

## **Gifted Students Perceptions Regarding the School Care Programs and its Impact on their Learning Achievement**

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### **ABSTRACT**

SSecondary school gifted students care programs became a major concern of Kuwait's government. The importance of caring for secondary school gifted students was imposed on school systems in Kuwait following the recent advancement in science, technology and the need for overcoming countries' human development problems. The reported problems have shown evidence that students who are working smarter are use more information, understand key concepts and relationships better, and develop higher level of thinking skills. Hence, to optimize the care programs and consequently the individual learning achievements, brain based teaching incorporated integrated curriculum, which is built on certain principles, formed the basis of this research work. The current research work however, aimed at identifying high achieving student's opinion through a questionnaire and interviews with students of both Al-Nawar Bent Malek Secondary School for girls and Al-Jahra Secondary School for boys (both government schools). The proposed methodology was carefully developed following a Total Survey Respondents sampling process. The method of analysis was based on NGT voting approach. The questionnaire was developed according to the research questions, and both objectives and responses were categorized into three groups respectively; A, S, and N. The findings showed that gifted students care programs do not meet the required Gulf region standards, despite the fact that Kuwait is considered the first country that established diagnostic

**care programs and specializing in talented students departments. The study concluded that the respondents agreed with the fact that the school system did not arrange/hold any meeting to better understand of the student's responses. The significance of this research work is that respondents are not mature and are at the same level of skills and understanding, which indicates an acceptable level of learning achievements**

## **Introduction**

The State of Kuwait is a small oil-rich semi arid country located at the North Western Corner of the Arabian Gulf. The name "Kuwait" was derived from the Arabic meaning "fortress built near water". Kuwait has land borders with the Republic of Iraq and the Kingdom of Saudi Arabia. Educational facilities were identified in the country by the turn of the 20th Century.

A school is an educational institution that refers to a place for instructing children or pupils under college stage. Schools and their teachers have always been under pressure. For example, pressure to teach/cover the curriculum, to perform well in comparison with other schools, and to avoid the stigma of being "soft" or "spoiling" towards students. Student's discipline were shown in the form of control over students contribution in the class, skill sharing, and behavior normalization, such as raising one's hand to speak, impose greater effort and efficiency.

Hence, the development of the Kuwaiti school and educational system was largely attributed to the common social culture and wealth that oil has brought to the country. The early education system has been recognized as a small number of Quranic schools known as "Al-Katatib" that taught reading, writing, and some arithmetic. There was no public education for the first part of the century, and funding for education mainly came from Kuwait's wealthier private sector.

The Kuwaiti government officially recognized formal education during 1939, and by late 1945 seventeen schools were established with a special design to resist the local harsh climate (Figure 1). After the Second World War and as the oil production expanded, the government began investing large sums of money into social services, and education was one of its top priorities. By 1960, there were about 45,000 students enrolled in the Kuwaiti educational system, including 18,000 girls. In the 1960's, there were several more advances in education. The constitution of 1962 stipulates that education is assured and promoted by the

State, thus reflecting the belief that education is a fundamental right for all citizens. Schooling was first made compulsory in 1965, and in 1967 a private school system re-emerged with the help of considerable government subsidies (www.kuwaitculture.com).



**FIGURE 1** the schools of Kuwait designed to resist its harsh summer climate  
(Source: [www.moe.edu.kw](http://www.moe.edu.kw) )

On the other hand, the pedagogy criticisms raised by the meant practitioners emphasized that certain disciplinary measures have no direct impacts on student learning; indeed, where others argued that disciplinary practices actually detracts learning since they undermine students' individual dignity and sense of self-worth, and found that the latter is occupying a more primary role in students' hierarchy of needs which essentially occupy Maslow's hierarchy of needs (Maslow and Lowery.1998). (Figure 2).

Through high schools (Secondary Schools) progress, experiences shown that services had to be extended, where special programs have been established for the deaf, the blind, and the mentally indeed, where others argued upon that disciplinary practices actually detracts from learning since they undermine students' individual dignity and sense of self-worth, and found that the latter is occupying a more primary role in students' hierarchy of needs which essentially occupying Maslow's hierarchy of needs (Maslow and Lowery.1998) (Figure 2).

