

Unveiling the Mystery Behind the Neglect of the Gifted

Riyam Chaar¹

Irma Mesiridze²

Abstract

Gifted students are the gems and assets of countries. Taking care of this category of students today will result in fruits for a nation tomorrow. This study attempted to explore teachers' level of awareness of the needs of these students. A qualitative method was utilized to examine teachers' knowledge about the needs of these students and ways to approach them. Interviews were conducted in May 2022 with seven teachers (English, math, and science teachers) at the primary and middle level in a private school in Doha, Qatar to dig deep into the information they have about the students. Recommendations were then displayed to reflect on findings such as the necessity of training teachers on gifted education. Teachers ought to sit for a professional development program that sharpens their knowledge about the gifted students' needs to better cater to their development. A professional development plan was devised afterward to supply teachers with the needs depicted to enhance the gaps found in the results. This professional development plan is to be considered as the first stepping stone toward the enhancement and support of gifted learning.

Keywords: gifted education, professional development, primary and middle level, teachers' role, gifted identification, gifted programs, gifted instructional strategies.

1. Introduction

Various definitions were given to gifted students by different theorists. Gifted students as explained by Maryland (1972) and cited by Gallager and Gallager (1994) are those who show superior performance and require programs and services to cater to their needs. Not only researchers but also practitioner teachers understand the term differently; therefore, introducing clarity to the issue is needed (Gallager & Gallager, 1994).

This study attempts to explore the level of awareness that primary and middle-level teachers in a non-governmental school in Doha have concerning gifted students and their educational needs, as gifted students of the primary and middle level in the aforementioned school in Doha, Qatar seems to be neglected and left out to learn like any others. They do not get any special intervention to aid their development. For this, the researcher attempted to answer the question of what primary and middle-level teachers know about gifted students' educational needs.

¹ Primary and Middle School Department, Private School, Qatar; e-mail: riyam.shaer@hotmail.com

² School of Education, Humanities and Social Sciences, International Black Sea University, Georgia; e-mail: imesiridze@ibsu.edu.ge

The researcher is not aware of any study that attempted to find out teachers' awareness about the gifted students' needs in Doha, Qatar. Thus, this research tends to fill the gap in teachers' understanding of gifted education, especially since students of the primary and middle level were left behind, as no effort was made to cater to their needs at the campus.

2. Literature Review

Finding one perfect definition for gifted students seems a puzzling task since there are a great number of definitions for the term. Costley (2011) explains that gifted kids show a development that is one-third more advanced than their peers. He elaborates that a 3-year-old gifted child would be having skills of those who are 4 years old. To him, giftedness does not have to be limited to one field, it could occur in many of them at a time (Costley, 2011). Tannenbaum (1992) elaborates that those gifted kids possess unique traits compared to their peers. They show superior memory capacities, early attention, and remarkable language development (Tannenbaum, 1992). Renzulli (2011) defines giftedness through his 3-ring model. According to him, giftedness is explained via the interaction among these 3 rings: an above-average ability, task commitment, and creativity (Renzulli & Reis, 2019).

2.1 Role of Teachers in the Identification of Gifted

Teachers play a major role in the development of gifted students. They should apply three procedures for gifted students, as Johnson (2011) claims. The first is that of identification which could be achieved through observing students in day-to-day classes to unveil their hidden potential. The second procedure is that of acceptance whereby teachers acknowledge students' capacities. The last step is the utilization stage by which teachers make up practical plans and resources that aim toward gifted enhancement (Johnson, 2011). There are probably as many different methods and rules for identifying gifted students as there are programs. Certain schools might just use the results of IQ tests to determine whom to admit, either selecting the top 3% to 5% of pupils irrespective of the grades or allowing all students who achieve above a certain benchmark (Davis, Rimm, & Siegle, 2014).

