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Research Article

Talented Students' Satisfaction with the Performance of the Gifted Centers

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Abstract

This study aimed to identify talented students' levels of satisfaction with the performance of the gifted centers. The sample of the study consisted of (142) gifted and talented students enrolled in the Najran Centers for Gifted in the Kingdom of Saudi Arabia. A questionnaire was developed and distributed to the sample of the study. The results revealed that talented students were highly satisfied with the administration and teachers, whereas they were only moderately satisfied with enrichment activities, teaching methods, student relationships and facilities and equipment. Moreover, results also showed that there were no significant differences could be attributed to gender or to the level of schooling.

Keywords

gifted centers, performance, satisfaction, talented students

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Introduction

Interest in the education of gifted and talented students (GTS) in contemporary history has attracted the attention of several countries throughout the world because GTS considered a national treasure and an important factor in a country's development and scientific progress. GTS contribute to the welfare of society and its development, and help ensure a country's present and future security (Abu-Jaber, 2011). By contrast, the neglect of GTS education leads to serious negative consequences for society (Al-Hadabi, 2010). As a result, the Arab world has witnessed a rising interest in GTS education propel Arab societies toward greater cultural and scientific progress. Thus, educational policies and trends in the Arab world are attempting to establish educational institutions and special education programs to meet their unique needs of GTS and to provide them with intellectual challenges (Srour, 2010).

The first GTS school was established in Egypt in 1960. Subsequently, new movement was initiated in several Arab countries to establish schools, centers, associations and institutions for GTS, such as the Arab Council for Gifted and Talented in Jordan, King Abdulaziz and His Companions Foundation for Giftedness and Creativity [KACFGC] in the Kingdome of Saudi Arabia (KSA), and Emirates Association for the Gifted in United Arab Emirates (Jarwan, 2013, a).

To contribute to the progress of the Arab nation on a national level, the KSA government has adopted a wise policy by paying a great devoting substantial attention and investment to educate GTS and developing human potential by harnessing their capabilities. The KACFGC is a Saudi national institution that seeks to identify GTS to develop a national system of talent, giftedness and creativity; and to provide programs and services for GTS (Al Garni, 2012). The establishment of the National Research Center for Giftedness and Creativity at King Faisal University is further evidence of initiatives and strategic plans in the KSA aiming to achieve distinction in research at the national and international levels (King Faisal University,2015).

Gifted and Talented Programs

The Ministry of Education (MOE) in the KSA has shown interest in GTS through the establishment of the General Department for Gifted Students. This department aims to prepare policies and strategic plans for the education of GTS (MOE, 2015). The MOE has established 50 centers in various regions of the KSA (MOE, 2015). GTS attend to the centers in the evening, or on Saturdays, or during the summer holiday. Such students are selected for enrolment at these centers according to a set of standards that include high academic achievement, behavioral traits, and unique gifts (Al-Zoubi & Bani Abdel Rahman, 2011). The

region of Najran in the KSA, contains two centers for GTS, one for males and one for females.

The Najran Centers for Gifted aim to highlight student's gifts and create appropriate opportunities for the development of giftedness, talent, and creativity by offering enrichment activities in the science, literature, and the arts, and by providing them with thinking strategies, problem solving, and research skills (Al-Shehri, Al-Zoubi, & Bani Abdel Rahman, 2011). In the previous study, Oakland and Rossen (2005) confirmed that GTS programs are designed for students who demonstrate exceptional abilities that cannot be addressed in regular schools.

Therefore, the methods used to identify GTS involve designing scales and tests to first identify and then carefully develop educational programs aiming to enhance their mental abilities (Quraiti, 2005; Youssef, 2010). These programs should clearly define their objectives by developing principles and criteria for selecting GTS.

The National Association for Gifted Children (NAGC) recommended providing high-quality education with differentiated curricula for TGS to accommodate them and support their development and abilities (NAGC, 2015). The U.S. Department of Education also recently identified deficits in the regular school curriculum in meeting the unique needs of TGS (Brulles, Saunders & Cohn, 2010). Consequently, GTS programs need to focus on how best to prepare material, provide moral support and recruit competent teachers to ensure high-quality education for these students (O'Donovan, 2007).

