

DEGREE OF IMPLEMENTATION OF SOCIAL-EMOTIONAL LEARNING (SEL) APPROACH BY THE TEACHERS OF THE GIFTED FEMALE STUDENTS: BISHA DISTRICT, KSA

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ABSTRACT: *The main purpose of this study was to examine the degree of implementation of the social and emotional approaches by the female teachers in teaching female gifted students. Seventy-item questionnaire was developed as the study instrument covering six strategies: brainstorming, role playing, dramatic playing, group discussion, storytelling and debating. Population of the study (N=194) were female gifted students at the secondary school level in Bisha district–Saudi Arabia. Statistical analysis was performed using SPSS 20.0. Pearson correlation and Cronbach's α (alpha) coefficients were used to test the validity and reliability of the questionnaire. The results indicate that the degree of implementation of these strategies was medium. Moreover, there were no significant statistical differences between the gifted students' rating of the degree of implementation of each strategy by their teachers and for all strategies as a whole according to the study level. The study recommends the necessity of conducting training sessions for the gifted teachers to train them on how to employ the social emotional learning strategies during the class.*

KEYWORDS: Social-Emotional Learning, Gifted students, Bisha district, Learning strategies

INTRODUCTION

Background

The group of talented people is one of the most important categories of developed societies, which consider them a great wealth that is always seeking them, discovering their talents and developing it, providing them with all the necessities they need. Also, benefitting from their abilities and what they have distinguishing them from others and counting their extraordinary abilities and innovations in all fields. All of this requires sponsorship in order to overcome their psychological and social problems (Jarwan, 2008).

Talent care is an important part that cannot be separated from the school's educational function. Because taking care of the students' talents and abilities is one of the highest functions of the school, which requires the cooperation of all the members of the school to make this task a success.

As a gifted teacher has a prominent role to play in meeting these needs and requirements, and because of his abilities and qualifications level that has great effect on the success of the gifted program. It was incumbent on talented program managers and planners to make the matter of selecting and training teachers to qualify them to work in this area of interest, and the priority of their work (Chan, 2001).

The teacher was and still the basic element in the learning situation and he is the controller of the class environment. He is the driving force of students' motivations and who shape their attitudes through various teaching methods. So, he is considered the decisive factor in the

effectiveness of the teaching process, despite the innovations of education, and what the contemporary technology introduced for facilitating the entire educational process (Almoosaway, 2002)

Students need to develop their own social skills and emotional competencies so that they can achieve normal social and psychological adjustment, cope with changes and create positive attitudes, and adjust behavior in a manner consistent with these changes, to reach a level of psychological integrity and self-realization (Mansoor, 2004). Eliaza (2004) indicated that students with high social and emotional abilities are more focus and achievement on their studies and they will be more successful in their personal and occupational future.

School as an educational establishment can play a vital role in developing social skills and emotional competencies of the students (Golmaan, 2005). Golmaan and his educational expert team established an organization (*Collaboration for Academic, Social and Emotional Learning (CASEL)*) that aimed at developing programs based on developing the social intelligence and emotional competencies. CASEL organization calls for supporting the social and emotional learning in schools and educational institutions from the kindergarten level until secondary stage.

Because of the importance of the emotional social learning theory that seeks to develop the dimensions of social and emotional intelligence and its components, skills and competencies among students and to activate the emotional social learning skills that contribute to the development and improvement of the efficiency of the performance of talented students in their classes, was the main pillar that led us to study the degree of employment of emotional social learning strategies by the gifted teachers. In addition, to verify the current study questions, interpretation of their findings, and reaching suggestions and recommendations thereon.

The Social- Emotional Learning (SEL)

The social-emotional learning is the process by which children and adults acquire the knowledge, attitudes and skills they need to understand and manage their emotions, show interest and care for others, establish positive relationships, make responsible decisions, and deal constructively with situations. Many educational programs available in the United States offer education that provides opportunities for training, applying, and taking a certificate or appreciation for the use of emotional social skills. Efficiency in the use of emotional social learning skills can be stimulated in a safe and supportive learning environment, at school, at home and in the community, where children feel appreciated and respected and are connected and integrated into the learning process (Jarwan, 2012).

Elias et al. (1997) defined SEL as the process through which we learn to recognize and manage our emotions, to take care of others, to make good decisions, to behave responsibly and morally, to develop positive relationships, and to avoid negative behaviors. The researchers believe that these skills need to be developed so that students can succeed not only in school, but also in their future lives, assuming that those who do not have these skills are unlikely to succeed in their lives (Jarwan, 2012).

