

Table 2. One Sample Kolmogorov-Smirnov Test Results of Gifted Students on Emotional Intelligence

As seen in Table 2., p value is revealed as $p < 0.05$. Before conducting analyses with the Emotional Quotient Inventory, One Sample Kolmogorov-Smirnov test is conducted to determine whether the data shows normal distribution or not. Kolmogorov-Smirnov test result for the sub-scale of personal awareness is calculated as 4.127 ($p = 0.000$), the result for interpersonal relation sub-scale is calculated as 2.884 ($p = 0.000$), the result for adaptation to environmental conditions sub-scale is calculated as 3.200 ($p = 0.000$), the result for the sub-scale of stress management is calculated as 2.611 ($p = 0.000$) and results for the general mood sub-scale is calculated as 3.284 ($p = 0.000$). As presented at the table, it is determined that the data is not distributed normally and Mann-Whitney U test is conducted afterwards.

DIMENSIONS	Grade	N	Mean Rank		Rank Total		U	p Value
			\bar{x}	SS	\bar{x}	SS		
Personal Awareness	9th	103	181.5	24.5	3.12	0.24	1.406	0.003 *
	10th	31	91.5	6.9	2.87	0.27		
	11th	7	17.5	4.1	2.59	0.23		
Interpersonal Relations	9th	103	289.4	22.3	3.26	0.31	2.696	0.547
	10th	31	96.7	7.1	2.49	0.26		
	11th	7	17.3	3.4	2.13	0.28		
Adaptation to Environmental Conditions	9th	103	168.9	21.8	2.98	0.29	2.466	0.631
	10th	31	87.5	7.4	2.64	0.22		
	11th	7	17.1	3.3	2.57	0.27		
Stress Management	9th	103	171.5	21.1	2.62	0.21	3.012	0.002 *
	10th	31	82.6	7.6	2.77	0.25		
	11th	7	17.7	2.7	2.54	0.38		
General Mood	9th	103	192.4	28.8	2.83	0.28	2.178	0.024 *
	10th	31	94.3	8.4	3.04	0.27		
	11th	7	176	2.11	2.56	0.31		

Table 3. Comparison of Sub-scale Scores for the Levels of Emotional Intelligence of Gifted Students According to Grade

There was no statistically significant difference between the scores of gifted students in terms of emotional intelligence levels and grades in the sub-scales of interpersonal relations and adaptation to environmental conditions ($p > 0.05$). On the other hand, a statistically significant difference was found between the scores of the students' emotional intelligence levels and the levels of the students' levels of self awareness, stress management and general mood sub-scales ($p < 0.05$).

Table 3. demonstrates that the arithmetic mean of 'personal awareness' sub-scale of Emotional Quotient Inventory for the students studying at the 9th grade is 181.5 and higher than the students studying at the 10th grade ($\bar{x} = 91.5$) and at the 11th grade ($\bar{x} = 17.5$). This finding indicates that the personal awareness of 9th grade students is better and higher than that of students in the 10th and 11th grades.

When the 'stress management' sub-scale of the Emotional Quotient Inventory is examined; the arithmetic mean for the students studying at the 9th grade is ($\bar{x} = 171.5$) and higher than the students studying at the 10th grade ($\bar{x} = 82.6$) and at the 11th grade ($\bar{x} = 17.7$). This finding indicates that the stress management of the 9th grade students is better than the 10th and 11th grade students.

Similar results are seen in the 'general mood' sub-scale of the Emotional Quotient Inventory. The arithmetic mean of 'general mood' sub-scale of Emotional Quotient Inventory for the students studying at the 9th grade is higher than the arithmetic mean scores of the students studying at the 10th grade ($\bar{x}=94.3$) and at the 11th grade ($\bar{x}=17.6$). This finding indicates that the general moods of the 9th grade students are better and higher than the 10th and 11th grade students.

3.3. The comparison of emotional intelligence sub-scale scores of gifted students according to sex

Mann-Whitney U Test was conducted to determine whether gifted students' emotional intelligence scores differed significantly by sex. In Table 4., descriptive statistics are provided regarding the comparison of emotional intelligence levels of gifted students according to their sex.