GTS programs help to improve the learning, motivation and self-concept of these students (Chessor & Whitton, 2005). GTS tend to maturity their physical, cognitive, emotional and social development (Van Tassel-Baska, 2008). When GTS are enrolled in GTS programs they are more adaptive, are more able to develop social relationships, and have less exposure to the problems that they commonly face in universities (Olszewski-Kubilius & Laubscher, 1996). As a result, educational programs must available maintain pace with their early development and challenge their abilities, aptitudes, and potential.

GTS programs aim to increase learning, academic achievement, and self-concept among students through enrichment activities that encourage interaction and learning among them (Al-Zoubi, 2014). Accordingly, the educational system must satisfy the needs of GTS by establishing special programs that satisfy their educational needs (Adelson, McCoach & Gavin, 2012; Rogers, 2007). Moreover, Adelson et al. (2012) emphasized that teachers and administrators should have a clear role in evaluating the effects of GTS programs on students and their academic achievement.

Some studies have shown that GTS programs can improve academic achievement and self-concept among GTS (Chessor & Whitton, 2005; Delcourt, Cornell, & Goldberg, 2007; Gavin, Casa, Adelson, Carroll & Sheffield, 2009, Kaminsky, 2007). Other studies have confirmed that GTS programs enhance emotional and social development and that GTS tend to exhibit positive attitudes towards these programs (Al-Zoubi, 2014; Matthews & Foster, 2005; Reis, 2007; Rogers, 2002; Shields, 2002). Other studies have demonstrated that GTS programs are effective in achieving their goals and that parents and decision-makers tend to have positive attitudes toward these programs (Budair & Bahabri, 2010; Shurman, 2003). In addition, Al-Zoubi and Bani Abdul Rahman (2011) demonstrated that TGS programs are effective in terms of administration, teachers, enrichment activities, and facilities and equipment. Moreover, Al-Shehri et al. (2011) emphasized the effectiveness of the GTS centers in improving the levels of spatial and geometric thinking among these students.

In the KSA, Aljghaiman and Maajeny (2013) found that certain standards can be used to identify gifted students before they are nominated for a particular program. Furthermore, enrichment activities offers different services for gifted students and their parents. In contrast to these findings, Adelson et al. (2012) observed that GTS programs did not have positive impacts on increasing students' achievement in reading and math, or on their attitudes toward these programs. Jarwan and Maharmah (2009) noted that the GTS programs experience problems in the areas of public policies, procedures used to identify GTS, the criteria for teachers selection, and the implementation of enrichment activities. Moreover, Gaith, Banat and Tagash (2009) noted the limited contribution of government agencies to GTS programs, which are often lacking in terms of planning, regulation, financial, and human and technical capabilities. Furthermore, Morgan (2007) noted that despite the increasing number of gifted programs in Britain few studies have evaluated their effectiveness.

Several studies in the KSA have confirmed that GTS programs need more attention in various areas; Budair and Bahabri (2010) recommended providing financial support for GTS programs. Montashari (2007) emphasized the number of obstacles to achieve quality standards in GTS such as weaknesses in their goals and strategic plans and a lack of financial support. Al-Ghamdi (2006) emphasized that the gifted programs suffer from a lack of planning and organization of material and human potential. Furthermore, Al-Shahrani (2002) indicated that government school administrations are unable to clearly identify gifted students. Juhani (2008) also noted that researchers have not developed adequate attention to the evaluation of GTS programs.

Enrichment Activities

Enrichment activities provide GTS with a variety of experiences that are not available to them in regular schools (Miller & Gentry, 2010). Moreover, GTS enrichment activities provide opportunities to build friendships with individual who have similar intellectual abilities (Olszewski-Kubilius, 2003). Hertzog (2003) demonstrated that enrichment activities provide GTS with differentiated curricula, a variety of teaching methods, enhance their self-confidence, and help them discover their interests. Sastre-Riba (2013) emphasized the effects of extracurricular enrichment activities for improving meta-cognitive skills and regulation skills among GTS.