The SEL approach aim at strengthening the children's ability to understand, manage and express the emotional and social aspects of their life experiences in ways that will enable them to achieve positive outcomes in their lives, such as learning, developing intimate relationships with others, Which is becoming increasingly complex

The Study Problem

This study seeks to verify the degree to which gifted teachers are employing the SEL strategies in the classroom. The researcher feels the necessity for such investigation in order to identify the current reality of the degree of employment of gifted teachers to strategies of emotional social learning. The study was carried out through exploring the views of talented students themselves in the light of some variables such as the level of study and the study branch of the talented students. This is in order to prepare and develop plans and programs that can be developed for this important group members of the society and help to achieve the skills of social and emotional learning. And then, to play the multiple roles expected from them. Since most of the modern local research related to this area is still few, and its subject did not address the emotional social learning as a new concept separated from other learning forms.

Study Questions

The study problem can be determined through the answer of the following questions:

Question 1: What is the degree of implementation of SEL strategies (brainstorming, role play, theatrical Psychological Representation, group discussion, story narration and debate) by the gifted teachers from the point of view of the secondary school stage female students?

Question 2: Is there any significant statistical differences for the implementation of the SEL strategies from the point of view of the gifted female students at the secondary school stage attributed to the study level (first or second or third secondary)?

Question 3: Is there any significant statistical differences for the implementation of the SEL strategies from the point of view of the gifted female students at the secondary school stage attributed to the student' study branch (Science, or literary or Quran recitation)?

The theoretical importance of this study can be summarized as follow:

- 1- According to the knowledge of the researcher there is scarcity in the Arabic studies dealt with the SEL in teaching environment in general and in the gifted classes in particular.
- 2- Highlighting the extent to which gifted teachers recognize the importance of employing social and emotional skills in gifted applications in the classroom environment, since teachers focus on the cognitive aspect at the expense of social and emotional aspects.
- 3- Develop the awareness of gifted teachers on how to activate social emotional learning skills that contribute to the development, improvement and increase the efficiency of the performance of the talented students in their classes.

The applied importance of this study can be summarized as follow:

- 1- Building a scale that shows the extent to which gifted teachers use social emotional learning strategies.
- 2- - Identify the need for teachers to train them to employ emotional social learning skills in the classroom environment, especially with gifted.
- 3- - It paves the way for future studies to identify the factors that help the student in adolescence to achieve greater emotional social learning skills, from the perspective of

students themselves, and from the point of view of officials in the education sector at various levels.

- 4- Encourages those who are involved in the educational process to increase their efforts to develop positive ideas aimed at developing the emotional and social skills of the gifted students through the curricula and teaching methods offered to them.

Objectives

The objectives of this study are determined in identifying the degree of employment of the gifted teachers of the social and emotional learning strategies at the secondary school level as follows:

- 1- To identify the degree of employment of the gifted teachers for the brainstorming, role playing, and theatrical (psycho-drama) strategies in the secondary school stage.
- 2- Identifying the degree of employment of gifted teachers for the group discussion, storytelling, and debate strategies at the secondary school level.
- 3- Identifying the degree of employment of the gifted teachers to the emotional social learning strategies on the overall score of the social emotional learning strategy scale.

METHODOLOGY

This study was limited to identifying the degree of employment of gifted teachers for social emotional learning strategies. The determinants of this study were as follows:

- a) **The study population:** The study population consists of all gifted female students in the secondary school stage in the province of Bisha. The total number were (194) students according to the statistics issued by both departments of the gifted male students and gifted female students in the Directorate of Education in the province of Bisha for the academic year (1433/1434 H).
- b) **The study sample:** The sample (120) female students were selected intentionally. It included all gifted female students in the secondary school stage from the public schools in Bisha Governorate in the Kingdom of Saudi Arabia for the academic year (1433/1434 H).
- c) **Location boundaries:** This study was applied to a sample of gifted female students in the public schools of Bisha governorate in the Kingdom of Saudi Arabia.
- d) **The study approach:** The analytical descriptive approach was determined to suit the nature of the study.
- e) **Time boundaries:** This study was carried out during the second semester of the academic year 2013-2014H.
- f) **Procedural determinant:** The study tool was limited to the validity and stability of the study tool used in the study which the researcher prepared and developed. It consisted of (70) paragraphs, divided into six areas, namely: (i) the strategy of brainstorming, consisting of (22) paragraphs; (ii) role playing strategy, consisted of (14) paragraphs;

(iii) the strategy of theatrical representation (psycho- drama that consisted of (12) paragraph; (iv) the strategy of group discussions which is consisted of (8) paragraphs; (v) storytelling strategy consisted of (6) paragraphs; and (vi) the debate strategy consisting of (8) paragraphs.