Classroom teachers have a significant influence on the selection of gifted students in classrooms for appropriate gifted child services. In reference to George (2000), a bright student might put a teacher to stress by asking difficult questions and drawing a conclusion without following the instructions provided in the lesson plans, which will serve as a manual for the instructor in the nomination process (Baser, 2016).

According to Tuttle and Becker (1983), involving parents in the nomination process is beneficial because when kids are comfortable in front of their parents, they seem to show more of their capabilities because there is no desire to accept or reject them. However, Tuttle and Becker are alerts of the desire of all parents to have their children classified as gifted, so when offering them the opportunity to be members of the identification process, it is vital that questionnaires are precise to reduce misapprehensions or incorrect candidacy. Furthermore, guardians spend more time with their kids which will result in knowing them greater than anyone else (Tuttle & Becker, 1983). Because of their substantial artistic, creative, scientific, or other interests and talents, some motivated students want to participate in a specific program, but no one ever asks them about it. It is likely that professors are unaware of the creativity, uniqueness, and strong drive of their students. Self-nomination is especially suggested at the middle and high school levels, where social comparison may cause pupils to conceal their distinctive talents (Tuttle & Becker, 1983). Self-nomination, according to Renzulli (1987), is the only identifying strategy he uses or suggests for use in high school (Davis, Rimm, & Siegle, 2014). Classmates are quite good at spotting their talented and gifted peers. They are very

good at spotting bright minority or isolated students, as well as those who are disadvantaged socioeconomically or have disabilities. Children understand who owns what (Davis, Rimm, & Siegle, 2014).

Creativity tests are now widely employed and are thought to be crucial in the process of finding bright kids, despite the fact that they were not formerly employed to determine which individuals were brilliant. Through creating a set of assessments, that have become referred to as the Torrance Tests, E. Paul Torrance made the evaluation of creative abilities permanent. The Torrance Test was developed on the Guilford paradigm, which distinguished between creative and divergent thinking (Polland, 1994).

Achievement exams are used to gauge students' levels of academic development and their understanding of specific subjects like reading, math, and language as well as their proficiency in those subjects. National norms serve as the foundation for standardized exam results. A teacher in an upper-middle-class district could be accustomed to working with very intelligent kids who take things up quickly. He or she may not be conscious that, by national standards, the class contains a significant number of gifted students who should participate in the state's Gifted and Talented curriculum. On the contrary, an educator who is accustomed to working with low achievers may mistakenly believe that a particular student is highly gifted when, in fact, they are only slightly above average nationally. As school grades are further great predictors of a student's ability in a given academic field, teacher-made accomplishment assessments are all types of such exams (Davis, Rimm, & Siegle, 2014). Identifying gifted students is only the first step of the way toward serving those high-ability pupils; it should be accompanied by programs and strategies that fulfill their needs.

2.2 Instructional Programs and Strategies for Gifted Students

The two well-known approaches to programming for gifted learning are acceleration and enrichment. These two approaches are accommodations for students with high abilities. (Davis, Rimm, and Siegle (2014) define acceleration as moving faster through academic content which typically includes offering standard curriculum to students at a younger than usual, whereas enrichment refers to richer and more varied educational experiences, that is to provide greater depth and breadth than is generally provided (Davis, Rimm, & Siegle, 2014). Davis et al. (2014) introduce 12 methods for the acceleration approach: early entrance, non-graded classes, grade telescoping, subject acceleration, mentorships, credit by examination, a combination of two options, grade skipping, curriculum compacting, concurrent enrolment (high school and college), advanced placement courses, and early admission to college (Davis, Rimm, & Siegle, 2014). Clark and Zimmerman (1994) state that enrichment has been employed to provide highly competent children with various learning circumstances, resources, and endeavors that offer depth and breadth of learning practices beyond those offered in a school's usual curriculum (Clark & Zimmerman, 1994).

