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RESEARCH ARTICLE

INFLUENCE OF MORAL INTELLIGENCE AND SELF-EFFICACY ON LEADERSHIP SKILLS AMONG SAUDI MIDDLE SCHOOLS' GIFTED STUDENTS

***Sameer A M Abdulrazaq, Aswati Binti Hamzah and Zainudin Mohd Isa**

School of Education Studies, Universiti Sains Malaysia, 11800, Penang, Malaysia

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**Corresponding author:*

ABSTRACT

Objective: To evaluate the influence of moral intelligence and self-efficacy on leadership skills among Saudi Middle Schools' Gifted Students. **Methods:** This was a cross sectional study conducted among Saudi middle schools' gifted students in Makkah, Saudi Arabia. The study explored the moral intelligence, self-efficacy and leadership skills of gifted students using validated and piloted self-administered questionnaires. Simple random sampling technique was used to select 122 out of 733 male gifted students in 89 schools. Data was analysed using SPSS. **Results:** The study included 46, 42, and 34 first, second and third level middle school students respectively. The results indicated that the respondents had moderate score in the self-control (4.225 ± 0.463), tolerance (3.899 ± 0.515), conscience (3.625 ± 0.453), respect (3.666 ± 0.535) and empathy (3.418 ± 0.484) domains whereas fairness (2.665 ± 0.664) and kindness (2.570 ± 0.721) had low mean scores. The students demonstrated moderate levels of self-efficacy and leadership skill. Self-efficacy, self-control, respect and tolerance were significant predictors of leadership skills. There was no significant impact for interactions of moral intelligence dimensions and self-efficacy on leadership skills score. **Conclusion:** Saudi middle schools' gifted students demonstrated moderate level of self-efficacy; leadership skills and moral intelligence. The students were found to possess moderate level of self-control, tolerance, conscience, respect and empathy while the level of fairness and kindness was low. Significant predictors of leadership skills were self-efficacy, self-control, respect and tolerance. Self-efficacy had no moderating effect on leadership skills among Saudi middle schools' gifted students.

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INTRODUCTION

Giftedness is considered as a blessing bestowed upon a few individuals from Allah, the Almighty Creator. These individuals, if recognized and nurtured attain unusual excellence and exhibit superiority in one or more aspect of life. People who are gifted are extremely endowed with talents and eventually become influential scientists, philosophers, inventors, reformers, and innovators that drive human civilization (Al-Surur, 2003). In humans, moral intelligence is a key to central intelligence because it serves as a compass for other forms of intelligence (Ackerman, Beier and Boyle, 2002). Thus, Moral intelligence encompasses identifying problems, setting targets, choosing and taking appropriate actions, and persevering (Lennick and Keil, 2008). Borba (2005) and Pana (2006) posited that moral intelligence influences the manners and actions of gifted students. Good moral intelligence is described as a desirable quality that encompass compassion, conscience, discipline, reverence, benevolence, forbearance and justice (Borba, 2001). Gedney (1999) concluded that intelligence is a predictor of good leadership skills although it cannot be inferred that smart individuals almost always emerge as the best and most efficient leaders.

Intelligence and leadership are qualities that are correlated (Kouzes and Posner, 2003). Leadership skills are traits imbued in gifted individuals (Chan, 2000; Bisland, 2004). Leadership qualities and achievement motivation has consistently been included in the definition of gifted students (Stephens and Karnes, 2000). Leadership skills of gifted students as a research discipline appeals many researchers in this field (Rahimi, 2011; McGregor, 2010; Davis and Rimm, 2004). In Saudi Arabia, the researcher observed that there is an increased focus on the concept of giftedness and gifted students as demonstrated in recent studies. In fact, Saudi Arabian researchers have studied the concepts of giftedness and ways of recognizing gifted students at schools and universities. In addition, educational policies have provided support towards designing special curriculum and programs (Al-Bawardi, 1988). Teachers and parents of gifted students participate in developing moral, psychological, social and spiritual aspects of the student's life. The students are taught learning, leadership skills, achievement motivation and other abilities (Jarwan, 2011). However, Saudi middle schools' gifted students are confronted with several challenges that affect their achievement motivation, hinder their ability to develop leadership skills, and the overall outcome of learning.