RESULTS AND DISCUSSION

In this section we are presenting the results and discussion that have been achieved after collecting the data using the study tool. The results presented here according to the study questions aiming at identifying the degree of implementing social-emotional learning approaches by the gifted students' teachers from the view of the female students in the secondary school stage. The results are presented here according to the study questions.

The results of the first question which states: "*What is the degree of implementation of social and emotional learning strategies (brainstorming, role play, theatrical psychological representation, group discussion, story narration and debate) by the gifted students' teachers from the point of view of the secondary school stage female students?*" To answer this question we have calculated the arithmetic means and standard deviations of the estimations of the gifted female students for the extent that their teachers employed social emotional learning strategies. Following is the presentation of the results for each strategy.

Brainstorming Strategy: The arithmetic mean and the standard deviations for the estimations of the female students for the degree of employing this strategy were in the range of (2.70-3.36) and (0.81-1.07) respectively. This indicates that the degree of employment of this strategy by the teachers is medium. The paragraph of the questionnaire stated that "*the teacher helps the students to record the thoughts that are applicable*" ranked with highest arithmetic mean of (3.36) followed by the paragraph "*the teacher discusses with students about the meeting and gives minimum information about the subject*" with an arithmetic mean of (3.34).

The researcher interprets this result in the light of what have been mentioned in the literature as pointed out by Jarwan (2012). He suggested that the classroom interaction is brought by explaining the subject by the teacher or a gifted student, and then the teacher opens the discussion with an open question of the kind that is likely to have more than one answer or no specific answer. Then, he leaves the answer to the students in order to discuss and comment on it. Sometimes the teacher resort to questions that force students to show their views towards their colleagues' contributions or answers. Maker (1975) sees that the gifted teacher has intelligence and creativity, and suggests that the gifted teacher must have the ability to offer analytical ideas, the ability to look for new and authentic solutions, the ability to think imaginatively, and to respect the potential of students. Tassel-Baska et al. (1992) indicated that the most important competencies that must be possessed by the gifted teacher to apply skillfully good teaching methods suitable for talented students: such as brainstorming, exploration, investigation and problem solving, and others. As well as training to formulate good questions according to their higher cognitive levels and analyze and classify questions according to their levels of knowledge and useful ways to direct questions and receive answers from students and links the curriculum to activities related to student's life and raise his thinking. Clark (1997) pointed out that the gifted teacher is characterized by a wide range of horizons, culture, knowledge, and a flexible personality receptive to various opinions, discussions and dialogues.

He has a fluency in ideas, meanings and rapid disruptions to respond to various subjects, use of imaginative images, and the methods to detect the feelings of the gifted.

The paragraph with lowest arithmetic mean (2.70) was "*The teacher allows the students to draft the final report*" preceded by the paragraph "*the teacher records the raised ideas immediately*" with an arithmetic mean of (2.97). This can be explained in the light of the theoretical literature, as pointed out by Shahrani (1430H) that the gifted teacher must have the qualities including the ability to collect the facts and recorded in the images enables the talented to benefit from them and be knowledgeable and have rich knowledge and to guide his talented students to the suitable scientific references that is useful to them. As Al-Azza (2000) pointed out that one of the educational behaviors that must be met by a gifted teacher is to provide feedback to students, use various educational strategies and raises higher mental processes. Also as Emerick (1992) pointed out that the obstacles of gifted education are the authoritarianism of the teacher, lack of the feel to the emotional and mental students' needs, domination in giving information, not giving the appropriate effort to the educational position and hegemony in system issues.

In general, the results show that the estimation of the gifted students to the extent that their teachers employed the brainstorming strategy was moderate in all paragraphs and in the overall field. This can be interpreted as the teacher did not know the way to apply this strategy in the classroom.

Role-Playing Strategy: The arithmetic mean and the standard deviations for the estimations of the female students for the degree of employing role-playing strategy were in the range of (2.90-3.38) and (0.92-1.07) respectively. This indicates that the degree of employment of role-playing strategy by the teachers is medium. The paragraph "*the teacher determines the suitable problem for role-playing*" ranked with highest arithmetic mean of (3.38). The researcher explains this in the light of the theoretical literature that the characteristics of the gifted teacher, as summarized by Ehrlich (1982), has a self-insight and recognizes the needs of his students, as well as the ability of the gifted teacher to provide the appropriate work and tasks specifically. In addition, the teacher's knowledge of the growth of the gifted helps him to discover his abilities in particular areas and the ability of the teacher to analyze the obstacles that prevent the student from satisfying his needs or raise in him certain conflicts. Also, provide the students with opportunities to vent their conflicts, as noted by Karnes and Whorton (1991), with a wide horizons and education of the gifted teacher and his love for knowledge and erudition.