Through the high schools (Secondary Schools) progress, experiences

shown that services had to be extended, where special programs have been established for the deaf, the blind, and the mentally and physically handicapped and in some instances for the gifted students. Services provided in terms of special programs became the main objectives of the current high school system. Gifted students service in Kuwait, actually extended from experiences initiated during the first workshop on Gifted and talented students organized by the Arabian Organization of Education and Culture on 1973. The workshop concluded on the statement that that the main aim of high school and intermediate school teaching should focus on growing behavior, personality, and learning of a group of students:

"Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment".

Gifted or talented students education was adopted and practiced in Kuwait after the establishment of the Special Education and Higher Council in 1993. This is to provide the talented students with a quality care within the school environment.

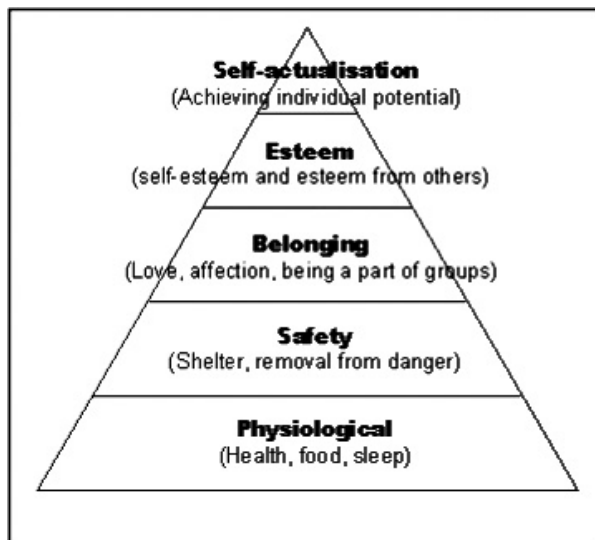


FIGURE 2 Students hierarchy of needs (After: Maslow and Lowery, 1998)

## Significance of the Study

The gifted students care in Kuwait is given a prime concern by many scholars and societies regardless of time and place. It has been experienced in Kuwait that teaching curriculum and school system are facing many pedagogical and psychological related obstacles which consequently affect gifted students care services. These obstacles also affected students learning and achievement. These obstacles varied from school to another with respect to the educational environment. Therefore, student's talents and achievement were not maturely developed. Students criticized the teaching curriculum, care services, and relevant impact on their achievement. For that reason, the current research aimed at studying gifted student's responses and attitudes with respect to the available care programs, methodologies and impacts on their achievement.

## Definition of Terms

Identification of gifted students has been attempted by many researchers and educators and was found clouded when the concerned adults misinterpret high achievement as giftedness.

High-achieving students were noticed for their punctuality, neatness, well-development, and correct learning products. Educators comment on these students' consistent high grades and note how well they acclimate to class procedures and discussions. Some adults assumed that these students were gifted because their school-appropriate behaviors and products surface above the typical responses of grade-level students (Szabos, J. 1989): Cited in: (Bertie Kingore, 2009: [www.bertiekingore.com](http://www.bertiekingore.com))

The term "gifted children" has many meanings, and often alternate terms are used in order to speak about them: gifted, talented, genius, children with high intelligence, high achievers, and distinction. Official definitions usually rely on IQ tests and other ways to measure creativity and motivation. Roughly, gifted children form about 1% - 3% of school population of every class; high achievers (or excellent students) form the top 5% of the student population for every age group (Hofman. 2007).

The early theories on giftedness could be referred to as the thought

of Howard Gardner's (1983) in terms of theory of multiple intelligences, and Joseph Renzulli's (1997) dependence on congruence between ability, commitment, and creativity.

Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require different educational programs and/or services beyond those normally provided by regular school programs in order to realize their contribution to self and society.

Gifted student's perceptions played an important role in studying the promotion of critical thinking. Brown and Cert (2002) revised this issue in an attempted to identify the importance and the applicability of collaborative learning (CL) from respondents' (students') views on CL, following twenty questions were analyzed.

### **Limitation of the Study**

The current study was completed with certain limitations commonly referred to the sampling methodology that has been used. The number of the selected participants in the survey was found to be small as opposed to the size of the academic sector in Kuwait. This is due to the objections set by the school administration. Also due to the lack of detailed sources of information, it was difficult for the respondents to identify the actual problems in the school. Sampling, on the other hand, was achieved randomly where no definition of student's particular characteristics was attempted.

### **Literature Review**

Research on care programs of gifted students were recently screened and shown to have a number of factors and problems in common. Al-Omar (1976) stated that the government of Kuwait had initiated an executive office and assigned to it a project for talented students care preliminary services.

