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The Role of School Activities in Highlighting the Characteristics of Talent Among Primary School Students

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Abstract :

This study aimed to reveal the status-quo of the role of school activities in highlighting the characteristics of the talented among the primary school students. The study used the descriptive methods and made use of a questionnaire for collecting data that was administered to a sample consisting of 243 primary school teachers distributed over the six educational districts in Kuwait (Al-Ahmadi - Al-Farwaniyah - Jahra - Hawally - Al-Asimah - Mubarak Al-Kabeer). The results of the study indicated that the total role of school activities in highlighting the characteristics of the talented among the primary school students came to a medium degree, and that the status-quo of the role of school activities in highlighting the characteristics of the talented in terms of (mental, cognitive, social, and physical) among primary school students from the viewpoints of teachers came to a degree Medium, while the status-quo of the role of school activities in highlighting the characteristics of the talented in terms of (emotional) among primary school students from the viewpoints of teachers to a high degree. The results also indicated that there were differences in the responses of the study sample due to the gender variable in favor of females, and there were no differences in the sample responses due to the variables of the educational region.

Keywords: School Activities, Gifted, The Talented, Creativity.

المخلص:

هدف الدراسة الكشف عن واقع دور الأنشطة المدرسية في إبراز خصائص الموهبة لدى تلاميذ المرحلة الابتدائية، واستخدمت الدراسة المنهج الوصفي واعتمدت على الاستبانة في جمع البيانات، وطبقت على عينة بلغت (٢٤٣) معلمًا ومعلمة بالمرحلة الابتدائية موزعين على المناطق التعليمية الست بالكويت (الأحمدي - الفروانية - الجهراء - حولي - العاصمة - مبارك الكبير). وأشارت النتائج إلى أن إجمالي

دور الأنشطة المدرسية في إبراز خصائص الموهبة لدى تلاميذ المرحلة الابتدائية جاء بدرجة متوسطة، وأن واقع دور الأنشطة المدرسية في إبراز خصائص الموهبة من النواحي (العقلية والمعرفية، والاجتماعية، والجسمية) لدى تلاميذ المرحلة الابتدائية من وجهة نظر المعلمين والمعلمات جاء بدرجة متوسطة، بينما جاء واقع دور الأنشطة المدرسية في إبراز خصائص الموهبة من الناحية (الانفعالية) لدى تلاميذ المرحلة الابتدائية من وجهة نظر المعلمين والمعلمات بدرجة مرتفعة، كما أشارت النتائج لوجود فروق في استجابات عينة الدراسة تعزى لمتغير النوع لصالح الإناث، وعدم وجود فروق في استجابات عينة الدراسة تعزى لمتغير المنطقة التعليمية.

الكلمات المفتاحية: الأنشطة المدرسية - الموهوبون - الموهبة - الإبداع.

Introduction:

The school represents a central point in the life of the student, and school activities are a mainstay in modern education. Educators have unanimously agreed at the present time on the importance of school activity and its active role in achieving the goals of education, and considering it as one of the means to enrich the curriculum. If the curriculum seeks to achieve the growth process for students, the activity contributes a great deal to this process, and helps discover students' talents, abilities, tendencies and preparations, and works on refining and developing them, making them more resilient to facing educational situations, and providing them with correct scientific and professional guidance.

Based on the goals and objectives of the school activity, it becomes an urgent requirement and an important aspect that must be taken care of and work to achieve in order to be one of the tributaries of achieving the principle of self-learning for the student. (Al-Subaihi, 2001), and this (Al-Harbi, 1428 AH, 65) shows that the practice of student activities is one of the most prominent motives towards excellence in academic achievement and the achievement of advanced positions. Experience and skills in raising their degree of excellence and raising their school prestige.

Gifted people are considered a human resource that exceeds the value of any other financial or natural resource. They are the national wealth that is not equal to wealth, and they have innate aptitudes, extraordinary abilities, and performance distinct from the rest of their peers in one or more of the areas valued by society, especially the areas of mental excellence and innovative thinking. Academic achievement and special skills.

Taking care of the gifted students to develop their abilities has taken on a prominent role, and it has become a national issue that receives great

attention. Especially when educators began to realize that the application of equality in education does not help to develop the special talents and abilities of children, because true equality requires us to care for each individual individual, and provide him with the freedom and environment necessary for the development of his individuality, and this means that we provide everyone with equal opportunities to develop abilities and talents that are not equal, that is, to provide the opportunity to develop the energy of each gifted and disabled person, according to his energies and abilities, as well as ordinary children who do not enjoy any special advantage (Mukhtar, 2019, 15).

Gifted students possess a wide variety of skills, a breadth and depth of knowledge, and their ability to acquire and store a huge amount of information on a variety of topics. . In this regard, it should be noted that strong memory is the greatest mental weapon that an individual possesses, especially for high-achieving students who are preparing themselves for exams, because success in traditional school exams depends mainly on the individual's ability to retrieve the required materials within the specified time (Al-Suleiman, 2009,33). From this point of view, developing the capabilities of gifted students according to their abilities, capabilities and characteristics is one of the most important roles of educational institutions, and their investment and development is necessary for development; Therefore, any society that seeks progress and builds upon it should look to the talented minds of its children and work to take care of them and provide the appropriate atmosphere to unleash their creative abilities; and meet their special needs, and on the other hand, failure to provide appropriate care that meets the needs of these students will negatively affect the speed and effectiveness of society's progress and development.

The gifted have some features that make them different and superior to their normal peers, and many researchers in this field have confirmed that when compared with their normal peers, gifted children undergo different processes related to the mental, social, personal and physical dimensions (Clark, 2002).

Gifted and creative children differ in many cognitive, emotional and social aspects compared to normal children (Bildiren, 2018) and on the other hand, their views, reactions, and interests about events differ from their peers, along with decision-making and anger handling skills. (Howard. Yildiz, 2016)

In a related context, it is important for the school to undertake the process of socialization in integration with the rest of the other institutions, as it has a major role in building the personality through the students' contact with the school environment, which includes factors that greatly help to excel. It bears the responsibility of identifying and discovering gifted people, motivating them, building positive motives towards excellence, and using their abilities and employing them to raise the level of their performance in various aspects of life, and refine their abilities and talents (Abd Rabbo, 2010, 718).

the study Problem:

Weakness in taking care of talent and creativity is one of the shortcomings in academic institutions that are still far from this field, as how can this medium care about excellence and creativity, while many aspects of quality are still below the level of ambition, and do not provide the environment and requirements, even at a minimum, to nurture excellence and creativity. To a healthy environment, an appropriate healthy environment, and a good climate for attention to excellence and creativity, which is the solid foundation for human development (Tawfiq and Al-Qurashi, 2006, 53).