Dimensions		N	Mean Rank		Rank Total		U	p Value
			\bar{x}	SS	\bar{x}	SS		
Personal Awareness	Female	62	171.2	11.8	2.76	0.19	2.140	0.521
	Male	79	219.3	20.7	2.77	0.26		
Interpersonal Relations	Female	62	177.5	13.7	2.95	0.21	1.267	0.746
	Male	79	225.9	16.9	3.25	0.24		
Adaptation to Environmental Conditions	Female	62	164.3	15.8	2.73	0.19	3.030	0.678
	Male	79	209.2	16.4	3.34	0.22		
Stress Management	Female	62	163.5	14.6	3.01	0.18	2.416	0.003 *
	Male	79	208.2	12.5	3.22	0.26		
General Mood	Female	62	180.5	18.1	2.91	0.29	2.920	0.004 *
	Male	79	223.8	18.5	3.06	0.34		

Table 4. Comparison of Emotional Intelligence Sub-scale Scores of Gifted Students According to Sex

According to the values in Table 4., there was no statistically significant difference between the scores of the self-awareness, interpersonal relations and adaptation to environmental conditions sub-scale scores ($p>0.05$) according to the relationship between emotional intelligence levels of the students and their sexes. On the other hand, a statistically significant difference was found between the scores of stress management and general mood sub-scales according to the relationship between emotional intelligence levels of students and their sexes ($p<0.05$). As seen in Table 4., the arithmetic mean of the scores of male students for the sub-scale of 'stress management' of the Emotional Quotient Inventory is ($\bar{x}=208.2$) and higher than that of female students ($\bar{x}=163.5$). This finding indicates that the stress management of male student is better and higher than that of female students. Similar results are seen in the 'general mood' sub-scale of the Emotional Quotient Inventory. The arithmetic mean of the scores of male students for the sub-scale of 'general mood' of the Emotional Quotient Inventory is ($\bar{x}=223.8$) and higher than the arithmetic mean of female students ($\bar{x}=180.5$). This finding indicates that the general mood of male student is better and higher than that of female students.

3.4. The comparison of emotional intelligence sub-scale scores of gifted students according to age

A 'Mann-Whitney U Test' analysis was conducted to determine whether gifted students' emotional intelligence scores differed significantly with regards to age. In Table 5., descriptive statistics are provided regarding the comparison of emotional intelligence levels of gifted students according to their age.

Dimensions	N	Mean Rank		Mean Total		U	p Value	
		\bar{x}	SS	\bar{x}	SS			
Personal Awareness	14-16	132	365.5	29.38	2.74	0.22	1.979	0.002 *
	17-19	9	24.9	3.64	3.19	0.40		
Interpersonal Relations	14-16	132	377.6	31.26	3.37	0.34	1.376	0.542
	17-19	9	25.8	3.24	3.01	0.32		
Adaptation to Environmental Conditions	14-16	132	349.6	32.89	3.64	0.29	1.883	0.236
	17-19	9	23.9	3.04	2.91	0.21		
Stress Management	14-16	132	347.9	31.67	2.98	0.22	2.161	0.457
	17-19	9	23.7	3.16	2.76	0.26		
General Mood	14-16	132	378.4	33.31	2.87	0.25	2.607	0.031 *
	17-19	9	25.8	3.03	2.70	0.33		

Table 5. Comparison of Emotional Intelligence Sub-Scale Scores of Gifted Students According to Age

According to the values in Table 5., there was no statistically significant difference between the scores of the students' emotional intelligence levels according to the relationship between their age and their levels of interpersonal relations, adaptation to environmental conditions and stress management sub-scales. On the other hand, there was a statistically significant difference between the mean scores of the students' emotional intelligence levels and their perceptions of personal awareness and general mood sub-scales.

Table 5. shows the arithmetic mean ($\bar{x} = 365.5$) of the 'personal awareness' sub-scale of the Emotional Quotient of the 14-16 age group students, which is larger than the arithmetic mean of the students in the 17-19 age group ($\bar{x} = 24.9$). This finding indicates that the personal awareness of the 14-16 age group is better and higher than that of the 17-19 age group.

Similar results are observed in the 'general mood' sub-scale of the Emotional Quotient Inventory in our study. The arithmetic mean for the 'general mood' sub-scale of the Emotional Quotient Inventory of the students in the 14-16 age group included in the study is ($\bar{x} = 378.4$), which is higher than the arithmetic mean of the students in the 17-19 age group ($\bar{x} = 25.8$). This finding suggests that the general mood of the 14-16 age group is better and higher than that of the 17-19 age group.

