



Assessing the quality of services offered to gifted students in Al Ain schools from the perspective of teachers and students

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Abstract. The development of gifted students' abilities depends on the quality of services provided by the school. Therefore, special attention should be paid to this issue in the curricula and the work of teachers. This study seeks to identify the level of services offered to gifted students in grades 4-10 in Al Ain schools from the perspective of both teachers and students. The sample of the study consisted of (804) students, divided into two groups by grade level. The second part of the study sample consisted of (310) teachers from different disciplines. The results showed that there was a low level of awareness of what constituted gifted programs and curricula. In regard to teachers, the results showed that the level of services offered was complicated by difficulty in appropriately identifying assistance and needed training. To make situation different it's possible to organize training courses for teachers in the field of detection and evaluation of gifted students; introduce enrichment programs for gifted students; encourage involvement of gifted students in local and international academic programs and in general pay more attention to the gifted children.

Keywords: Students; gifted; gifted services; reveals ability; development; quality of education, identification

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INTRODUCTION

It is believed that children are our future, since it is they who will create society when they grow up. Undoubtedly, all children will contribute to the development of society in the future. However, gifted children are of particular interest in this aspect. The more developed countries realized that the gifted and their success are the cornerstones of their developmental repertoire, and therefore, devoted extensive efforts to enhance their gifts by revealing their talents, organizing educational programs that are consistent with their abilities and capable of developing them (Demirhan, Elmali, & Beşoluk, 2018; Barnett, 2019; Nasser, 2019; Worrell, Subotnik, Olszewski-Kubilius, & Dixon, 2019;). Scientists also studied students' characteristics, needs, and problems as well as ways of meeting them (AlGhawi, 2017). The Arab World happens to be one of the first among these countries to direct and focus their attention to varieties of programs that could provide more clarity for the talented and created students in (Sorour & Al-Awaidi, 2013).

Gifted education is one of the major educational priorities in the United Arab Emirates (UAE) (Albaili, 2003). The interest in educating gifted people is relatively new in the UAE, and there is a need for a plan to organize programs that assist in maximizing student abilities for not only their good but also the good of society. The National Plan for Gifted Education (NPGE) in the UAE is "an ideal framework to guide the planning and implementation of programs for the gifted in the country over the next five years. The NPGE is based on the latest practices in the field of gifted education. It organizes all practices that guide efforts to enhance and nurture talented people" (Hamdan Foundation, 2018).

The investment in the gifted and distinguished is a feature of progressive nations in their

development strategies. It has become an inevitable reality imposed by scientific and technological progress in order to cope with rapid change, achieve progress and prosperity, bring adjustment and balance and to preserve and defend society's security and safety. It is therefore, imperative to have those in society who can in their work hold their own with others around the world in developing and using new inventions and discoveries in various fields and aspects of life.

There is no doubt that the idea of nurturing and embracing gifted people stems from the fact that these individuals are the social and intellectual beings needed to administer the world around them for the common good (Stepanova & Zeer, 2019; Zavodchikov & Manyakova, 2018). They are an invaluable material wealth. Therefore, we must bear in mind that what is spent on them is not just a wasteful luxury or just an educational practice. They need special educational programs that meet their unique needs in order to promote the flourishing of society (Al-Masri, 2017). They need special educational programs that meet their unique needs to be challenged beyond ordinary or normal expectations. In this sense, the importance of the current study is to identify what can draw attention and deeper understanding for educators, teachers, mentors and parents for the special services that can be offered to gifted students in ordinary schools of interest.

The Role of the School and Teacher in the Development of the Gifted

The school of the future is a modern, self-contained educational unit based primarily on current and various technology and effective communication (Belyakova & Zakharova, 2019).

It is an educational institution based on cooperation, integration, interdependence and exchange of information. It necessarily seeks continuous development and change. It derives its philosophy from the needs, principles and ambitions of society and its members. It is an open environment that encourages research, experimentation and investigation, and is based on knowledge, analysis, interpretation, synthesis and evaluation. It focuses on quality rather than quantity and encourages learners to think creatively and guide self-learning (Al-Hariri, 2010).

The school plays a key role in identifying and developing the child's talent. That role necessarily requires the presence and supervision of a caring, trained teacher who can recognize the gifted child. The next essential requisite is a teacher who is capable of developing the talent, instilling the desire for excellence and establishing an environment to promote creativity in students (Ignatieva, Tulupova & Matchina, 2019). This includes:

knowledge of the characteristics of gifted children; prevention of punishing the gifted student; avoidance of indulging and pampering because it results in dependency and lack of self-confidence; provision of a stable emotional environment; help the child to learn from wrong choices and failed experiences; freedom of work and expression, and the assignment of children to leadership tasks to develop; the love of leadership (Al-Qamash, 2011).

The role of the teacher is highly important in the success of the services and programs offered to the gifted and is emphasized by Torrance in his research on gifted education and the role of the teacher. For example GATE Program is to identify students with abilities well beyond grade or age expectations, and to support their instructional program by establishing how students can receive differentiated learning experiences within the classroom, opportunities for enrichment, and social-emotional support.

Teacher training and identifying training programs for talented students are an important element in effectively planning for the care of this group of students (Titi, 2007). However, it is only fair to recognize that most of our schools and educational institutions are unable to play this role, even when they are authorized to do so. Unfortunately, this is factual for a variety of reasons:

- ✓ The lack of current school methodologies and programs to identify the talented and creative. The monthly achievement tests and personal and periodic examinations used to judge the student are mostly non-objective methods.
- ✓ The necessity to rely on what students' produce is one of the main factors that help us to

identify the talented and creative. A student's work must be able to be evaluated in a manner that includes and reveals the multiple aspects of creative production.