There is a claim made regarding the importance of using techniques that encourage students to think critically and creatively. One of the methods that works well is Project-Based Learning (PBL). According to Stanely (2021), PBL is a method that calls students to use their imagination and critical thinking abilities to produce a final output. The benefits of implementing PBL in the classroom are defended by Stanely (2021). He cites the need for pupils to move away from mechanical learning and toward assignments that will enable them to solve problems, which will come from PBL (Stanely, 2021).

To meet their high-ability needs, gifted learners in the ordinary course should be given this kind of work. In addition, PBL allows students to determine their end result which increases their interest in learning (Stanely, 2021). Students become motivated, eager, and involved learners when they have a voice in their learning experience. The value of passion in learning during the educational procedure is emphasized by (Renzulli & Reis, 2019). Students are more engaged and enthusiastic in their learning

process when they appreciate what they are accomplishing. Several methods for instructing brilliant kids that should be kept in mind are described by Van Tassel-Baska (2007). Teachers should ensure that the methods used are varied and include both large- and small-group collaborative learning activities as well as opportunities for personalized teaching. To boost class efficiency, teachers and students should incorporate their different learning styles into the current activities (Van Tassel-Baska, 2007).

Van Tassel-Baska (2007) also notes that the methods employed ought to increase production. Students should play a contributing role in the educational experience and produce final products or outputs. When teachers incorporate inquiry-based learning, problem-solving, queries, and conversations into their lessons, this will happen.

2.3 Professional Development for the Teachers of Gifted Students

To enable teachers to work with gifted students, they should have the knowledge for dealing with these kinds of students. They should know who they are, what their traits are, and what programs are needed to help them develop. In the absence of this knowledge, we come to the importance of professional development that acts as a mediator to fill the missing information that teachers have. To let teachers best serve the gifted students, professional development becomes a must. Showers, Joyce, and Bennett (1987) refer to the term 'professional development' as the cornerstone for reform, whereby teachers acquire new knowledge and are assisted to transform that knowledge into becoming a habitual practice in their day-to-day classes. If teachers do not have the appropriate knowledge about their students' needs, they will not be able to accommodate their instruction to meet those needs. Thus, professional development permits to bridge this gap and aids teachers in their teaching processes (Showers, Joyce, & Bennett, 1987).

3. Methodology

"Ontology", or the 'study of being', is concerned with what exists in the world about which humans can acquire knowledge" (Moon & Blackman, 2017). As ontology is the philosophy that studies the nature of reality, this study deals with subjective realities. The subjective reality was chosen in this research to aid the researcher in getting to explore the various perspectives teachers hold concerning gifted students' education. For this, the researcher utilized a qualitative approach (interview) to acquire the data, since they include open-ended questions that aid the researcher in collecting in-depth information.

Epistemology, on the other side, is "the 'study of knowledge'. Epistemology is concerned with all aspects of the validity, scope, and methods of acquiring knowledge" (Moon & Blackman, 2017). It is concerned with collecting data about the reality of knowledge. For this, the researcher employed interviews to satisfy the needs of a qualitative study.

When preparing a study proposal, axiology refers to the ethical considerations that must be taken into account. It examines the philosophical approach to making valuable or appropriate choices (Finnis, 1980). The current study grasps the values of honesty, integrity, reliability, and truthfulness, as the participants were granted confidentiality and anonymity as a means to meet axiology requirements.

3.1 Research Method

This study employed semi-structured interviews consisting of seven open-ended questions related to gifted learning. The questions for the interview were developed by the researcher based on the literature review. As the goal of the study was to find out teachers' awareness in Qatar on gifted children, these basic questions (definition, characteristics, diagnosing/identifying, programs applied, strategies, and obstacles) were the most appropriate. Each one-to-one interview was completed in a duration of 30 to 40 minutes. To maintain the validity of the interview questions, the researcher sought the advice of two university professors after designing her interview questions. The researcher then conducted interviews with the teachers involved in the study.