Studies have also proven that gifted people need care, attention, guidance and direction to a degree that is no less important than the needs of ordinary students or those with learning difficulties or others. Failure to help them reach their full potential and potential may be considered a tragedy for them and society alike (Albany, 2020). When they are deprived of the educational opportunities designed for them, they may drop out of schools or may be delinquent, because the educational and social systems ignore them, and may sometimes mistreat them. Some may think that the excellent and gifted students are smart enough that they can make their own way without trouble. Others may also doubt the usefulness of their own interest (Al-Khatib and Al-Hadidi, 2009). Certainly, gifted children have characteristics that distinguish them from others, and these characteristics have received the attention of psychologists, educators and researchers, especially after the Second World War, where they paid attention to the importance of these characteristics. Whoever traces the process of teaching gifted students since the beginning of the third decade of the twentieth century finds that the issue of behavioural characteristics of gifted students was and still is at the top of the list of topics that receive great attention in books and studies of gifted psychology. These studies and writings focused

on seeking to uncover and care for these students and in collecting behavioural and personal characteristics and the needs associated with them for study and understanding (Tenuous and others,2012). Accordingly, the process of identifying gifted children is the main entrance to meet their educational, pedagogical and psychological needs, and revealing them is one of the most important responsibilities of the school by observing their behavior while they practice their most important daily activities (Rowan Rahbeni, 2019).

In light of the foregoing, the problem of the study is determined by the need to reveal the role of school activities in highlighting the characteristics of gifted students in the primary stage, by trying to answer the following questions.

Study questions:

The study sought to answer the following main question: **What is the reality of the role of school activities in highlighting the characteristics of talent among primary school students?**

The following questions emerged from it:

1. What is the reality of the role of school activities in highlighting the characteristics of talent from the mental and cognitive side of primary school students from the point of view of teachers?
2. What is the reality of the role of school activities in highlighting the characteristics of gifted socially among primary school students from the point of view of male and female teachers?
3. What is the reality of the role of school activities in highlighting the characteristics of talent from a physical point of view among primary school students from the point of view of teachers?
4. What is the reality of the role of school activities in highlighting the characteristics of talent from emotionality among primary school students from the point of view of teachers?
5. What is the impact of the variables of gender (males/females) and region (Al-Ahmadi - Al Farwaniyah - Al Jahra - Hawally - Al-Asimah - Mubarak Al Kabeer) on the study sample's vision of the reality of the role of school activities in highlighting the characteristics of talent among primary school students?

Objectives of the study:

The study mainly aimed to reveal the reality of the role of school activities in highlighting the characteristics of talent among primary school students, through the following:

1. Explanation of the reality of the role of school activities in highlighting the characteristics of talent from the mental and cognitive side of primary school students from the point of view of teachers?
2. Determining the reality of the role of school activities in highlighting the characteristics of talent in terms of social and emotional aspects of primary school students from the point of view of teachers.
3. Recognizing the reality of the role of school activities in highlighting the characteristics of talent from a physical point of view among primary school students from the point of view of teachers.
4. Revealing the reality of the role of school activities in highlighting the characteristics of talent from emotionality among primary school students from the point of view of teachers.
5. Explanation of the impact of the variables of gender (males/females) and region (Al-Ahmadi - Al-Farwaniyah - Al-Jahra - Hawally - Al-Asimah - Mubarak Al-Kabeer) in the study sample's vision of the reality of the role of school activities in highlighting the characteristics of talent among primary school students.

Importance of the study:

The importance of the study :

1. The importance of school activities and the need to employ them positively to provide students with the skills necessary for them and to develop their creativity level.
2. The great importance and active role of the gifted in the renaissance and progress of societies in all fields requires researchers to pay distinct and great attention in a serious and deep manner to studies related to them.
3. It is possible to deduce from the results of the study some means to develop school activities in a way that deepens the methods of discovering gifted people and highlighting their characteristics.
4. The study can benefit those responsible for preparing, organizing and developing school activities in the primary stage, with the results it

presents that can benefit the planning and development processes in the future.

5. The study may benefit those interested in the gifted through the expected results in nurturing gifted students and developing their various abilities.

The Study limits:

The study was limited to the following limits:

1. Objective limits: the role of school activities in highlighting the characteristics of talent in the aspects (mental and cognitive / social / physical / emotional).
2. Human limits: a sample of primary school teachers.
3. Time limits: the academic year (2021 / 2022 AD).
4. Spatial limits : primary schools in the six educational districts in the State of Kuwait (Al-Ahmadi - Al-Farwaniyah - Al-Jahra - Hawally - Al-Assimah - Mubarak Al-Kabeer).

Terms of the study:

1. **School activities:** They are defined as the organized programs that take place outside the classroom under the supervision and guidance of the activity officer in the school, and the learners participate in them without coercion, automatically and under the supervision and direction of the school so as to contribute to the development of positive values for them, whether these activities are cultural, scouting, representative or Scientific (Mohamed and Radwan, 2019).

The researcher defines them procedurally: “they are pre-planned programs that are applied outside the class times according to a time plan, whether inside or outside the school, under the supervision and guidance of the school’s activity official, in which teachers and students participate by choice in order to develop students’ skills and the weight of their experiences “.

2. **Gifted student :** It is defined as “anyone who possesses an exceptional ability or an extraordinary innate aptitude in one or more of the mental, creative, social, emotional and artistic fields, as indicated by his performance on one or more tests of intelligence, aptitude, creativity, leadership, etc., so that his performance places him among the highest 5% of his peers in the school community or the comparison community to which he belongs (Jarwan, 2015, 398).

The gifted can be defined procedurally as : “ the student who has an innate aptitude through which he can perform above the level of his peers in terms of age in one or more academic and non-academic fields”.

Previous studies:

1. Al-Jafri study (2021): aimed at identifying the role of the educational pillars in determining the behavioral characteristics of gifted kindergarten children from the teachers' point of view, on a sample of (150) kindergarten teachers in the regions of Al-Baha and Makkah Al-Mukarramah. The researcher applied a questionnaire about the role of the educational pillars In identifying the behavioral characteristics of gifted kindergarten children from the point of view of the teachers prepared by the researcher, and the results of the current study resulted in a medium degree effect of the library corner in identifying the behavioral characteristics of gifted children, and a medium degree effect of the technical corner in identifying the behavioral characteristics of talented children. And there was a medium effect of the delusional pillar in recognizing the behavioral characteristics of talented children, and there was a medium effect of the building pillar in recognizing the behavioral characteristics of gifted children, and there was a medium effect of the discovery pillar in recognizing the behavioral characteristics of talented children, and there was a medium effect of the cognitive pillar in recognizing the behavioral characteristics of gifted children. Behavioral characteristics of gifted children, and the presence of a moderate influence of the planning corner in identifying the behavioral characteristics of talented children from the point of view of the teachers.
2. Al-Bani Study (2020): The study aimed to know the reality of the goals of the gifted care programs in the primary stage, and to know the extent to which the goals are achieved in actual reality, and to highlight the most important ways to develop the goals of the talented programs for the primary stage from the point of view of educational supervisors and teachers in Riyadh. The study used the descriptive survey method, and the study tool was applied to the entire study population (94) of the educational supervisors of the program in Riyadh. The study concluded that the study sample members agreed (to some extent) that the content of the program is commensurate with the goals and tendencies of the student and her interest, and that it develops the skills of the principles of scientific research among the students, and that the activities of the program meet the needs of

cognitive, skill and social talents commensurate with the goals, and the approval of The study sample members (to some extent) with regard to ways to develop the program's goals, to make periodic tests that reveal the talents of different students, to include in the study activities projects for free study sponsored by and support the teacher, and for the talented program to include all primary school students.