- ✓ Highly important in developing the talent and excellence of students in schools are methods of teaching that not only stimulates students but also encourages them to carry out independent thinking. Students must also be able to choose the best of their ideas, and taught how to communicate those ideas to other people (Kour, 2014).

The most important skills and behaviors that distinguishes the expert teacher for the development of talented students include the following:

- ✓ Provide the proper amount and type of information and selected situations that require reflection and learning by the students themselves
- ✓ Raise a larger number of different thought-provoking questions and ask students to strengthen their answers with evidence.
- ✓ Spend more time with students before and after the classroom encounter to listen to them and solve problems with them.
- ✓ Withhold the tendency to issue judgments, criticism or praise, and encourage students to evaluate their own work
- ✓ Reveal to their students a greater amount of personal information about themselves to facilitate the psychological approach to them (Jarwan, 2008).

Services for Gifted Students in Schools

Services for gifted children are still rather loosely defined and greatly dependent on the definition of talent adopted by the educational institution. It varies according to the orientation of that institution, the at variance purposes behind the caring for gifted people and the extent of interest in the recognition and support of the gifted. As a result of these differences, the educational services provided to talented people vary in different countries. *Schools of the Single Educational District* (Brigham & Bakken, 2014; Castellan & Matthews, 2014) point out that the need to adopt clearly understood educational services for gifted children in the United States varies in different regions and in direction by educational institutions.

To illustrate this important issue (Brown & Stambaugh, 2014), stated that "educational services for gifted children" does not mean first the detection of gifted children and then organizing them into groups or classes in gifted centers and only then they are called "gifted". Rather "educational services for the gifted" consists of teaching and management strategies, facilities, curricula, and the psychological and emotional care that a class receives. All of these are commensurate with the potential and way of thinking in any location, and is called the place that provides services for this "gifted center".

Services Related to the Identification of Talented People

The discovery of talented people is one of the most important educational services offered to this group of people, because the lack of disclosure of the gifted or their delayed detection, misses the opportunity to invest in their energies and guidance. Therefore, revealing the talented children requires the availability of trained teachers who have knowledge of the attributes of gifted children (Tumasheva, Kirillova, & Mikhalkina, 2019). They must be able to recognize how they think, their way of working, their leadership style, in addition to knowing their psychological characteristics (Jarwan, 2008).

Many countries are interested in identifying and caring for gifted individuals by introducing standards that reveal their readiness and abilities early in their lives. They are interested in designing special education programs to develop their abilities and meet their educational and psychological needs. They want programs not only suitable but saturated with the requirements for their personal growth and needs. It is of great importance to classify them for study purposes and

discussing the problems that might be encountered (S. Alalala & Z. Alalala, 2014).

The importance of revealing and identifying talented people includes these highlights:

1. Early revealing of gifted and outstanding children as an important step towards developing of ability and benefiting from their potential.
2. The results of much research and studies ended in uncovering the existence of a positive correlation between high motivation in early childhood and the development of high capacities in adolescence.
3. The possibility and ease of recognizing the abilities and behaviors that reflect excellence, is increasing in the cases where it exists in a remarkable manner and where talent reveals itself in early childhood (Suleiman, 2001; Eilam & Vidergor, 2011)

Services Related to Curriculum and Teaching Methods

The curriculum is the most important element in the services provided to the gifted, because it provides the basis of thought in which enrichment is supposed to be tackled educationally. Curriculum should be created in accordance with the thinking and learning patterns of this promising group. It should be in harmony with the diversity of the gifted interests and the diversity of their abilities (Olszewski-Kubilius & Lee, 2004; Berman, 2004).

Even though having such drawbacks, many programs in gifted education have sustained its existence for years. The survival of such programs in gifted education is no surprise as there is so much need and parental support for special education for gifted students (Sak, 2016).

In an effort to transform practice and the services provided to gifted middle school students, practitioners must examine the needs of their unique students and the access they might have to developing authentic learning experiences that take students outside the four walls of a traditional classroom—both literally and figuratively (Beason-Manes, 2017).

In the same context, The National Association for Child Welfare in America emphasized that the talented child industry is linked to the construction of high-quality curricula (The National Association for Gifted and Talented Education, 2014; The National Association for the Education of the Young Children, 2014). The curriculum takes into account the developmental needs of children, their needs within the classroom, and their individual needs since children differ in their preferences. It must include the skills and life concepts associated with the reality of their lives, so that education is not separated from the reality of social life. Barge (2014) emphasized the need to build interactive and participatory curricula to promote the learning of gifted children in kindergarten through adopting activities beyond the school walls, adapting the curriculum to children, and not adapting children to the curriculum. The curriculum should be flexible so that it can be used in more than one method of teaching content delivery in line with children's inclinations and individual differences.

