

Problems Facing Gifted and Talented Students from the Teachers' Perspective in Basic Schools in Addamer City- Sudan

DOI:10.20428/IJTD.8.1.9

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Abstract:

The aim of this study was to identify the problems that gifted and talented Students face from the viewpoint of teachers in Basic Schools in Addamer City in Sudan. It also aimed to identify the effect of some variables (gender and years of experience). To achieve this goal, the researchers prepared and developed a questionnaire as a data collection tool, which consisted of (41) items, covering four major themes. The sample of this study was random stratum which consisted of (194) teachers, representing (20%) of the population (775 teachers). The results of the study showed that the teachers' assessment degree of the problems and difficulties faced by the gifted and talented students, their parents and teachers was high, whereby the total average of the items was (75.22 %) which is considered a very high level according to statistical analysis. In addition, no statistical significant differences that could be attributed to (gender and experience years) were found; yet, significant differences at ($\alpha= 05. 0$) were reported in the problems related to the teaching process in favor of the male participants.

Keywords: the Gifted, the Talented, Addamer Town

المشكلات التي يواجهها الطلبة الموهوبين والمتفوقين من وجهة نظر المعلمين في المدارس الأساسية في مدينة الدامر في السودان

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المُلخَص:

هدفت هذه الدراسة إلى التعرف على المشكلات التي يواجهها الطلبة الموهوبين والمتفوقين من وجهة نظر المعلمين بمدارس مرحلة الأساس مدينة الدامر - السودان، إضافة إلى تأثير بعض المتغيرات، (النوع الاجتماعي، سنوات الخبرة). ولتحقيق ذلك قام الباحثان بإعداد استبانة كأداة للدراسة وتطويرها، اشتملت على (41) فقرة، وزعت على أربعة مجالات رئيسية. بلغت عينة الدراسة (194)، معلما ومعلمة، للعام الدراسي 2015 - 2016، وهي تمثل نسبة (20%) من مجتمع الدراسة البالغ (775) معلما ومعلمة تم اختيارها عن طريق العينة العشوائية الطبقية. وقد أشارت النتائج إلى أن درجة تقييم المعلمين للمشكلات التي يواجهها الطلبة المتفوقين والموهوبين وأولياء أمورهم ومعلميهم والصعوبات التي يواجهونها عالية، إذا بلغ المعدل الكلي للفقرات (70.17%)، وهي في مستوى عال جدا حسب المعالجات الإحصائية، ولم تظهر نتائج الدراسة فروقا تعزى لمتغير (النوع الاجتماعي وسنوات الخبرة)، إلا أنها أظهرت فروقا عند مستوى الدلالة (a 0.05 =) في مجال المشكلات المتعلقة بالعملية التعليمية ولصالح الذكور.

الكلمات المفتاحية : الموهوبون، المتفوقون ومحلية الدامر.

Introduction:

Early childhood is one of the important developmental stages in human life and society. Children are the wealth of the present and future, and the nation depends on them, so as to be well prepared to take their roles and duties towards the Creator and society. Therefore, childhood is an essential stage to establish the individual's independent personality. If children are given the opportunity to develop their abilities and skills, and to satisfy their psychological needs, the psychological, sociological, cognitive, psychometric, perceptual and linguistic experiences will have a positive effect on constructing the children's personality and their normal development in all aspects, including personal, intellectual, health, physical, emotional, psychological and linguistic aspects (Hawamda and Ashoor ,2013).

Throughout human history span, gifted persons presented distinguished and authentic contributions in various fields, because of the continuous needs of the societies to scientists, innovators, artists, authors and commanders., These needs were hypothesized for all types of people to participate in order to give a chance for endowed children to achieve whatever they are able to do according to their own capability. Therefore gifted students should receive much concern and attention because they represent a national wealth; and if they are ignored, and their thinking is misunderstood and their traits are underestimated they may suffer frustration and depression (Abdelrahman, 2014).

Neihart (1999 ,P, 122- 149) sees that the effect of gifted and excellent students positively or negatively depends on three factors: "the degree of excellence, talent and the appropriateness of the educational services presented to them and the psychological, social and personal properties of those students.