Numerous studies have confirmed the effectiveness of enrichment activities for the academic achievement of GTS, and the role of these activities in fostering the development of analytical and creative abilities (Al-Balawi, 2005; Aljughaiman & Ayoub, 2012; Al-Khateeb, 2003; Al-Zoubi, 2014; Cho & Lee, 2006). Jin and Moon (2006); and Al-Kassy (2004) highlighted types of activities and teaching methods that are appropriate for GTS programs and the level of student satisfaction with these programs. Khawaldah (2006); and Momani (2006) recommended reconsidering the enrichment activities that are offered to GTS. Other studies have suggested the need for a comprehensive evaluation of the programs and enrichment activities in GTS centers and to enable them to better appropriate needs of GTS to identify individual differences among them, to provide guidance for teachers, and to provide appropriate facilities and equipment (Al-Ajez & Murtaja, 2012; Jarwan & Maharmah, 2009). Azam (2002) documented similarities in competencies and personality traits shared by the principals of gifted programs and the principals of regular schools.

The Teachers of GTS

A differentiated curriculum is more effective when groping the TGS the teacher have the necessary experience in teaching and training (Brulles, et al., 2010; Gentry & MacDougall, 2008). Consequently, the methods of selecting teachers for GTS programs should be with the appropriate principles and criteria. In this regards, the report of the NAGC and the National Council of Directors of Programs for the Gifted (2009) confirmed that the preparation that GTS teachers receive pre-service and in-service programs in adequate for to teaching GTS. As Aljghaiman and Maajeny (2013) demonstrated, some teachers are less qualified to work in GTS programs. Moreover, the majority of teachers of gifted students in KSA are not professionally trained to work with GTS (Alamer, 2014).

Maharmah and Mahmoud (2012) indicated decline in the level of teachers' competencies in identifying of GTS, in their nomination criteria for teaching in these schools, and in in-service training programs that are not compatible with

NAGC standards. Al-Qamash (2013) noted that gifted teachers exhibit a moderate level of effectiveness in teaching skills related to planning, classroom management, instruction, and assessment. Budair and Bahabri (2010) showed that teachers of gifted programs in the KSA do not have the skills necessary to apply for the identification of GTS. Bani Abdul Rahman and Al-Zoubi (2014) noted that most of the problems that teachers encounter in GTS programs in the KSA involve a lack of appropriate evaluation scales, a lack of qualified teachers to work with GTS, insufficient lessons in some enrichment activities, evening work, the weakness of relationship between parents and GTS programs, and the negative influences of communities on the attitudes of parents towards GTS programs. The educational system hold workshops and training sessions for teachers of GTS to provide them with the skills necessary to effectively working with GTS.

The GTS

Talent and giftedness positively affect an individual's emotional and social development. High intelligence helps individuals to adapt, reduces psychological stress, and improves solve-problems ability (Chan, 2006; Neihart, Reis, Robinson, & Moon, 2002). GTS have unique qualities and characteristics that distinguish them from other students their age in the terms of their high levels of thinking, sensitivity, and emotional development (Needham, 2012; Nugent, 2005; Winner, 1996). Consequently, GTS are an exceptional group of children with capabilities that cannot be developed in the regular class. GTS need differentiated curricula to meet their superior learning abilities, and special programs that allow them to associate with students who share in their abilities and concerns. Jin and Moon (2006) demonstrated that schools for gifted students can help meet their educational needs, positively affect their relationships with peers and teachers, and improve their school life satisfaction within these programs and schools. However, Alamer (2014) reported that GTS in Saudi government schools are still studying the regular school curriculum which is not consisted with views of theorists in the field of talent and giftedness that a distinct curriculum must be offered to meet the needs of those students.