3.5. The comparison of decision-making strategy scores of gifted students according to grade

A 'One-Sample Kolmogorov-Smirnov Test' analysis was conducted to determine whether the gifted students had significant differences in their decision-making strategy scores according to their grades. Table 6. demonstrates descriptive data on levels of decision-making strategy scores according to the grades of gifted students.

		Decision Self Esteem	Self Vigilance	Buck-Passing	Procrastination	Hypervigilance
N		141	141	141	141	141
Normal Parameters	Average	2.35	2.07	1.86	2.17	1.95
	STD	0.58	0.79	0.65	0.73	0.69
Maximum Differences	Absolute	0.397	0.296	0.315	0.264	0.305
	Positive	0.242	0.219	0.273	0.230	0.212
	Negative	-0.179	-0.215	-0.255	-0.224	-0.203
Kolmogorov-Smirnov test Z		3.517	3.742	2.732	3.617	3.463
P		0.000	0.000	0.000	0.000	0.000

Table 6. One Sample Kolmogorov-Smirnov Test Results of Gifted Students on Their Levels of Self-Esteem in Decision-Making and Decision-Making Levels

As seen in Table 6. p value is revealed as $p < 0.05$. Before conducting analyses with the Decision-Making Strategies Questionnaire, One Sample Kolmogorov-Smirnov test is conducted to determine whether the data shows normal distribution or not. The Kolmogorov-Smirnov test results for the decision self esteem is calculated as 3.517 ($p=0.000$), for vigilance 3.742 ($p=0.000$), for buck-passing 2.732 ($p=0.000$), for procrastination 3.617 ($p=0.000$) and for hypervigilance it is calculated as 3.436 ($p=0.000$). As presented at the table, it is determined that the data is not distributed normally and Mann-Whitney U test is conducted afterwards.

Dimensions	Grade	N	Mean Rank		Rank Total		U	P Value
			\bar{x}	SS	\bar{x}	SS		
Decision Self Esteem	9th	103	216.5	34.7	2.10	0.33	1.921	0.003 *
	10th	31	67.3	12.4	2.11	0.35		
	11th	7	16.1	1.4	2.12	0.47		
Vigilance	9th	103	218.2	35.7	2.39	0.34	2.398	0.247
	10th	31	66.3	13.4	2.42	0.37		
	11th	7	15.7	2.1	2.21	0.33		
Buck-Passing	9th	103	226.2	32.9	2.55	0.45	1.134	0.002 *
	10th	31	68.2	11.6	2.46	0.41		
	11th	7	15.5	2.6	2.71	0.47		
Procrastination	9th	103	193.2	26.7	2.15	0.33	2.670	0.032 *
	10	31	58.3	10.2	2.36	0.38		
	11th	7	13.2	1.9	2.25	0.42		
Hypervigilance	9th	103	199.8	28.3	2.06	0.28	2.553	0.674
	10th	31	60.2	12.5	2.04	0.26		
	11th	7	137	1.9	2.19	0.31		

Table 7. Comparison of Decision Self Esteem and Decision-Making Levels of Gifted Students According to the Grade Variable

As seen in Table 7., there is a significant difference between the grade variable and levels of decision self-esteem ($p < 0.05$). Examining the mean values, while the mean rank of students at the 9th grade is ($\bar{x} = 216.5$) the mean rank of the students at the 10th grade is ($\bar{x} = 67.3$) and the mean rank of the students at the 11th grade is ($\bar{x} = 16.1$). There was no significant difference between the grades and vigilance ($p < 0.05$).

The difference between grades and buck-passing levels was significant ($p < 0.05$). When the mean values are examined, the average of the students at the 9th grade is $\bar{x} = 226.2$, while the

students at 10th grade have the mean rank (\bar{x} = 68.2) and the students at the 11th grade have the mean rank (\bar{x} =15.5). This finding indicates that the learners at 9th grade have higher levels of buck-passing than the students at 10th and 11th grades.

The findings reveal that there is a significant difference between the grades and the levels of procrastination in decision-making ($p<0.05$). When the mean values are examined; the mean rank of students at the 9th grade is (\bar{x} =193.2) and the mean rank of students at the 10th grade is (\bar{x} =58.3) and the mean rank for the students at the 11th grade is (\bar{x} =13.2). This finding reveals that the procrastination in decision-making of 9th grade students is higher than that of the 10th and 11th grade students.