Webb (1984, P,24 -28) claimed that gifted and excellent students suffer from internal problems in that 'there is no balance between mental and body development, and also there is no balance between mental and emotional development and high sensitivity and multiplicity of interests and they tend to shape the rules and regulation since an early age'. They may also suffer from external problems such as their relationships with peers, colleagues, parents, relatives and teachers (Abdelrahman, 2014).

The world today has become a small village, so all countries have begun to train their children to develop the society so as to cope with the quick development and to deal with local, regional or international challenges.

Teaching and learning techniques appeared to be at the exposure of the innovative minds that are able to deal with creativeness to solve the social problems. Therefore, the talented, innovators and creative individuals constitute an asset which is ignored particularly in Arab societies. Well-educated people or experts may play great roles in achieving outstanding or good performance in a perfect way in all walks of life. So the gifted and talented students contribute positively to developing societies and securing safe future, (Aiasra and Ismail, 2012).

Based on the above, gifted and talented students face many problems either related to their families or schools; that means the problems they face differ according to their environment. Some problems are internal, while others are external; the internal ones concern only the talented students themselves, but the external ones result from school culture, family, peers or expectations of others around them, (Alajiz and Murtaja, 2012).

To give much concern for gifted and talented students is an essential issue in developing societies; therefore, it is important for the societies to take care about their talented students. This is one of the government's responsibilities. The nations that cannot (discover) determine the innovation abilities for their children and do not encourage them (to do so), they can't be classified as civilized nations. As a result of the development in the field of science, technology and globalization it is possible to consider this group of students and take care of them since their childhood (Suliman, 2016)

Researchers have showed that about 2 – 5% of the people represent the gifted and talented who are scientists, creators and innovators on whom nations depend for advancing their civilizations. Those talented students represent the wealth of the society on whom it depends in the process of its progress, (Gamaer, 2016).

According to the studies done in the field of gifted and talented students most of them denote that these groups of students face problems; this requires introducing instructional materials to help them overcome these problems. One of these is Amier and Lassie's (1998) study which aimed at exploring the opinions of a sample of (42) teachers about gifted students, their problems and the suitable methods for teaching them. The study revealed that the effective teaching methods depend on individual participation, school competitions, optional subjects and assessment according to ability and variations and establishing especial classrooms for them. The study also revealed some problems that face those students such as asking questions, discussing with teachers and criticizing others. The study emphasized the effective methods of teaching that depend on individual participation and school competitions.

Hawamda and Benat's (2012) study aimed at identifying the problems of gifted and talented students in the pioneer centers compared to ordinary schools. The sample consisted of (162) students, (81) from the pioneer centers and (81) from the ordinary schools. The results showed that there are statistical significant differences in family, school, social and emotional problems among ordinary schools and talented pioneer centers in favor of the ordinary schools. But there were no differences in taking decision about the problems.

Abdelrahaman's (2014) study aimed at investigating the problems that face teachers in pioneer centers of talented students. The sample consisted of (73) teachers, teaching at Ereid Province in Jordon. The researcher designed a questionnaire of (32) items about planning and organizing programs. The results showed that teachers' estimation about the problems was at a medium degree, and no statistical differences in gender, specialization, qualification and teachers experience were found.

Suliman (2016) did another study which aimed to explore the differences in misconceptions about the gifted students and the teachers of the general education in Egypt and KSA; to discover the effect of " gender, years of experience; and to obtain training periods in the field of teaching gifted students. The sample consisted of (211) male and female teachers. The results showed that the misconceptions about the gifted students were so great in favor of teachers. Also, there were statistical differences between Saudi and Egyptian teachers' degrees. There were no significant statistical differences between the means of Saudi and Egyptian teachers' degrees in the (beliefs about intelligence levels, gifted consideration and beliefs about gifted properties and the total degree).

Al-Ahemadi's (2006) study aimed at investigating the problems and guided needs of gifted and talented students. The researcher used the descriptive method through which he was able to identify some problems regarding practice activities and hobbies, teaching methods, which were traditional, and teachers' inability.

