

Evaluating the Predominant Attitudes of Teachers and Principals Towards Educational Programs for Gifted Students in Elementary Schools

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Abstract: The current systematic review of the literature (SLR) is divided into different sections starting with the introduction section. That being said, there is a discussion section that broadly evaluates different topics in addition to the summary findings that emerge from the study by discussion, there are mixed results about teachers' prevailing attitudes toward gifted students, and there are programs developed in order to promote the special needs of gifted children that teachers and school administrators are aware of. The study methodology depends on conducting tests and examining opinions about the subject and the guidance that it applied, and concluded that the gifted show distinctive qualities that differ from other students, and therefore they need special intervention programs to achieve the best educational results, and there are some school principals and talented people who support the programs that It aims to help the gifted, and there are others who do not support these programs, and various governments support programs that help Gifted students in the educational process and dealing with them in a way that supports their talents, and there are recommendations that were deduced from the study, which is that attention should be paid to identifying gifted students in educational institutions to work on their involvement in educational programs for the gifted, especially in primary schools, and there must be a positive response towards gifted education programs by Teachers and school administrators, work to develop these programs.

Keywords: gifted - educational - teachers - students - elementary - attitudes - principals - programs - schools.

تقييم المواقف السائدة من المعلمين ومديري المدارس نحو البرامج التعليمية للطلاب الموهوبين في المدارس الابتدائية

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المستخلص: تنقسم المراجعة المنهجية الحالية للأدب Systematic Literature Review (SLR) إلى أقسام مختلفة تبدأ بقسم المقدمة، وتغطي المقدمة بيان المشكلة ومنطق الدراسة وأسئلة البحث بالإضافة إلى الغرض من البحث الحالي، ويتبع ذلك قسم الطريقة، والذي يوضح بالتفصيل المنهج المنهجي الذي تم استخدامه في إجراء البحث الحالي، وبعد ذلك هناك قسم المناقشة الذي يقيم على نطاق واسع الموضوعات المختلفة بالإضافة إلى النتائج الموجزة التي تظهر من الدراسة حسب المناقشة، هناك نتائج مختلطة حول المواقف السائدة للمعلمين تجاه الطلاب الموهوبين، وهناك برامج تم تطويرها من أجل تعزيز الاحتياجات الخاصة للأطفال الموهوبين والتي يدركها المعلمون ومديرو المدرسة ويقومون بتنفيذها البرامج منهجية الدراسة تعتمد على إجراء الاختبارات وفحص الآراء تجاه الموضوع والإرشاد الذي طبقته، وخلصت إلى أن الموهوبين يظهرون صفات مميزة تختلف عن غيرهم من الطلاب، وبالتالي يحتاجون إلى برامج تدخل خاصة لتحقيق أفضل النتائج التعليمية، ويوجد بعض مديري المدارس والموهوبين الذين يدعمون البرامج التي تهدف لمساعدة الموهوبين، وهناك آخرون لا يدعمون هذه البرامج، وتدعم الحكومات المختلفة البرامج التي تساعد الطلاب الموهوبين في العملية التعليمية والتعامل معهم

بطريقة تدعم مواهبهم، وهناك توصيات تم استنتاجها من الدراسة وهي أنه يجب الاهتمام بتحديد الطلاب الموهوبين في المؤسسات التعليمية للعمل على إشراكهم في البرامج التعليمية للموهوبين وخاصة في المدارس الابتدائية، ويجب أن يكون هناك استجابة إيجابية نحو برامج تعليم الموهوبين بواسطة المعلمين ومديري المدارس، والعمل على تطوير هذه البرامج.

الكلمات المفتاحية: موهوب - تربوي - مدرسون - طلاب - ابتدائي - اتجاهات - مديرو - برامج - مدارس.

1.1 Introduction

Education is the process of acquiring and discovering changing skills, principles and beliefs, and it is one of the activities that enable individuals to access everything that is new, or it is the activity that learners practice in a self-reliant manner that relies on a set of educational tools to assist learning (Bain et al., 2007).

Learning is a process that causes a change in human thought and its ability to do many different things, and through this we find that the educational process is not related to taking an educational course, nor to obtain a certificate or qualification, as taking it is neither evidence of learning nor evidence of reaching, and the desired goal is Integrating these skills, certificates and courses in memory, benefiting from them and the ability to apply them in a practical way and benefiting from them in life situations and for the benefit of society (Mark K. Smith, 2021).

A gifted student is a person who has an extraordinary will, ability, or performance that differs from the rest of his peers in one or more areas of society, especially in the areas of mental excellence, creative thinking, skills, abilities, special needs, and who has the ability to benefit society through his talent.