The paragraph "*the teacher prepares the classroom for using role-playing strategy*" with an arithmetic mean of (3.25) was ranked second. This can be interpreted according to Jarwan (2012) that the general and common characteristics of talented teachers are organizing and preparing in advance where the gifted teacher is able to organize the classroom and prepare a degree of knowledge and activities appropriate to the level of the students and the time of the lesson. One of the characteristics that characterize the successful teachers as demonstrated by the Bishop (1968) study is that it is the systematic classroom behavior that follows a pre-prepared plan. Whatever is the shape of the classroom, it is necessary that the students are fully aware that things are organized, that the teacher is ready for the lesson and that there is a clear goal for every class.

The paragraph with lowest arithmetic mean (2.90) was "*The teacher obliges the students to keep calm and no comments*" preceded by the paragraph "*the teacher directed the students to draw appropriate solutions from the situation*" with an arithmetic mean of (2.91). This can be

explained according to Ehrlich (1982) summarized that the qualities of a gifted teacher is patient and has a sense of humor. Khatena (1982) summed up what come in fourteen studies conducted between 1955 and 1975 that dealt with the characteristics of the gifted teacher as friendly, pleasant nature, patient, positive and their lectures are vital and enjoyable. Also, other researchers mentioned the preferable personal and behavior characteristics of the gifted teacher are: (i) flexible and open to new ideas, (ii) collaborates and engages others in answers, (iii) respect the students and accept their views, (iv) appreciate their exploratory activities, (v) encourage the students to experiment and self-learning, (vi) do not complain about their multitude questions or their tendency to independence in opinion, (vii) not to be cruelty and dominant [Lindsey, 1980; Emerik, 1992; Clark, 1997]. The self-confidence and the strength of teacher's personality does not mean the imposition of control and domination, but be a model in the treatment, behavior, ideas and actions and be a catalyst and encouraging and not frustrating to their ambitions. Torrance (1987) stated that one of the most important obstacles for gifted students is the way the teacher deals with students based on authoritarianism, control and insistence on following orders and implementing instructions, not taking the opinion and participation of the student and focusing on traditional methods of evaluation. This gives the gifted psychological stress and tension and not giving him a chance for discussion and dialogue on issues and topics of his interest and which he wishes to discuss.

In general, the results show that the estimation of the gifted students to the extent that their teachers employed the role-playing strategy was moderate in all paragraphs and in the overall field. The researcher attributed this to the failure to exercise the steps of this strategy according to its procedures, and the sequence steps on which the strategy was built, during the implementation of the educational situation. And not encouraging the students for parts of the strategy to monitor the educational situation and training students to formulate appropriate solutions.

Theatrical Psychological Representation strategy: The arithmetic mean and the standard deviations for the estimations of the female students for the degree of employing theatrical psychological representation strategy were in the range of (2.72-3.30) and (0.83-1.18) respectively. This indicates that the degree of employment of theatrical psychological representation strategy by the teachers is medium. The paragraph "*the teacher contributes in closing the dramatic scene with the participation of the students with each other*" ranked with highest arithmetic mean of (3.30). This result can be explained in the light of a theoretical literature, where Feldhusen (1997) points out that personal qualities and characteristics of a gifted teacher respect the different views of the gifted and respect their ideas and aspirations and integrate with the students to achieve an atmosphere of democracy.

The paragraph "*the teacher helps to create dramatic work emotionally, sentimentally, consciously and psychologically.*" with an arithmetic mean of (3.12) was ranked second highest. This can be explained according to what Salson and Haier (1991) have indicated that through the planning for the lesson, where many factors play an important role in the planning for the lesson, such as educational experience, the talented should be surrounded by a wide scientific experience, including the subject and all its social, economic or environmental dimensions. And to know the means that ensure to take the subject from the scientific and historical references and newspapers and magazines. Also he must have sufficient capacity for speech and declamation. Other factors are to ensure the appropriate educational environment that helps to develop the capacity and to provide the appropriate scientific resources and tools and to provide independence in the quality of the study field and choose the right place. Also,

Bishop (1968) indicated that the teacher should know and explore the individual requirements of each of them, and note from those requirements that there are strange phenomena and that the main part in providing students with individual programs needs time outside the classroom. Most of the special pedagogical attitudes in the care of gifted people need far-reaching and out-of-the-line situations. In other words, it needs rich environment and following up out of the classroom. The school or class must provide parallel programs to those offered by individual education through individual programs.