Several studies have revealed that GTS experience problems and psychological stress as results of GTS weak curricula and teaching strategies, a lack of programs that meet their ambitions and address interest, inadequate teachers understanding of the to their needs, and a lack of parent supports handling with their talents and superiority (Aayasrh, 2010; Abuzaitoun & Banat, 2010; Ahmadi, 2006; Al-Ghamdi, 2006; Ahmadi, 2005; Tawalbeh & Mahadeen, 2013). For instance, Ashwal (2013) found that the problems that GTS encounter including a lack of enrichment activities, and a lack of programs for students in general. Abu Hawash (2012) further confirmed the weakness of the curriculum

in challenging GTS, and the poor social adaptation of such students. Al-Zoubi (2011) indicated the problems confronted GTS included the offering of these programs in the evening, parents' emphasis on academic achievement rather than on students' capabilities and talents, and the influence of society and parent beliefs on GTS programs.

After reviewing the literature and previous empirical and theoretical studies concerning GTS programs, the researchers found differences of opinion regarding the effectiveness of these programs in the terms of their philosophy, founding, enrichment activities, curricula, efficient administration and teachers, equipment and facilities, as well as problems and stress experienced by the students in these programs. Accordingly, the purpose of this study is describe talented students' satisfaction with the performance of the Najran Centers for Gifted in the KSA. We sought to determine the effectiveness of these centers from the perspective of enrolled GTS in terms of the center administration, teachers, enrichment activities, methods and teaching strategies, student relationships, and facilities and equipment. This study also seek to investigate the reality of GTS education in the KSA based on observation and recommendations from a number of studies. Previous studies have identified challenges involved in the education of GTS in the KSA, and research investigated of GTS education issues in the KSA remains insufficient (Alamer, 2010, 2014 Al Garni, 2012).

In other words, the main research question of this study was as follows:

What is the level of talented students' satisfaction with the performance of Najran Centers for Gifted?

The sub-questions were formulated as follows:

Can statistically significant differences in the level of talented students' satisfaction with the performance of Najran Centers for Gifted be attributed to gender?

Can statistically significant differences in the level of talented students' satisfaction with the performance of Najran Centers for Gifted be attributed to the level of schooling?

Methods

Research Design

This study was based on a quantitative research method. The descriptive analytical technique was used to determine the talented students' satisfaction with the performance of the gifted centers.

Participants

The population of the study consisted of 181 GTS enrolled in the Najran Centers for Gifted in the KSA during 2014-2015 academic year. However, the sample

consisted of 142 GTS who answered the questionnaires; hence the sample represented 78% of the population (see Table 1).

Table 1. Participant Characteristics

Gender	Schooling Level	N	Percentage
Male	Elementary	36	25
	Secondary	32	23
Female	Elementary	45	32
	Secondary	29	20
Total		142	100

Materials and Procedure

For the purposes of this study, a questionnaire was developed to identify the level of students' satisfaction with performance of the Najran Centers for Gifted. The first version of the questionnaire was modified by special education experts from the Faculty of Education at Najran University. However, the final version of the questionnaire consisted of 37 items, distributed among six domains: center administration, teachers, enrichment activities, teaching methods, student relationships, and facilities and equipment. Cronbach's alpha was used to test the internal consistency and reliability of the questionnaire. The domains had the following reliability scores: center administration (r=.78), teachers (r=.74), enrichment activities (r=.81), teaching methods (r=.71), student relationships (r=.81), and facilities and equipment (r=.68). The study participants responded to the items on a five point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The means for the questionnaire items were classified into three levels of satisfaction. Low (M=1-2.33), moderate (M=2.34-3.67), and high (M=3.68-5).

Results

Satisfaction Level of GTS

The first question was "What is the level of talented students' satisfaction with the performance of Najran Centers for Gifted"? Means and standard deviations were calculated for this question (see Table 2).

Table 2. Means and Standard Deviations of Talented Students' Satisfaction Levels

Domain	$\bar{X}$	SD	Level
Center administration	3.82	.288	High
Teachers	3.75	.318	High
Enrichment activities	3.42	.385	Moderate

Teaching methods	3.30	.502	Moderate
Student relationships	3.24	.503	Moderate
Facilities and equipment	2.75	.291	Moderate

Table 2 shows that the mean levels of talented students' satisfaction with the performance of centers ranged from 3.82 to 2.75. Two domains received high scores: center administration ($\bar{X}$ =3.75) and teachers of GTS ($\bar{X}$ =3.72). Enrichment activities ($\bar{X}$ =3.42), teaching methods ($\bar{X}$ =3.30), student relationships ($\bar{X}$=3.24), and facilities and equipment ($\bar{X}$=2.75) received moderate scores.