The results reveal that there is no significant difference between the grade variable and hypervigilance of students ($p>0.05$).

3.6. The comparison of decision-making strategy scores of gifted students according to sex

Mann-Whitney U Test was conducted to determine whether gifted students' decision-making strategy scores differed significantly by sex. In Table 8., descriptive statistics are provided regarding the comparison of decision-making strategy levels of gifted students according to their sex.

Dimensions		N	Mean Rank		Mean Total		U	p Value
			\bar{x}	SD	\bar{x}	SD		
Decision Self Esteem	Female	62	126.1	23.5	2.04	0.38	1.912	0.002 *
	Male	79	173.9	25.3	2.12	0.34		
Vigilance	Female	62	136.3	25.9	2.23	0.16	1.398	0.357
	Male	79	176.5	26.4	2.30	0.24		
Buck-Passing	Female	62	117.3	18.4	1.89	0.27	1.134	0.263
	Male	79	147.4	21.6	2.01	0.28		
Procrastination	Female	62	116.7	15.6	2.04	0.49	1.670	0.004 *
	Male	79	148.5	19.6	1.97	0.38		
Hypervigilance	Female	62	121.3	16.8.	1.79	0.29	1.553	0.574
	Male	79	152.4	17.3	1.98	0.31		

Table 8. Comparison of Decision Self Esteem and Decision-Making Levels of Gifted Students According to the Sex Variable

As seen in Table 8., there is a statistically significant difference between the sex variable and levels of decision self esteem ($p<0.05$). While the mean rank of female students is calculated as (\bar{x} =126.1) the mean rank for male students is calculated as (\bar{x} =173.9). This finding reveals that male students have better and higher levels of decision self esteem. The results reveal that there is no significant difference between the sex variable and vigilance of students ($p>0.05$). The results reveal that there is no significant difference between the sex variable and buck-passing of students ($p>0.05$).

There is a statistically significant difference between the sex variable and levels of procrastination ($p<0.05$). While the mean rank of female students is calculated as (\bar{x} =116.7) the mean rank for male students is calculated as (\bar{x} =148.5). This finding reveals that male students have higher levels of procrastination than female students. The results reveal that there is no significant difference between the sex variable and hypervigilance of students ($p>0.05$).

3.7. The comparison of decision-making strategy scores of gifted students according to age

Mann-Whitney U Test was conducted to determine whether gifted students' decision-making strategy scores differed significantly by age. In Table 9., descriptive statistics are provided regarding the comparison of decision-making strategy levels of gifted students according to their age.

Dimensions	N	Mean Rank		Rank Total		U	p Value
		\bar{x}	SD	\bar{x}	SD		
Decision Self Esteem	14-16	132	274.2	46.7	1.84	0:41	1414 0278
	17-19	9	25.8	1.83	2:09	0:44	
Vigilance	14-16	132	253.4	45.9	1.93	0:36	2257 0049 *
	17-19	9	56.4	2:41	2:11	0:42	
Buck-Passing	14-16	132	241.9	38.4	1.80	0:32	1744 0027 *
	17-19	9	22.8	1.64	2.18	0:47	
Procrastination	14-16	132	251.2	35.6	1.95	0.33	1,718 0,002 *
	17-19	9	14.2	1.96	2.36	0.39	
Hypervigilance	14-16	132	244.8	36.8	1.99	0.36	2,130 .445
	17-19	9	28.9	2.01	2.41	0.38	

Table 9. Comparison of Decision Self Esteem and Decision-Making Levels of Gifted Students According to the Age Variable