The gifted student needs special treatment in the educational process, as gifted and gifted students need educational programs for the gifted to improve their thinking and develop and advance their talents. Teachers and school administrators must work on upgrading the skills of the gifted and guiding them to serve the community, especially in the initial educational stages such as the primary stage (Ellen Braaten, 2015).

1.2 Statement of the Problem:

According to Hosseinkhanzadeh, Yeganeh, and Taher (2013), different students are gifted differently. Some students are exceptionally gifted and talented implying that special programs and resources may be required to meet their unique needs. Based on the prevailing literature, there have been mixed findings of the attitudes that teachers have towards gifted students. It follows that schools and institutions should ensure good programs are put in place to help all students achieve their best abilities. Apparently, the successful implementation of these special programs requires absolute support from the instructors and school administrators. As such, the assessment, prediction, and attitudinal change amongst the instructors towards the teaching of gifted students requires intensified efforts (AlGhawi, 2017). It should be noted that previous studies have shown mixed results regarding the attitudes of teachers and

principals to the supportive programs aimed at helping the gifted and uniquely talented students. It is thus important to undertake a current systematic literature review (SLR) to unravel these differences and determine the actual position regarding the attitudes and perceptions of the instructors towards the gifted and talented students with a primary focus on those at the elementary levels.

1.3 Justification for the Study:

Education is one of the basic needs in contemporary society. It follows that appropriate policies and programs should be implemented to facilitate and promote the overall learning outcomes of the students. Based on the existing literature, gifted students do have unique needs. It, therefore, becomes highly important to undertake the current study in order to determine the prevailing attitudes amongst the teachers and educational administrators towards talented children.

1.4 Research Question(s)

Main Research Question

- What are the predominant attitudes of teachers and principals towards educational programs for gifted students in elementary school?

Research Sub-Questions:

1. What are the needs of gifted students?
2. What are the potential factors that enhance or inhibit the instruction of gifted children?
3. Are there any strategies used by the teachers to identify gifted children?
4. Are there any programs that have been put in place to enhance these special needs of gifted children?

1.5 The Objective of Study

The subject of the study is to evaluate the prevailing trends and methods in dealing with educationally gifted students by teachers and school administrators, especially at the primary level. Do teachers in primary schools know the standards by which gifted students are dealt with or done? You do not know how to deal with and teach them in the education stages, especially the primary stage, and are talented students identified and their talents discovered in primary schools?, how are teachers dealt with them?, and the importance of how to deal with students' talents in different educational stages, especially in primary schools.

1.6 The Important of Study

The study discusses an important topic, which is dealing with the gifted in the education stage, especially the primary stage. The study will clarify the needs of the gifted, what is needed to develop their skills and talent, the potential factors that enhance or prevent the education of gifted children, the

strategies that teachers use to identify gifted children, and the programs that are developed To enhance the special needs of gifted children and develop their talents, and the prevailing attitudes of teachers and school administrators towards educational programs for gifted students in the primary stage, and thus the preferred methods for dealing with gifted students will be known.

1.7 The Hypothesis of Study

There are many hypotheses in the study, and the main hypothesis in the study is that there are trends for teachers and school administrators to deal with gifted students in the primary education stage, and there are other assumptions for the study, which are:

There are needs of gifted students that must be met during the educational process, there are factors that can prevent or enhance the education of gifted students, there are strategies that teachers use to identify gifted students, and there are programs that are developed in order to enhance the special needs of gifted children and that teachers and school administrators are aware of these programs and implement These programs.

1.8 Purpose of the Study

The research findings from the current SLR can be utilized by different stakeholders such as policymakers, school leaders, and other education-based administrators in coming up with policies and guidelines that help promote the development and implementation of programs targeted at enhancing the learning experience and outcomes of gifted learners. With regard to objectives, it will help integrate existing knowledge in order to come up with more advanced and conclusive findings regarding the problem under investigation.