Rahimi (2011), McGregor (2010), and Clarken (2009) posited that there is a significant correlation between moral intelligence and leadership skill, and successful leaders are certainly presented with moral choices. Beheshtifar (2011) also concluded that moral intelligence contributes to the development of leadership skills. Najafian (2011) indicated that increase in moral intelligence results in a corresponding increase in achievement motivation among gifted students. Actually, students have impact on creating students' high moral intelligence and desirable achievement motivation. Virtues of moral intelligence are missing in Saudi Arabian gifted educationprogram.

These virtues including; empathy, conscience, self-control, respect, kindness, tolerance and fairness need to be inculcated in the mind of gifted students. There is need also for gifted students to assess and prioritize needs of each dimension of moral intelligence and to practice leadership (Borba, 2001). Therefore, these virtues are important in forming moral intelligence especially when related to leadership skill for gifted students. This is because gifted students need to be taught the ability to regulate their thoughts and actions to be good leaders. They are expected to be successful in giving counsel and making decisions, and promote moral intelligence among Saudi community (Lennick and Kiel, 2008). The dimensions of moral intelligence are important parts of Islamic virtues. Building positive relationship between human in real life is an important values. This lead human being to good behaviour distinguishing what is right from what is wrong and avoid bad things and do the desirable deeds (Nasr, 2002). In addition, it urges individuals to bear responsibility by treating all creatures with honour and dignity. Therefore, this subject should be studied in Islamic context so that possible findings can be applied in the Saudi context (Ibn-Humaid, 2012). To evaluate the influence of moral intelligence dimensions and self-efficacy on leadership skills among Saudi Middle Schools' Gifted Students.

MATERIALS AND METHODS

Research Design: This was a cross sectional study conducted among Saudi middle schools' gifted students in Makkah, Saudi Arabia. The study explored the moral intelligence, self-efficacy and leadership skills of gifted students using self-administered questionnaires.

Research Population: Data from Makkahs' Centre for Male Gifted Students revealed that there were 733 male gifted students in 89 schools in Makkah, Saudi Arabia, and this make the study population (MCMG, 2016). The age range of these students was between 13 and 15 years. The Stoker formula was used to determine the research sample size (122 male gifted students) (Stoker, 1984). Simple random sampling technique was used to select study sample. This involves making a list of all Saudi middle schools' gifted students in Makkah and assigning sequential number to each student. A random number generator (RESEARCH RANDOMIZER) was used to select the sample.

Research instruments: The study instruments were adopted from previous studies.

Moral Intelligence Scale: Moral intelligence was evaluated using the scale developed by Al-Naser (2009) which was validated in Arab countries. Al-Naser employed the seven virtues determined by Borba to build these items on the scale. These qualities are empathy, conscience, self-control, respect, kindness, tolerance, and fairness.

Leadership Skills Scale: Leadership skill was measured using the leadership skill scale developed by Benzahi (2015). This scale measured eight different skills which are communication, planning, time-management, empathy, decision-making, conflict-management, self-confidence, and problem-solving.

Self-Efficacy Scale: Self-efficacy was assessed using the self-efficacy scale developed by Al-Rababeh (2013). It consists of 27 items which measure the student`s self-efficacy within the class, the extent to which tasks are performed, and the extent of the student`s readiness.

To ensure validity of the scales, they were delivered to 11 arbitrators who work as educators in different educational colleges in Arab universities and Arabic language teachers. The agreement of 80% was used as a standard upon which the items can be kept as they are or adjusted. The arbitrators were asked to give their suggestions and feedback regarding the items` formation of language; clarity, linguistic appropriateness, the need of amendment, meaning clarity, and the extent to which an item belongs to the dimension and the scale, any other suitable information or amendment. The validated scales were pre-tested among 30 randomly selected students from al-Yamama middle school in Makkah. This school was situated in the study area and has similar attributes with the schools that participated in the main study. These students were eventually excluded from the survey. Although, the moral intelligence, self-efficacy and Leadership skill scales has been validated and piloted (al-Naser, 2009, Benzahi, 2015 and Al-Rababeh, 2013), the pre-test was conducted because of difference in setting and levels. The Cronbach`s alpha for the moral intelligence, self-efficacy and Leadership skills scales were 0.861, 0.899 and 0.688 respectively.