3.2 Participants

Seven teachers from the primary and middle level were selected as per convenient sampling to participate in the interviews knowing that 23 teachers handle that level, and the school at large has 230 teachers and accommodates for about 1500 students of all levels from k+ to high school. The school was chosen not only because of convenience, but also since the school proves to be of quality as per the Ministry of Education and Higher Education accreditation report issued to the school. These teachers taught the following subjects: English, math, and science. They have been in the school for at least ten years working with students of the same age category.

3.3 Procedure

The researcher contacted the schedule coordinator at school to arrange for the interview time to be convenient for the teachers. Approvals were granted by the principal for the interviews to be conducted. After interviewing the participants individually for 30 to 40 minutes, data from the interviews were sent back to the participants after one day for final approval of their given answers. Afterward, the researcher coded the answers to find common themes and terms among participants.

3.4 Results

The research results obtained from the interview are the following:

Question 1. The respondents' answers to the question of who gifted students are similar enough to each other. Most of them underlined exceptional abilities in certain spheres, a high level of intelligence in general, and creative thinking.

Table 1. Respondents' views on gifted characteristics

Answers	Keywords	n
R1: Students with exceptional abilities in a certain field, compared to their peers can be categorized as gifted.	• Exceptional/higher abilities	3
R2: Gifted students are those that are exceptional and unique by all means they excel in various fields.	• high level of intelligence	4
R3: Gifted students are those who have special practices, skills, and ways of thinking.	• have talents	3
R4: Gifted students are able to recognize different interests. They are creative to discuss the subject in depth.	• way of thinking (creative)	
R5: Students who are gifted have above-average intelligence and superior talent in some domain.		

<p>R6: Gifted students are the students who think outside the box, they think in a different way, and they always try to find their own way of solving even if it was more complicated, since they figured it out, it is easy to use.</p>		
<p>R7: Gifted students are those who are specialized, talented, and have higher abilities than others in a certain subject.</p>		

To sum up, the respondents clearly enough understand who gifted students are; however, the majority believe that it concerns one subject/area, while some of them believe that their exceptionality is general, in all spheres. This aligns with (Baska, 2005) who states that nowadays it is more typical to have learners gifted in a particular sphere, as this enables them to concentrate on it and have more notable achievements. Renzulli and Reis (2019) state in their three-ringed model of giftedness that children having an above-average ability, not an extraordinary one, can be gifted when they display commitment toward a task and eventually reach creativity.

Question 2. The second questions aimed to get answers concerning the gifted students’ characteristics. The obtained responses revealed that gifted students possess the following traits: creativity, speed, passion, sharp memory, attentiveness, and curiosity (see details in Table 2).

Table 2: Respondents’ views on gifted students’ characteristics

Answers	Key words	n
<p>R1: Gifted students may generally be extremely focused, determined, and extraordinarily skilled in their field of interest.</p>	<ul style="list-style-type: none"> • creativity 	3
<p>R2: Gifted students are motivated, curious, creative, attentive, intelligent, and talented.</p>	<ul style="list-style-type: none"> • speed 	4
<p>R3: Gifted students think out of the box. They are creative, able to notice specific details and remember them pretty well.</p>	<ul style="list-style-type: none"> • curiosity 	2
<p>R4: Gifted students’ characteristics:</p>	<ul style="list-style-type: none"> • passionate 	2
<p>➤ They learn faster than others.</p>	<ul style="list-style-type: none"> • attentive 	4
<p>➤ They have different range of interests.</p>	<ul style="list-style-type: none"> • memory 	2
<p>➤ Everything comes easily to them.</p>	<ul style="list-style-type: none"> • problem solver 	1
<p>➤ They can solve problems.</p>	<ul style="list-style-type: none"> • determined 	1
<p>➤ They have vivid imagination and good memory.</p>		
<p>R5: Gifted students have a passion for mastery, process information more rapidly, and are able to learn at a faster pace, since they are better at reasoning.</p>		
<p>R6: Some of them are hyperactive, but they listen to every single word and notice everything that allow them to have their new ideas. Some of them are quiet listeners that suddenly give an answer that is never expected.</p>		
<p>R7: The most important characteristic is creativity as it helps me understand the students’ way of thinking. Other main factors are their pace of learning and their curiosity to know more about the subject they are skillful at.</p>		