Material and human services

The Department of Education for Early Childhood Care in Melbourne, Australia, stressed that the provision of material and human services is crucial in developing the skills of gifted children. They should be provided sources of learning that mimic their hobbies and tendencies and they should not be services that are limited to the physical. There needs to be provision of services related to psychological aspects, such as provision of guidance and services of a psychological specialist. Provision should be made for furthering the education of the school administration in recognizing the developmental and psychological characteristics of this group (Department of Education and Early Childhood Development, 2014). They play an important role in the development of teachers professionally by encouraging direct training and guidance to enroll in specialized programs and courses in the teaching and the use of technology in education. Programs should be instituted to help in creating the appropriate educational environment for kindergarten students by giving them the

opportunity to learn through play, their environment, and interaction with their peers (The National Association for Gifted and Talented Education, 2014; The National Association for the Education of the Young Children, 2014).

There are many students with rare talents and qualities requiring needs and possibilities of a certain kind. These qualities require the provision of physical and human services both regular and continuous and provision of a variety of curricula that respond to the preparation of children and their interests. Curricula should provide the opportunity for children to think abstractly, and to learn according to their individual speed and individual differences or difficulties. This group also needs the opportunity to learn from their gifted peers and to establish academic and social relationships with others at all levels (Arlington Public Schools, 2014).

Guidance Services

It is important to provide guidance services to meet the psychological and social needs of gifted people through the development of educational programs in addition to the guidance programs that help to meet these needs and thus protect them from the problems to which they may be exposed. Interpersonal, communication and leadership skills programs, for example, can aid in supporting the development of the personality of the gifted and help them socialize with others, along with academic learning programs (S. Alalala & Z. Alalala, 2014). Previous mentioned guidance and mentoring programs qualify the gifted to be an active member of a satisfied society living in harmony with the world around them. Therefore, the support that the talented person receives from both the home and family and the external environment (the school) can play an effective role in reducing the frustration they are exposed to and helps in the ease of adaptation. Ford (2011) has suggested that educators and researchers take steps to strengthen the relationship between the family and the school in order to provide support to talented people in different contexts to ensure that their emotional and social needs are met and that they are able to move towards success and achievement.

LITERATURE REVIEW

According to Shammari (2016) the degree of educational services provided for gifted people in general can be mediocre, followed by "curriculum and curriculum services", "material and human services", and "low-talent identification services". The study of Sorour and Al-Awaidi (2013) confirmed it. There is an urgent need to improve the level of services provided to the gifted children because the level of services was low in terms of awareness of the goals of the gifted programs and the curriculum. Yang (2013) conducted a study aimed at assessing the educational services and educational services provided to gifted children in the kindergarten years in America. The main findings of the study were that the educational services provided to gifted children in the United States are limited in the field of identification in kindergarten. It also showed that 12 states have not adopted clear policies on the recognition of gifted people and the services to be provided.

As Bondarchuk and Dovgan (2013) conducted research development of psychological readiness to work with gifted children for preschool institution teachers there are some differences that were of statistical significance in the development of psychological readiness to deal with gifted students for the benefit of experimental group members (teachers). With that, Greene (2004) argue that teachers perceived excessive perfectionism from internal personal problems. There are concerns about the comprehension by teachers of students concerning their needs for social and emotional development, and awareness of their needs. The Momani study (2006) indicated that the programs of gifted students in Jordan in general need to be developed in many dimensions. The talents of the student were not clear and comprehensive, and the selection criteria were not uniform among all parties and neither was there agreement between management and teachers. Commensurate with the policies of the Ministry of Education, there were no clear and uniform

assessment methods among teachers and teachers in these programs. A study conducted by King Abdullah II School of Excellence with (177) individuals distributed among students from the tenth and eleventh grades indicated that the general policies, rules and procedures used in the detection of gifted students and their choice of schools had a low degree of conformity with the international standards used in the study (Maharma, 2009).

Government policies did not promote the role of teachers and managers in the identification of talented students. They tended to limit the specialists from the Ministry in carrying out all procedures for the admission of talented students and did not help in the adoption of various criteria in the detection and nomination of gifted and talented students. The written enrichment curricula were of a low level compared with the international standards used in the study (Maharma, 2009).

The findings of studies by Greene (2004) indicate that teachers' role is not effective in dealing with gifted students in different fields. In addition, all studies indicate that the needs of gifted students are unique and that they are a class with needs, distinct from others, and therefore they require services that differ from ordinary students. Thus, we can conclude that studying programs for gifted children are not sufficiently developed around the world and require further improvements. Matheis, Kronborg, Schmitt, and Preckel, (2017) in study investigated the relationship between teachers' beliefs about gifted students' characteristics compared to students with average ability and the teachers' motivation. Pre-service and in-service teachers need to be prepared to teach students with different intellectual abilities in order to ensure that all students are taught and supported according to their individual needs

The Objectives of the Study

There is increasing concern with the growing need of communities to discover and take care of the gifted, encourage their guidance and develop their abilities to raise their potential and benefit their societies. Psychological studies reveal that gifted and talented individuals have specific traits, both physically and mental, social and emotional. Undoubtedly, knowledge of these characteristics helps the participants to identify and distinguish between the gifted and their peers, and helps to create the appropriate environment for their care and development (Jarwan, 2008).

The UAE community like other communities is full of gifted students in schools, which requires those who are involved in the educational process to build programs to develop their talents. They must provide the best services for this class of students through the various procedures, activities and programs implemented by schools. In spite of the special abilities of the talented students, some of them face deficiencies in the level of services offered in regular schools. This was in spite of the fact that researchers worked as field training coordinators and supervisors of the students of the Faculty of Education in the schools of the Ministry of Education in the city of Al Ain. They noted the frequent questions of educators, teachers and school principals on the services that must be provided in schools for gifted students, and the actual level of services available to gifted students in schools.