Mamdouh et al. (1995) emphasized on the teaching methods and added that it should be in a democratic manner to assure the increase of students' efficiencies in learning and creativity. On the other hand, Mamdouh et al. (1995) reached a conclusion that there is a positive

relationship between potential creative thinking and teachers discipline towards the students. This relationship or approach is found to have independency, fairness, and of equal opportunity manner.

Abdul Rahman (1997) studied the gifted students care program in the Kingdom of Bahrain from the non-gifted student's teacher's interviews. The study concluded that technology based gifted students programs are negative in terms of its effects on the students.

Al-Shaks (1990) showed in his study that there are no services nor there is a program or even a representative organization that handles the talented students in any of the Gulf States. However, services were recognized in terms of financial aids of financially motivated programs, and certain disciplinary tools similar to those adopted by the USA Department of Education in 1993.

Hence, in order for the students to be able to handle the knowledge that we are passing down to them such as nuclear waste management, a society entirely dependent on petroleum, and homelessness, they need to join the society as fully functional and emotionally healthy individuals. This can only be achieved if their needs are met starting with biological self-sufficiency and ending with a sense of placing them within the "civilized" world. This approach is known as Adventure Therapy, which is to make use of Maslow's hierarchy to empower the students to have a greater awareness of their natural and social environment through empowering them to meet their own needs (Eric, 2008). The research work concentrated on Adventure Therapy as a professional counseling technique that uses group dynamics and adventure to promote self-actualization of the individual. Learning is experiential. Lessons come with bumps and bruises, tears and giggles. Participants (clients) are guided through a process-or generalized series of conditions, events, and objects-which interact to produce the desired personal growth and healing.

## **Theoretical Framework**

### **Role of School System in Gifted Students Care Program**

Studies show that a regular school system cannot satisfy the demands for providing gifted students care program. Therefore, it is suggested that each particular school should be organized so that it can meet a special gifted students program at different time intervals such

as night classes in Kuwait. Other researchers suggested the use of the regular school system to provide these special programs due to their cheap costs. Implementation of gifted students care programs must follow one of the following educational patterns:

- 1 - **Acceleration:** Presents gifted children with academic material from established curricula that commensurate with their ability and preparedness, and for this reason it is a low-cost option from the perspective of the school. The life of a gifted student in a public school system is one that is rarely considered a "problem" to be dealt with. Often administrators and teachers look past high achieving students in favor of dealing with students who are failing, disabled, handicapped, or cause behavioral problems in the classroom. While this does allow schools to deal with the problems at hand, intelligent students seem condemned to live a life of extreme boredom throughout their educational careers. Options to relieve the monotony of these students' classes are limited - gifted enrichment programs, pullout classes, or skipping grades. While the first two provide small breaks in the boredom of a gifted student's routine, skipping grades provides an excellent opportunity to place students in classes that might seem more challenging to them. ([www.oppaga.state.fl.us](http://www.oppaga.state.fl.us)).
- 2 - **Enrichment:** On the primary schools, students spend all class time with their peers, and receive extra material to challenge them. Enrichment could be simply regarded as a modified assignment provided by the regular classroom teacher, or it might include formal programs such as mathematics, sociology, or biology. This work is done in addition to, and not instead of, any regular school work assignment. Critics of this approach argue that it requires gifted students to do more work, not the same amount of work but at a higher level. However, on the secondary school level sometimes an option is to take more courses like English, psychology, Philosophy, Science, etc, or to engage in extracurricular activities.
- 3 - **Orientation:** Al-Jasim (2001) stated that there is no such particular care program that meets gifted students needs; hence, it is required

to encourage the regular school system to plan and provide programs that are suitable for students. This explains the need for adopting of differentiated learning.

### **Educational Activities**

Learning achievement is considered an indicator of identifying talents and giftedness. It became an important aspect of individual brain activities, and a high score achievement is a process which is referred to as a high achieving or a talented student. Research used the learning achievement indicator as a tool for distinguishing and identifying gifted students from normal students. Nasser (2004) categorized a high achieving student as an individual who gets 90% of the grade in final exams. In a study by Al-Anezi (1994) and Jasim (2001) who indicated that the high achievement or gifted student as those who are being of major concerns by the officials in the Gulf States Ministries of Education. The main objective of the school administration (management) in the Gulf States, hence, is found to be the contribution in distinguishing gifted students, the development of the Students Care Services (CSS), preparing qualified teachers, and efficient curricula that are suitable for gifted students **Al-Jasim (2001)**.