The characteristics require that the gifted teacher possess a set of attributes that characterizes him not only from the teacher of ordinary students but also from the average person. He believes in the importance of educating gifted children and is familiar with the psychology of gifted people. He is capable of drawing up an integrated program that provides talented students with diverse and varied experiences. He knows appropriate teaching methods for outstanding children. He has knowledge of scientific research methods in scientific fields and has the ability to lead talented children through their activities, free of all feelings of envy and jealousy about gifted children's talent (Amer 2005).

In this aspect, the teacher must have characteristics that enable him to present ideas in an easy and clear manner and to improve the use of various teaching aids in teaching and to use them in achieving the goal of the lesson (Al-Musawi, 2002). Studies have shown that the characteristics of talented students require that the gifted teacher have characteristics that are different from those of the average teacher. Stephen as mentioned by Alshreeka (2005) noted that there is a type of teacher called the creative teacher who is like a brilliant actor who can make patterns learning in an atmosphere of love, joy and acceptance as it provides an opportunity for learners to understand the relationships between different types of knowledge.

The paragraph with lowest arithmetic mean (2.72) was "*The teacher helps the drama heroine in expressing her feelings*" preceded by the paragraph "*the teacher ended the drama scene when she feels that the problem is clear for the students*" with an arithmetic mean of (2.85). The researcher explains this result in the light of the theoretical literature that the talented students' teacher does not give the opportunity for talented students in dialogue and discussion and express their feelings. As Chambers (Jarwan, 2012) pointed out, it is characteristic of teachers who hinder gifted students that they do not encourage students' ideas and creativity, are cynical, do not follow what is new in their field of study, have specific interests that are not enthusiastic and inactive.

In general, the results show that the estimation of the gifted students to the extent that their teachers employed the psychological representation strategy was moderate in all paragraphs and in the overall field. The researcher explains in light of this result that theatrical and drama activity is not active in schools of education in the place of study (Bisha).

Group Discussion Strategy: The arithmetic mean and the standard deviations for the estimations of the female students for the degree of employing group discussion strategy were in the range of (2.90-3.35) and (0.38-1.20) respectively. This indicates that the degree of employment of group discussion strategy by the teachers is medium. The paragraph "*the teacher raises puzzled and nonspecific questions*" ranked with highest arithmetic mean of (3.35)

This result can be explained as Jarwan (2012) suggests that if we quickly analyze the patterns of classroom interaction between the teacher and his student, we find that there is a common

factor between them. It indicates the direct role played by the teacher in each factor. In light of the review of studies focused on the analysis of classroom interaction, especially during the discussion, we found that there are two different types of classroom interaction as indicated by Flanders (1970) and Taba (1966). The first type is the prevailing one based on the "teacher gives and the student takes". Where, the teacher asks a question and one of the students of the class gives the answer and the teacher comments on this answer. And then the teacher asks another question, another student answers and so on. The second pattern, which encourages classroom interaction, is based on the principle that "both teacher and student give and take" where the teacher or student explains the subject. The teacher then opens the discussion by asking an open question of a type that is likely to have more than one answer or has no specific answer and leaves students have room to answer, discuss and comment on the question. Sometimes he may ask questions that force students to express their opinions about their colleagues' contributions or responses.

The results showed that the paragraph with lowest arithmetic mean (2.90) was "*The teacher enriches the group discussion among the students*". This finding can be explained in the light of theoretical literature. Torrance (1987) pointed out that one of the most important obstacles for a gifted student is the way the teacher deals with students based on authoritarianism, control and insistence on following orders, implementing instructions, not taking the student's opinion and participation in topics and issues of interest to him and which he wishes to discuss. And focus on traditional methods of evaluation, which causes the gifted psychological stress and tension. Clarck (1997) points out that the gifted teacher must be characterized by a flexible personality, receptive to various opinions and discussions, who has fluency in ideas, words, meanings and rapid disruptions to respond to different situations and multiple themes, away from the rigidity in his views and ideas and away from emotions. He must be receptive to the strange, mysterious and embarrassing questions, and the use of imaginative methods and images to reveal the feelings of those outstanding and talented.

Alsayed (2000) pointed out that one of the characteristics of a successful teacher is the love of science, the abundance of information in the subject he studies, and the knowledge in different branches of human knowledge.

In general, the results show that the estimation of the gifted students to the extent that their teachers employed the group discussion strategy was moderate in all paragraphs and in the overall field.

The researcher attributed this to the weakness of teachers in handling and employing this strategy through which the teacher can formulate questions and put them to students and listen to them, and activate the role of female students during the discussions.