Data collection: Data was collected using a self administered questionnaire. The questionnaires were distributed to the study participants. A 5-point differential scale (“always,” “often,” “sometimes,” “rarely,” and “Never”) was used to assess items in the moral intelligence, self-efficacy and leadership skills domains. This scale was transform into scores with 5 and 1 point assigned to “always” and “never” respectively. The mean scores were categorized as follows: 1.00 – 2.00 (very low), 2.01 – 3.00 (low), 3.01 – 4.00 (moderate), and 4.01 – 5.00 (high); based on Kabilan (2014).

Data analysis: Data was analysed using SPSS. Categorical data were represented as frequency and percentages while continuous data were described using mean and standard deviation. Normality of the continuous data was tested using graphical methods (histograms, boxplots, Q-Q-plots), numerical methods (skewness and kurtosis indices), and formal normality tests (Shapiro-Wilk test, Kolmogorov-Smirnov). Spearman correlation was employed to find out the correlations or association between variables with ordinal nature. Linear regression analysis was used to predict the significant variables that influenced leadership skills (the dependent variables).

RESULTS

The Three Levels of Middle Schools' Gifted Students: There were three levels of middle schools' gifted students involved in

Table 1. Incidences of students based on levels of middle schools

Levels of middle schools	No.	Percent
First Level	46	37.7
Second Level	42	34.4
Third Level	34	27.9
Total	122	100.0

Table 2. Mean scores for moral intelligence dimensions

Dimensions	Mean	Std. Deviation
Empathy	3.418	0.484
Conscience	3.625	0.453
Self-control	4.225	0.463
Respect	3.666	0.535
Kindness	2.570	0.721
Tolerance	3.899	0.515
Fairness	2.665	0.664

Table 3. Mean scores and standard deviations for items in the *Leadership Skills scale*

No.	Items	Mean	Std. Deviation
1	I listen to all of my classmates` reactions carefully	4.03	.823
2	I write down notes of my teachers	3.26	1.198
3	I find no difficulty expressing myself before my colleagues	3.72	1.221
4	I usually enjoy contacting others	4.53	.805
5	My priority is to find a communicative social environment	3.75	1.168
6	I pre-determine my goals	3.91	1.004
7	I plan for everything I do	3.75	.950
8	I plan well to my education future	4.25	.967
9	I don`t do anything before thinking in it first	3.69	1.076
10	I like activities that have precise plans	3.75	1.257
11	I work hard to improve my plans	4.12	1.025
12	I feel loving me by the others	3.71	1.016
13	I am satisfied about my body look	4.09	1.150
14	I don`t let go for others for no reasons	3.41	1.238
15	I don`t feel hesitated in embarrassing situations	3.16	1.222
16	I don`t feel unable to deal with the others	2.33	1.102
17	I interfere to solve problems between my classmates when they happen	3.62	1.222
18	I use my personal abilities to solve some stuck problems	3.95	.986
19	I can handle encountering daily problems	3.89	.938
20	I don`t find difficulty organizing my thoughts when facing problems	2.93	1.172
21	I collect enough information about the encountered problem	3.80	1.034
22	I think in all different alternatives that may lead to a solution of a problem	3.95	.978
23	I have the ability to choose the right times when making decisions	3.91	.900
24	I usually do the decisions I make	4.05	.801
25	When making any decision, I bear responsibility	4.20	.915
26	I don`t hesitate to make a decision	3.56	1.114
27	I think of the consequences when making decisions	3.87	.962
28	I realize the importance of time when doing any work	4.22	.940
29	I show commitment to studying times	4.31	.834
30	I usually ask my colleagues not to waste time	3.25	1.289
31	I forget about other things during school time	3.49	1.144
32	It is difficult to me to get to the class on time	2.83	1.503
33	I feel comfort when achieving my work on time	4.66	.711
34	I usually start my day with work of high priority	3.95	1.112
35	I share the suffering of my colleagues with them	3.42	1.205
36	I help my colleagues to do their research work	3.43	1.246
37	I get upset hearing bad news about my colleagues	3.82	1.076
38	I get happy for the success of one of my classmates	4.31	.873
39	I enjoy sharing activities with my colleagues	4.03	.995
40	I flatter my colleagues when they deserve	4.05	1.051
41	I seek finding solutions for conflicts that happen between my classmates	3.65	1.149
42	I search for solutions for my classmates` conflicts even if that is on my account	3.34	1.296
43	I try to express my thoughts cooperatively	3.75	1.078
44	I try to decrease the strength of conflicts by neglecting them	3.35	1.272
45	I draw my care to lateral topics instead of facing conflict	3.26	1.218
46	I delay facing conflict for a while until it gets controlled	3.55	1.193
	Overall score of leadership skills	171.88	18.635