3. Muhammad and Radwan's study (2019): The study aimed to identify the role of student activities in enhancing the value of moderation according to the Islamic perspective among secondary school students and ways to deepen it from their point of view in the light of some variables. It included statements about reality, while the second axis included statements about ways to deepen reality, and the study was applied to a sample of (960) male and female students of the secondary stage distributed according to the variables (gender / governorate / grade / specialization), and the results indicated that the role of student activities In enhancing the value of Islamic moderation among middle school students, it came at an average level, and the degree of approval of the proposed ways to deepen this role ranged from medium to high, and the results indicated that there were statistically significant differences in the responses of the study sample due to the gender variable in favor of males on the two axes of the questionnaire. And there were differences attributed to the governorate variable in favor of Sohag governorate with regard to reality, while the differences were in favor of Cairo governorate with regard to the proposed ways to deepen the role, and there were differences attributed to the specialization variable. In favor of the literary, and there are differences due to the academic grade variable in favor of the second secondary grade.
4. Al-Qahtani (2019) presented a study aimed at identifying the role of scientific activity, scouting activity and cultural activity in developing deductive thinking among secondary school students in Al-Quway'iyah Governorate and the obstacles that limit it. The researcher used the descriptive survey method, and the study relied on a questionnaire applied to (149) pioneers Pioneers of student activities in government secondary schools - day - in the Department of Education in Al-Quway'iyah Governorate, and the most important results of the research: The research community's vocabulary estimates for the role of student activities (scientific, scouting, and cultural activities) in developing inferential thinking among secondary

school students in Al-Quway'iyah governorate came with a (high) degree Very), the research community's vocabulary estimates of the obstacles that limit the role of student activities (scientific, scouting, and cultural activities) in developing inferential thinking among secondary school students in Al-Quway'iyah governorate came to a (very high) degree. Student activities (scientific, scouting, and cultural activities) in developing deductive thinking among secondary school students in Al-Quway'iyah Governorate.

5. The study (Al-Ghamdi, 2018) aimed to measure the effectiveness of using enrichment activities in developing the mathematical creativity of talented fourth-grade students in public schools in the Al-Baha region. The researcher used the experimental method, and prepared the mathematical creativity test to measure the effectiveness of enrichment activities in developing Riyadh creativity. One of the most prominent results was the effectiveness of using enrichment activities in developing the mathematical creativity of talented students in the primary stage.
6. Study (Al Maharema and Asha, 2017): It aimed to evaluate the system for selecting gifted students at the Jubilee School of Excellence in light of the standards of the American National Association for Gifted Education. The study used the descriptive approach, and a scale was developed to evaluate the system for selecting gifted students. Among the most prominent results: there were no differences between teachers' responses to assessing the system for selecting gifted students due to the gender variable, and no differences between students' responses due to the gender variable, and the presence of differences in students' responses due to the academic level variable in favor of the ninth level.
7. While the customer (Al-Zboon, 2017) emphasized: In a study of the extent to which primary school teachers practice creativity in the classroom, the researcher applied the descriptive approach to a simple random sample of 197 Jordanian primary school teachers; To achieve the objectives of the study, the researcher developed a questionnaire that consisted of three axes: the creative personality of teachers, and the teachers' beliefs about creativity and their care for it, after verifying its validity and reliability using appropriate statistical methods. Statistical differences in the practice of creativity by primary school teachers in the classroom due to the variable years of

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- experience in favor of less than ten years, and in favor of the workplace in favor of private schools.
8. The study of Makhamra and Abu Munshar (2017), which aimed to know the obstacles to the creative performance of English language teachers from their point of view. The researchers used the descriptive approach on a random sample of 64 teachers after the researchers developed a questionnaire that verified its validity and reliability. The results of the study showed that the degree of obstacles to the creative performance of English language teachers, and the absence of statistically significant differences at the level of significance ($\alpha 0.05 \geq$) between the arithmetic averages of the obstacles to the creative performance of English language teachers from their point of view due to the variable of gender, academic qualification and years Experience.
 - 9 - The study (Wu, 2016) aimed to identify the difference between talented males and females in the patterns of humor, and also aimed to know the relationship between the patterns of humor and empathy. The sample consisted of 431 talented and talented adolescents, and the study tools included a multidimensional humor patterns scale, and the researcher used the method Comparative descriptive, and the results indicated that there are statistically significant differences between females and males in humor, as females tend to use positive and empathic humor, while males tend to use negative and self-reinforcing humor.
 10. The study (Sharifi & Sharifi, 2014) aimed at comparing talented and non-talented students in both emotional intelligence and humor. The study sample consisted of two groups of female students in the second year of secondary school in the Iranian city of Kiraj: the first group consisted of (60) talented female students, and the second group consisted of (60) ordinary female students between the ages of 14-17 years who were chosen randomly. The study tools included the Scott Emotional Intelligence Scale and the Humor Scale. The study method is represented in the descriptive comparative method. The results of the study indicated that there were statistically significant differences between talented and ordinary students in the level of emotional intelligence in favor of talented students, and the results of the study indicated that there were statistically significant differences between

talented and ordinary students in the level of humor in favor of gifted students.

11. A study (Al-Dalami, 2010) aimed at developing programs for discovering and nurturing talented students at the primary stage in the Kingdom of Saudi Arabia, by preparing a proposed vision for the development of these programs in the light of contemporary global trends. The researcher used the descriptive documentary method, and the descriptive survey method. Among the most prominent results: that the programs focused on discovering talented people with mental and academic abilities, and neglected talented women in other aspects. Talent discovery programs ignore gifted students in the first, second and third grades of the primary stage. The general nominations in the talent discovery programs were limited to the nominations of teachers, and neglected the nominations of parents and peers.

Commenting on previous studies:

In light of what was presented from previous studies related to the subject, the researcher sees the diversity of these studies in terms of their general orientation and the samples that focused on them. Some variables, including those concerned with developing and strengthening the capabilities of the gifted and meeting their needs, also notes the diversity of environments and educational stages addressed by previous studies, in addition to the above. The previous studies in terms of attention to talent and the talented and in terms of using the descriptive approach and relying on the questionnaire in collecting data, but they differ from these studies in their general orientation represented in their quest to show the role of school activities in highlighting the characteristics of talent on the one hand, in addition to their difference in their collection between school activities and talent on the one hand. Others, in addition to their differences in their community and sample, and the current study benefited from previous studies in strengthening the sense of their problem and in presenting Some theoretical concepts in addition to benefiting from them in building and designing the questionnaire and in interpreting and discussing the results.

Theoretical framework:

First Axis :School Activities:

1. The concept of school activities:

The Encyclopaedia of Education defines school activities as “the aspects of behaviour that an individual performs while attending educational

institutions, and therefore it is viewed as not separate from the educational content” (The Encyclopaedia of Education, 2002, 489).

The activity includes all that the learner engages in inside and outside educational institutions of work that requires mental, manual or practical skills and abilities, whether regular or irregular, that brings him more experiences that support his learning of a variety of topics (Shehata and Al-Najjar, 2003, 62).