Story-telling Strategy: The arithmetic mean and the standard deviations for the estimations of the female students for the degree of employing story-telling strategy were in the range of (2.79-3.28) and (0.47-1.00) respectively. This indicates that the degree of employment of story-telling strategy by the teachers is medium. The paragraph "*the teacher provides sufficient time for students to accomplish the task required by them*" ranked with highest arithmetic mean of (3.28).

This can be explained according to Clarke (1997) who noted that the gifted teacher must have the skills to deal and communicate with others, be democratic in his actions and opinions, listen to the students, listen to their problems, and leave the opportunity for them to express their

ideas and not to force them to adopt others' ideas by pressing them and using his authority as a teacher. The teacher, who has proclivity to teach talented people, respects them, accepts their views, appreciates their exploratory activities, encourages them to experiment and learns self, and should not complain about their multitude questions nor from their tendency to independence. This conclusion was supported the study of Bishop (1968). It was found that successful teachers had a personal interest to look after the outstanding learners and a tendency to study the subjects from their point of view and to appreciate their feelings, opinions and ideas (Emerick, 1992).

Al-Sherbini and Sadeq (2002) also point out that it is the responsibility of the gifted teacher to be prepared and able to stimulate and raise talents and satisfy their extraordinary interests and interacting with children at all levels. It is his educational task to develop their talents and mental aptitudes, and direct them to the right direction. The importance of the gifted teacher is not confined to the limits of the curriculum, but extends to the other types of science and culture, while harnessing the available resources to exploit the tendency of the talented and to use them to the maximum extent.

The paragraph with lowest arithmetic mean (2.79) was "*The teacher prepares students to attract their attention through a proper introduction to the story to be narrated*". This result can be explained in the light of the theoretical literature (Haier & Salson, 1991), where many factors play an important role in the planning of the lesson such as: (i) Educational experience: The gifted must be surrounded by a wide range of scientific experience, including the subject and all its social, economic or environmental dimensions. (ii) Knowledge of means that assure the framing of the subject as scientific and historical references, newspapers and magazines. (iii) He must have sufficient capacity for speech and expression. (iv) The preparation of the subject, like reading articles that talk about different points of view. (v) Ensure the appropriate educational environment that helps develop capacities and provide appropriate scientific resources and tools. (vi) Determination of the requirements of the lesson, such as the definition of the unit, analysis of information in all scientific and non-scientific aspects and the identification of references. (vii) Choosing the suitable place.

In general, the results show that the estimation of the gifted students to the extent that their teachers employed the story-telling strategy was moderate in all paragraphs and in the overall field. The researcher attributed this to the failure to employ the steps of this strategy in the sequence of steps during the lesson, and indication only to some actions and steps, and the employment of some.

Debate Strategy: The arithmetic mean and the standard deviations for the estimations of the female students for the degree of employing debate strategy were in the range of (2.75-3.31) and (0.67- 0.96) respectively. This indicates that the degree of employment of debate strategy by the teachers is medium. The paragraph "*the teacher organizes models to evaluate the debate between the two teams*" ranked with highest arithmetic mean of (3.31). This result can be explained in the light of a theoretical literature. Mari et al., (1992) noted that one of the most important competencies of a gifted teacher is to use skillfully the different methods of measurement such as self and peer assessment forms, observation, interview, achievement tests, classroom presentations, etc. He also should identify the various types of evaluations, as well as alternative assessment methods, and uses appropriate educational techniques that contribute to the development of gifted thinking. As Jarwan (2012) pointed out that the teacher-centered classroom environment may be effective in communicating a set of specific facts or information, particularly to ordinary or weak students. In contrast, the student-centered class

environment is more effective in developing students' abilities to use concepts, teamwork and raise their motivation to learn. Chickering, (1969) confirmed this finding in his review of the studies conducted to compare the effectiveness of the interaction patterns. He concluded that the student-centered classroom interaction is related to the teacher's assessment of classroom learning outcomes beyond the limits of knowledge or information acquisition only.

The paragraph with lowest arithmetic mean (2.75) was "*the teacher displays the attitude of each team separately*". This result can be explained in the light of a theoretical literature as Feldhusen (1997) points out that the characteristics and personal qualities that must be available in the teacher of gifted students are to respect different views, less critical of others, integrate with students, exchange ideas and aspirations with them and achieves an environment of democracy.