present study; first, second and third level middle schools. The highest number of students was observed in first levels (37.7%). This was followed by second level (34.4%) and third level (27.9%) middle school students, as shown in Table 1.

Academic Achievement of Gifted Students: Four levels of academic achievement involved in the current study are B-, B+, A- and A+. The highest academic achievement was A+ which represents 60.7%, followed by A- (27.9%), B+ (9%) and B- (2.5%).

Moral intelligence dimensions: For moral intelligence dimensions, the highest mean was observed with self-control, followed by tolerance, conscience, respect, empathy, fairness and kindness. The results indicated that the respondents had moderate score in the self-control (4.225 ± 0.463), tolerance (3.899 ± 0.515), conscience (3.625 ± 0.453), respect (3.666 ± 0.535) and empathy (3.418 ± 0.484) dimensions, whereas fairness (2.665 ± 0.664) and kindness (2.570 ± 0.721) had low mean scores. Table 2 shows the mean and standard deviation of the study respondents for the items in the moral intelligence scale.

Table 4. Respondents mean scores and standard deviations for the items in the self-efficacy scale

No.	Items	Mean	Std. Deviation
1	I find difficulties preparing my lessons	2.33	1.124
2	I can do the study plans I have already made	4.10	.847
3	I find a solution to every encountering scholastic problem	3.97	.833
4	When I am encountered by a scholastic topic, I deal with it properly	4.13	.833
5	I have the ability of being patient and responsible facing difficult scholastic topics	3.88	1.041
6	I doubt my scholastic abilities	2.06	1.187
7	I cannot pay suitable effort for the scholastic tasks	2.16	1.157
8	I believe levels of tests are beyond my abilities	1.97	1.128
9	I can control myself during tests	4.08	1.017
10	I face difficulty understanding some important topics during a lesson	2.62	1.138
11	I can write down the important notes during a lesson	3.71	1.182
12	I can explain some scholastic concepts to my colleagues	3.93	1.010
13	I discuss the opinions of the teacher if I saw them unconvincing	3.73	1.233
14	I have the ability to succeed in scholastic tasks that I concentrate on	4.47	.763
15	I believe I can understand any scholastic topic very well if I wanted that	4.28	.973
16	I keep studying even if the scholastic subject was difficult	4.39	.755
17	I understand delivered topics in the class nevertheless how difficult they are	4.28	.785
18	I can concentrate for a long period of time of a lesson	4.14	.826
19	I can concentrate for a long period of time of a lesson	4.16	.988
20	I participate in difficult discussions	3.90	1.007
21	I pay attention to the teacher when there are difficult topics in a lesson	4.54	.605
22	I think I am able to get good marks in tests and scholastic tasks	4.60	.676
23	I don`t give up easily when I encounter a scholastic problem	4.26	.916
24	When difficulties encounter me when learning a specific scholastic subject, I try again before asking others for help	4.06	.930
25	I trust my abilities in understanding most of scholastic curricula	4.44	.739
26	I think my performance will be good in curricula in spite of their levels of difficulties and their teachers	4.18	.900
27	I ask the teacher to re-explain concepts and topics that I did not understand properly	4.08	1.025
	Overall score of self-efficacy	102.43	9.58

Table 5. Correlations between moral intelligence dimensions and leadership skills among middle schools' gifted students in Saudi Arabia