As seen in Table 9., there is no statistically significant difference between the age variable and levels of decision self esteem ($p > 0.05$). There is a statistically significant difference between the age variable and levels of vigilance ($p < 0.05$). While the mean rank of students at the age group of 14-16 is calculated as ($\bar{x} = 253.4$) the mean rank for the students at the age group of 17-19 is calculated as ($\bar{x} = 56.4$). This finding reveals that students at the age group of 14-16 have better and higher levels of vigilance in decision-making than that of the students at the age group of 17-19. There is a statistically significant difference between the age variable and levels of buck-passing ($p < 0.05$). While the mean rank of students at the age group of 14-16 is calculated as ($\bar{x} = 241.9$) the mean rank for the students at the age group of 17-19 is calculated as ($\bar{x} = 22.8$). There is also a statistically significant difference between the age variable and levels of procrastination in decision-making ($p < 0.05$). While the mean rank of students at the age group of 14-16 is calculated as ($\bar{x} = 251.2$) the mean rank for the students at the age group of 17-19 is calculated as ($\bar{x} = 14.2$). This finding reveals that students at the age group of 14-16 have higher levels of procrastination in decision-making than that of the students at the age group of 17-19. The results reveal that there is no statistically significant difference between the age variable and hypervigilance of students in decision-making ($p > 0.05$).

3.8. The relationship between the emotional intelligences and decision-making strategy levels of gifted students

Pearson Product-Moment Correlation test was conducted to determine whether there is a relationship between the emotional intelligence and decision-making strategy levels of gifted students. Descriptive statistics regarding the levels of emotional intelligence and decision-making strategies of gifted students are presented at Table 10.

		Personal Awareness	Interpersonal Relations	Adaptation to Environmental Conditions	Stress Management	General Mood
Decision Self Esteem	Correlation Value	0321	0015	0035	0052	0067
	p Value	0002	0014	0138	0624	0025
	Total	141	141	141	141	141
Vigilance	Correlation Value	-0287	0354	0497	0228	-0193
	p Value	0001	0032	0024	0124	0003
	Total	141	141	141	141	141
Buck-Passing	Correlation Value	0287	0041	0263	-0147	0541
	p Value	0001	0432	0004	0062	0000
	Total	141	141	141	141	141
Procrastination	Correlation Value	0345	0279	-0173	0304	0212
	p Value	0013	0325	0006	0012	0000
	Total	141	141	141	141	141
Hypervigilance	Correlation Value	0751	0042	0316	-0177	0362
	p Value	0005	0031	0000	0027	0038
	Total	141	141	141	141	141

Table 10. Correlation Results of Emotional Intelligence and Decision-Making Strategy Levels of Gifted Students

The results of the Pearson correlation test conducted to determine the relationships between decision self esteem, decision-making strategies and their emotional intelligence levels are presented in Table 10. The results reveal a positive correlation and a significant relationship between the 'Decision Self Esteem' sub-scale and 'Personal Awareness' ($p=0.002<0.05$), 'Interpersonal Relations' ($p=0.014<0.05$) and 'General Mood' ($p=0.025<0.05$). This finding indicates that as the self esteem levels of gifted students improve their personal awareness, interpersonal relations and general mood levels also increase. As seen in Table 10., while the results of the test reveal a positive correlation between the sub-scale of 'Vigilance' in decision-making and 'Adaptation to Environmental Conditions' ($p=0.024<0.05$), 'Interpersonal Relations' ($p=0.032<0.05$) and 'General Mood' ($p=0.003<0.05$) sub-scales; a negative correlation is observed 'Personal Awareness' sub-scale. This finding indicates that as the levels of vigilance in decision-making of gifted students increase, their interpersonal relations, adaptation to environmental conditions and general moods improve. However, as the students' vigilance levels in decision-making increase their levels of personal awareness decrease. The study also reveals that the sub-scale of 'Buck-Passing' in decision-making of gifted students has a positive correlation with the sub-scales of 'Personal Awareness' ($p=0.001<0.05$), 'Adaptation to Environmental Conditions' ($p=0.004<0.05$) and 'General Mood' ($p=0.000<0.05$). This finding indicates that as the levels of buck-passing in decision-making of gifted students increase their personal awareness, adaptation to environmental conditions and general mood levels also increase. As seen in Table 10., while there is a positive correlation between the sub-dimension of 'Procrastination' in decision-making levels of gifted students and the sub-scales 'Personal Awareness' ($p=0.013<0.05$), 'Stress Management' ($p=0.012<0.05$) and 'General Mood' ($p=0.000<0.05$); there is a negative correlation between 'Procrastination' and 'Adaptation to

Environmental Conditions'. This finding reveals that as the procrastination levels of gifted students increase, their personal awareness, stress management and general mood levels increase positively. However as the procrastination levels of students increase their levels of adaptation to environmental conditions decrease. Our research reveals that there is a positive correlation between the levels of 'Hypervigilance' and the sub-scales of 'Personal Awareness' ($p=0.005<0.05$), 'Interpersonal Relations' ($p=0.031<0.05$), 'Adaptation to Environmental Conditions' ($p=0.000<0.05$), 'General Mood' ($p=0.038<0.05$) and there is a negative correlation between the sub-scale of 'Stress Management' ($p=0.027<0.05$). This finding indicates that as the hypervigilance levels of gifted students increase their levels of personal awareness, interpersonal relations, adaptation to environmental conditions and general mood increases. However, as the levels of hypervigilance of gifted students in decision-making increases their levels of stress management decreases.