2. METHOD

2.1 Inclusion/ Exclusion Criteria

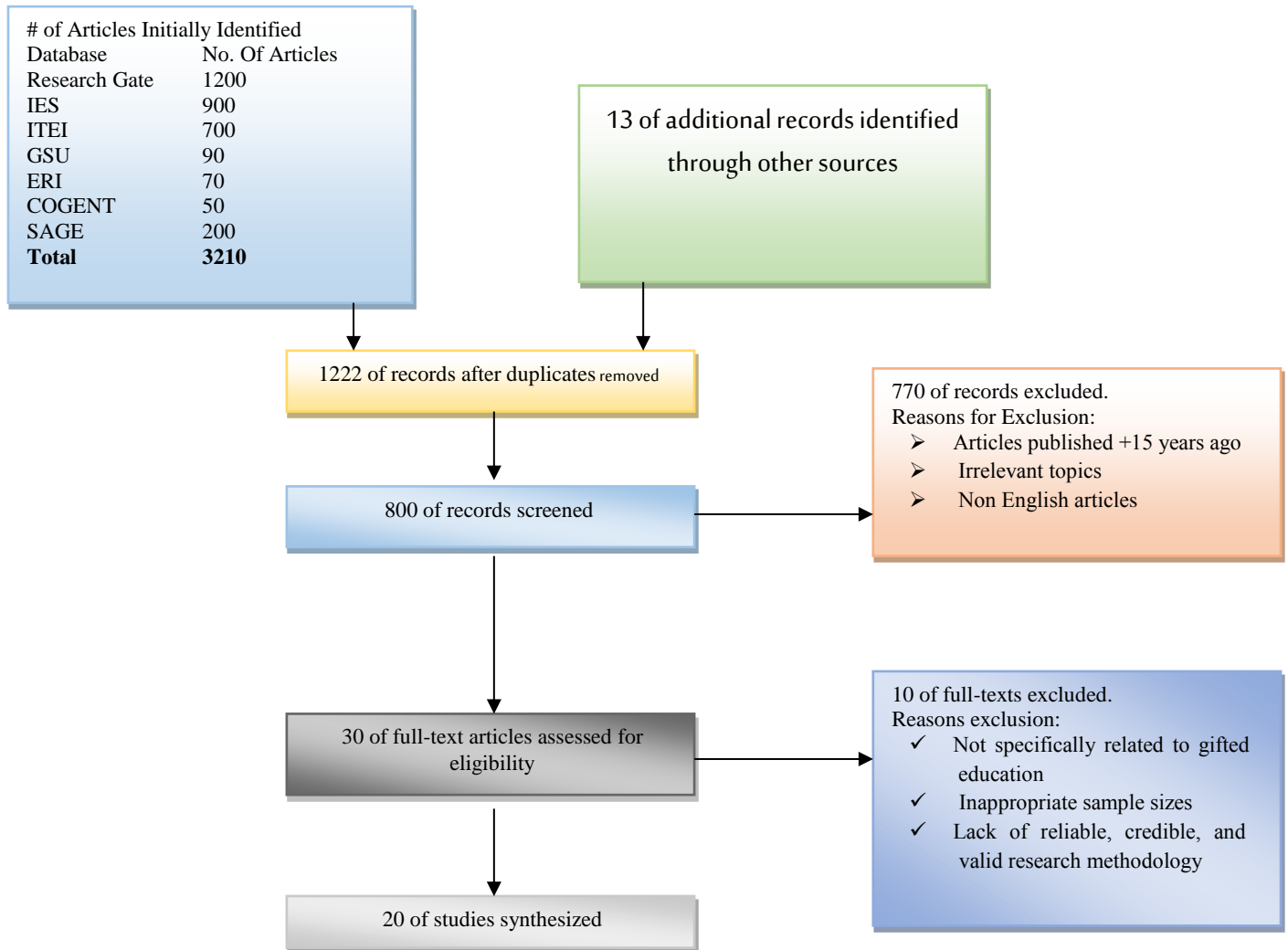
In order to get a reasonable number of studies and ensure that only the most relevant studies are used, there was a need to utilize inclusion/exclusion criterion. For the purpose of the current study, a total of 20 resources were used.

2.2 Studies Included/Excluded

- ✓ Studies must be published less than 15 years ago
- ✓ All study titles/topics must directly relate to the problem under investigation
- ✓ All studies must be peer reviewed
- ✓ Research articles were either systematic reviews (SR)/Meta-analytic (MA) or primary research
- ✓ Articles are written in English

✓ Methodologies used must be credible, valid, and reliable for each of the potential research articles

2.3 FLOW diagram



2.4 Data synthesis Method

Narrative synthesis was utilized in the current SLR, whereby different contents were screened and evaluated on the basis of key identified themes. Abstracts, titles and the entire content, where necessary, were critically scrutinized for confirmation with the identified themes.

3. Results

Many results have been reached, and many results indicate a deficiency in one of the aspects in dealing with gifted students, and these results have been reached:

School principals and teachers have given up on the importance of special services for the gifted, there is a need for school principals to understand and implement the required programs as recommended by the Ministry of Education, and there is a need to integrate more practical opportunities

for effective teaching of gifted students, and there are different perceptions among respondents towards gifted students. The perception of teachers towards gifted children is affected by their levels of training, and there are various factors that affect the optimal education of gifted students, and sometimes gifted children have been marginalized due to the lack of effective programs, and there are clear barriers that must be addressed in dealing with gifted children.