As far as the researchers are aware, there is no study applied to the UAE environment that addressed the level of services for gifted students in grades 4 to 10 in Al Ain. It is our belief that the development of comprehensive services for gifted students should be developed. So, a list of research goals is as follows:

Research goals

1. Identify the services provided to gifted students in public and private schools in Al Ain.
2. Disclosure of the operational practices of teachers in the service of gifted students in public and private schools in Al Ain.
3. Identify the most important needs and services for the students themselves and their teachers. Consequently, the problem of the study is to identify the level of services offered to gifted

students from the fourth to tenth grades in Al Ain from the point of view of the students themselves and the teachers.

Research questions

1. What is the level of services offered to gifted students in schools in Al Ain City from the perspective of the students themselves?
2. What is the level of services provided to gifted students in schools in Al Ain from the point of view of the teachers themselves?

METHOD

Research Design

For the study, a quantitative method was chosen.

Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie, 2010; Muijs, 2010).

The quantitative method in it scientific research consisted of a survey for teachers and students. For each group of respondents, special questionnaires were created.

Study sample

The study population (1114 respondents in general) is composed of all students from grades 4 through 10 in the public and private schools in Al Ain City, United Arab Emirates, in the first semester of the academic year 2018/2019. The method used was Stratified sampling. Stratified sampling refers to a type of sampling method. With stratified sampling, the researcher divides the population into separate groups, called strata. Then, a probability sample (often a simple random sample) is drawn from each group. The sample of the study consisted of 804 students that show high level of education and can be considered as gifted, divided into two groups (grades 4 to 7) and (grades 8-10). When selecting students for the study, their level of performance, participation in academic competitions, as well as winnings they were taken into account. A study of academic performance of intellectually gifted students of different grades. Thus, children with a consistently high average score were selected, as well as actively participating in extracurricular academic activities.

This distribution was adopted in the groups to approximate the developmental and personal characteristics of the students. The schools were chosen from randomly distributed schools in Al Ain city schools. The second part of the study sample consisted of 310 teachers from different scientific and literary disciplines, Gifted students from the fourth to the tenth grade, (60) teachers with intermediate diplomas, 210 teachers with bachelor's degrees, and 40 teachers with master's degrees were all randomly selected from the study population. Table 1 shows the distribution of the study sample.

Table 1. *Distribution of the sample of students*

Total	Tenth	Ninth	Eight	Seventh	Sixth	Fifth	Fourth	
398	55	53	52	62	61	55	60	Males
406	51	57	56	57	55	60	70	Females
804	106	110	108	119	116	115	130	Total

Table 2. *Distribution of the sample of teachers*

Total	intermediate diplomas	bachelor's degrees	master's degrees	
	29	87	15	Males
	31	123	35	Females
310	60	210	40	Total

Instrumentation

The researchers prepared a special tool: two questionnaires (a questionnaire for students and a questionnaire for teachers) to measure the level of services offered to gifted students in the fourth to tenth grades in Al Ain from the point of view of teachers and students. The two surveys were prepared by reading and reference to theoretical literature on the services and needs of students (Momani, 2006; Bondarchuk & Dovgan, 2013; Yang, 2013; Shammari, 2016). The study instrument was made up of two parts.

Student Questionnaire

The questionnaire included the following: (the concept of talent, awareness of talent and programs, detection and identification, curriculum and teaching methods, material services and equipment, extension services, programs for talented people).

Teacher Questionnaire

The questionnaire includes the following: the concept of talent, detection and identification of the gifted, training and qualification, curriculum and teaching methods, material services and equipment, extension services. The answers were in a yes or no format.

Data Collection

The Gifted Education Survey was a researcher-developed tool for gathering data related to gifted education services for students.

Data Collection Process

The ethical principles in this study have been agreed and taken into account. It was taken into account that the problem of isolating gifted children from the general group has a clearly defined ethical aspect. To define a child as gifted or not gifted involves interference in his personal fate, predetermining his subjective expectations in advance. It should also be borne in mind that children's giftedness does not guarantee that a child will achieve success in life. Accordingly, not every talented adult manifested himself as a gifted child in childhood.

Data Analysis

After collecting the necessary information, the analysis of the survey data was performed in the STATISTICA system. This software, developed on the basis of Microsoft Windows, allows you to visualize data for statistical analysis.

We conducted statistical analyses, using modified constant comparative analysis techniques.

Validity

The questionnaire was verified by seven arbitrators, who have expertise and experience in the field of special education, talent and excellence at Al Ain University for Science and Technology. There were also experts from teachers and supervisors working with students with talent and excellence in schools in the city. Four members of the faculty and experts from Al Ain University for Science and Technology in the field of special education, giftedness and excellence were included along with

three experts from supervisors and teachers working with students with talent and excellence in schools in the city of Al Ain. All were asked to express their opinion in order to determine the validity of the tool statements, and the clarity and integrity of the linguistic formulation, and the representation for the purpose for which it was built.

Researchers have adopted the rate of 80% agreement as a criterion for the acceptance answers to all questions of a questionnaire. The researchers, benefitting from the amendments of the arbitrators, cancelled six questions of the student questionnaire and four questions of the questionnaire for teachers. The final form of the research tool then consisted of 34 questions for a student, and 31 for the teacher. Formulation of some paragraphs in terms of construction and language was done with the help of a linguistic expert.