In their study Balhmer and Bakheet (2013) aimed to identify the degree of learning difficulties in relation to gifted female students who have learning difficulties. The sample was (137) female teachers. The main results of this study were lack of knowledge of the concepts, definitions and terms, and gifted students who have learning difficulties. The differences were in favor of learning difficulties of female students. There were no significant statistical differences in the degree of the overall questionnaire and its four themes. The difference was in the number of years of experience, academic qualification, or the number of training periods.

Researchers have gone through different studies concerning this issue and found that most of the studies concluded that the fact that these gifted and talented students face especial and general problems and this led to present guided services to help them overcome these problems.

According to the results of the previous studies, it is obviously seen that the significance of gifted and talented students received much concern by researchers and most of these studies agreed that there is no evaluation of the problems of years of experience and gender variables. The previous studies are in line with this study in that most of the studies deal with the same group, but the present study differs in that it considers a new sample and new environment.

Statement of the Problem:

The teacher is the backbone of the educational process where he does a great effort in imparting knowledge to his students and provides them with experiences in and outside classrooms. He is also the top guide who helps the students to follow the correct instructions. Therefore, it is possible to say 'the teacher is the only one who knows the talented students' problems and all the problems that are related to the teaching processes. So, the researchers would like to investigate the problems that create obstacles for the gifted and talented students.

The problem can be formulated in the following questions:

1. What are the main problems that gifted and talented students face from the viewpoint of teachers in basic schools in Addamer city - Sudan?
2. Are there significant differences in the level of problems that gifted and talented students face from the viewpoint of teachers in basic schools in Addamer city - Sudan due to the variables of gender and years of experience variables?

Types of Problems that face Gifted Students

[A] Problems can be attributed to the environment in which gifted or talented students feel deep depression because of the curriculum, as they see study requirements simple and easy. This makes them different from their classmates because they are able to find the solutions before their teacher. The curriculum is ordinary and concentrates mainly on memorization which does not satisfy gifted and talented students who have critical and innovative thinking. Teacher's lack of knowledge also is one of the problems that face them and this process may cause critical position and leads to teachers' anger because students tend to ask unexpected questions. Moreover, the gifted and talented students also cause problems to the schools' administrations

as a result of hating the daily routine.

- [B] Laziness, the feeling of the ability to memorize, learn and remember quickly leads to laziness.
- [C] Peers and companion pressure towards gifted and talented students lead them to pretend as stupid ones in order to avoid problems.
- [D] Using unsatisfactory strategies to identify talented students. Sometimes they use some means such as teachers' assessment, intelligence means, academic achievement tests; all of these are not satisfactory means to discover gifted and talented students (Hawamda and Ratib, 2013).

Webb (1993) sees that, there are many problems related to those students:

- a. They do not know what is meant by talent as a term.
- b. They feel that they are not accepted by other students.
- c. The high anticipation from teachers , parents and peers.
- d. They have hesitated feeling towards the choice between university studies or job.
- e. Feeling anxious towards the world and society problems and their inability to influence them.
- f. They develop a system of values since an early age, and judge their behavior and others' behavior according to their value system.
- g. Their exaggeration of self-criticism and criticizing others in the position that doesn't match their expectations.

The teacher is the only one who executes the education process, and he is the basis for successful learning. He is also the cornerstone of the educational process, but most of educational institutes ignore the teacher as a human being who also has his own problems, (Masoudi, 2002).

- [A] Problems attributed to school administrations such as a large number of lessons, crowded classes, unplanned timetables and headmaster's interference.
- [B] Problems attributed to the educational system administration such as teaching supervision, harshness towards the teacher who has no chance to contribute to curriculums development.
- [C] Problems attributed to students such as hooliganism, coming late and absenteeism.

Significance of the study

[A] Theoretical significance

1. It discusses an important issue about the Sudanese environment and the problems that face the gifted and talented students from the viewpoint of teachers in basic schools in Addamer city - Sudan.
2. This study is an additional step to the previous ones to solve the problems that face gifted and talented students.

[B] Practical significance

1. Detecting the degree of problems that face gifted and talented students from the viewpoint of teachers in basic schools in Addamer city - Sudan.
2. Recognizing the differences in the sample responses in the degree of the problems that face gifted and talented students from the viewpoint of teachers in basic schools in Addamer city – Sudan. That should be attributed to ‘gender and years of experience’.