On the other hand, there are many positive results that have been reached in many places, namely:

Teacher candidates have positive attitudes toward teaching gifted children, and a large number of teachers have positive beliefs about gifted students, but special teacher education programs will enhance their knowledge and understanding regarding dealing with gifted students, and positive attitudes from teachers and parents toward implementing programs that promote the education of gifted learners. Gifted students have their own needs, so specially designed programs may help enhance their learning outcomes.

Thus, there are many negative aspects in many institutions that must be modified. On the other hand, there are positive aspects that characterize gifted education and the method of understanding.

3.1 Studies Included/Excluded After Reading Full-Text

As captured from the flow diagram, the initial search identified a total of 3, 210 studies from seven different databases. However, this was scaled down to 20 resources, which were the total number of articles included in the current research.

Table (1) Characteristics of the included studies

Study Authors	Participants	Interest (Study Focus)	Context Setting	Outcomes	Study Type
Bain, Bliss, Choate, and Brown (2007)	285 respondents: 225 females; and 60 males Whites, African-American, Asian, Hispanic, and others; 263, 10, 5, 3, and 4 respectively	Serving the children who are gifted	United States	Concession amongst the respondents that special services are necessary for gifted students. Researchers recommended for further research	Primary research combining both quantitative and qualitative methods
AlGhawi (2017)	123 primary school	Assess the status of gifted education	Dubai, UAE	There is a need for school administrators to	Exploratory research using

Study Authors	Participants	Interest (Study Focus)	Context Setting	Outcomes	Study Type
	teachers drawn from 7 schools with each school producing between 9-24 respondents	in the United Arab Emirates (UAE)		understand and implement requisite programs as recommended by the Moe	mixed research methods
Güçyeter, Kanlı, Özyaprak, and Leana-Taşçılar (2017)	89 resources including; books, journal articles, and government publications	How to serve gifted children	Turkey	Different stakeholders, primarily institutions, must come together and strategize on how gifted students can be better served	Systematic review (SR)
AL Garni (2012)	90 participants aged between 19 and 40 years	Assessing the attitudes of future special education teachers toward gifted students and their education	Special teachers from Saudi Arabia University	A need to incorporate more practical opportunities for the effective teaching of gifted students. Further research recommended	Primary research Mixed research methods
Almulla and Fateel (2017)	95 respondents who were undertaking Bachelor of Elementary Teaching program	Assessing the pre-service teachers' perceptions of gifted students	Gulf Region	Different perceptions amongst the respondents toward gifted students	Qualitative research
Abu, Akkanat, and Gökdere (2017)	10 primary school teachers; 6 females and 4 males	Investigating classroom teachers' views about the education of gifted students in regular classrooms	Amasya City, Turkey	Training needed for teachers intended to offer education to gifted students. Further research recommended	Phenomenological research utilizing qualitative research methodologies
Ozcan (2016)	245 participants	Appraising Predictions and	North Cyprus	Teacher candidates have positive attitudes towards	Primary research using

Study Authors	Participants	Interest (Study Focus)	Context Setting	Outcomes	Study Type
		Attitudes towards Giftedness and Gifted Education		the education of gifted children	Descriptive research design
Matheis, Kronborg, Schmitt, and Preckel (2017)	690 pre-service teachers	Assessing the teachers' beliefs about gifted students	Germany and Australia	A large number of teachers have positive beliefs about gifted students, but special teacher education programs would enhance their knowledge and understanding with regard to handling gifted students	Mixed research methods
Polyzopoulou, Kokaridas, Patsiaouras, and Gari (2014)	245 participants; 145 females and 70 males. Drawn from 7 rural and 15 urban schools	Assessing the teachers' perceptions toward education of gifted children in Greek educational settings	Greece	Teachers perception towards the gifted children is influenced by their levels of training	Primary qualitative research
Gagné (2018)	23 resources including books, journal articles, and periodicals	Evaluating the attitudes toward gifted children from a retrospective and prospective aspects	Studies were drawn from different countries	Positive attitudes from the teachers and parents toward implementing programs that promote instruction of gifted learners	Meta Analytic study
Benny and Blonder (2016)	14 teachers already enrolled for special professional development program in handling gifted students. 11 females and 3 males	Investigating the factors that promote/inhibit the instruction of gifted students in a regular class setting	Israel	Different factors do influence instruction of gifted students but further research is required	Primary qualitative research