Variables	Spearman correlation	Self-efficacy	Leadership skills
Self-efficacy	correlation coefficient	1.000	.554**
	p value	.	<0.001
Leadership skills	correlation coefficient	.554**	1.000
	p value	<0.001	.
Empathy	correlation coefficient	.129	.219*
	p value	.158	.016
Conscience	correlation coefficient	.045	.159
	p value	.619	.081
Self-control	correlation coefficient	.223*	.431**
	p value	.014	<0.001
Respect	correlation coefficient	.212*	.404**
	p value	.019	<0.001
Kindness	correlation coefficient	-.004	.063
	p value	.962	.493
Tolerance	correlation coefficient	.156	.426**
	p value	.087	<0.001
Fairness	correlation coefficient	.003	.084
	p value	.970	.356
Overall score of moral intelligence	correlation coefficient	.202*	.434**
	p value	.026	<0.001

**Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed).

Table 6. predictors of leadership skill among middle schools' gifted students in Saudi Arabia

Variables	B	SE	Beta	T	95% CI		*p* value
					Lower bound	Upper bound	
Levels of middle school	-1.131	1.526	-.049	-.741	-4.153	1.891	.460
Self-efficacy	.821	.130	.422	6.342	.565	1.078	<0.001
Empathy	-.059	.462	-.009	-.127	-.973	.856	.899
Self-control	1.290	.505	.193	2.556	.290	2.290	.012
Respect	1.240	.514	.178	2.412	.222	2.258	.017
Tolerance	1.675	.439	.278	3.818	.806	2.544	<0.001

Linear regression (Enter): regression model (*p* value <0.001), R= 0.725, R square = 0.526 (adjusted R square = 0.501).

Table 7. Self-Efficacy and Self-Control Interaction Impact to Leadership Skills

Variables	B	SE	Beta	T	95% CI		*p* value
					Lower bound	Upper bound	
Self-control	2.310	.480	.345	4.809	1.359	3.261	<0.001
Self-efficacy	.905	.140	.465	6.484	.629	1.181	<0.001
Self-efficacy* Self-control	-.077	.047	-.116	-1.655	-.170	.015	.101

Linear regression (Enter): regression model (*p* value <0.001), R= 0.650, R square = 0.422 (adjusted R square = 0.407).

Table 8. Self-Efficacy and Respect Interaction Impact to Leadership Skills

Variables	B	SE	Beta	t	95% CI		*p* value
					Lower bound	Upper bound	
Respect	2.402	.505	.345	4.755	1.401	3.402	<0.001
Self-efficacy	.916	.143	.471	6.400	.632	1.199	<0.001
Self-efficacy* respect	-.003	.053	-.004	-.055	-.107	.101	.956

Linear regression (Enter): regression model (*p* value <0.001), R= 0.641, R square = 0.411 (adjusted R square = 0.369).

Table 9. Self-Efficacy and Tolerance Interaction Impact to Leadership Skills

Variables	B	SE	Beta	T	95% CI		*p* value
					Lower bound	Upper bound	
Tolerance	2.298	.426	.382	5.400	1.456	3.141	<0.001
Self-efficacy	.935	.133	.481	7.016	.671	1.199	<0.001
Self-efficacy* tolerance	-.049	.041	-.082	-1.177	-.131	.033	.242

Linear regression (Enter): regression model (*p* value <0.001), R= 0.679, R square = 0.461 (adjusted R square = 0.447).

Leadership Skills of Gifted Students: There were 46 items in the leadership skills scale. The highest mean score (4.66 ± 0.711) was observed in item 33 "*I feel comfort when achieving my work on time.*" This was followed by item 4 "*I usually enjoy contacting others*" (4.53 ± 0.805), item 29 ("*I show commitment to studying times*;" 4.31 ± .834), and item 38 ("*I get happy for the success of one of my classmates*;" 4.31 ± 0.873). Item 16 ("*I don`t feel unable to deal with the others*") had the lowest mean score (2.33 ± 1.102). Table 3 summarizes the mean and standard deviation for the items on the leadership skills scale.

Self-Efficacy Levels for Gifted Students: There were 27 items on the self-efficacy scale. The results indicated that item 22 which says "*I think I am able to get good marks in tests and scholastic tasks*" had the highest mean score (4.60 ± 0.676). This was followed by Item 21 ("*I pay attention to the teacher when there are difficult topics in a lesson*") with a mean score (4.54 ± 0.605), and item 14 "*I have the ability to succeed in scholastic tasks that I concentrate on*" (4.47 ± 0.763). The lowest mean scores were observed in item 8 which says "*I believe levels of tests are beyond my abilities*" (1.97 ± 1.128) and item 6 "*I doubt my scholastic abilities*" (2.06 ± 1.187). Table 4 shows the mean scores and standard deviations for the items in the self-efficacy scale.