Al-Azza, (2000), noted that the gifted teacher has strong energies and high abilities to guide rather than indoctrinate them, or to fill their brains with knowledge. He who motivates these energies to move towards desired goals. The gifted teacher encourages cooperative education sometimes and competence occasionally. He should encourage his students to be independent in learning and self-reliance to access knowledge resources. Marai et al., (1992) pointed out that one of the most important competencies that must be possessed by the gifted teacher is to identify different learning methods: individual learning, competitive learning and collaborative learning.

In general, the results show that the estimation of the gifted students to the extent that their teachers employed the debate strategy was moderate in all paragraphs and in the overall field. The researcher attributed this to the lack of knowledge of the teacher to the implementation of the strategy during the lesson, or inability to adjust the educational situation

Results related to the second question which states that: "*Are there any statistically significant differences in the students' view of the degree of employment for the social-emotional learning strategies by the gifted teachers that attributed to the student's academic level?*" The study level in this study is 1st, or 2nd, or 3rd secondary school.

The results of the arithmetic means and the standard deviations for the gifted students' estimation of the degree of employment for the social and emotional strategies by their teachers according to the study level showed that there are apparent statistical differences. To determine the significance of these differences, a single-variance analysis was used. The single-variance analysis for comparing the arithmetic means indicated that no statistical significant differences between the estimations of the gifted students to the extent that their teachers were employing each of the strategies of social and emotional learning alone and the strategies as a whole according to the study level. The results of single-variance analysis showed F value was in the range of (0.028-1.297) between the groups, and the level of significance was in the range of (0.277-0.971).

The researcher attributed this to the fact that the teachers of the study sample and as a result of these responses show that they do not employ these strategies during educational situations. This is due to a number of reasons, including almost exclusively in their educational preparation during their university studies without exposure to training to employ these strategies during the study. The course of their study took place in the manner of the lecture and the delivery during the teaching of the classes, without exposure to the employment of these strategies and not assigned to jobs through which these strategies are employed. The

researcher attributed this to the study of teaching methods courses during one semester is not enough to study these strategies and identify the actions which the strategy can be employed during the class. Moreover, upon appointment the teachers, they are subject to courses and training workshops by educational supervisors, and such courses or workshops come with topics that are far from employing those strategies. Or lack of interest by the supervisors to employ these strategies for the teachers, because the teachers were prepared educationally, or have a diploma in educational preparation, and be content with the study at the undergraduate level. The researcher also attributed these reasons to the fact that school principals at the beginning of the school year survey the needs of teachers from courses or workshops and all teachers are keeping away from demanding training courses or workshops on the use of these strategies. This is due to their preoccupation with teaching, or lack of time for them, and the reconciliation between home and school and the requirements of the educational process. This reason may affect their discomfort in holding such courses or workshops on the employment of such strategies, which require sufficient time to recruit and supervise the implementation in the school. This in turn, reduces the importance of such courses and workshops held either by educational supervisors, or directors. The researcher also attributed this to discouraging the exchange of visits between teachers to attend classes on the implementation of these strategies. However, this shows that colleagues do not accept the use of these strategies during classes. And when the educational supervisor or the school headmaster request to attend a lesson, the teacher tends to attitudinize and acting in implementing these strategies during the educational supervisor's visit, without checking the educational scene, or implementing the sequence steps of that strategy.

In the evaluation of the class by the supervisor or director, it is carried out in a humane way, which follows the affection between the supervisor and the teacher at the expense of the recruitment of the lesson elements, and shows the personal aspect in the evaluation and is limited to the management of the classroom. In addition, the evaluation is limited to the extent of control of the educational situation, and the character strength of the teacher, which covers the technical aspect in the recruitment of the class procedures. The researcher attributed this to the teacher's lack of knowledge of these strategies and this is due to a kind of shyness in the question, and inquire about those steps of that strategy and the procedures applied by specialists in that field. This was indicated by Haier and Salon (1991) that the gifted teacher needs to be prepared and qualified with different programs from those for the normal teacher. This is because of the nature of the target group he teach and their characteristics that differ from the class of ordinary group. In order to make the results of the education process useful and fruitful for students, their parents and the individuals of the society, these programs must include courses that shed more light on their needs, problems, developmental demands and educational characteristics and procedures to meet them. The teacher deserves the appropriate preparation because he is the key to the educational process, and that any educational reform must be started with him as building of distinguished generation who will undertake certain tasks will depend on him.

Also, Haider (2004) indicated that gifted teacher need to obtain a specialized educational qualification or diploma in the field of excellence and talent and be informed about the various aspects of the growth of mental abilities, their types and how to be measured, methods of appropriate teaching, the most important standards to identify them and knowledge of the most important characteristics of the talented and outstanding students. It is necessary to train the teacher before and during service in order to provide him with information on the characteristics of the excellence and teaching methods of the gifted students.