Study Authors	Participants	Interest (Study Focus)	Context Setting	Outcomes	Study Type
Laine and Tirri (2016)	212 elementary school teachers; 77% female and 33% male	Evaluating the Finnish elementary school teachers' perspectives on gifted education	Finland	The government has put in place programs aimed at supporting gifted students but is required inters of implementation and training of the teachers	Mixed research methods
McCoach and Siegle (2007)	1500 teachers	Determining the factors that predicts teachers' attitudes toward the gifted	Connecticut	Promoting special education is core to enhancing positive attitude amongst the teachers	Quantitative Primary Research
Rowan and Townend (2016)	63 studies primarily books and peer reviewed journals	Preparing the teachers for the instruction of gifted students	Studies drawn from different jurisdictions	At times gifted children have been marginalized by lack of effective programs	Meta-Analysis
Barrington (2014)	63 teachers	Teacher Perceptions and Responses to the Implementation of the Gifted and Talented Initiative in Gloucestershire and Wiltshire primary Schools	Wiltshire primary	Concessions amongst the respondents demonstrating positive attitude towards gifted students	Phenomenological qualitative research
Christensen-Needham (2010)	44 participants; 39 women and 5 men (all teachers from 5 primary schools)	Investigating the Primary Teachers' Perceptions of the Social and Emotional Aspects of Gifted and Talented Education	Rotorua, New Zealand	There are apparent barriers that needs to be addressed in dealing with gifted and talented children	Qualitative Research
Rogers (2007)	97 resources primarily books and peer reviewed	Reviewing lessons learnt about educating the gifted children	Resources covering experien	Progress has been towards instruction of gifted students but more needs to be done	Systematic Review

Study Authors	Participants	Interest (Study Focus)	Context Setting	Outcomes	Study Type
	journals		ces from different jurisdictions		
Brandy (2015)	77 resources	Assessing the impacts of policies aimed at enhancing the teaching of gifted students	Study based in England	Tailored programs help enhance instruction of gifted students as well as their learning outcomes. Further research recommended	Case Study
Caldwell (2012)	56 resources	Educating gifted students in the regular classroom: efficacy, attitudes, and differentiation of instruction	Resources drawn from different countries but mostly from the US	Differentiated instruction for gifted children helps enhance learning outcomes	Desktop Research
Ozcan (2014)	245 participants	Assessing the predictions and attitudes towards giftedness and gifted education	North Cyprus, Turkey	Gifted students have their own special needs and hence tailored programs may help enhance their learning outcomes	Descriptive research design combining the use of both quantitative and qualitative research approaches

Table (2) Summary of Study Concepts

Study Authors	Concept #1	Concept #2	Concept #3	Concept #4	Concept #5
Bain, Bliss, Choate, and Brown (2007)	Gifted Children	Undergraduate Planning	Cooperative Learning	Academic Acceleration	Boredom and Frustration
AlGhawi (2017)	Gifted Identification	Programs	Inclusion	Special Education Needs	Talented & Gifted
Güçyeter, Kanlı, Özyaprak, and Leana-Taşçılar (2017)	Talent	Special education programs	Enrichment	Giftedness	Identification
AL Garni (2012)	Gifted	Attitudes	Beliefs	Future	Special

Study Authors	Concept #1	Concept #2	Concept #3	Concept #4	Concept #5
	Education			Teachers	Education
Almulla and Fateel (2017)	Teacher Training	Perceptions	Government Reforms	Mindset	Differentiated Education
Abu, Akkanat, and Gökdere (2017)	Regular Classroom	Teacher Perception	Gifted Students	Special Academic Capabilities	Models and Programs
Ozcan (2016)	Perceptions	Gifted Children	Behaviors	Attitude	Teacher Candidates
Matheis, Kronborg, Schmitt, and Preckel (2017)	Self-Efficacy	Teacher Education	Beliefs	Motivation	Enthusiasm
Polyzopoulou, Kokaridas, Patsiaouras, and Gari (2014)	Evaluation	Attitudes	Teachers' Education	Gifted Children	Perceptions
Gagné (2018)	Attitude Predictors	Gifted Education	Psychometrics	Predictors	Gifted Student
Benny and Blonder (2016)	Regular Class	Professional Development Program	Teacher Perception	Readiness	Gifted Students
Laine and Tirri (2016)	Differentiated Teaching	Giftedness	Gifted Education	Quality Education	Teachers' Conceptions
McCoach and Siegle (2007)	Teacher Training	Attitudes	Response Effect	Gifted	General Educators
Rowan and Townend (2016)	Instruction	Differentiated Learning	Teachers' Attitude	Gifted Students	Self-Efficacy
Barrington (2014)	Initiatives	Teacher Perceptions	Giftedness	Educational provisions	Attitudes
Christensen-Needham (2010)	Perceptions	Giftedness	Programs	Talented Education	Social and Emotional Aspects
Rogers (2007)	Talent Development	Perception	Instruction Management	Attitude	Acceleration
Brandy (2015)	Training	Psychometrics	Gifted	Talented Pupils	Teachers' Attitude
Caldwell (2012)	Educational programs	Talented students	Differentiated Instruction	Attitudes	Normal Classrooms
Ozcan (2014)	Perceptions	Predications	Gifted Education	Gifted Children	Behaviors