Terms

1. Gifted and talented students: These are students who show strong evidence in their perfect performance in ‘mental, innovative, psychological and particularly in the academic fields, and this confirms obviously that they are in need for special educational programs or projects and activities to satisfy their needs. But such programs are not available in the ordinary schools, (Jerwan, 2002). The study sample represents gifted and talented students at Addamer city where there are no special centers, but talented students are well known to their teachers.
2. Problems: These are the state that the individual can feel and acquaint with them, but he finds difficulty so as to solve or release himself from them, (Hawamda, 2012). In the current study, problems mean the degree of subjects’ response to the research tool used.
3. Addamer City: The Capital of Nile River State – Sudan, located in the Northern part of Sudan 300 Km from Khartoum, surrounded by River Nile and Atbra River, where there are (36) basic schools scattered in the state.

Limitations of the Study

This study has been conducted to serve the gifted and talented students at the basic school level, Nile River State – Sudan in the academic year 2015 – 2016.

Methodology and Procedures

This section of the study is devoted to deal with methods and procedures followed by the researchers to determine the population of the study and its sample. Besides, it explains the practical steps and procedures done while constructing the tools of data collection and their description. Moreover, it presents the statistical tests used in the study.

1. Methodology of the study:

Researchers applied the analytical descriptive method that is appropriate to the current study.

2. Population of the Study

The population of this study composed of male and female teachers at Basic schools in Addamer town – Nile River State – Sudan in the academic year 2015 – 2016. Their total number is (775) teachers, (114) are males and (661) are female teachers.

3. Sample of the Study

[A] Exploration Sample: This sample which consisted of (40) teachers was mainly meant to confirm the properties of the tool such as validity and reliability

[B] Actual Sample: The researchers selected a sample of (194) teachers, (90) of them were males and (104) were females. This sample was 25% of the total number of the population (775). (194) questionnaire forms were distributed among Basic schools teachers and were collected. The collected data was statistically analyzed. , The statistical processes showed the validity of questionnaire. The following table displays the distribution of the study sample by the study variables.

Table No (1) Distribution of the study sample by the study variables.

gender variable			Years of experience variable		
Gender	.Freq	Percentage	Experience	.Freq	Percentage
Male	90	15%	5 years	41	21.1%
Female	104	85 %	+ 5 years	65	33.5%
Total	194	100%	+ 10 years	88	45.4%
			total	194	100.0%

4. Sources of data collection

Secondary sources: The data was collected from previous studies, forums, books and internet.

Primary sources: The researchers prepared the tool to examine the problems of gifted and talented students, their parents and teachers.

5. Tools of data Collection

It has been prepared after reviewing the previous studies. The first preparation of the questionnaire for this study consists of (50) items, it has been showed to experts, then it has been reduced to (41) items including four dimensions 1 – 11 discuss the educational problems, 12 – 21 discuss the parents problems, 22 – 31 discuss the gifted and excellent students problems and the items 32 - 41 discuss the problems related to the teachers. The questionnaire presented with five options (strongly agree, agree, neutral, strongly disagree and disagree)

Questionnaire Validity and reliability

1. Validity: two points are used.

[A] Face Validity

The questionnaire was showed to (7) experts in the field of education and psychology teaching at Sudanese universities for validation. After they agreed with questionnaire by 80% percent, the items were reduced to (41) items in the final version.

[B] Construct Validity

It is calculated according to the connection among questionnaire's items and the total degree with the correlation coefficient of Person in the following table.

Table No (2) Correlation coefficient for questionnaire's items and the tool's total degree

Educational problems		Parents' problems		Excellent student's problems		Teacher's problems	
Item	Connection	Item	Connection	Item	Connection	item	Connection
1	**496.	12	**635.	22	**605.	32	**706.
2	**429.	13	**639.	23	**686.	33	**613.
3	**453.	14	**655.	24	**729.	34	**660.
4	**551.	15	**685.	25	**762.	35	**604.
5	**603.	16	**531.	26	**686.	36	**627.
6	**641.	17	**549.	27	**752.	37	**548.
7	**587.	18	**585.	28	**695.	38	**530.
8	**558.	19	**595.	29	**712.	39	**639.