4. Conclusion

The average gifted students receive with regards to the Emotional Quotient Inventory is determined within the limits. No significant difference has been found between the emotional intelligence levels of the gifted students and the sub-scales of interpersonal relations and adaptation to environmental conditions with regards to the students' grades. Nonetheless the results reveal a significant difference between the sub-scales of personal awareness, stress management and general mood of the gifted students with regards to their levels of emotional intelligence and grades. According to these results it can be inferred that the personal awareness, stress management and general mood levels of the gifted students studying at the 9th grade are better and higher than those of 10th and 11th grade.

The results revealed no significant difference between the mean results of the sub-scales of personal awareness, interpersonal relations and adaptation to environmental conditions in relation to their emotional intelligence levels and sex. However, the findings reveal a significant difference between the mean results of sub-scales of stress management and general mood with regards to the relationship between the emotional intelligence levels and the sex of the gifted students ($p<0.05$). According to these results, the stress management and general mood of male students are higher than that of the female students.

The results revealed no significant difference between the mean results of the sub-scales of interpersonal relations and adaptation to environmental conditions and stress management in relation to their emotional intelligence levels and ages. However, the findings reveal a significant difference between the mean results of sub-scales of personal awareness and general mood with regards to the relationship between the emotional intelligence levels and the ages of the gifted students ($p<0.05$). According to these results, the personal awareness and general mood of students at the age group of 14-16 are better and higher than that of the students at the age group of 17-19.

There are studies that present similar results with this research. Çoban (2006) has conducted a study with a total of 344 high school students at their final year; 48.6% of these students study at general high school and 51.5% of them study at Anatolian High School. Bacanlı's (2013) study consists of 508 (28.9%) 9th grade, 426 (24.2%) 10th grade, 349 (%19.8) 11th grade and 477 (27.1%) 12th grade students. Üzel (2011) has conducted a study with 44 (35.2%) 6th grade, 39 (31.2%) 7th grade and 42 (33.6%) 8th grade students. Among these, Köksal (2007) concludes that the fact that Intrapersonal Intelligence subscale scores of 8th grade students are higher than the scores of 7th grade students can be explained with the expansion of the ability to realize individual's and others' emotions and to express these appropriately through the richness of

experience that parallels with age. In similar studies, no significant difference has been revealed for students' levels of emotional intelligence with regards to their grades (Kavşut, 2009; Köksal, 2003). In a study conducted with a different age group no significant relationship was discovered between the emotional intelligence and grade levels (Bender, 2006). These results do not show parallelism with the findings of our study. In his study, Ciğerci (2006) revealed that the gifted students show a higher probability to have depression, somatization, obsessive-compulsive disorders, paranoia and psychoticism than the normal students. He stated that since the gifted students are susceptible and sensitive, they have a higher risk of showing psychological symptoms.

Mills (2003) conducted a study with a total of 63 teachers and 1247 students investigating the important factor in the education of the gifted students. The study concludes that the personality types of the teachers show similarities to the personality types of the gifted students in many aspects. It is also revealed that the teachers of the gifted students prefer abstract subject and contents, are open and flexible and value logical analysis and objectivity. Rash and Miller (2000) investigated the practices of teachers of the gifted students and aimed to determine the program practices of teachers in the classrooms of the gifted students. The study concludes that there is a positive correlation between teachers' use of different methods with regards to the increase of the duration they spent with the gifted students and their professional experience. In addition, it is revealed that as the duration the teachers spend working with the gifted students increase, their use of different instructional methods and techniques also become more frequent. Steven and Book (2003) state that the children and the adolescents with higher emotional intelligences are relatively happier than the others.