3.4 Overall outcomes

Based on the analysis of the different resources used in this SLR, there is a concession that implementing programs that focus on gifted students is highly essential. There have been mixed findings regarding the attitudes that the teachers and school administrators have towards the talented students, but based on research, appropriate training would help change the mindset of the teachers so that they can be supportive of the gifted-student-oriented programs.

4. Discussion

4.1 Predominant Attitudes

Based on the already existing body of literature, there is a concession amongst most researchers that gifted students exhibit unique and outstanding characteristics compared to their peers (Akkanat & Murut, 2017; Needham, 2012; Ozcan, 2014; and Güçyeter et al., 2017). For instance, research conducted by Akkanat and Murut (2017) determined that gifted learners do not only exhibit exemplary cognitive abilities but also inimitable social and emotional attributes. However, and despite these characteristics, researchers have emphasized the importance of implementing specialized programs to cater to the unique needs of gifted students. For instance, and in their study, Bain et al. (2007) noted that the idea that gifted students can succeed in their academics without any extra support is just a myth. Additionally, the authors observed that there is no empirical evidence demonstrating the capability of gifted students to thrive without the benefit of special services (Bain et al., 2007). Unfortunately, some of the teachers have still held that these unique qualities as demonstrated by gifted students is enough for them to succeed academically without much assistance in setting up new facilities that would help enhance the inimitable capabilities.

In other studies, such as the one carried out by Polyzopoulou et al. (2014), it was concluded that most of the teachers do not have requisite skills in the teaching of gifted students. For instance, it should be noted that gifted students are highly creative and innovative. Moreover, and unlike their peers, these students have a natural inner interest in science subjects and will always seek to discover and have an in-depth understanding of some phenomenon. This means that this category of learners is sometimes highly curious and inquisitive to their teachers (Benny & Blonder, 2016). Unfortunately, most of the teachers trained in the handling of regular classrooms perceive these inimitable attributes as evidence of inappropriate behaviors (Gagné, 2018). These students may appear as being arrogant or trying to "outsmart" their teachers. As observed by Matheis et al. (2017), a teacher's self-efficacy is very core in his/her overall content delivery. This entails their beliefs on the capability to deliver on what is required for the students. Unfortunately, such confidence is challenged by the gifted students unlike the case with the normal classroom. Eventually, the teachers may at times demonstrate extreme attitudes towards the

gifted learners. The above findings are supported by Caldwell (2012) who observes that the U.S. education system is undergoing major transformations as a way of recognizing and appreciating the unique needs of the gifted students. This is a clear demonstration that the educational stakeholders in the country have already identified the strongly engraved negative attitudes among the teachers towards gifted learners. Similar findings have also been exhibited within the Middle East context where programs are being put in place to alter the teachers' mindset as well (Almulla & Fateel, 2017).

Furthermore, and according to Rowan and Townend (2016), some of the teachers and school administrators perceive the gifted students as a unique "challenge." The authors note that most of the teachers are trained to handle regular classrooms. In other instances, there has been an emphasis on the training of special needs children, but the issue of gifted students has not been fully incorporated within most of the educational systems. With increasing diversities and unique needs of the learners, the teachers may be required to adjust in order to fully incorporate the inimitable needs of the gifted learners. The implementation of the programs aimed at addressing the unique needs of the gifted learners also comes with new challenges, whereby the teachers may be required to go back to study to effectively deliver based on the requirement of such programs. In the end, some of these teachers become increasingly opposed to the programs due to the extra requirements (Barrington, 2014).

However, it is also important to mention that there are some researchers who have demonstrated a positive attitude by teachers to gifted students. For example, research that supported these sentiments is the one carried out by Laine (2016), which concluded that most of the views and perceptions demonstrated by the teachers featured in the study supported the gifted learners. As evident from the study, some of the teachers normally use non-evidenced based practices when teaching gifted students. In so doing, their aim is to ensure that they acknowledge and deliver the content based on the unique needs of the gifted students. Although such practices are not research or evidence-based, it is a clear demonstration that some of the teachers increasingly continue to recognize and appreciate the unique attributes of the gifted students. As such and as opposed to the sentiments raised by Gagne (2016), this phenomenon demonstrates that some of the instructors are not offended by the exemplary capabilities exhibited by the gifted learners. These findings further confirm those established by Güçyeter et al. (2017), indicating that the general Turkish populace perceives problem-solving skills, creativity, innovativeness, humor, and wisdom as some of the unique attributes that separate gifted people from the rest of the population. The same phenomenon is replicated within the educational setting; whereby gifted learners are admired for their abilities to come up with solutions that help to resolve prevailing problems. In other words, they are conceived as being problem solvers and solution creators. In this view, Güçyeter et al. (2017) note that the teachers and school administrators in the Turkish context are highly supportive of such students and hence, highly supportive of any programs and policy proposals aimed at promoting this concept of "giftedness." Similar findings are also supported in yet another study carried out by Ozcan