The responses obtained coincide with the characteristics Winebrenner (2001) mentions. According to her, gifted students are distinguished from others in their fast pace when learning, they are curious to learn and ask a lot of questions during sessions since they have an eagerness toward deep knowledge and come up with better ways for doing things, that is they are creative.

She highlights other traits as well, such as remembering for longer periods, displaying a passion for a particular topic or topics at a time, dealing with complex notions and not having to watch or hear to grasp information, for they can multitask at a time.

Question 3. The respondents' answers to the question of what type of program should be available to cater for the gifted students' needs revealed that the teachers believe that these students should attend special programs to call on their needs, yet the teachers listed a variety of ways to meet those needs and their answers hardly seemed to match the types that serve gifted students best (see details in Table 3).

Table 3. Teachers' views on the programs for gifted students

Answers	Keywords	n
R1: Specialized programs aiming to match their above-level capabilities can be useful for them.	• special programs – activities	5
R2: Gifted students should be grouped together; they should be given the right to set their goals and the ways to achieve them. The teacher should create activities based on their interests.	• enrichment – clubs • acceleration	4
R3: Provide advanced programs to match their abilities.	• ability grouping	1
R4: Provide advanced curriculum, pull-out programs, and enrolling them in special clubs.		
R5: Gifted students should have special classes including some accelerated programs to cater for their needs. Enrichment activities within classroom setting is also a good idea.		
R6: In Math, allow students to critically think by involving them in real life problems related to their lessons where they can think and come up with solutions.		
R7: Such students should be taken care of just like those who are below level. Design programs or sheets specialized for them. Put in classes books above their grade level, and design clubs.		

The respondents' answers varied here. The majority of the teachers mentioned special programs; however, they ignored specifications related to these programs. According to Baser (2016), the parents of these students should have a choice among three types of gifted programs: enrichment programs, accelerated programs, and ability groupings, the first and the last done by their schoolteachers, and only the second done in magnet schools for the gifted (Baser, 2016).

Question 4. When asked about the ways of identifying gifted students, the teachers again mentioned various ways and indicators that help them. Some teachers agreed that diagnostic tests are the tools to assist in identifying gifted students, while others explained that interviews and observations are the instruments that aid in identifying them. As for academic achievements and scores, two teachers had opposing opinions: the first favored the use of marks to determine giftedness and the second denied them as a tool for identifying giftedness.

Table 4: Teachers' views on identifying the gifted students

Answers	Keywords	n
R1: Diagnostic tests and interviews may be helpful.	• diagnostic tests	3
R2: Talented students can be identified by the teacher through the student's assessment results (formative and summative), the student's behavior and attitude, and the student's involvement in classroom activities.	• class observation	4
		1

<p>R3: Giving new ideas. Trying all the time to provide different and advanced information which are sometimes related to the material studied and sometimes even more. Multitasking: like drawing or creating stuff while listening to the teacher's explanation. The ability to concentrate meanwhile.</p> <p>R4: Ways that help teachers identify gifted students:</p> <ul style="list-style-type: none"> ➤ Provide the students with different kinds of tests at the beginning of the year to know their levels, skills, and interests. ➤ Teachers identify gifted students through observation in the classroom. ➤ Noticing their discussion either with the teacher or with their classmates. ➤ It could also be through applying cooperative learning. <p>R5: Observing students and getting to know them is the first step in identifying gifted students. Sometimes lack of attention and inability to sit during class time as well as disruptiveness is an indication that something is going on with the student and that the teacher is required to investigate further.</p> <p>R6: Observing their critical thinking not their marks.</p> <p>R7: Many tests at the beginning of the year are conducted to know the students' abilities and performance such as the diagnostic, interest, VAK, performance in class, and many other.</p>	<ul style="list-style-type: none"> • academic achievements and scores • interviews 	<p>1</p>
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To compare, Tuttle and Becker (1983) display a list of means that are used in the identification process of the gifted students. Standardized tests, such as IQ tests, teacher nominations, peer nominations, biographical inventories, parent nominations, and transcripts. They further explain that for a better identification process, multiple factors should be considered since the mentioned means have advantages and disadvantages as well. The need for multiple tools was mentioned by many of the respondents in the current research, too (Tuttle & Becker, 1983).