9	**575.	20	**681.	30	**765.	40	**530.
10	**582.	21	**708.	31	**576.	41	**505.
11	**578.						

**Significance at ($\alpha = 0.01$) level

According to the above table, all items are statistically significant at the ($\alpha = 0.01$) level, so the researchers decided not to delete any item from the final version of the questionnaire.

The following table shows the correlation matrix between sub measures and the total degree of the questionnaire.

Table No (3) Correlation matrix between sub measures and the total degree

	Tool	Educational problems	Parents problems	Students' problems	Teacher's problems
Tool	1	**655.	**900.	**802.	**650.
Educational problems	**655.	1	**601.	177.	105.
Parents' problems	**900.	**601.	1	**807.	*340.
Students' problems	**802.	177.	**807.	1	**502.
Teacher's problems	**650.	105.	*340.	**502.	1

** Significance at (0.05 – 0.05) level

It is noticed that in the table No (3) correlation coefficient and the problems related to the educational process reached (655**) at (0.01) level, and parents' problems (.900**) at (0.01) level and talented students (.802**) at (0.01) level, so this is a strong pointer for the study tool validity.

2- Reliability: To confirm the questionnaire reliability researchers used two pointers.

- a. Internal consistency method: Cronbach reliability coefficient reached the total degree (0.721**)
- b. Half division: The correlation coefficient between the dual and individual items was (0.971**) at (0.01) significant level; it was processed by (Spearman and Brown) equivalent and reached (0.985), the following table shows this issue.

Table No (4) Sub-division reliability with Cronbach half division

problems Validity	Educational Problem	Parents' problems	Students' problems	Teachers' problems	Too in general
Half division	0**964.	0**940.	0**932.	0**976.	0**971.
Spearman	9820.	9690.	9650.	9880.	9850.
Cronbach	7740.	4980.	5770.	7210.	0.721

With reference to table No (4,) all reliability correlations coefficient were at the total degree above than (0.721). This indicates that the questionnaire has a great reliability. Accordingly, the questionnaire validity and reliability were in line with its usage in the study.

5. Statistical means

The study used the following means to achieve the main objectives:

1. Pearson correlation coefficient
2. Cronbach – Alpha formula.
3. (T-tailed test) was used for two independent groups.
4. Mediums, Standard deviations and percentages.

Results of study and Discussion

The result of the first question:

The first question states: "what are the main problems that gifted and talented students face, from the viewpoint of teachers at basic schools in Addamer city - Sudan ?.

The mean, standard deviation and percentages between the tool and total degree of each dimension have been calculated in table No (5).

The mean, standard deviation and percentages were used to identify the degree of problems that gifted and talented students face, from the viewpoint of teachers at basic schools in Addamer city - Sudan?.

Table No (5) Mean, standard deviation and percentages

Order	Problems	Means	St. Deviation	Percentage	Assessment
3	Education	41.66	12.83	75.75%	High
4	Parents	34.88	12.108	69.76%	Medium
1	Excellent students	39.31	10.27	78.62%	High
2	Teachers	38.38	11.035	76.76%	High
Mean tool total		38.56	46.24	75.22%	High

In table No (5) the medium reached (38.56) degree, the standard deviation (46.24) degree and the medium (75.22%) percent high degree. This can be attributed to teachers' feeling about the problems that face excellent students at the basic school because they receive incomplete attention from the concerned authorities Besides, the absence of specialized centers in Addamer town made the students feel bored The teachers' problems come in the second order (76.76%), which represents high degree and logical result,

because the teacher forgets his angst and gives much concern to students' problems. The teaching problem comes in the third order with (75.75%) degree, which represents high degree. Therefore, the teaching process suffers enough from various problems at Addamer town such as lack of school books, crowded classes that negatively affect education system. Finally, the parents' problems come at the end with a medium degree of (69.76%).