(2016), which indicated that those students who are currently undergoing teacher training in North Cyprus are highly supportive of the gifted students. All the above studies demonstrate a positive perception by teachers and school administrators towards gifted students as well as gifted education.

The above findings confirm another study that was carried out by McCoach and Siegle (2007), which underscored the need for more focus on the promotion of educational opportunities for gifted students. The two authors noted that the Americans had held ambivalent views and opinions over the years towards gifted education and gifted students. According to them, it has become relatively difficult to come up with conclusive assertions regarding attitudes that teachers have towards gifted education (McCoach & Siegle, 2007). They note that the already existing body of literature has demonstrated mixed findings, whereby some of them have shown positive attitudes to the teachers while in other cases the instructors are exhibited as harboring extreme and negative perceptions (McCoach&Siegle, 2007). Those teachers in support are mostly from the first world countries such as the United States and the UK, where gifted education is well-established. On the other hand, those teachers with opposing attitudes are primarily from the developing and middle-level income countries such as the United Arab Emirates (UAE) (AlGhawi, 2017).

4.2 Needs of Gifted Students:

Additionally, and besides exhibiting exceptional skills and attributes, Akkanat and Murut (2017) note that gifted students do have unique needs that conform to their outstanding attributes. It is on this basis that the author recommends that instructors of gifted learners teach students based on their unique individual characteristics. It follows that such instructors must be well-equipped with the instruction techniques, models, and strategies requisite in the training of such learners. Almulla and Fateel (2017) also acknowledge the "extra-progression" nature of gifted learners when compared to their peers. According to the two authors, gifted learners will also "move ahead" of the class teachings in the sense that they have unique cognitive abilities that always trigger them into extreme curiosities. As such, they need special programs that would propel their respective instructors to teach at relatively higher rates relative to those dealing with the regular classrooms (Almulla & Fateel, 2017).

4.3 Factors Inhibiting the Instruction of Gifted Students

Despite the recognition of the need for uniquely developed models and programs that meet the inimitable needs of the gifted students, some opposing forces toward the implementation of such systems still exist. For instance, and following an examination of the already existing body of literature, Akkanat and Murut (2017) conclude that the implementation of different programs for the training of gifted students is not highly advisable for the "quality of opportunities." As such and according to VanTassel-Baska and Stambaugh, 2005 (as cited in Akkanat & Murut, 2017), the negative attitude towards the instruction of gifted learners is one of the major hurdles towards creating a suitable educational

framework for this category of learners. The sentiments are further in yet another study that was conducted by Geake and Gross, 2008 (as cited in Akkanat & Murut, 2017), which also concluded that the negative attitude of the teachers toward gifted learners cause inappropriate differentiation towards these learners and also inhibit any professional development aimed at addressing the special needs of these students.

Besides the lack of support from the teachers and administrators, there is the issue of boredom and frustration amongst those gifted students who are enrolled within regular classrooms (Bain et al., 2017). Unfortunately, and based on the existing literature and due to failure by school administrators and teachers to recognize the special needs of gifted students, these learners continue to be enrolled in mainstream classrooms. It is on this basis that Bain et al (2007) underscored the need by relevant education stakeholders to come up with programs that would recognize such special needs and embark on the implementation of appropriate programs, systems, and structures. There was a concession amongst those featured in the study indicating that traditional teachers have failed to recognize the unique needs of the gifted learners and hence need to change this mindset moving into the future (Bain et al., 2007). According to Polyzopoulou et al. (2014), the negative perceptions that teachers have towards gifted students is primarily contributed to by their varying levels of training.