Reliability of the tool

To verify the reliability of the tool, the researchers calculated it using the Cronbach Alpha method to identify the consistency of the paragraphs. The coefficient of reliability was calculated using the Cronbach alpha formula and reached 81.0. This is acceptable for the purposes of applying the strategy to the subjects.

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RESULTS

To answer the questions, the percentage of responses and the frequency of respondents' responses were analyzed. The following tables show the frequency and percentages of responses.

Table 2. Frequency and percentages of students' responses comparative to the general number of students (Concept of Talent) (n= 804)

Percentage	Frequency	Responses	Paragraphs
87%	698	Yes	Do you think you are a talented student?
13%	106	No	
72%	580	Yes	Do you think you are an outstanding student in school marks only?
28%	224	No	
85%	680	Yes	Do you think you are talented in your hobbies?
15%	124	No	
90%	722	Yes	Do you think you are distinguished in some subjects?
10%	82	No	

The results in Table 2: 87% (F=698) of the gifted students believe that they are talented but 13% (F=106) of them do not. 72% (F=580) of the gifted students agreed that they can be called an outstanding student in school marks only. However, 28 (F=224) didn't agree with them. 85% (F=680) of the children said that they are talented in your hobbies and 15% (F=124) of them do not. 90% (F=722) think that they are distinguished in some subjects and 10% (F=82) disagreed with them Table 2.

The results in Table 3 indicate that 19 (F=150) of the gifted students have been privatized for special tests in the detection of gifted students at least once, but 81% (F=654) have not. 86% said that teachers think that they are gifted and 14 (F=116) disagreed with them. 78% (F=630) of the children agreed that the test are a good way to determine their level in class when 22% (F=107) said it is not.

Table 3. Frequency and percentages of students' responses comparative to the general number of students (Awareness of Talent and Programs) (n=804)

Percentage	Frequency	Responses	Paragraphs
19%	150	Yes	Have you ever been privatized for special tests in the detection of gifted students?
81%	654	No	
86%	688	Yes	Are teachers or others aware that you are a distinguished student or creative ... etc.?
14%	116	No	
78%	630	Yes	Do you think that the method used by teachers to determine your level in the class, such as tests and others, is accurate, appropriate, indicative and appropriately defined?
22%	107	No	

Table 4. Frequency and percentages of students' responses to the general number of students (Curriculum and Teaching Methods) (n = 804)

Percentage	Frequency	Responses	Paragraphs
83%	670	Yes	Does the curriculum stimulate your mental abilities and creativity?
17%	134	No	
82%	660	Yes	Does your curriculum provide educational activities that enhance your thinking and creativity skills?
18%	144	No	
78%	630	Yes	Do you need to learn more topics than the curriculum?
22%	174	No	
76%	615	Yes	Do you need to learn different topics that are different from curriculum subjects?
24%	189	No	
62%	500	Yes	Do you receive a personal education about you personally in class without your peers?
38%	304	No	
75%	600	Yes	Does the teacher use cooperative education, play learning or other different methods with you?
38%	304	No	

Table 5 shows that 83% (F=670) of the students believe that the curriculum develops their mental abilities and creativity, and 82% (F=660) of the sample indicated that the curriculum provides educational activities that develop the skills of thinking and creativity. 78% need to learn more topics that the curriculum offers and 76% (F=615) believe that they need to learn a wide range of topics that are different from the curriculum. 62% (F=500) of the sample said that they receive personal education in the class without their regular peers. Some students possibly work better alone. 75% (F=500) of the sample say that teachers use cooperative learning methods, and learning

methods by playing.

Table 6. Frequency and percentages of students' responses to the general number of students (Material Services) *n = 804*)

Percentage	Frequency	Responses	Sharecrop
73%	590	Yes	Do you think the normal classroom is the best place for you?
27%	214	No	
87%	700	Yes	Do you feel that your school is equipped with all the resources, facilities and resources you would like to learn?
13%	104	No	
79%	635	Yes	Do you get extra teacher hours outside classroom quotas, give you the help you request or answer your own questions?
21%	139	No	
92%	740	Yes	Have you ever completed new or advanced projects or research projects that other students have not been able to accomplish?
8%	64	No	
90%	720	Yes	Does your school have a dedicated talent and excellence club?
10%	84	No	
78%	630	Yes	Have you received any material or moral incentives in your school?
22%	174	No	

Table 6 shows that 73% (F=590) of the students showed that the class is the best place for them. The results also showed that 87% (F=700) feel that the school is equipped with all the resources and facilities that the student wants to exist for learning, 79% (F=635) feel they get the extra teacher hours outside of class that they request. 92% (F=740) of the sample said that they completed new or advanced projects or research that others could not, and 90% (F=720) of the sample indicated that the school has a club for the gifted. Finally, 78% (F=630) of the sample indicated that they received material or moral incentives in their school.

Table 7. Frequency and percentages of students' responses to the general number of students (Extension Services) *(n = 804)*

Percentage	Frequency	Responses	Paragraphs
58%	464	Yes	Do you feel a need your own guide?
42%	340	No	
62%	501	Yes	Do you think you are having a problem that is not specific to you?
38%	303	No	
51%	410	Yes	Have you ever received guidance from any of the other teachers?
49%	394	No	
78%	630	Yes	Have you ever felt a special treatment that you are encouraged by some teachers?
22%	174	No	
82%	660	Yes	Do you feel that the teachers in your school are trying to identify you and solve your problems and follow your excellence?
18%	144	No	

Table 7 shows that 58% (F=464) of the students showed their need for a mentor. The results showed that 62% (F=501) faced problems not faced by ordinary students. 51% (F=410) of the students indicated that they received guidance from teachers, and 78% of the sample feel that they feel special treatment and are encouraged by some teachers. 82% (F=660) of students feel that the teachers in their school try to identify them, and help solve their problems.