### **Giftedness and School Management**

The role of school management remains an important element for providing gifted students with CSS program through planning and executing special supportive program (curriculum) as follow: (Al-Sarhan, 2001)

- 1 - identifying gifted student and their areas of interest.
- 2 - planning gifted CSS program under the supervision of qualified staff.
- 3 - training class - teachers in providing Enrichment Courses.
- 4 - students follow - up and monitoring.

In order to develop gifted students' curriculum, it is recommended that very special efforts are practiced.

### **Democratic Classroom for Encouraging Innovation and Learning Achievement**

Steve (2009) ([www.lookstein.org](http://www.lookstein.org)) stated that class-teachers ac-

knowledge that effective, successful teaching requires two dynamics: process and structure. By process we mean the interpersonal relationship between the teacher and student as reflected in the educator's verbal and non-verbal interactions with the student, in and outside the classroom. The two dynamics of process and structure cannot be separated in the educational experience. Interpersonal processes infuse structure and are crucial to influencing student motivation and attitudes, irrespective of the particular structure that is presented. A fundamental belief tailored through this entire project (Steve. 2009, [www.lookstein.org](http://www.lookstein.org)) is that it is critical for teachers and administrators who work with teen-agers to understand the basic nature of adolescent psychological developmental processes and the maturing nature of the adolescent. There are four characteristic areas of adolescent processes of particular relevance to educators:

- Self-Esteem
- Thinking Styles
- Defense Mechanisms
- Values

The Democratic Classroom is an Authoritative Democracy. As such it presents students with the opportunity for their reasonable needs to be heard and taken seriously, and to be treated respectfully and fairly. No other place is more critical than in the classroom.

The Democratic Classroom is reflected in two major ways: written classroom policies and teaching methodology. Democratic Teaching Methodology - Keeping in mind the processes of an Authoritative Democracy, the teacher needs to teach in a manner which conveys fairness, respect and sensitivity to students, while maintaining the teacher's authority. The use of embarrassment, sarcasm, ridicule and other hurtful statements are not part of this approach, even when a teacher believes they may serve to motivate a particular child. Remember that the teacher is a model, and students judge by what they see – not by what the teacher may intend. The teacher must also allow the student to ask questions (within limits) and to express opinions which are firmly founded on relevant supportive material.

Additionally, the teacher needs to use a methodology which

challenges the student to creative and critical thinking, since those cognitive processes serve to stimulate more mature moral thinking. Frontal lecturing, with little discussion and much verbatim transcribing is discouraged (Steve. 2009, www.lookstein.org).

## Research Methodology

### Data and Methodology

The research begins with describing the general characteristics of the samples of public school students namely Al-Nawar Bent Mallek School for Girls and Al-Jahra High School for Boys in Al-Jahra city in Kuwait. Discussion will consider in more detail the main component of the data: grade 12 students both girls and boys

### General Sample Description

The analysis was based on data from 20 girls' students and another 20 boy's student. The authors interviewed students from grade 12 representing classes where students are capable of explaining and distinguish the curriculum contents, and have in common self opinion about the care program at the school system. The gender based distribution of interviewed students is comparable to the national average of all students in the public schools (government).

Characteristics of the schools systems given in **Table(1)**, including the grade levels, Title I status, and school grades assigned through Ministry Of Education (**MOE**) accountability system. These grades-from a high of "A" to a low of "F"-are based primarily on student scores on Enrichment Courses listed in the previous section, reading, and writing on the MOEs standardized test, the Kuwait's High school Comprehensive Test (KHSCT). Some characteristics of the sample are not mentioned or masked to ensure Educational Aerial's anonymity. Basic research is as varied as **Howard Gardner's (1983)** theory of multiple intelligences and Joseph **Renzulli's (1977)** dependence on congruence between ability, commitment, and creativity. Most agree, however, that the talents of gifted youngsters are dynamic rather than static or fixed, and that the youngsters and their talents must be nurtured.