4.4 Programs and Strategies to Meet the Special Needs of Gifted Children

According to a research study carried out by Almulla and Fateel (2017), several governments have been implementing different programs aimed at changing the overall attitudes of the instructors toward gifted learners. Most of these programs are aimed at equipping teachers and administrators with appropriate skills that help change their mindset regarding the instruction of the gifted students. An example case scenario is drawn from the Gulf Cooperation Council (GCC) countries whereby new educational reforms and initiatives are being implemented for the recognition and promotion of special education, which also incorporates the special needs of gifted learners. According to the two authors, the already existing traditional education systems in the Middle East do not recognize any special curriculum, classes, instructors, programs as well as coordinators for gifted students (Almulla & Fateel, 2017). It follows that there are, therefore, no existing policies and programs that can help meet the special needs of this category of student. Almulla and Fateel (2017) further observe that the special needs of gifted students are left to the mercy of their class teachers, who also lack the capacity and resources to address such needs. This is a clear demonstration that the gifted students are under-represented and under-served with regard to their unique needs towards realizing their full potential (Almulla & Fateel, 2017).

In yet another research conducted by Al Garni (2013), the researcher concluded that the Saudi Arabian education system is undergoing major reforms. The country is continuously embracing the incorporation of practical solutions toward the instruction of gifted students. As connoted by the author,

modern teachers are taken through teacher education programs in the country just to equip them with knowledge and skills that conform to the ever-changing modern world. The findings from the research showed that there was a significant improvement in the attitudes of the program participants toward the teaching of gifted learners. This was in comparison to traditional teachers who had not gone through the program and who demonstrated negative attitudes toward gifted learners. Similar results are being experienced in the United States. A study by Caldwell (2012) noted that the U.S. government has also been in the forefront towards implementing appropriate programs and systems that would help change the mindset of the teachers towards gifted students. The researcher noted that these programs are primarily aimed at creating a differentiation system for regular and gifted learners. According to the researcher, differentiation was a unique way of delivering better learning outcomes for gifted learners.

The above findings confirm those obtained from research that was carried out by Kutlu, Akkanat and Murut (2017), which underscored the importance of coming up with policies and programs that are aimed at equipping teachers instructing gifted learners with additional knowledge and skills. There is also another study that was carried out by Kutlu, Akkanat and Murut (2017), which also underscored the central importance for different governments and educational stakeholders to come up and implement appropriate programs that would help recognize and promote the stable learning of gifted students. In yet another research that was conducted by Brandy (2015), it was established that gifted-students' promotional programs implemented in the UK have helped drive up the learning outcomes of the gifted students in the country. Partially, this demonstrates the support that the UK government as well as other relevant stakeholders have accorded the gifted-student-directed programs and hence, the reason why the country has been able to achieve such high levels. This has called for the support of the instructors as well as the school administrators. Further and owing to the continued support from teachers and school administrators across different jurisdictions, Rogers (2007) notes that different countries are gradually making progress towards the implementation of special programs that are aimed at meeting the unique needs of the gifted students.

5. Ethical Considerations

Although the current research entailed the use of secondary data, ethical consideration was essential. From the outset, research ethics requires researchers to embrace the principle of informed consent. In the current case scenario, it was assumed that the resources were available free online, and the utilization of data was implied. However, there was full acknowledgement and crediting of this information by appropriately citing all the references in order to avert issues of plagiarism. Further, the researcher ensured that the data obtained from the different resources was primarily used for the sole completion of the current SLR. With regard to the ethical issue of beneficence, the data was used for its

potential contribution to the current problem under investigation. Finally, the confidentiality of all the respondents in the different research articles incorporated in the current research was also protected.

6. Limitations

Similar to any other research, the current SLR was subjected to some limitations. One of these was the issue of the available time frame. Having to attend other school activities, the project was highly demanding for me to deliver it within the stipulated deadline. This is besides the large number of resources that were retrieved from the search engine and which required close scrutiny for elimination and eventual arrival of the appropriate number for utilization in the current study. Secondly, there was also the issue of self-reported data, which eventually leads to biased and skewed results. In this case, a researcher may have a pre-determined position or expectations regarding the particular topic under investigation. However, high levels of objectivity were observed in order to counter such issues. Thirdly, it was highly challenging to find credible, reliable, and valid resources.

7. The Results of Study

- 1- Gifted students show characteristics that differ from other students, and therefore they need special intervention programs to achieve the best educational outcomes.
- 2- There is a difference in the attitudes of teachers and school administrators towards gifted students, as there are some of the school principals and gifted students who support programs aimed at helping gifted students, and there are others who do not support these programs.
- 3- Various governments support programs that help gifted students in the educational process and deal with them in a way that supports their talent.

8. The Recommendations of Study

- 1- Interest in identifying gifted students in educational institutions to work on involving them in educational programs for the gifted, especially in elementary schools.
- 2- There should be a positive response towards educational programs for the gifted by teachers and school administrators, and work to develop these programs.
- 3- Increasing the support of educational programs for the gifted by the various governments in educational institutions, and ensuring the implementation of these programs.

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