Table 8. Frequency and percentages of students' responses to the general number of students (Programs for the Gifted) gifted) (n = 804)

Percentage	Frequency	Responses	Paragraph
95%	760	Yes	Would you like to attend classes for gifted students at your school?
5%	44	No	
88%	710	Yes	Would you like to join classes for gifted students outside school hours?
12%	94	No	
92%	740	Yes	Do you want to join classes with gifted students?
8%	64	No	
93%	750	Yes	Do you want to participate in competitive competitions such as (challenge reading Arabic)?
7%	54	No	
44%	350	Yes	Have you joined the programs of teaching thinking and creativity in your school?
56%	454	No	
44%	350	Yes	Have you enrolled in programs such as (micro engineer, education math, robotics) in your school?
56%	454	No	
97%	780	Yes	Do you want to develop the process of education so that the education in the regular classroom is suitable for all types of talented students, and distinguished education right of all students?
3%	24	No	

Table 8 shows that 95% (F=760) of the students showed that they want to join classes for gifted students in the school, and that 88% (F=710) of students want to attend classes for gifted students outside school hours. 56% (F=454) enrolled in the programs of critical thinking education and programs (micro engineer and robot) in school, and 97% (F=780) of the sample expressed their desire to develop the process to increase educational opportunities for both gifted and ordinary students.

The questionnaire for teachers was further analyzed. What is the level of services offered to gifted students in schools in Al Ain from the point of view of the teachers themselves? To answer this question, the percentage of responses and the frequency of respondents' responses were analyzed on the scales. The following tables show the frequency and percentages of responses on the scales.

Table 9. Frequency and percentage of teachers' responses to the general number of teachers (Definition and Concept of Talent) (N = 310)

Percentage	Frequency	Responses	Paragraphs
55%	170	Yes	Do you know what the objectives of special programs in gifted education are locally and internationally recognized?
45%	140	No	
77%	240	Yes	Do you know what the concept of gifted education means?
23%	70	No	
87%	270	Yes	Do you know what the qualities and characteristics of talented students are?
13%	40	No	
82%	255	Yes	Do you know the factors that positively affect the education of gifted and distinguished?
18%	55	No	

The survey showed a low awareness of respondents about special programs for the development of gifted children at the local regional level.

The results showed that 87% (F=270) knew the characteristics of gifted and distinguished students, and 82% (F=255) of the teachers indicated that they know the factors that positively affect their education. 55% (F=170) of teachers know the objectives of special programs in gifted

education locally and internationally.

Table 10. Frequency and percentage of teachers' responses to the general number of teachers (Detection and Identification of the Gifted) (N = 310)

Percentage	Frequency	Responses	Paragraphs
29%	90	Yes	Are there clear criteria and tests to detect talented and outstanding students at school?
71%	220	No	
26%	80	Yes	Are there training workshops designed to detect and identify talented and outstanding students at school?
74%	230	No	
90%	280	Yes	Does the teacher have the right to nominate a gifted child?
10%	30	No	
27%	85	Yes	Is your identification of gifted students based on school signs and personal identification?
73%	225	No	
55%	169	Yes	Do you carry out standardized detection tests to identify gifted students?
45%	141	No	
6%	20	Yes	Is the student subject to a school examination to detect or identify the talents and areas of excellence?
94%	290	No	

The results in Table 10 indicate that 90% (F=280) of the teachers have the right to nominate the gifted child and 94% (F=290) of the teachers reported that the gifted student is not subject to tests for detection or recognition of his talents and areas of excellence. 73% (F=225) reported that the gifted student is not identified based on his/her school grades and his/her personal knowledge. 71% (F=220) stated that there are no clear criteria and tests for the detection of gifted students, and 55% (F=169) reported that they carry out standardized screening tests to identify students at school.

Table 11. Frequency and percentage of teachers' responses to the general number of teachers (Training and Qualification) (N = 310)

Percentage	Frequency	Responses	Paragraphs
44%	135	Yes	Have you ever been exposed to information in this area?
56%	175	No	
29%	90	Yes	Have you received any training or preparation in the area of gifted and raised?
71%	220	No	
26%	80	Yes	Are there regular training and rehabilitation meetings for gifted students?
74%	230	No	
24%	75	Yes	Are there any meetings or workshops organized by your local education department to educate talented people?
76%	235	No	
32%	100	Yes	Are you constantly updated and updated with regard to the education of gifted and outstanding students?
68%	210	No	

76% (F=235) of the respondents indicated that in their area no meetings or workshops were held by the Department of Education concerning the education of the gifted, and that 74% (F=230) of the teachers mentioned that there are no periodic meetings for training and 71% (F=220) reported that they did not receive any training or preparation in the area of gifted and upbringing. 68% (F=210) of the teachers are not always informed about the education of gifted and outstanding students. 56% (F=175) say they have had no exposure to information in gifted education.