Williford (2000) investigated the relationship between academic achievement and emotional intelligence. The sample of the study consists of 500 primary school students studying at the 11th grade. Bar-On Emotional Quotient Inventory is employed as the data collection tool of the study. The findings of the study confirm a positive relationship between academic achievement and emotional intelligence. Hoe and Jung (1999) investigated the levels of emotional intelligence of children between the ages of 3 to 6 in relation to the variables as parents' professions, sex and socio-economic status. In the study the emotional quotient test for preschoolers was conducted on 503 children between the ages of 3 and 6. The results of the study reveal that there is no significant relationship between the parents' profession and socio-economic status and level of emotional intelligence; that the level of emotional intelligence increases with age and that the girls have higher levels of emotional intelligence. Mayer, Pekins, Caruso and Salovey (2001), in their study, investigated the relationship between emotional intelligence and giftedness employing Emotional Quotient Inventory. To measure the intelligence, they employed Peabody Picture Vocabulary Test. The sample of the study consists of 11 adolescent students. The findings of the study confirm that the adolescents with higher levels of emotional intelligence express themselves better, perceive their emotions as more influent and have higher strength at coping with stress. Harrod and Scheer (2005) investigated the levels of emotional intelligence of young people with regards to their demographic attributes. The sample of the study consists of 200 young people between the ages of 16 and 19; 91 female and 109 male. The authors have employed Bar-On Emotional Quotient Inventory as the data collection tool. The level of emotional intelligence was investigated with regards to the demographic attributes of young people; their age, sex, the levels of education and income of the families and the place of residence. The study concludes that the girls have higher levels of emotional intelligence than boys and that emotional intelligence is positively related to the levels of education and income of the families. In this regard, while this finding supports the result of Köksal (2003) and Göçet (2006) that 'The levels of emotional intelligence of female students are higher than that of the male students'; it contradicts Çelik and Deniz's result (2008)

that 'there is no significant difference between the emotional intelligence levels of female students and male students'. Goleman (1998) emphasized that the women are better at employing emotional intelligence for understanding others and communication skills and men for managing their emotions and motivating themselves.

Unlike this study, there are studies that maintain that levels of empathetic skills of women are higher than that of men (Bender, 2006; Çetin, 2008; Kırtıl, 2009; KÖKSAL, 2003; Köse, 2009).

In addition, in studies conducted on different groups the findings present that there is no difference with regards to sex (Akın, 2004; Cingisiz & Murat, 2010; Karayılmaz, 2008). The findings demonstrate that there is a significant difference between the grade levels of the gifted students and their levels of self-esteem, buck-passing and procrastination in decision-making.

On the contrary, the findings reveal that there is no significant relationship between their grades and their levels of vigilance and hypervigilance in decision-making. This finding also indicates that the 9th grade students have higher levels of buck-passing and procrastination in decision-making than those of 10th and 11th grades.

The findings present that there is a significant relationship between the sex of the gifted students and their levels of self-esteem and procrastination indecision-making. However, it is indicated that there is no significant difference between the sex of the gifted students and their levels of vigilance, buck-passing and hypervigilance in decision-making. This finding demonstrates that males have higher levels of self-esteem and procrastination in decision-making than females.

The findings also indicate that there is a significant relationship between the ages of gifted students and their levels of vigilance, buck-passing and procrastination in decision-making. However, it is demonstrated that there is no significant difference between the age of gifted students and their levels of self-esteem and hypervigilance in decision-making. These findings reveal that the students at the age group of 14-16 have higher levels of vigilance, buck-passing and procrastination in decision-making than the students at the age group of 17-19.

Among the studies conducted, Şeyhun (2000) investigated the effect of decision-making strategies curriculum on the decision-making strategies of final year students of primary school. The experiment groups participated in decision-making strategies training program of 9 sessions. Control group received no training. The research concludes that the post-test mean scores of the experiment group from the Decision Strategies Scale and Impulsive Decision Strategy subscale are lower than their pre-test scores.

Deniz (2002) investigated the relationship between the effect of dominant ego, sex, grade and university admission score variables on the decision-making strategies and levels of social skills of university students and the decision-making strategies and levels of social skills. The study concludes that indecisive and impulsive decision-making strategies differ significantly with regards to the state of dominant ego.