It is defined also as: the effort made by the learner; In order to enrich learning, through which teamwork habits and skills are learned, the learner also obtains knowledge from its sources, how to make judgments, and other important mental processes, and the teacher and learner participate in planning and implementing activities (Al-Khattabi and others , 2004, 174). It is also defined as: aspects of the activity planned by the school principal, and supervising its implementation, in cooperation with faculty members, along with aspects of classroom activity; In order to achieve the comprehensive and integrated growth of the students of their school, and often these activities revolve around the students' hobbies and tendencies, which they practice individually and in groups according to their talents (Zian, 2004, 13). It is defined as: activities that take place outside the classroom, planned and intended, such as participating in the school press and radio, competitions, or holding seminars and debates among students, and setting up camps and trips, and developing students with many skills and directions, which help them adapt to the society in which they live, and participate in Solving its problems and issues, and it is carried out under the supervision and guidance of the school administration and teachers, each in his field of specialization (Abu Zaid, 2007, 40). It is everything that students practice in various cultural, social, sports, scientific, artistic, traveling or public service fields in an optional manner according to their interests, hobbies and personal abilities, outside the scope of academic study, whether this practice takes place inside or outside the school’s scope, provided that It is under its supervision and within the framework of the plans and programs established by those responsible for the care of students, whether in the school or by the official authorities entrusted with the care of young people in the secondary education stage, with the aim of providing students with skills, values, knowledge, and experiences that enable them to play the roles expected of them by society. In the future (Mohammed & Radwan, 2019).

2.Types of school activities that have a role in highlighting the characteristics of talent:

The school offers two main types of activities: academic and non-academic activities. Academic or extracurricular activities are related to the classroom such as teaching, learning and assessment, while non-academic or extracurricular (or co-curricular) activities are related to what takes place outside the classroom such as controlling students, as well as other activities (such as debates, sports, drama and literary activities). From a different perspective, the school also provides an environment that can shape students' personality and nurture their talents, although they come from a variety of cultural and social backgrounds such as race and religion, as well as a variety of talents (academic and non-academic) (Klavir and Gorodetsky, 2011; Piske, Stoltz). and Machado, 2014). There is a connection between fun and creativity. Students believe that they learn best in an active classroom (Chang, 2013). Furthermore, the school environment also helps students build social skills, promote character development, and establish interpersonal relationships; While academic activities help students maximize their abilities, non-academic activities instill in students an overall sense of responsibility (Starbuck and Webster, 1991; Bardas and Bekiari, 2019; Haney, and Bissonnette, 2011; Chang, 2013).

The division of school activities into academic and non-academic does not mean that the class becomes vacant upon completion of extra-curricular activities (Bardas and Bekiari, 2019). The concept of co-curricular activities transcends these limits. Co-curricular means an activity that is pursued in addition to a particular course of study. Co-curricular means that the classroom provides opportunities for both academic and non-academic activities. This means that the classroom makes students learn not only the curriculum, but also the social and emotional skills necessary in life (Eccles, 2003). From the teachers' point of view, school activities highlight the characteristics of giftedness in terms of: mental, cognitive, social, physical and emotional among primary school students. However, gender and region are variables that influence these characteristics.

School activities that contribute to the development of creativity among students can be divided into the following:

- **Mental activities:** such as space exploration, drawing and colouring, taking a test, creating a culture of thinking, etc. Teachers encourage students to listen to speaking books and then ask students to recount or explain what has been learned. Similarly, teachers can ask students to

listen to a song and then sing the same song or something that has been memorized (Robinson and Hurst, 2007). Another dimension of mental activities is that teachers may resort to exercises that develop students' abilities to reasoning and logical reasoning, and teachers can also get students to learn new skills including reasoning (Ritchhart, Church and Morrison, 2011).

- **Cognitive activities:** such as drawings, letters, number or word games, discussions, jigsaw puzzles, brainstorming, even hiding and finding objects, etc. (Haggard, 1982; Gee, 2001) can be cited to justify the answer. It also included making clear what one was thinking and using visuals and graphics that one wanted to explain (Steiner and Carr, 2003). Teachers can also have students engage in other cognitive activities such as superior language abilities and comparative reasoning (Runco and Chand, 1995). Cognitive activities such as categorizing and judging also help students develop creativity or creative thinking. These activities also help students improve their understanding of a particular topic and enhance their ability to remember what has been previously learned (Askill-Williams, Murray-Harvey, and Lawson, 2007).
- **Social activities:** such as meeting new students and making new friends, going out to eat and watching movies or dramas, going out for sightseeing and hiking, and volunteering for social work. Social activities are important for healthy emotional health. Teachers can have students learn new social skills such as how to introduce oneself to a stranger, how to find a common area of interest with strangers to make friends and how to reciprocate (Vaish and Hepach, 2019).. Socialization itself is an important learning skill, as students who are easily They have to mingle with others to become practically successful. Sharing or cooperation, listening, and empathy are important social behaviors that teachers may train students to learn (Aknin, van de Vondervoort and Hamlin, 2018). The same is true for having students learn to respect the toys, books, and utensils of others. Teachers can also show the student's space and how students should respect other people's space. Teachers can also teach students to show patience in the face of all odds, learn to follow directions and be positive in any circumstance (Algoe, Fredrickson and Gable, 2013). Studies have shown that social interaction improves student learning not only by enhancing their knowledge. but also critical thinking and problem solving skills (Hurst, Wallace and Nixon, 2013).

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- **Physical activities:** such as walking, exercise, jump rope, cycling, skating, engaging in indoor dance parties, swimming, gardening, cutting, and outdoor group games such as basketball or soccer. Teachers can also arrange aerobic lessons for their students (Starbuck and Webster, 1991; Bardas and Bekiari, 2019). The goal is to enhance students' cardiovascular endurance and muscular strength, as well as enhance body flexibility. Furthermore, physical activity enhances cognitive skills such as focus and attention, as well as improving behaviors and attitudes in the classroom (Haney, and Bissonnette, 2011).
 - **Emotional activities:** Emotional activities are varied to achieve the goals of developing self-control, using polite words to express one's thoughts and emotions, making efforts to appreciate the feelings of fellow students, showing gratitude and empathy with others, and learning to make responsible decisions (Algoe, Fredrickson and Gable, 2013). Self-control is important for overcoming six basic emotions: anger, disgust, surprise, happiness, fear, and sadness (Siedlecka and Denson, 2018). Several types of plays and narratives from folklore and moral stories can achieve desired goals (Trincas, Bilotta and Mancini, 2016). Teachers can also train students to regulate their emotions (Mayer, Caruso and Salovey, 2016).

3. Objectives of Student Activities:

The student's practice of student activities gives him skills and abilities that have a positive impact on his personality that he cannot acquire in the classroom, so a set of goals that student activities achieve has emerged, which we summarize as follows, as Attia mentioned (2011, 25).

- Guiding students and helping them to discover their abilities and tendencies and working to develop and improve them.
- Expand students' experiences in many areas to build and develop their personality.
- Develop the students' sound emotional attitudes in a way that develops their self-reliance, and gives them the ability to initiate, renew and innovate.
- Giving students the opportunity to communicate and deal with the surrounding environment to make them more integrated into their society.

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- To provide students with the ability to observe, compare, work, persevere, and accuracy through practicing different activities.

The study (Al-Banna, 2004) indicated that educational activities have goals that they seek to achieve, and among the most important of these goals are satisfying the tendencies and interests of students, developing the democratic style, respecting individual differences among learners, and solving the problems they face in life.

4. Importance of School Activities:

School activities in education at all levels, whether primary, intermediate or secondary, contribute to the development of many skills such as teamwork, love of work, volunteer work and thinking skills of all kinds and patterns. The literature of education has shown the importance of student activities in building the mentality of the student and developing his physical and mental abilities (Al-Qahtani, 2019, 3).