## Data Instrumentation

Interviews were conducted in the summer of 2004. Each student was asked to rate up to 20 questions with respect to three criteria's Always (A), Some times (S), never (N) happened, that are subject to annual student achievement and gifted student's care program availability and monitoring (**Appendix-A**) as per the requirements of the educational area in Kuwait. The interviews were conducted as single-blind, where the interviewer never knew or concerned with the name of the relevant teacher being in the questionnaire. Table 1 illustrates the high achiever student's girls and boys where contributed to answer the questionnaire on the two school system.

**Table 1 Sampling details and school system characteristics**

Class Vs Nationality	Class		Total	Nationality	
	Grade 12 Science	Grade 12 Literature		Kuwaiti	Non Kuwaiti
Male	17	3	20	11	9
Female	9	11	20	13	7
Total	26	14	40	24	16
<b>School System</b>	<b>A</b>		<b>B</b>		
No of GST	0		0		
No of CT	10		5		
School Specialty	Ordinary		Ordinary		
A is the Al-Nawar Bent Malek Girls public high school B is the Al-Jahra Boys public high school GST is referred to as Gifted Student Teacher Classroom - Teacher (CT) Ordinary is referred to Normal or Public high school system					

The questionnaire also included a number of 20 questions in addition to the primary data given in **Appendix (B)**. Questions designed to reveal student's opinions about the school teaching, and environment with respect to gifted student's care program.

## Nominal Grouping Technique

Based on the findings of (Delbecq et.al. 1975), the following approach was drawn, applicable to be conducted in a pre defined groups (each group represents particular obstacle or event) implemented in this study to define the purpose of the 60% participants (student's) responses. Nominal Groups Technique (NGT) is an approach in which (students opinions) find that match of the school's relevant responsibilities center around exploring various options related to issues (questions or determinants) for the school system that helps in making decisions that provides direction or opinion for the students. General ideas, understanding each point and the impact it would have on the decision, making choices and setting priorities are functions that require particular skill from high school students. It is therefore grade 12 students found to have in common the required talent.

Therefore, NGT is very effective **approach** in generating a large quantity of creative new ideas (**responses**). It could be designed to allow every member (**determinant**) of the group (**obstacle**) to be expressed separately these ideas (**responses**) and minimizes the influences of other participants. Figure (3.2) illustrates the guidelines for conducting the NGT process. The final vote summarizes the NGT process and provides one measure of the relative group consensus as to the value of the many responses generated and documents the group judgment. Hence the value 70% of the totals participant's ideas (responses) represents the Degree of Satisfaction.

## Findings and Analysis of Results

Results were classified according to three categories namely A, S, and N. It was found that category A (**Figure 3**) received 3 questions (13, 14, and 19) with high score voting. Category S (**Figure 4**) received 8 questions (1, 2, 5, 8, 9, 10, 17, and 18) with high score voting. On the other hand, category N (**Figure 5**) received 4 questions (4, 6, 7, and 11) with high score voting. Results of high score voting compiled and given in **Table (2)**. Hence, based on the 60% degree of satisfaction and method of NGT the students will be checked further for their opinions towards the school system gifted students care program.