Köse (2006) employed 'Decision Strategies Scale' and 'Edward personal Preference Schedule' to measure the psychological needs, as data collection tools in his study in which he investigated the decision-making strategies and psychological needs of first year students of Psychological Counseling and Guidance with regards to the variables of socio-economic levels and sex. The study concludes that there is no significant difference for decision strategies with regard to sex. The findings demonstrate that the psychological needs affect decision strategies.

Tiryaki (1997) investigated the relationship between decision-making behaviors of university students and certain variables. He reached a total of 604 students studying at various faculties of Hacettepe University and employed 'Self-Esteem Scale' and 'Decision Strategies Scale' in his

study. The study concludes that the levels of mean scores for indecisiveness of first year students is higher than the 4th year students while there is no significant difference between the mean scores of impulsive and logical strategies. With regards to sex, the female students had higher mean scores for impulsive strategies than male students while there was no significant difference between the mean scores of indecisiveness logical strategies. It is indicated that students with lower self-esteem have higher mean scores of impulsive and indecisiveness strategies than the students with higher levels of self-esteem. Also, it is revealed that the mean scores for the logical strategy of students with higher levels of self-esteem are higher than the students with lower levels of self-esteem.

Singh and Sharma (2012) compared the quotient scores measured by the performance sub-scale of Indian adaptation of WISC-R and Emotional Intelligence Scale developed by Schutte. No significant relationship was confirmed between the two variables. A similar result was also demonstrated in the 2014 study of Haro and Castejon. It is indicated that there is relationship between the general intelligence and emotional perception, understanding emotions and emotional self-regulation which are the sub-scales of emotional intelligence. In Leana and Köksal's (2007) study conducted on 53 primary school 1st grade students of whom 32 were gifted and 21 had average intelligence levels; no significant relationship was demonstrated between the WISC-R verbal, performance and total scores of the students and their scores of Bar-On Emotional Quotient Inventory. In the study of Derksen, Kramer and Katzko (2002), a small and positive relationship between emotional intelligence and general intelligence. Wolfradt, Felfe and Köster (2001) demonstrated a small negative relationship with no significance between verbal intelligence, self-competence, empathy and use ; and a small negative significant relationship between perception and verbal intelligence.

In a similar study to ours, Çoban (2006) has conducted a study with a total of 344 high school final year students between the ages of 15 and 20 and investigated their decision-making strategies. Also, Bacanlı (2013) investigated the decision-making strategies of 1760 high school students between the ages of 15 and 20. Alver (2004) studied the decision-making strategies of 171 students between the ages of 17 and 21 with regards to certain variables. Candangil and Ceyhan's (2006) study titled 'Decisional Self-Esteem and Stress Levels of High School Students with Different Locus of Controls According to Some Personal Variables' have parallels with our study.

Eldeleklioglu (1999) investigated the relationship between decision-making strategies and parental attitudes. In the study conducted on 500 participants 'Decision Strategies Questionnaire' and 'Parental Attitude Scale' were used as data collection tools. The results demonstrate that there are positive and significant relations between democratic parental attitudes and logical and independent decision-making strategies. There is significant linear relation between protective-demanding parental attitudes and indecisive and impulsive decision strategies. While the results reveal that there is a negative significant relationship between authoritarian parental attitudes and logical decision strategy, there is a positively significant yet weak relationship with indecisive and impulsive decision strategies.

The results of this study indicate that there is a positive significant relationship between the emotional intelligence levels of gifted students and their levels of decision-making. In particular, as the levels of gifted students' self-esteem in decision-making increase their levels of personal awareness, interpersonal relations and general moods also increase. Another result demonstrates that as the levels of vigilance in decision-making of gifted students increase their levels of interpersonal relations, adaptation to environmental conditions and general moods improve. However, as the vigilance levels of gifted students in decision-making increase their levels of personal awareness decrease. In addition, as the levels of buck-passing of gifted

students increase their levels of personal awareness, adaptation to environmental conditions and general moods improve. Additionally, there is a positive relationship between the levels of procrastination of gifted students and their personal awareness, stress management and general moods. However, there is a negative relationship between higher levels of vigilance of gifted students and their levels of adaptation to environment. A similar finding reveals that there is a positive relationship between the levels of hypervigilance of gifted students and their personal awareness, interpersonal relationships, adaptation to environmental conditions and general mood while as the hypervigilance of gifted students increase their levels of stress management decrease.

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