It can be said that school activities can develop the emotional side of the learner, and provide an opportunity for him to express himself and his emotions, through his practice of various school activities (Ibrahim, 2014, 23). Artistic activities help the learner to reveal his pent-up feelings that he cannot express for any reason. They also have an important role in building the learner's personality, increasing his self-confidence and feeling satisfied with them (Sharaf and Muhammad, 2013, 135).

School activities provide ample opportunities to reveal, train and develop technical and creative preparations and abilities. They also create conditions that help the learner to provide unique and original solutions to the issues and problems he encounters, and to develop a spirit of adventure and spontaneity, and flexibility in thinking and in handling materials and raw materials. Thinking in open formats or on what is called divergent or divergent thinking, which is the center of creativity (Al-Quraiti, 2012, 185-186). Student activities help to develop the learner's critical ability, which is one of the important qualities that must begin with him from his childhood (Al-Hunaidi, 2015; 29).

In addition to the above, the researcher believes that school activities can contribute to discovering the energies and capabilities of learners, as well as contribute to the development of their various aspects of education, in addition to their contribution to enhancing their motivation towards learning, and providing them with a sound outlet to express their desires and demonstrate their scientific and practical abilities and capabilities. In addition, it helps increase interdependence and positive interaction among

learners, strengthens their relationships with their colleagues, and increases the chances of their training on social interaction and positive interaction with others.

The second axis: talent and the and talented :

1. The concept of talent:

(Mohammed, 2005) defined talent as “a qualitative differentiation in one or more specific abilities, or in one or more areas that can witness differentiation, which is reflected in the form of a new bid, a new idea, and an original production.”

(Al-Sharif, 2005,173) pointed out that Gardner considered the types of intelligence as an essential component of talent in the individual, because the high level of performance, the ability to solve problems, the creativity of what is produced and the innovation of new solutions to the problems represented by the types of multiple intelligence, is the essence of talent.

And (Ahmed, 2004, 166) points out that talent is the individual’s ability to solve simple and complex problems efficiently, effectively and quickly, as he presents the child with problems and asks him to provide solutions to them, and to create a product that is evaluated during one or more situations, and these solutions are characterized by efficiency and effectiveness by choosing The optimal solution and strategy.

Some define talent as having an IQ score of (130) on the Wechsler test, or within two standard deviations above the mean. Others define it as including the top 2.5 to 5% of students in a school district, while some see it as at least two years above the student's chronological age. This highlights some of the challenges in defining gifted students: student abilities (intelligence scores), achievement (performance above grade level), and choices based on a percentage of total students (Yamauchi, 2010).

Talent is the product of the availability and interaction of three important characteristics, the first of which is: good ability in one of the specified areas, the second: a high level of creativity and excellence, and the third: persistence in work and achievement (Al-Jalamdeh and Ali 2011, 102), (Freira 2010, 632).

It is clear from the foregoing that intelligence has a great impact on talent, and that all specialists and research trends in the field of talent cannot deny or reduce the strength of the influence of intelligence on the concept of talent, which was and still is direct. talented.

By extrapolating the previous definitions, the researcher sees that the gifted child is that individual who shows outstanding performance compared to the age group to which he belongs in one or more of the following dimensions:

- Mental ability, where IQ is higher than peers at the age level.
- High creative ability.
- The ability to perform distinct skills such as technical, sports or language skills.
- The ability to persevere, commitment, high motivation, flexibility, independence in thinking or mental personality traits that distinguish the gifted from others.

2. The concept of the talented student:

Al-Imam (2006, 29) defines the gifted student as “the student who has many creative qualities such as his ability to analyze, synthesise, and constructively criticize the important situations he faces in his practical life, as well as the use of his own knowledge and skills in solving problems, in addition to his superior ability to discover, invent and invent each What is new and useful.

While Jarwan (2015, 398) considered the talented child “everyone who possesses an exceptional ability or an unusual innate aptitude in one or more of the mental, creative, social, emotional and artistic domains, in terms of his performance through one or more intelligence tests, aptitude, creativity and leadership.” and others, so that his performance places him in the top 5% of his peers in the (school) society or the comparison society to which he belongs.

Talented persons are defined as those who have been identified by professionally qualified persons who, by virtue of their distinctive abilities, are capable of high performance. These are children who require different educational programs and services more than what the regular school programs provide, in order to achieve their contributions to themselves and society. High performers include children with demonstrated achievement and/or latent abilities in any of the following areas: general mental ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability (Alawneh et al, 2012, 2).

Talented are also defined as those who show evidence of a high ability to perform in areas such as intellectual, creative, artistic, leadership abilities, or specific academic areas and who need services and activities not provided by schools in order to develop such Capacity in full (Abdul Hamid and Shukr, 2013, 603).

Talented persons are defined according to the characteristics cited by Renzulli to define talent as those who possess or have the ability to develop this combination of traits (above average general mental abilities, creative abilities, task commitment (motivation) and use it in any valuable field of human performance, and thus they need services And a wide variety of educational opportunities that are not usually provided by mainstream educational programs (Jarwan, 2015).

The talented is also defined as that person who has superior mental abilities that appear in the areas and results of multiple subjects such as excellence in: science, mathematics, mechanics, music, leadership, literature (poetry / story / novel / play) and individual innovative ability in dealing with the environment Bearing in mind that it is not a necessary condition for an individual to excel in all areas and to the same degree (Ghanem, 2015, 51).

In light of the foregoing, the gifted child can be seen as the one who has mental and intellectual abilities that exceed the level of his peers at the same mental and age level on the one hand, and he also possesses skills and abilities that are higher than expected from his mental and age level. **3.**

Talented Characteristics:

The characteristics of talented students vary according to talent fields and classifications, and the most prominent of these characteristics can be addressed as follows:

- **Physical characteristics:** children with talent and talented are characterized by being more overweight at birth, in addition to the early appearance of their teeth, their superiority over their peers in pronunciation and speech at an early age, their superiority over their peers in early walking, an increase in height, and the strength of the structure in childhood , They also reach puberty at a younger age than normal, and they are characterized by a great deal of vitality and activity during their developmental stages (Al-Sulaiman, 2009: 24).

Cognitive characteristics: The cognitive and mental characteristics of talented people are the important and basic characteristics through which they are recognized. Intelligence is the result of the interaction between

genetic factors and the environment. Talented and mentally talented students are distinguished by cognitive characteristics that distinguish them from their peers at an early stage of their development. The family upbringing and the surrounding circumstances play an important role in the continued development of these characteristics with age, while the lack of proper care may lead to the concealment of many of these characteristics due to the sensitivity of the talented and the excellent, and may lead to making them negative forces that hinder learning (Jarwan, 2015, 57).

The talented child is distinguished by learning and understanding language, as it is one of the characteristics that indicate talent early in the child's life and one of the initial characteristics in appearance, which is evident in the rapid growth in language acquisition, so they have verbal expression to explain what is going on around them, so they have words and vocabulary what It helps them perform abstract mental operations, form other complex concepts, treat topics, solve problems, and form a cognitive structure that helps them understand the relationships and interrelationships of multiple topics (Al-Sulaiman, 2009: 45). The talented child reveals at an early age a strong desire to know and understand the world around him, through his strong observation and asking questions that seem inconsistent with his age or grade level. The task of adults in responding to these questions and providing appropriate information is an important element in building and strengthening the exploratory personality of the gifted child.