Question 5. When asked to list the strategies that teachers can use in their classes to enrich the gifted students' education, all teachers noted that these students should be provided with extra practice that is challenging, advanced and above-average level. Five teachers agreed that these students should be provided with peer teaching and mentorship opportunities while only 2 of the participants mentioned employing discussions and research in their classes to activate the gifted students.

Table 5: Strategies named by teachers to enrich the gifted

Answers	Keywords	n
<p>R1: Students should be supplied with extra practice materials (above level); Extra time to enrich their needs; Encouragement and appreciation for their exceptional skills.</p>	<ul style="list-style-type: none"> • challenging, advanced and above-average level 	<p>7</p>
<p>R2: To enrich talented learners' education, we implement differentiated instructions to make sure that gifted students are given tasks that are up to their level. I apply group work, I give them extra work (more challenging) when they finish their tasks, and I give them some time to practice any of their hobbies.</p>	<ul style="list-style-type: none"> • research 	<p>2</p>
<p>R3: Students should be provided puzzles advanced book (stories) giving them higher tasks like peer teaching. They should be asked to visualize during free timing.</p>		
<p>R4: Students could be asked to</p>		

<ul style="list-style-type: none"> ➤ sit in groups in order to help the low-level students; ➤ participate discussions to stir their curiosity; ➤ go over extra stories especially when they finish their tasks early; ➤ be mini teachers to introduce the new vocabulary words. <p>R5: Preparing some challenging tasks for early finishers or gifted students that are related to lesson objectives. Assigning students who are above the academic level of the class to be mentors to those students who are struggling to understand the given concepts. Changing the method of instruction and varying teaching strategies will also help keep the gifted students engaged in class activities.</p> <p>R6: Students can prepare the next module that will be explained. They search, prepare inside and outside the class, prepare PowerPoint presentation and explain the module in general, they explain why and how the contents are used in our real life.</p> <p>R7: In the class, I let the students have open discussions. I allow such students to peer coach their friends in their own way. I also allow them to bring stories they like or even use our above-average, on-level, and below-level stories to read if those mentioned before are related to their interests. I let them do open research or PowerPoints related to anything they like and talk about it in front of others.</p>	<ul style="list-style-type: none"> • differentiated instruction • peer teaching and mentorship opportunities • discussions 	<p>2</p> <p>5</p> <p>2</p>
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According to Ullman (2022), 6 ways can be implemented in classrooms to boost the activity and achievement of gifted students: teachers should create tiered activities, they should employ cooperative strategies and curriculum compacting; they should have students learn at their own pace and offer them open-ended opportunities, and supply them with PBL (Ullman, 2022). It can be concluded that the respondents mostly spoke in this direction; however, they did not name the whole spectrum of possibilities. *Question 6.* To the question related to the extracurricular activities that, they think, might develop gifted students, the respondents named having clubs, trips, games, research, and competitions, although the majority focused on debates and discussions.