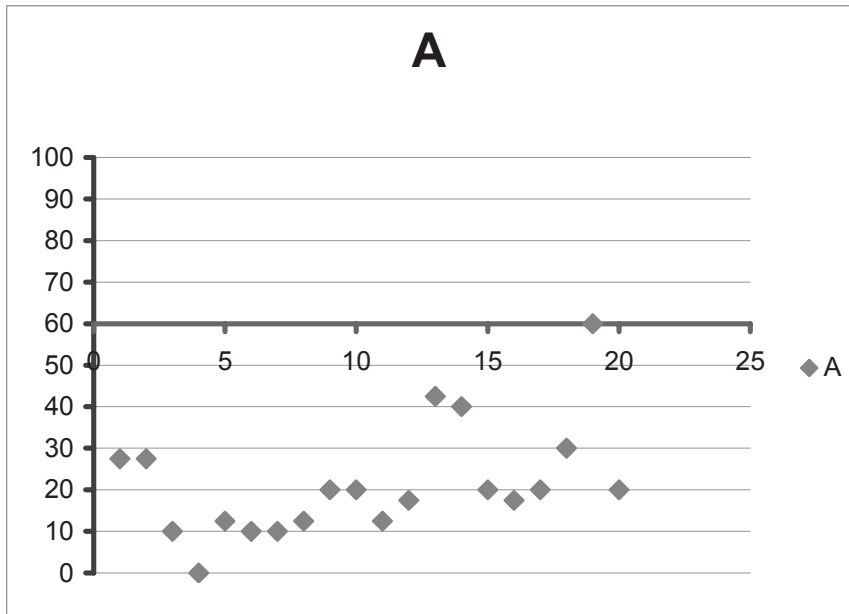


FIGURE 4 Representation of student's responses as Category A

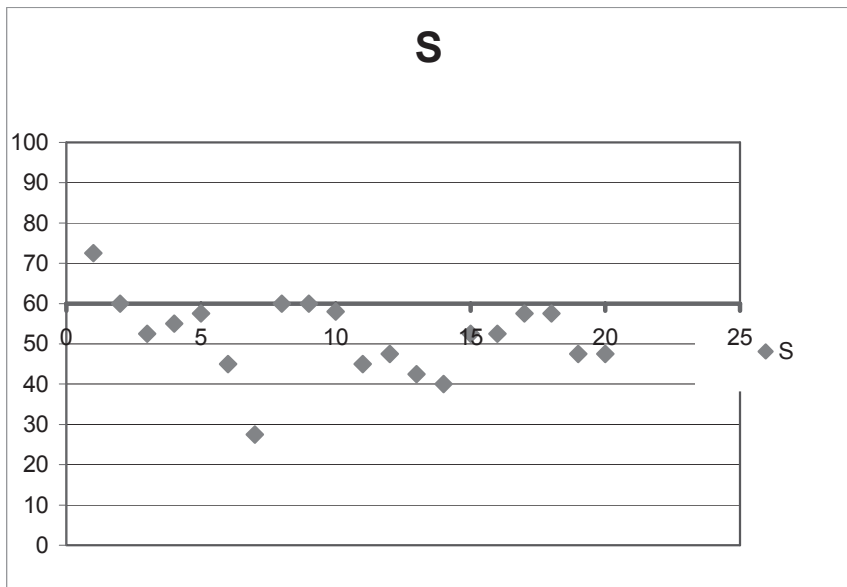


FIGURE 5 Representation of student's responses as Category S

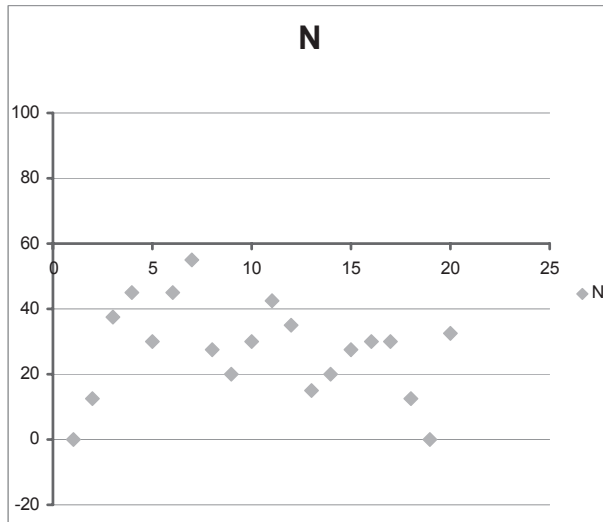


FIGURE 6 Representation of student’s responses as Category N

**Table 2 Questions from the questionnaire which gained high scores on degree of satisfaction**

No	Question	Criteria's	% Voting
19	Class Teachers attempts to make good relationship with the gifted students	A	60
1	School system concern's and cares about identifying gifted students	S	72.5
2	School system care about encouraging gifted students all the time	S	60
8	There is a continuous follow-up for the gifted student for their progress of individual strengths and weaknesses	S	60
9	School system encourage students learn with and from each other and offers competent opportunities among them for investigations of real problems.	S	60
7	Student feels that the school system is a nurturing environment - which shows concern for developing student potential - values and respects individual differences. Students are rewarded for what they do well.	N	55

Analysis of results revealed from **Figure (4)** revealed that students realized in common that the class teacher attempted making good relations with the students. Results also indicated that nearly 60% degree of satisfaction with question 19. **Figure (5)** showed that students frequently evidenced the role of school management to care about the gifted students, did not show any encouragement, no follow-up with their learning achievements, and finally did not attempt any competition and cooperation between the students

**Figure (6)** on the other hand, showed that the students never felt that the school's environment motivated them, did not listen to their opinions, and was not able to advance students' skills or eliminate obstacles. **Figure (6)** also showed that the students' opinions were mostly not meeting the 60% degree of satisfaction and their answers were between 42 and 52% in agreement. This emphasizes that category S is almost the dominant decision according to student's experiences.