Gender

The second question was "Can statistically significant differences in the level of talented students' satisfaction with the performance of Najran Centers for Gifted be attributed to gender"? Means, standard deviations, and t-test were estimated for this question (see Table 3).

Table 3. Means, Standard Deviations, and T-test Results according to Gender

Domain	Gender	$\bar{X}$	SD	t	p
Center administration	Male	3.81	.284	-.137	.891
	Female	3.82	.294		
Teachers	Male	3.71	.348	-1.370	.173
	Female	3.78	.286		
Enrichment activities	Male	2.76	.287	.069	.945
	Female	2.75	.296		
Teaching methods	Male	3.49	.358	1.931	.056
	Female	3.37	.402		
Student relationships	Male	3.25	.549	.241	.810
	Female	3.23	.459		
Facilities and equipment	Male	3.35	.563	1.341	.182
	Female	3.24	.436		

Table 3 indicates that was no significant difference in talented students' satisfaction with the center performance could be attributed to gender ($p>.05$).

School Level

The third question was "Can statistically significant differences in the level of talented students' satisfaction with the performance of Najran Centers for Gifted

be attributed to the level of schooling"? Means, standard deviations, and t-tests were estimated for this question (see Table 4).

Table 4. Means, Standard Deviations, and T-test Results according to Schooling Level

Domain	Schooling Level	$\bar{X}$	SD	t	p
Center administration	Primary	3.82	.280	.286	.775
	Secondary	3.81	.300		
Teachers	Primary	3.77	.296	.772	.441
	Secondary	3.73	.347		
Enrichment activities	Primary	2.76	.293	.347	.729
	Secondary	2.74	.290		
Teaching methods	Primary	3.46	.369	1.146	.254
	Secondary	3.38	.404		
Student relationships	Primary	3.23	.511	-.084	.933
	Secondary	3.24	.495		
Facilities and equipment	Primary	3.30	.480	.034	.973
	Secondary	3.29	.533		

Table 4 reveals that no significant difference in the talented students' satisfaction with the center performance could be attributed to the level of schooling ($p>.05$).

Discussion

The results indicate that GTS were high satisfied with the administration of the center. This results can be attributed to the fact that the center administrator of the center is high involve in the teaching process. Furthermore, the administrator can effectively create conditions in the environment that are conducive to the education of these students and can foster positive relationships both between students and between students and teachers. The administration of the center also allows teachers and students to participate in policy-making, in the development of programs, and in educational decision-making. In addition, the administration follows of the students' progress and provides them with they need and solves problems. Al-Zoubi and Bani Abdel Rahman (2011) confirmed that an effective school is a school that has a principal participates in the educational programs and who has high expectations for the performance of

both students and teachers. As Wynn (2010) noted the principals at gifted schools have leadership abilities in the areas of knowledge, behaviors and dispositions that enable them to successfully lead these schools. In addition, these principals are able to provide and implement specific high-priority initiatives in GTS programs. From this perspective, the role of administration and educational leadership meets the needs of gifted students, and they implement initiatives to support students learning in the long term (VanTassel-Baska & Little, 2003).