Table 6: Extracurricular activities for the gifted students

Answers	Key words	n
R1: Depending on their specific skills, other than regular school activities like participation in debates, inter- schools' competitions etc. may help them develop their abilities.	<ul style="list-style-type: none"> • clubs, • trips 	<p>3</p> <p>1</p>
R2: Gifted students definitely need extracurricular activities such as clubs (writing, drama, science, debate, music and sports activities).	<ul style="list-style-type: none"> • competitions • debates and 	<p>3</p> <p>5</p>
R3: Enlarge and extend the teaching environment: visiting new places, develop their point of view about topics through discussions.	<ul style="list-style-type: none"> • discussions • games 	<p>1</p> <p>1</p>
R4: Extracurricular activities, organizing different clubs that meet the gifted students' skills and needs can help them develop their intelligence in more ways than one.	<ul style="list-style-type: none"> • research 	<p>1</p>
R5: Improve their social skills by connecting them with other people through competitions, debates, and games.		
R6: Some extracurricular activities that might be used are book clubs, debates, and research.		
R7: Extracurricular activities might be trips designed according to their interests, debates, and competitions.		

Although clubs, excursions / field trips, and competitions are also supported by research, there may be more creative ways to support gifted students' development that they would value more. For instance, Renzulli and Reis (2019) mention that clusters

are ways that can provide students with means to increase their knowledge, critical thinking, and creativity levels. They give an example of the way students get involved in clusters. In Brete Harte Middle School in San Jose, CA, students leave their regular classrooms and become part of interest-based enrichment clusters. They work with their teachers on projects of their interest over a period and at times parents and community members are also requested to participate to deepen their experience (Renzulli & Reis, 2019).

Question 7. Lastly, when the teachers were asked to report on the obstacles that hinder gifted students’ development, respondents mentioned time, facilities, financial constraints, boredom, heterogeneous groups, lack of guidance and mostly traditional teaching techniques block students’ development.

Table 7: Obstacles hindering the gifted development

Answers	Key words	n
R1: Obstacles that we face are those related to typical educational methods without any inclusion of differentiation strategies, limited time periods, and financial constraints may be the reasons.	<ul style="list-style-type: none"> • time, • facilities • traditional 	2 2 3
R2: The main obstacles that we teachers face: the yearly plan that we have to abide by, the classes that are not spacious enough and of all those the old-fashioned mentalities in our society. Many people still believe that the learning-teaching process should merely depend on lecturing, using books and memorizing.	<ul style="list-style-type: none"> teaching • financial constraint • boredom • heterogenous 	2 2 2
R3: Poor facilities and tools; gifted are not able usually to be stuck in a small place. They always search for new things to keep their minds and times busy which we need to provide all the time. They dislike boring routines.	<ul style="list-style-type: none"> grouping • proper guidance 	1
R4: The obstacle that hinders the development of gifted students: <ul style="list-style-type: none"> ➤ They often get frustrated because they are not surrounded by other gifted students. ➤ Sometimes they become very bossy by arguments and by creating complex rules for play to direct the other students to follow them. 		
R5: Some obstacles are: <ul style="list-style-type: none"> ➤ They easily get bored because they finish their tasks quickly and because of the routine. ➤ The lack of proper guidance either at school or at home. 		
R6: Lack of appropriate activities and motivation, being placed in a class that doesn't include students with similar academic ability might discourage the gifted as he/she will lack competition.		
R7: Timings in schools, other students’ needs, and abilities and the lack of money needed to fulfill all the gifted students needs might be an obstacle for parents and teachers from fulfilling their needs.		

Strangely enough, nobody mentioned the lack of teacher motivation and creativity. Everybody believed that the obstacles come from outside only. Researchers also emphasize the external barriers. Barnett (2019) reports in her article that the lack of training hinders teachers’ accommodation toward the needs of the gifted students. The short time teachers have, and the poor facilities as well obstruct them from tailoring for the needs of the gifted students.