Relationships between moral intelligence dimensions, self-efficacy and leadership skills: For leadership skills, there was significant positive moderate correlation with self-efficacy, self-control, respect, tolerance and overall score of moral intelligence, while weak positive correlation found with empathy. There was no significant association between leadership skills, and kindness, and fairness dimensions. For self-efficacy, significant positive moderate correlation was found with leadership skills, while weak positive correlation with self-control, respect and overall score of moral intelligence as shown on Table 5.

Predictors of Leadership Skills: There were four variables that significantly predict higher total score of leadership skills. These include: self-efficacy, self-control, respect and tolerance. Ranking the strength of predictors revealed that tolerance had the highest impact to leadership skills, followed by self-control, respect and self-efficacy. Table 6 shows the predictors of leadership skill among middle schools' gifted students in Saudi Arabia. To determine the moderators or the impact of predictors' interaction on the total score of leadership skills, self-efficacy was considered as main moderator of leadership skills predictors, because of the significant impact reported with correlation and currently with multiple linear regression analysis. Although, self-control and self-efficacy were independent significant predictors of total scores in the leadership skills scale, there was no significant impact for their interactions on the total score of leadership skills, as shown in Table 7. There was significant impact for respect and self-efficacy on the total score of leadership skills. However, no significant impact was found for interactions of respect and self-efficacy on the total score of leadership skills, as shown in Table 8. No impact for the interactions of self-efficacy and respect on the total score of leadership skills. There was relationship found for self-efficacy and respect with leadership skills. In other word if the effect of these variables increases then the level of leadership skills increase too. In conclusion no impact was found for moderator (self-efficacy) with the respect on the leadership skills score. Tolerance and self-efficacy demonstrated significant impact on the total score for leadership skills. However no significant impact found for the interactions of tolerance and self-efficacy on the total score of leadership skills (see Table 9). There is no impact found for the interactions of self-efficacy and tolerance on the total score of leadership skills. However, there was still relationship skills reported for each of tolerance and self-efficacy on the overall score of leadership skills relationship.

DISCUSSION

Theoretically, moral intelligence directs gifted students to other forms of intelligence to do something worthwhile. Without moral intelligence, gifted students would be able to do things and experience events, but they would lack meaning. They wouldn't know why they do what they do or even what difference the existence of gifted students makes in the great cosmic scheme of things as mentioned by Ackerman *et al.* (2002). This study evaluated 7 dimensions of moral intelligence among gifted students in Makkah and found that self-control had the highest mean score. This study also found that middle school gifted students in Makkah had moderate mean score in some moral intelligence dimensions. The findings of this study are in line with a study conducted by Bahmannia *et al.* (2014).In addition, their study revealed that gifted girls had significantly higher moral intelligence than boys and the views of pupils, teachers, and parents regarding the assessment of moral intelligence varied significantly. The findings of this study are consistent with Ibrahim and Hassan (2011) which posited that fifth secondary class students had a moderate level of moral intelligence dimensions. The present study is in consonant with Al-Shammari (2007) in which participants were described to have medium level of moral intelligence; and there is no variation based on gender or specialization. The results demonstrated that gifted students had moderate level of leadership skills. This signifies that gifted students possess the capacity to utilize their understanding and aptitude to achieve a set of goals or objective. Gifted students in this study generally showed moderate level of leadership skills which means that they are sensitive and receptive to change by having sensitivity to problems, problem-solving, and approaches for decision-making that permit adjustment. According to Bolkan and Goodboy (2009) and Leskiw and Singh (2007), a good leader should be open to learning new skills especially from the followers. Good leaders should always be on the watch for opportunities to enhance current skills through knowledge, observation, taking advice and formal training where necessary.