- **Mental characteristics:** The talented child is faster in his mental development than other normal children, and the level reached by the gifted child is higher than the level reached by the normal child he represents at the chronological age. Memorizing a large amount of information, strength of memory, strength of concentration, love of reading and learning it at an early age, early maturity in reading adult books, extensive reading in special fields, curiosity, preference for independent work, clarity of thinking, fertility of imagination, vigilance and superior ability to observe. The rate of linguistic development of gifted people is better than their peers of the same age, and their abilities to read correctly are better than ordinary ones. (Jarwan, 2015).
- **Emotional and motivational characteristics:** Talented children are characterized by self-confidence, emotional stability, optimism, persistence, perseverance, curiosity, self-reliance, self-sufficiency, self-control, and responsibility. And less self-centered, and the ability to collective leadership. (Al-Maaytah and Bouleez, 2000).

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- **Social characteristics:** Talented children are characterized by initiative to work and help others, resistance to social pressures and interference by others, ability to win friends, tendency to accompany older people, love of social and cultural activity, participation and interaction with the group, preference for socially acceptable behaviour, tendency to have fun and humor Humour, responsibility, ability to lead others, high popularity among peers. (Jarwan, 2015), (Al-Maaytah and Bouleez, 2000).

The researcher stresses that it is not necessary for the gifted to be characterized by all the previous characteristics, as they may be characterized by one or most of these characteristics, or all of them, and there are individual differences as well between the talented in possessing these characteristics.

4. Talented categories:

The gifted can be classified into six categories:

the mentally gifted, the academically gifted, the artistically gifted, the leadership gifted, the athletically gifted, the creative gifted and the innovative. These categories can be clarified as follows:

- A- Intellectual Gifted Students who are characterized by rapid mental development, where their mental age exceeds their chronological age, so the student becomes ahead of his peers in terms of the ability to learn, perceive relationships, understand situations, perceive things, and scholastic excellence. 130 mentally gifted (Ibrahim, 2002, 149).
- b- Academically Gifted These students are distinguished by brilliance and excellence in one of the academic fields such as mathematics, sciences or languages, and they are characterized by a high ability to comprehend, memorize and learn speed, and show a clear interest in one or more academic subjects, and they usually have above average intelligence, and they have a high motivation to achievement, and they are dominated by the desire to memorize and memorize.
- C- Artificer Gifted These students have an innate aptitude for excellence in one of the artistic fields (drawing - carving - colouring - metal forming), musical (such as performing music - composing music - and composing music), or literary (poetry - zajal - story writing). The innate aptitude alone is not sufficient to make a person talented, but the availability of appropriate environmental conditions, education, training and practice that develop these talents and abilities (Mahmoud, 2000, 32).

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- d- Those who are gifted in leadership, and they are those who have innate aptitudes that make them familiar and familiar with people, and this motivates each of them to exert more effort in solving the group's problems and shouldering its responsibilities, i.e. they have the innate willingness to lead a group and work on solving its problems (Mahmoud, 2000, 32).
 - e- The sporting gifted. These students are distinguished by agility, muscular strength, physical endurance, agility, muscular synergy and a sense of movement. There are talented people in football, basketball, tennis, water, karate, bodybuilding, equestrian, and others.
 - F- Creative / Productive Gifted Students are the students who have special preparations for creativity, innovation and invention and to come up with new ideas and solutions to the problems presented to them (Saleh, 2000, 159). Study methodology and procedures:

Study Methodology and its procedures:

The study method :The study used the descriptive approach due to its relevance to its nature and achievement of its objectives, through which it describes and diagnoses the reality of the role of school activities in highlighting the characteristics of talent among primary school students.

Study Population: The study community consists of primary school teachers in the areas of (Al-Ahmadi - Al Farwaniyah - Al Jahra - Hawally - Al Asimah - Mubarak Al Kabeer).

Study sample: The study was limited to a sample of (243) female teachers, including (48) male teachers, and (195) female teachers in the elementary school, who were chosen randomly, and distributed according to the regions (Al-Ahmadi - Farwaniya - Jahra - Hawalli - Al-Asimah - Mubarak Al-Kabeer). As in the following table:

Table (1) Distribution of the sample members by type and region

Variable		Frequency	Percentage
Type	male	48	19.75
	female	195	80.25
District	Ahmadi	35	14.40
	Farwaniya	42	17.28
	Jahra	48	19.75
	Hawalli	40	16.46
	Al-Asimah	44	18.11
	Mubarak Al-Kabeer	34	13.99
Total		243	100

It is clear from Table (1) that the percentage of female teachers in the sample is greater than the percentage of male teachers, as the percentages, respectively, amounted to (80.25%) and (19.75%).

It is clear from Table (1) that the percentage of sample members from the Jahra area is greater than the percentage of sample members from the areas of Al-Asimah, Farwaniya, Hawalli, Ahmadi and Mubarak Al-Kabeer, respectively, where the percentages, respectively, amounted to (19.75%), (18.11%), (17.28%), (16.46%), (14.4%), (13.99%).

Study tool: The study used a questionnaire prepared by the researcher, with the aim of revealing the role of school activities in highlighting the characteristics of talent among primary school students. The questionnaire was built with reference to educational literature and previous studies related to the subject of the study. Regarding revealing the reality of the role of school activities in highlighting the characteristics of talent in terms of mental and cognitive aspects of primary school students, the second axis included statements about revealing the reality of the role of school activities in revealing the characteristics of talent from a social point of view among primary school students, and the third axis included statements related to disclosure On the reality of the role of school activities in revealing the characteristics of talent from a physical point of view among primary school students, and the fourth axis included statements about revealing the reality of the role of school activities in revealing the characteristics of talent in terms of emotionality among primary school students, and each of the axis is from (10) Phrases, in total (40) phrases for the questionnaire as a whole, and in front of each phrase there is a triple gradation that expresses the degree of approval, ranging from Between high

and given (3) degrees, medium and given (2) two degrees, and low and given (1) only one degree, and the high degree reflects the high reality of the role of school activities in highlighting the characteristics of talent, while the low degree expresses the opposite.

Validity of the study tool:

Apparent honesty: The validity of the external questionnaire was confirmed by presenting it to a group of arbitrators with expertise and experience in the field under study. In order to arbitrate it after these arbitrators familiarize themselves with the title of the study, its questions, and its objectives, the arbitrators express their opinions and observations about the paragraphs of the questionnaire in terms of the suitability of the paragraphs to the subject of the study, and their honesty in revealing the information desired for the study, as well as in terms of the interrelationship of each paragraph with the axis under which it falls. The extent of the clarity of the paragraph, the soundness of its wording, and the suggestion of ways to improve it by referring to deleting and keeping, or modifying the phrases, and considering the gradation of the questionnaire, its suitability, and other things that it deems appropriate. Based on the opinions and observations of the arbitrators, some phrases were modified, and some phrases were added and deleted so that they became valid for application in the final form.

Self-honesty: After judging the questionnaire and adhering to the amendments of the arbitrators, the questionnaire was applied to an exploratory sample of teachers, which amounted to (50) male teachers.

The degree of self-honesty was as shown in the following table:

Table (2) Correlation coefficient between the score of each axis and the total score of the resolution (n = 40)

axis	correlation coefficient
1	0.832**
2	0.801**
3	0.836**
4	0.807**

It is clear from Table (2) that the correlation coefficients of the total degree of the axis with the total degree of the resolution are positive and strong and ranged between (0.801) to (0.836), all of which are statistically significant correlation coefficients at the level (0.01). This indicates the strong correlation of the axes and the questionnaire, which confirms the

validity of the questionnaire, and thus the questionnaire has a high degree of internal consistency.