3.5. Discussion

In the current research results, there seemed to be an agreement on the qualities or characteristics of the gifted students as being ones who are passionate, attentive, have great memory, creative, curious, and speedy. Although the characteristics listed by the respondents coincide with the ones Winebrenner (2001) mentions, yet teachers should acknowledge the additional traits that she mentions having the ability and desire to deal with complicated concepts and lack of interest in long explanations.

As for the programs, the highest rate of the answer was the need for 'special' programs for the gifted student, yet there was no mention of any description for the details of the program (should it be within the class with other children or in special classes or schools, etc.). Normally, programs for the gifted children are of three types: enrichment, accelerated, and ability grouping (Baser, 2016). Teachers should be aware of the advantages and disadvantages of these approaches to be able to recommend parents to place their gifted kid to an adequate school / class and/or to provide some assistance if she/he is in their class. While (3 out of 7) the teachers interviewed indicated that diagnostic tests are the means that can help them identify the gifted students, most of them seemed to ignore other aspects that should be employed to identify them. Teachers should also continuously observe their students, use a mixture of assessment methods, such as standardized tests, IQ tests, teacher nominations, peer nominations, biographical inventories, parent nominations, and transcripts to have a comprehensive identification process (Tuttle & Becker, 1983).

Moreover, all teachers participating in the current study believed that the gifted students should be supplied with extra practice, as three out of them explained that clubs are extracurricular activities that enhance the gifted students' abilities and five of them believed that open-ended discussions and debates during sessions boost gifted students' educational opportunities. These responses reveal the teachers' belief that students should be put in clubs that enhance their abilities just like those clusters that Renzulli and Reis (2019) speak about, yet teachers did not mention the point that students should be grouped in these clusters relative to their interests the way the theorists explain. Renzulli and Reis (2019) stress the fact that these clusters should be interest-based to boost students' critical thinking and creativity.

Finally, when asked about the obstacles that hinder the gifted learning, the responses indicated that timing, boredom, poor budget, lack of guidance, heterogeneous grouping, limited facilities, and old traditional methods obstruct the learning of gifted students. Teachers' poor skills need sufficient training for enhancement. With insufficient professional development, this enhancement becomes unachieved. Moreover, inadequate facilities and limited time block teachers from sufficiently assisting the needs of gifted students (Barnett, 2019).

3.6 Research Ethics

This study holds the values of honesty, integrity, reliability, and truthfulness. The researcher has granted participants confidentiality and anonymity. To facilitate the process of interviews, permissions were as well received from the school management.

3.7 Limitations of the Study

One of the major limitations of this study was the small sample population selected by the researcher in addition to the fact that only one private school was involved in it. This leads to lower generalizability of results. Besides, the use of only one qualitative method (interview) is another limitation, since the use of observation and/or a quantitative method, such as a survey, would be for triangulating the data and rendering them more credible.

4. Conclusions and Recommendations

In conclusion, the research has revealed that the teachers do not have sufficient information and understanding on the needs of the gifted students. Due to their heavy load, they do not seem motivated to self-develop in this direction. Thus, teacher professional development is to be the cornerstone toward orienting the teachers on the learning of gifted students.

Teachers should realize that gifted students may have multiple or single interests, that not only diagnostic tests held once a year, but also their continuous observation of students' traits and learning behavior is essential to understand the reasons, for example, boredom, passivity, misbehavior, and even low achievement. Having a closer relationship with primary and middle school children and their parents would help timely notice their gifts and create optimal conditions for their development.

Tests and grades may or may not indicate the child's gift(s). Holding creative activities, and competitions, and organizing extracurricular events according to students' interests will help both to diagnose and develop their gifts. Although teachers are largely responsible for creating the optimal environment for gifted children, they can do nothing without relevant support from school administration and the Ministry of Education to improve sufficiently the existing situation.

Directions for further research

Research on a larger scale involving more teachers would be useful. Research on teachers' needs should be held in other settings (schools, countries). Research involving gifted children and their parents/caretakers would give a wider picture of the problem.

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