Table 12. Frequency and percentage of teachers' responses to the general number of teachers (Curriculum and Teaching Methods) (N = 310)

Percentage	Frequency	Responses	Paragraphs
61%	190	Yes	Do you use a variety of methods to develop the learning skills of gifted students?
39%	120	No	
94%	290	Yes	Do you appreciate the talents of talented students and recognize them?
65%	20	No	
55%	170	Yes	Are the legal and ethical standards for educating talented students clear to all?
45%	140	No	
65%	200	Yes	Do you use a variety of methods to teach talented students?
35%	110	No	
87%	270	Yes	Do you use a variety of methods to increase the creative productivity of talented people?
13%	40	No	
84%	260	Yes	Is the platform used to stimulate mental abilities and creativity?
16%	50	No	
58%	180	Yes	Does the curriculum provide enrichment programs for gifted students?
42%	130	No	

Table 12 shows that 94% (F=290) of teachers appreciate and recognize the talents of gifted students, and 87% (F=270) of the sample stated that they use a variety of methods to increase the creative productivity of gifted students. They teach subjects related to their students' talents and 65% (F=200) of the teachers use a variety of methods to teach gifted students, and 61% (F=190) use a variety of methods to develop the learning skills of gifted students. 58% (F=180) believe that the curriculum provides enriching programs for gifted students, while 55% (F=150) of the teachers stated that legal and moral education for talented students is clear to everyone.

Table 13. Frequency and percentage of teachers' responses to the general number of teachers (Material Services) (n = 310)

Percentage	Frequency	Responses	Paragraphs
58%	180	Yes	Do you think classroom facilities are suitable for gifted students?
42%	130	No	
77%	240	Yes	Are there audio-visual aids available?
33%	70	No	
71%	200	Yes	Is the computer and the Internet used in the education of gifted people?
29%	90	No	
35%	110	Yes	Are there incentives for gifted students?
65%	200	No	
61%	190	Yes	Is there a multi-purpose hall for the various activities of the talented?
39%	120	No	

Table 13 shows that 77% (F=240) of the teachers stated that audio-visual aids are available. 71% (F=200) of the teachers say that they use computers and the internet in the education of gifted people. The results showed that 65% (F=200) felt that there were incentives for gifted students, and 61% (F=190) of the teachers said that there are multi-purpose halls for practicing different activities for gifted students, while 58% (F=180) of the sample believes that the facilities and equipment of the classroom are suitable for the education of talented students.

Table 14. Frequency and percentage of teachers' responses to the general number of teachers (Extension Services) (N = 310)

Percentage	Frequency	Responses	Paragraphs
39%	120	Yes	Is a mentor and psychologist available to meet the needs of gifted students?
61%	190	No	
42%	130	Yes	Do you provide any special assistance or guidance services to outstanding students?
58%	180	No	
48%	150	Yes	Do you think you are aware of the emotional and social needs and problems of outstanding students?
52%	160	No	
87%	270	Yes	Does the school run with parents of talented students to solve any problems or to know what needs they require?
13%	40	No	

Table 14 shows that 87% (F=270) of the teachers find that the school administration communicates with the parents of the gifted students to solve any problems or know what needs the students require. The results showed that 61% (F=190) of the sample stated that there is no guidance and 58% (F=180) of the teachers reported that they did not provide any assistance or special guidance services to the outstanding students, and 52% (F=160) of the teachers indicated that they need to know the emotional and social needs and problems of the outstanding students. Thus, from the results of two surveys, it was found that gifted children face greater difficulties than ordinary students do. In addition, they may require more training materials and teacher support.

DISCUSSIONS

In this study, the results differ from the studies other scholars who have studied some of these issues. Sorour and Al-Awaidi (2013) that there are obvious problems with the detection procedures to identify gifted students since there is no single frame of reference in use. This may be due to the lack of specialization of teachers in the field of gifted and excellence. AlGhawi (2017) on the based on the finding research results, a set of recommendations is offered to better serve the gifted students. On example for development gifted education in the United Arab Emirates, it is recommended that a "gifted centre" should be established to cater for the special needs of gifted students in Dubai. This centre should provide counselling support to schools in discharging their responsibilities for gifted students. A specialized centre for gifted students would also be more attractive to parents as a choice of gifted programme. Although assessment of the Hamdan Award has been excluded from this study, many participating individuals referred to Hamdan Award when discussing gifted students' education. Parents described Hamdan Gifted Centre as a good opportunity and the best investment for the school holidays their children take. Many parents in the study suggested a replication of the Hamdan Centre at more local levels.

There is a deficiency in student services that are provided by the teachers. In order to develop quality programs, teachers must incorporate the knowledge of the gifted students to know what programs would interest them. They need to be more aware of various gifted programs being offered, and lastly provide an adequate school curriculum with after-school services that suit student's schedules.

Olszewski-Kubilius and Lee (2004) connects the success of gifted schoolchildren with of Participation in In-School and Outside-of-School Activities. This helps to develop their talents. In summary, our results show that gifted adolescents are very involved in a range of school-based extracurricular activities and community-sponsored activities. Gifted students in this study found ways to involve themselves in independent, enriching, talent developing activities at home particularly in the areas of science, reading, writing, and drama.

One more study - that was to some extent similar to ours - was conducted in Chile by

Conejeros-Solar and Gómez-Arízaga (2015) and aimed at discovering persistence and perceived difficulties of gifted students in college explored through sociodemographic and academic characteristics. 209 non gifted and 45 gifted students participated in the study. The groups shared many sociodemographic characteristics, but significant differences were found for gifted students on precollege academic variables. Analyses of the open-ended question revealed that for gifted students the main difficulties were time management, weak study habits, and lack of content knowledge due to poor high school academic preparation.