The stability of the study tool: The reliability of the resolution was calculated using the Alpha-Cronbach coefficient method, and this is illustrated by the following table:

Table (3) Stability coefficient for total resolution axes (n = 40)

The axis	the number of phrases	Cronbach's alpha coefficient	stability
The first axis	10	0.857	large
The second	10	0.806	large
The third	10	0.875	large
Fourth axis	10	0.811	large
Total Resolution	40	0.902	Large

It is clear from Table (3) that the value of Cronbach's alpha coefficient (stability) for the total resolution amounted to (0.902), which is a high value. It is also evident from Table (3) that all the values of Cronbach's alpha coefficient (stability) in the resolution axes are large, as the values on the axes ranged between (0.806-0.875), which indicates the possibility of the stability of the results that can be produced by the current study, and this may be a good indicator for generalizing its results.

Estimating the scores on the questionnaire: the response (high) gives the degree (3), the response (medium) gives the degree (2), and the response (low) gives the degree (1), and by multiplying these scores by the frequency corresponding to each response, adding them, and dividing them by the total of individuals The sample, gives the so-called (weighted mean), which expresses the relative weight of each individual phrase as follows:

Numeric score for each statement =

$$(3 \times \text{high repetitions}) + (2 \times \text{medium repetitions}) + (1 \times \text{low repetition})$$

The number of sample members

The level of consent of the study sample (estimating the length of time during which consent can be judged in terms of whether it is high, medium, or low) was determined by the following relationship (Abdul Hamid and Kazem, 1986, 96):

$$\text{Approval level} = \frac{n - 1}{n}$$

Where (n) indicates the number of responses and is equal to (3). The following table shows the level and extent of agreement of the phrase in the study sample for each of the questionnaire responses:

Table (4) The level of consent of the study sample

approval level	Term
Low	from 1 to $(1 + 0.66)$, which is approximately 1.66
Average	from 1.67 to $(1.67 + 0.66)$, which is approximately 2.33
High	from 2.34 to $(2.34 + 0.66)$ i.e. 3

Statistical processing methods: After applying and compiling the questionnaire, it was unloaded into tables to count the frequencies and to treat its data statistically through the Statistical Package for Social Sciences (SPSS) 25th Edition. The researcher used a set of statistical methods aimed at carrying out the descriptive and inferential analysis of the questionnaire statements, which are: Pearson correlation coefficient, Cronbach's alpha coefficient, percentages in calculating frequencies, arithmetic averages, standard deviations, t-test for two independent samples, and the t-test Independent Simple. One-way analysis of variance (ANOVA).

Study results, discussion and interpretation:

First, the results:

Results of answering the first question: What is the reality of the role of school activities in highlighting the characteristics of talent in terms of mental and cognitive?

To answer this question, the phrases of the first axis related to the reality of the role of school activities in highlighting the characteristics of talent in terms of mental and cognitive terms were arranged according to their relative weights, and the following table illustrates this:

Table (5) Relative weight and level of approval for the first axis of the reality of the role of school activities in highlighting the characteristics of talent in terms of mental and cognitive (n = 243)

M	Statement	Relative weight	Standard deviation	Rank	Level of approval
4	Demonstrates the information richness of students	2.2757	0.7400 1	1	Medium
6	Shows the students' intuition	2.2634	0.8160	2	Medium
1	School activities highlight students' higher-order thinking skills	2.1975	0.5163	3	Medium
7	Show the extent to which the pupils are able to manipulate words and ideas	2.1029	0.5160	4	Medium
8	Highlights the strength of memory that students have	2.0905	0.7873	5	Medium
10	Shows the extent to which students love reading and reading	2.0823	0.8537	6	Medium
3	Reveals students' success in academic subjects	2.0700	0.9087 7	7	Medium
9	Reveals the students' imagination capacity	1.6502	0.7365	8	Low
5	The manifestations of language development among students are highlighted	1.6420	0.7547	9	Low
2	Contribute to highlighting the mental abilities of students	1.4733	0.7729	10	Low
Total Axis		Percentage (66.16)			Medium

The previous table shows the results of the first axis of the reality of the role of school activities in highlighting the characteristics of talent in terms of mental and cognitive, in light of the statistical distribution according to the relative weight, level of approval of the phrase and rank, where the table indicates that the reality of the role of school activities in highlighting the characteristics of talent in terms of mental And cognitive came to a medium degree, in order to reach the total relative weights (19.848), the average relative weights (1.985), and the percentage coming (66.16).

With regard to the order of the phrases, it is clear that:

Most of the expressions that reflect the reality of the role of school activities in highlighting the characteristics of talent in terms of mental and cognitive, came in the first order: It shows the information richness of

students, with a relative weight of (2.2757), which is a medium degree. In the second order, it was found that the students had a quick intuition, with a relative weight of (2.2634), which is a medium degree.

While the least phrases that reflect the reality of the role of school activities in highlighting the characteristics of talent in terms of mental and cognitive, it came in the tenth rank: contribute to highlighting the mental abilities of students, with a relative weight (1.4733), which is a low degree.

Results of the answer to the answer to the second question: What is the reality of the role of school activities in highlighting the characteristics of gifted socially from the teachers' point of view?

To answer this question, the statements of the second axis related to the reality of the role of school activities in highlighting the characteristics of gifted socially from the teachers' point of view were arranged, according to their relative weights, and the following table illustrates this:

Table (6) Relative weight and level of approval for the second axis of the reality of the role of school activities in highlighting the characteristics of gifted socially from the point of view of teachers (n = 243)

M	Statement	Relative weight	Standard deviation	Rank	Level of approval
18	Demonstrates the extent to which students are able to handle stress	2.7284	0.6431	1	High
11	Shows how much students love social and cultural activities	2.6420	0.6614	2	High
15	shows the students' adventurous spirit	2.6049	0.5964	3	High
20	Shows the extent to which the pupils are able to make friends	2.1811	0.4897	4	Medium
12	Reveals the students' diverse interests	2.0988	0.4529	5	Medium
14	Demonstrates curiosity among students	2.0947	0.5176	6	Medium
16	Contribute to highlighting the extent to which students agree with others in group work	2.0741	0.4665	7	Medium
13	Shows students' sense of humour and humour	1.9794	0.5098	8	Medium
19	Describes the extent to which students take initiative towards helping others	1.9671	0.5291	9	Medium
17	Demonstrate the extent to which students are able to lead teamwork	1.7942	0.6089	10	Medium
Total Axis		Percentage (73.88)			Medium

The previous table shows the results of the second axis related to the reality of the role of school activities in highlighting the characteristics of talent in social terms from the teachers' point of view, in light of the statistical distribution according to the relative weight, level of approval of the phrase and rank, where the table indicates that the reality of the role of school activities in highlighting the characteristics of talent From the social point of view, it came to a medium degree, in order to reach the total relative weights (22,165) and the average relative weights (2.216), and the percentage came (73.88).

With regard to the order of the phrases, it is clear that:

Most of the expressions that reflect the reality of the role of school activities in highlighting the characteristics of talent from a social point of view from the teachers' point of view, came in the first order: They highlight the extent to which students can withstand pressures, with a relative weight of (2.7284), which is a high degree. And came in the second order: the extent to which the students love social and cultural activity, with a relative weight of (2.642), which is a high degree.