### **Conclusion and Recommendations**

The objective of this research was to develop a questionnaire for identifying and assessing student's opinions about the school system and care program development. The objective has been translated into three sought out educational elements (teacher, school management, students, and activities) and relevant determinants (planning issues) based questions. The educational elements and determinants were collected from various research, school activities, policies, and school management.

Analysis of results were based on three categories A, S, N and the NGT approach succeeded in identifying the students opinions. Student's mainly disagreed with the school management and results indicated that category S (Sometimes) formed the dominant decision. It was felt by the students that the school environment was not concerned with the students' skills and learning achievements development.

Category N (Never) was under estimated by the students where only 45% to 52% degree of satisfaction achieved. Consequently, it could be concluded that the students in common disagreed with the fact that school management is providing sufficient student care programs. It is recommended that officials at Ministry of Higher Education should shed more attention on high school talented students and arrange better programs and activities that enrich their skills and potentials for the years after graduation.

# APPENDECIES

Appendix - A Questionnaire Analysis and students responses categories

No	Always				Sometimes				Never									
	Male		Female		Male		Female		Male		Female		Total					
	K	%	K	%	K	%	K	%	K	%	K	%	K	%				
1	7	35	4	20	11	27.5	13	65	16	80	29	72.5	-	-	-	-		
2	7	35	4	20	11	27.5	11	55	13	65	24	60	2	10	3	15	5	12.5
3	1	5	3	15	4	10	9	45	12	60	21	52.5	10	50	5	25	15	37.5
4	-	-	-	-	-	-	9	45	13	65	22	55	11	55	7	35	18	45
5	3	15	2	10	5	12.5	15	75	8	40	23	57.5	2	10	10	50	12	30
6	1	5	3	15	4	10	10	50	8	40	15	45	9	45	9	45	18	45
7	1	5	3	15	4	10	6	30	5	25	11	27.5	13	65	9	45	22	55
8	1	5	4	20	5	12.5	14	70	10	50	24	60	5	25	6	30	11	27.5
9	3	15	5	25	8	20	14	70	10	50	24	60	3	15	5	25	8	20
10	3	15	5	25	8	20	12	60	8	40	20	58	5	25	7	35	12	30
11	4	20	1	5	5	12.5	10	50	8	40	18	45	6	30	11	55	17	42.5

Appendix - A Questionnaire Analysis and students responses categories

No	Always						Sometimes						Never					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	K	%	K	%	K	%	K	%	K	%	K	%	K	%	K	%	K	%
12	5	25	2	10	7	17.5	11	55	8	40	19	47.5	4	20	10	50	14	35
13	7	35	10	50	17	42.5	10	50	7	35	17	42.5	3	15	3	15	6	15
14	6	30	10	50	16	40	11	55	5	25	16	40	3	15	5	25	8	20
15	3	15	5	25	8	20	13	65	8	40	21	52.5	4	20	7	35	11	27.5
16	3	15	4	20	7	17.5	11	55	10	50	21	52.5	6	30	6	30	12	30
17	5	25	3	15	8	20	10	50	13	65	23	57.5	5	25	7	35	12	30
18	8	40	4	20	12	30	10	50	13	65	23	57.5	2	10	3	15	5	12.5
19	11	55	13	65	24	60	9	45	10	50	19	47.5	-	-	-	-	-	-
20	5	25	3	15	8	20	9	45	10	50	19	47.5	6	30	7	35	13	32.5

## Appendix B: Survey Questionnaire

Sample: No:

QUESTIONNAIRE ON  
**GIFTED STUDENTS PERCEPTION REGARDING  
 THE SCHOOL CARE PROGRAMS AND ITS IMPACT  
 ON THEIR LEARNING ACHIEVEMENT**

Country: STATE OF KUWAIT

Institution: COLLEGE OF BASIC EDUCATION

Prepared By: SALWA AL-ABDULHADI

**Participant Information:**

Name:

Telephone: 965-

Date: / March/ 2004

E-Mail:

Please follow the sample answers provided in the questions column and mark the correct answer in the answers column.