The researchers noted that most parents suffer enough from the educational problems. For example, sometimes they tend to buy school books for their children; sometimes they contribute to establishing buildings and some of them boycott school meetings because they have no money to fund the school. With reference to the previous studies, the current study agrees with Al-Ahmedi's (2006) study, but it does not match the results of Abdelrahman's (2014) study.

The result of the second question

The researchers calculated the means, standard deviations, squires' medium, (T – value) and (F – value), to know the significant differences between male and female teachers in the degree of their assessment of excellent students problems.

Table No (6) Significant differences between male and female teachers:

Gender Problems	Males		Females		T – value	Significant level
	Mean	St D	Medium	deviation		
Educational process	45.43	9.98	38.40	14.11	4.04	**0.00
Parents' problems	35.62	11.96	34.24	12.26	0.79	0.27
Excellent students	37.57	10.72	40.83	9.67	-2.23	0.12
Teacher's problems	41.50	11.03	35.67	10.35	3.79	0.78
Tool	160.12	26.14	149.14	24.16	3.02	0.37

In table No (6) above, there are no significant statistical differences at (0.05) level in the problems that face the gifted and talented students, their parents and teachers at the basic school level at Addamer town in favor of gender variable in all dimensions, and the total degree for the tool in general except some problems that were attributed to the teaching process. The medium of male teachers reached (45.43%) degree, whereas female teachers' medium (14.11%) degree at (0.00). This result indicates the existence of differences among them. The medium of male teachers is more than female teachers. So, the result was in favor of male teachers. These results indicate that male teachers are more aware of educational problems than female teachers. This result is considered a normal one in the Sudanese

environment which doesn't differ from Arab environment where males are always responsible of greater duties than females. This result is in agreement with Alajiz and Murtaja's (2012) and Hawamda and Benat's (2012) study, but it does not agree with Balhmer and Bakheet's (2013) study.

b. Years of experience variable

Because of the existence of three variables "less than 5 years, above 5 years, 10 years and above" the researchers used (One Way Anova) to identify the effect of years of experience on assessing these problems. The results are shown in the following table.

Table No (7) (One Way Anova) to identify the effect of years of experience:

Problems	Variations	Sq. total	.Df	Sq. medium	T - value	Significant	Assessment
Educational problems	In groups	465.04	2	232.52	1.42	0.24	Non sig.
	Among groups	31294.18	191	163.84			
	Total	31759.22	193				
Parents' problems	In groups	558.40	2	279.20	1.92	0.15	Non sig.
	Among groups	27737.87	191	145.22			
	Total	28296.27	193				
Students' problems	In groups	201.55	2	100.77	0.95	0.39	Non sig.
	Among groups	20172.27	191	105.61			
	Total	20373.82	193				
Teachers' problem	In groups	240.644	2	120.32	0.99	0.37	Non sig.
	Among groups	23260.89	191	121.79			
	Total	23501.53	193				
The tool	In groups	1145.26	2	572.63	0.87	0.42	Non sig.
	Among groups	125559.84	191	657.38			
	Total	126705.10	193				

With reference to the table (7) above, there are significant statistical differences at (0.05) level estimating problems' degree that face gifted and talented students from the viewpoint of teachers at the basic schools in Addamer town. This can be attributed to the years of experience variable, and its related to the similarities in the male and female teachers' circumstances. This result agreed with Alajiz and Murtaja's (2012) study, but it is not in agreement with Balhmer and Bakheet's (2013) study.

Recommendations

Introduction

Good curriculum and instruction for gifted students being with good curriculum and instruction. It's difficult, if not impossible to develop talent student with insipid curriculum and instruction. Gifted students need learning experiences that are rich. They need learning experiences that organized by key concepts and principles of discipline rather than by facts. They need content relevant to their lives, activities that cause them to process important ideas at a high level, and products that cause, then to achieve good results. These needs are shared by all learners, not just those who are gifted ones. (Tomlinson, 1997)

1. The government, represented by the Ministry of Education, should solve teachers' problems in order to attain safe educational process.
2. Pioneer Centers should be established for gifted and talented students in Nile River State.
3. Ministry of Education should appoint specialized people in the field of talents and excellence.
4. Strong relationships between schools' administrations and parents should be established.

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