The results revealed a high level of satisfaction of GTS with the teachers of GTS. Hence, teachers clearly play a distinct role in the success of the teaching and learning processes in these centers. As VanTassel-Baska and Baska (2004) and Al-Hadabi (2010) indicated teachers are considered the key elements in the success of the teaching and learning processes in gifted programs. They are able to create an environment that encourages the development of thinking skills and creativity by listening to their students, encouraging them to compete and express their opinions, giving them sufficient time to think, and providing feedback that aids in implementing methods and strategies to enhance the cognitive abilities of GTS. Indeed, Lassig (2009) noted that teachers are the most important factors affecting the development of educational programs for GTS. Furthermore, VanTassel-Baska and Stambaugh (2005) affirmed that successful teachers are able to find effective strategies in the organization of the gifted classes that help improve student learning. Sauce (2010) emphasized that teachers of GTS employ preventive, constructive, and dynamic strategies in working with these students. Maharmah and Mahmoud (2013) confirmed that teachers of GTS have distinct competencies related to learning environments, planning, social interactions, and ethical and professional practices in gifted centers. Therefore, we find that teachers of GTS have a primary role in the development of these students' abilities as a results of their personal, social, and cognitive attributes that positively influence the development of students' abilities and their psychological and social adaptation. In this respect, Szymanski and Shaff (2013) emphasized that teachers' awareness of the characteristics of GTS influence their classroom decisions about how to meet the needs of GTS. Bakhit and Hassan (2011) also observed that GTS teachers exhibited low burnout levels with respect to emotional exhaustion, depersonalization, and low personal accomplishment. Awamleh and Blawi (2008) noted that teachers of gifted students possess specific personal skills abilities that enable them to identify of gifted students and prepare appropriate educational programs. These competencies qualify gifted teachers to work efficiently at GTS centers in the KSA.

The results showed that GTS were moderately satisfied with enrichment activities offered in GTS centers. This finding can be attributed to design of educations and enrichment activities which should be based on scientific

principles that include flexibility, comprehensiveness and a focus on higher-order thinking skills. These principles differentiated educational and enrichment activities from normal curricula. Therefore, the enrichment activities at GTS centers are not commensurate with the learning styles GTS or with their interests. In fact such program are merely an extension of the regular school curricula. The construction of enrichment activities should be guided by the MOE to help teachers in develop and implement educational and enrichment activities for such students. The development of these programs also depends on the qualification and training of teachers and the physical features of the centers. In this regard, Jarwan (2013, a) showed that an enrichment activities is second to teacher in influencing the success of gifted programs. Moreover, Jarwan (2013, b) emphasized that such enrichment activities are not compatible with international standards. They are not designed according to the needs of students, no workshops and in-service training are offered for teachers, and there is a lack of gifted programs that incorporate the teaching methods necessary for properly implementing enrichment activities. As Davis, Rimm, and Siegel (2010) emphasized international trends in GTS education highlight the needs to allocate adequate time to implement enrichment activities and to diversify the services offered to students in gifted programs.

The results showed that GTS are a moderately satisfied with the teaching methods in the centers. This finding can be attributed to ability of GTS to consider the teacher's needs and innovation qualities in using appropriate methods of teaching and learning strategies. Moreover, GTS possess an enhanced ability to understand and rapidly absorb information. This ability requires the use of teaching methods that are compatible with these characteristic and that differ from standard teaching methods. Furthermore, GTS not to simply identify and understand the information that is presented rather they also analyze and criticize this information in making use of their increased language and verbal fluency. Al-Hadabi (2010) suggested that teachers should double their efforts to identify the mental, emotional, and affective qualities that are characteristic of GTS, enabling them to identify and use teaching strategies that satisfy the needs of TGS. The teachers of GTS should be interested in the development of higher-order thinking skills and must be focused on appropriate teaching methods that aid in the development of divergent and convergent thinking as well as critical and creative thinking. Bangel, Enersen, Capobianco, and Moon (2006) emphasized that such teachers must possess good communication skills, respect for students, and the ability to implement thoughtful programs that improve students' performance in all areas.

The results showed that GTS were moderately satisfied with their relationship in the centers. This finding may be based on certain characteristics of GTS that