Alfarah (2013) conducted a study concerning communicative skills of gifted students. In our study we didn't cover this topic but it is still very important since communicative skill play a significant role in people's lives. The method of the study was similar to ours – a questionnaire was distributed among the sample of the study which comprised of 240 tenth, eleventh, and twelfth grade students from Al Youbil School. The findings of the study indicated that there were statistically significant differences among gifted students in their communication skills, due to gender, and level.

Some gifted pupils have a particular interest in some communication skills. They will typically enjoy some activities relating different types of communication skills, these students differ in the level of acquiring such skills and sometimes there are differences among males and females in this aspect. Educators can support their children by trying to ensure that they master some kinds of communication skills. Making games and playing games are good examples of ways in which children can do this. It is also important to balance activities which acquire new knowledge and new skills with activities which provide an opportunity to strengthen already existing skills.

Laine and Tirri (2015) have been researching the issue how Finnish elementary school teachers meet the needs of their gifted students. The main practical implication is that teacher education needs to be improved and developed in Finland, so that in the future gifted students' needs are address more effectively is schools. There is a need to improve in-service education as well, which might even be easier than the improvement of teacher education. In addition, as so many teachers mentioned receiving information about giftedness from professional periodicals, there is a need to increase the visibility of gifted students and giftedness in these periodicals. All the different avenues for informing pre-service teachers and in-service teachers need to be used, as teachers not only need more knowledge on giftedness, gifted students and how to effectively differentiate teaching to address gifted students' needs, but also want that information.

Setiawan et al. (2015) in their study consider a Review on Indonesia Policy in Supporting Gifted Students Education. There is uncertain data about the dropout students of gifted students in Indonesia until now, this seems that this problem has blinded educators and other professionals to identify possible failures of gifted students. This phenomenon has shown that some gifted students do need special handling. The failure is not something that impossible to occur for gifted students. Mentoring or counselling is needed to facilitate gifted students with their self-problem. The failure of gifted students needs some research to know the extent of gifted students' problem before developing a special program for gifted students, because some phenomenon can happen unpredictable. So that, the government with its role needs to do some research about the existence of gifted students to minimize the risk which can be occurred on gifted students? Thus, the problem before will not happen anymore and the negative impact can be minimized, both underachievement and dropout of gifted students.

Worrell, Subotnik, Olszewski-Kubilius, and Dixson (2019) give their opinions on the matter. The drawbacks to the talent development approach include a major shift in how the field recognizes and serves students, which means that identification schemes must be validated for each important domain, and curricula must be modified for advanced work in each subject for which children will be identified. Finally, it is important to provide programming for young children who are generally academically talented but have not found a domain specialty. This might include, for example, early readers or those who simply love learning and schoolwork.

CONCLUSION

The results of the research from the students' responses into the services provided to gifted students in schools in Al Ain revealed a number of issues affecting gifted education. Detection or identification of gifted students needs special testing. There is a need for talented students to join the various talent and accelerated programs inside and outside the school. These programs would further develop their talents and abilities. The majority of students expressed satisfaction with the nature of the education they receive and felt that it suited their interests and interests. The results indicated that gifted students are satisfied with the quality of services, materials and facilities for learning in their schools. Expressed in the results is the need for gifted students to receive more guidance assistance from teachers. This may explain the stated need for training for teachers in how to provide extension services and effectively solve problems facing students.

In modern education the order to develop quality programs, teachers must incorporate the knowledge of the gifted students to know what programs would interest them. They need to be more aware of various gifted programs being offered, and lastly provide an adequate school curriculum with after-school services that suit student's schedules.

The teachers' outcomes firstly indicated that teachers need to identify the objectives of the special programs in gifted education locally and internationally. Additionally, there is a necessity for continuous training in the field of detection and identification of gifted students. Clear standards and tests for the detection of the gifted are required. Testing and detection mechanisms are necessary for the student when entering school. Teachers felt it important to have the right to nominate a gifted child in school. Outcomes show that teachers have a clear weakness in the field of training and qualification to work with talented students. This requires the need to continuously hold specialized training courses to develop the competencies of teachers when working with the gifted. Results indicate that teachers have a number of different methods to help talented students in Al Ain. This may be due to the lack of instructions and procedures to provide material incentives for students. Teachers' responses indicate a clear deficit in providing extension services to students. It is of importance to train teachers to provide extension services for outstanding students as well as to inform teachers of the most important emotional needs and social problems of outstanding students. Specialists from counseling and psychology would help to meet the needs of gifted students. Effective communication is indicated as happening between the school administration and parents of talented students in solving problems or meeting needs.

Recommendations

1. Holding training courses for teachers and students to raise awareness and knowledge in the field of gifted education programs.
2. Introducing enrichment programs for gifted students.
3. Holding specialized training courses in the field of detection and evaluation of gifted students to teachers in regular schools.
4. Encouraging involvement of gifted students in local and international programs and competitions
5. Increased use of those who have academic qualifications in the field of talent, creativity and excellence in the education of gifted students in schools.

Research limitations

1. Time Limits: The study sample was applied in the first semester of 2018-2019.
2. Spatial boundaries: The study was limited to public and private schools in the city of Al Ain and the students were both male and female.

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