This study also found that self-efficacy, self-control, respect and tolerance were significant predictors of leadership skills. In addition, tolerance showed the highest impact on leadership skills, followed by self-control, respect and self-efficacy. Furthermore, there was no significant impact for the interaction between self-efficacy with self-control, respect and tolerance. Therefore, self-efficacy has no moderating influence on leadership skills among Saudi middle schools' gifted students. The result of the current research is similar to Heslin and Klehe (2006). They discovered a strong association between self-efficacy, motivation and people's achievement in all endeavours. Heslin and Klehe (2006) noted that the individuals with low self-efficacy may become demoralized and this could lead to poor job performance, despondency and ineptitude. Thus, self-efficacy is a set of values that decide how people sense, imagine, inspire themselves and act Bandura (2006) stated that good sense of self-efficacy advances human achievement and individual well-being in numerous ways. The findings of this study are in concurrence with Mottaghi et al., (2014) which posited that there is a significant correlation between democratic leadership styles and moral intelligence and this relationship could lay a solid foundation for effective organizational success. Mirkamali *et al.* (2014) found that university staff had above average moral intelligence and team leadership skills. Correlation analysis also revealed that moral intelligence and team leadership are positively correlated. The findings highlighted importance of self-giving to others as a component of moral intelligence with the strongest correlation with team leadership. Theoretically, the study laid solid association between situational theory and the four predictors of leadership skills: self-efficacy, self-control, respect and tolerance. Logic application, moral intelligence and critical analysis skills are part of traits that describe gifted people in the situational theory (Chan, 2003; Abel and Karnes, 1993). In line with this theory gifted students are able to apply logic, moral intelligence and a thorough assessment of a situation, before taking any action. This theory also best describes the flexibility of leaders and their personalities in various opportunities.

The results of this study showed that based on the influence of the overall of moral intelligence and self-efficacy on leadership skills, it has been revealed that Self-efficacy and total score of moral intelligence were the only significant predictors of leadership skills, however higher strength of relationship was observed with self-efficacy than moral intelligence; so there is no influence moral intelligence on leadership skills among Saudi middle schools' gifted students; also there is no significant impact for the interaction of self-efficacy (as moderator) with overall score of moral intelligence on the score of leadership skills. However, still there is significant effect of self-efficacy and moral intelligence when they are considered as separate independent variables; so the self-efficacy has no moderating influence on leadership skills among Saudi middle schools' gifted students. Beheshtifar, Esmaeli and Moghadam (2011) demonstrated that other forms of intelligence are directed by moral intelligence. They posited that there is a relationship between effective leadership and moral intelligence. Developing moral intelligence is a continuous initiative, and it will always at the centre of what organizations do. The findings of this study are similar to past studies (Beheshtifar *et al.,* 2011; Rahimi, 2011) that discovered that certain instinctual principle of morality are found in humans at birth and this is further advanced during maturation. Good and bad judgements of action are based on instincts, using a program of unconsciously operative and inaccessible moral knowledge. Rahimi, (2011) discovered that organizational effectiveness and efficiency are influenced by moral intelligence. These are 2 significant factors that determine the survival of organizations in chaotic market. The findings of this study were supported by Landine and Stewart (1998) who conducted a study using self-efficacy and achievement motivation. The authors revealed that there is a strong positive relationship between perceived self-efficacy and academic attainment.

The theoretical implication of this study is manifested in self-efficacy theory which originated from Social Cognitive theory by Alberta Bendura. It has been revealed in this study that Self-efficacy and total score of moral intelligence were the only significant predictors of leadership skills and there was no significant impact for the interaction of self-efficacy (as moderator) with overall score of moral intelligence on leadership skills. According Bandura's Social Cognitive Model, there are 3 features that affect self-efficacy: Behaviours, Environment, and personal/cognitive factors. These are interconnected, but the cognitive factors are important (Bandura, 1994). Self-efficacy as moderating variable in this study, it is focused on individual's perception of competence to reach goals in given contexts; it therefore concerns gifted student's view of competence to put in order and complete a course of action required to carry out a specific type of task (Bandura, 2006).

Conclusion

Saudi middle schools' gifted students demonstrated moderate level of self-efficacy; leadership skills and moral intelligence. The students were found to possess moderate level of self-control, tolerance, conscience, respect and empathy while the level of fairness and kindness were low. Significant predictors of leadership skills were self-efficacy, self-control, respect and tolerance. Self-efficacy had no moderating influence on leadership skills among Saudi middle schools' gifted students.

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