**Group 1 Demographic Information**

Gender	Male ( )		Female ( )		
	School Year	Grade 12 ( )	Grade 11 ( )	Grade 10 ( )	Grade 9 ( )
Major	Science ( )	Arts ( )			
Nationality	Kuwaiti ( )	Non Kuwaiti ( )			

**Group 2 Research Survey Questions**

No	Description	A	S	N
1	School administration is concerned with regular monitoring of the GS <sup>1</sup>			
2	School system concern's and cares about identifying gifted students			
3	New laboratories and educational media are available at the school			
4	School administration regularly meets gifted students and listens to their opinions			
5	School administration provides orientation programs that aim to at identify and recruit GS's skills and abilities			

6	School administration helps GS to develop their abilities in the various fields.			
7	Do you believe that the school environment is interesting, joyful, and motivates students to increase their learning?			
8	School administration is in a continuous follow-up with GS's progress based on individual strengths and weaknesses			
9	School administration encourages students to learn with and from each other and offers a competitive work plans.			
10	School administration utilize GS's efforts and abilities in the school activities			
11	School administration participates in solving GS's problems and diminishing the difficulties confronting them			
12	Do you believe that there is a clear plan for GS care programs at the school?			
13	Class teacher is concerned with GS in the classroom			
14	Class teacher helps GS in developing their potential thinking skills			
15	Class teacher attempts effective classroom discipline techniques and resources for efficient teaching and class room management			
16	Class teacher is interested in providing advanced skills to the GS			
17	Class teacher prepares special activities and assignments for GS			
18	Class teacher is in a continuous follow-up with GS's progress based on individual strengths and weaknesses			
19	Class Teachers attempts to make good relationship with the gifted students			
20	Class teacher guides the GS's in becoming familiar with the textbooks and text references that develops their abilities and skills			

## اتجاهات الطلاب الفائقين نحو برامج رعايتهم وأثرها في تحصيلهم الدراسي

د. صالح هادي العنزي

كلية التربية الأساسية

الهيئة العامة للتعليم التطبيقي والتدريب - دولة الكويت

أ. سلوى عبدالهادي الظفيري

كلية التربية الأساسية

الهيئة العامة للتعليم التطبيقي والتدريب - دولة الكويت

د. مهدي السيد إبراهيم

معهد البيئة وموارد المياه للتدريب الأهلي - دولة الكويت

### الملخص

لقد أصبحت برامج رعاية الفائقين في مدارس المرحلة الثانوية من أولى اهتمامات حكومة دولة الكويت، لذا فقد تم إدراجها في النظام المدرسي في الكويت وذلك نظرا للتقدم العلمي والتكنولوجي والحاجة للتغلب على مشاكل التنمية البشرية.

كما أن التقارير حول المشاكل في هذا المجال دلت على أن الطلبة الذين يتميزون بالمهارة في أدائهم، لديهم كثير من المعلومات ولهم القدرة على فهم المبادئ الأساسية. والعلاقات بصورة أفضل عن غيرهم كما أنهم يطورون خبرات ذهنية عالية المستوى.

ولذا حتى نصل لدرجة الكمال للتحصيل العلمي للفرد من خلال برامج الرعاية، يجب علينا استخدام طرق التدريس الذهنية المتضمنة للمنهج الإثرائي المبني على بعض المبادئ الأساسية والتي تشكل المحور الأساس لهذه الدراسة.

لذا تهدف الدراسة الحالية إلى استطلاع آراء الطلبة المتميزين (ذوي التحصيل العالي) من خلال الاستبيان والمقابلات الشخصية لطلبة وطالبات مدرستي نوار بنت مالك (بنات) وثانوية الجهراء (بنين) الحكومية من خلال عملية المسح العشوائي للعينات. أما طريقة

التحليل فقد اعتمدت على التصويت المبني على اختبار إجمالي التصويت (NGT). وتم تصنيف إجابات الاستبيان إلى ثلاثة أنواع.

كما بينت نتائج الدراسة أن برامج رعاية الطلبة الفائقين لم تحقق متطلبات معايير منطقة الخليج على الرغم من أن الكويت تعتبر من الدول الرائدة في هذا المجال. وانتهت الدراسة إلى أن المستجوبين أيدوا أن النظام المدرسي لم يعمل أية ترتيبات لاجتماعات الغرض منها فهم آراء الطلبة حول برامج الرعاية، كما أن أهم مميزات هذا البحث هو أن جميع الطلبة كانوا على مستوى موحد من الفهم، والخبرات مما يدل على أنهم ذوي تحصيل علمي متواضع.

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