Results related to the third question which states that: "*Are there any statistically significant differences in the degree of employment of gifted teachers for SEL strategies from the point of view of gifted students in the secondary stage by level of study due to the student's branch?*" The students' specialization in this study means: general, scientific, literary, or Quran recitation stream.

The results of the arithmetic means and the standard deviations for the gifted students' estimation of the degree of employment for the social and emotional strategies by their teachers according to the study level of each specialization showed that there are apparent statistical differences. To determine the significance of these differences, a single-variance analysis was used. The single-variance analysis for comparing the arithmetic means indicated that no statistical significant differences between the estimations of the gifted students of the first secondary class to the extent that their teachers were employing the following strategies: brainstorming, theatrical psychological representation, group discussions, storytelling and debate according to the study branch. Also, the results showed statistical significant differences between the estimations of the gifted students of the first secondary class to the extent of their teachers employment of role-playing strategy and the entirely strategies according to the specialization branch. The arithmetic means indicate that the differences were in favor of the first secondary class students of the general specialization compared to the Quran recitation branch.

It is clear from the obtained results that there are no statistically significant differences between the estimations of the second secondary class gifted students for the implementation degree of their teachers to the following strategies: brainstorming, theatrical psychological representation, group discussions, storytelling and debate according to the students' branch. While, the study showed statistically significant differences between the estimations of the second secondary class gifted students for the implementation degree of their teachers to the role-playing strategy according to the students' branch. In order to know the significance of these differences, we used Scheffe test to analyze the differences among group means. The results of Scheffe test are shown in table 1.

Table1: Results of Scheffe test for post comparisons between the differences among group means.

Branch	Literary	Quran Recitation
Scientific	0.1213	0.2942
Literary	--	01728

Table 1 indicates that the estimations of the students of second secondary scientific class for the degree of implementation of their teachers to the role-playing strategy were better than those of the Quran recitation group.

It is clear from the obtained results that there are no statistically significant differences between the estimations of the third secondary class gifted students for the implementation degree of their teachers to the following strategies: brainstorming, role-playing, group discussions, storytelling and debate according to the students' specialization and the entirely strategies as a whole too. While, the study showed statistically significant differences between the estimations of the third secondary class gifted students for the implementation degree of their teachers to the theatrical psychological representation strategy and the entirely strategies

according to the students' specialization. In order to know the significance of these differences, we used Scheffe test to analyze the differences among group means. The results of Scheffe test are shown in table 2.

Table 2: Results of Scheffe test for post comparisons between the differences among group means.

Strategy	Branch	Literary	Quran Recitation
theatrical psychological representation	Scientific	0.3380	0.3355
	Literary	--	0.6835
The social emotional teaching strategies	Scientific	0.0340	0.1942
	Literary	--	0.2283

Table 2 indicates that the estimations of the students of third secondary scientific class for the degree of implementation of their teachers to the theatrical psychological representation strategy were better than those of the Quran recitation group. In addition, the table (2) indicates that the estimations of the students of third secondary scientific class for the degree of implementation of their teachers to the social emotional learning strategies in general, were better than those of the Quran recitation group.

The researcher attributed this result to the fact that these strategies are employed in the classes of different subjects in case of the students in the scientific or literary branch. These were implemented by teachers who have the knowledge to employ these different strategies. Moreover, those schools require the presence of teachers who have knowledge in the employment of these strategies, in addition to possessing excellence in their scientific branch. It is sometimes required by those teachers to implement these strategies. Moreover, the researcher attributed this to the fact that the process of implementation of lessons requires the use of these strategies by teachers who teach the scientific or literary branch, or due to the difficulty of educational material. Through the implementation of these strategies will facilitate the lesson. In addition, the researcher indicated that the fact that the teachers who teach the scientific and literary branch had been exposed to training courses for the employment of these strategies during the lessons. While the study sample shows that teachers in Koranic schools did not undergo special training courses or workshops for employing these strategies. This is explained in the light of this result that the stage of memorizing the Koran for students takes a negative attitude with their teachers because the students of this specialization rely on their learning in memorizing the Koran and indoctrination without addressing modern educational strategies. This result also attributed to the fact that teachers in the scientific and literary branch may have higher degrees, such as graduate diploma in education, or master or doctorate degree.

While the results came in favor of the theatrical psychological representation strategy because this strategy have an effective impact in the education of students. The success or failure of the teacher in implementing the lesson depends on her ability to implement that strategy and the extent and its suitability for the educational situation. Since this strategy includes training the female students on acting in the educational situations.

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