cause them to foster negative attitudes towards their colleagues. Such qualities include increased sensitivity, the pursuit of perfection, an inability to accept criticism, excessive worry, and a spirit of competition among students. These characteristics may increase these students' vulnerability to others when encountering difficult situations. Woolfolk (2005) posited that when students enroll in a gifted program find themselves to be among a large number of GTS with similar abilities and skills, this experience may negatively influence their perceptions of themselves, and such perceptions may be negatively reflected in their psychological and academic achievements. Some studies have confirmed that the grouping of GTS in special school centers or classes may affect psychological, emotional, and personal aspects of these students' lives. Peterson (2008) reported that when GTS become overbearing and arrogant when they enter group programs. Tawalbeh and Mahadeen (2013) and Al Shihab (2012) affirmed that the grouping of GTS in special schools or centers may encourage the emergence of problems such as poor social and personal adjustments. Additionally, Cross and Swiatek (2009) found that educational grouping programs for GTS may have a significant impact on their social and interpersonal skills. In this regard, Synder, Nietfeld and Linnenbrink-Garcia (2011) identified significant differences among GTS in terms of their intellectual abilities, metacognition strategies, and problem-solving skills. These significant differences among GTS may have a negative impact on the emotional, psychological, and social dimensions in gifted centers. Moreover, Vialle, Heaven, and Ciarrochi (2007) posited that negative feelings toward GTS may be a barrier for these students to make positive friendships with others and may expose them to ridicule and rejection by their peers. Furthermore, Chan (2006) confirmed that GTS may be exposed to social stress related to making friends and stress related to meeting the high expectations of their parents. GTS experience high levels of anxiety, a tendency perfection and idealism, excess sensitivity, and social isolation to a greater extent than their normal peers do. The self-concept of GTS may lead to over sensitive, high expectations, and a lack of harmony. These feelings may be further aggravated outside of the school environment, leading of depression and underachievement (Berger, 2006; Kesner, 2005). Indeed, Needham (2012) emphasized that schools should strive to meet the emotional and social needs of GTS. Chessor and Whitton (2007) emphasized that although grouping GTS increases academic achievement levels, the academic self-concept of students in these programs. Bain, Choate and Bliss (2006) also confirmed that GTS are more prone to poor social and emotional adjustment and that they are at-risk for emotional and social problems. Many GTS tend to withdraw socially when attempting to adapt to difficult social and environmental conditions (Rhoades, Warren, Domitrovich & Greenberg, 2011). Considering a sample of

students enrolled in Pioneer Centers in Jordan, Al-Kharabsheh and Arabyyat (2010) showed that GTS experience a number of problems in the social, family and personal arenas.

The results showed that GTS are moderately satisfied with the facilities and equipment at the centers. Items such as facilities and equipment such as furniture, laboratories, stadiums and teaching aids are essential to achieving the goals and objectives of gifted centers. Indeed, the center design, facilities and equipment can either assist or impede the teaching and learning processes (Owoeye & Yara, 2011). Al-Ajez and Murtaja (2012) noted that the GTS programs should provide a suitable educational environment beginning with a good choice of place location, proper facilities and equipment and rich learning resources that constitute the infrastructure of GTS programs. Therefore, GTS programs must contain science laboratories, a library, a computer lab with Internet access, a stadium, a theater, and social and psychological counseling units. Some studies have shown that the main problems confronted by students and teachers in gifted centers concerns facilities and equipment (Al-Zoubi, 2011; Ashwal, 2013; Bani Abdel Rahman & Al-Zoubi, 2014). Aljghaiman and Maajeny (2013) recently showed that the learning environment of gifted programs in the KSA is not consistent with the quality standards of enrichment activities that emphasize fostering environments, facilities, and equipment that encourage talent and creativity.

Conclusion

The results of this study revealed that GTS to be highly satisfied the administration and teachers in gifted centers, whereas they show moderate levels of satisfaction with enrichment activities, teaching methods, student relationships, and facilities and equipment. Based in these findings the Najran Centers for Gifted should strive to improve their enrichment activities, teaching methods, and environment by providing better access to facilities. In addition, the centers should provide of GTS with psychological counseling programs aimed at improving their social and psychological adaptation and reducing the problems and challenges that they face within the centers. As Alamer (2014) indicated several challenges are involved in the education of GTS in the KSA. These challenges relate to the nature of the Saudi educational system, the curricula, and the readiness of teachers to effectively work with GTS. In a recent study, Johnsen (2013) described the national challenges in the USA that constitute obstacle to providing services for GTS, such as assessment and accountability, administrator support, collaboration with other educators, the professional development of teachers, and family and parent education. Accordingly, MOE decision-makers in the KSA should strive to develop

educational plans aiming to improve the enrichment activities and teaching methods that are used in these centers by enrolling teachers in workshops and training sessions, providing the centers with appropriate equipment, and improving the learning environment within these centers.

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