While the least phrases that reflect the reality of the role of school activities in highlighting the characteristics of talent in social terms from the teachers' point of view, came in the tenth: It shows the extent to which students are able to lead team work, with a relative weight of (1.7942), which is a medium degree.

Results of answering the third question: What is the reality of the role of school activities in highlighting the characteristics of talent from a physical point of view from the teachers' point of view?

To answer this question, the expressions of the third axis related to the reality of the role of school activities in highlighting the characteristics of talent from a physical point of view from the teachers' point of view were arranged, according to their relative weights, and the following table illustrates this:

Table (7) Relative weight and level of approval on the third axis of the reality of the role of school activities in highlighting the characteristics of talent from a physical point of view from the point of view of teachers (n = 243)

M	Statement	Relative weight	Standard deviation	Rank	Level of approval
22	Demonstrates the extent to which students are interested in physical exercise	2.7654	0.5516	1	High
25	Contribute to determining the most prominent physical needs of students	2.4156	0.5714	2	High
29	Shows students' accuracy in implementing motor skills	2.3868	0.6086	3	High
28	Shows the students' muscle coordination	2.3786	0.5791	4	High
26	Shows how agile students are	2.0658	0.5018	5	Medium
23	Highlights students' hyperactivity	2.0370	0.5169	6	Medium
21	Demonstrates the speed of motor performance of students	1.9630	0.5327	7	Medium
27	Indicating the extent of the students' physical endurance ability	1.9588	0.5514	8	Medium
24	reveals the physical strength of students	1.9218	0.4790	9	Medium
30	shows the students' physical coordination	1.7778	0.5961	10	Medium
Total Axis		Percentage (72.24)			Medium

The previous table shows the results of the third axis related to the reality of the role of school activities in highlighting the characteristics of talent from a physical point of view from the teachers' point of view, in light of the statistical distribution according to the relative weight, level of approval of the phrase and rank, where the table indicates that the reality of the role of school activities in highlighting the characteristics of talent From a physical point of view, it came to a medium degree, in order to reach the total relative weights (21.671) and the average relative weights (2.167), and the percentage came (72.24).

With regard to the order of the phrases, it is clear that:

Most of the expressions that reflect the reality of the role of school activities in highlighting the characteristics of talent from a physical point of

view from the teachers' point of view, came in the first place: They highlight the extent to which students are interested in physical sports, with a relative weight of (2.7654), which is a high degree. And came in the second order: contribute to determining the most prominent physical needs of students, with a relative weight (2.4156), which is a high degree.

While the least phrases that reflect the reality of the role of school activities in highlighting the characteristics of talent in terms of the physical from the teachers' point of view, came in the tenth rank: It shows the physical consistency of the students, with a relative weight (1.7778), which is a medium degree.

Results of answering the fourth question: What is the reality of the role of school activities in highlighting the characteristics of talent from an emotional point of view from the teachers' point of view?

To answer this question, the expressions of the fourth axis related to the reality of the role of school activities in highlighting the characteristics of talent in terms of emotionality from the teachers' point of view were arranged, according to their relative weights, and the following table illustrates this:

Table (8) Relative weight and level of approval on the fourth axis of the reality of the role of school activities in highlighting the characteristics of talent in terms of emotionality from the teachers' point of view (n = 243)

M	Statement	Relative weight	Standard deviation	Rank	Level of approval
37	Shows how familiar the pupils are with others and the familiarity of others with them	2.8313	0.4983	1	High
38	Shows students' optimism	2.7366	0.5572	2	High
34	Reveals the students' perseverance and persistence	2.5556	0.6166	3	High
32	Demonstrates the intensity of students' feelings	2.5391	0.6245	4	High
33	Shows the students' self-awareness	2.5226	0.6638	5	High
40	shows the extent to which students depend on themselves and focus on themselves	2.4691	0.6819	6	High
31	The pupils' sensitivity to others stands out	2.3909	0.6979	7	High
35	shows how quickly students are affected by the emotional reaction	2.2305	0.7472	8	Medium
39	Contribute to highlighting the students' emotional stability	2.1893	0.8364	9	Medium
36	The extent of the students' self-confidence	2.1523	0.7534	10	Medium
Total Axis		Percentage (82.06)			High

The previous table shows the results of the fourth axis related to the reality of the role of school activities in highlighting the characteristics of talent in terms of emotionality from the teachers' point of view, in light of the statistical distribution according to the relative weight, level of approval of the phrase and rank, where the table indicates that the reality of the role of school activities in highlighting the characteristics of talent. From a physical point of view, it came to a high degree, to reach the total relative weights (24.617), the average relative weights (2.462), and the coming percentage (82.06).

With regard to the order of the phrases, it is clear that:

Most of the expressions that reflect the reality of the role of school activities in highlighting the characteristics of talent in terms of emotionality from the teachers' point of view, came in the first order: It shows the extent of the students' familiarity with others and the familiarity of others with them, with a relative weight of (2.8313), which is a high degree. And came in the second order: the optimism of the students stands out, with a relative weight of (2.7366), which is a high degree.

While the least expressions that reflect the reality of the role of school activities in highlighting the characteristics of talent in terms of emotionality from the teachers' point of view, it came in the tenth rank: the extent of students' self-confidence, with a relative weight of (2.1523), which is a medium degree.

Supplements to the previous results, the following table shows the results of the arrangement of the questionnaire axes in terms of the average relative weights of each axe and the percentage of approval of it:

Table (9) shows the percentage and level of approval of the questionnaire's axes (n = 243).

M	Axis	The sum of the relative weights of the axis statements	The average of the relative weights of the axis statements	The percentage of the degree of approval	Rank	The level of approval
1	First	19,848	1.985	66.16	4	medium
2	second	22.165	2.216	73.88	2	medium
3	Third	21.671	2.167	72.24	3	medium
4	Fourth	24.617	2.462	82.06	4	High
Total resolution		88.3	2.208.	73.58	medium	

It is clear from Table (9) that the response rate on the total questionnaire was medium, while the response rate on the questionnaire axes ranged between medium to high, ranging between (66.16%) (82.06%), from the point of view of the study sample, which is on the fourth axis. The first axis, the second axis, the second rank, the third axis, the third rank, the first axis, the fourth and final .

The results of answering the fifth question: What is the impact of the variables (gender/region) on the view of the study sample of teachers about the reality of the role of school activities in highlighting the characteristics of talent among primary school students?

First: The results of the differences between the responses of the sample members on the extent of approval of the questionnaire's axes according to the gender variable (teacher), and the following table shows that:

Table (10) results of the t-test for two independent samples t-test to show the significance of the differences between the responses of the sample members towards approval of the questionnaire axes and their sum according to the gender variable (n = 243).

axis	Type	n	mean	standard deviation	value t	level of significance
First	Male	48	16.98	5.39	-4.244	0.0001 function
	Female	195	20.55	5.19		
Second	Male	48	19.90	3.87	-5.397	0.0001 function
	Female	195	22.72	3.08		
third	Male	48	19.42	3.77	-5.683	0.0001 function
	Female	195	22.23	2.87		
Fourth	Male	48	22.67	5.41	-3.546	0.0001 function
	Female	195	25.10	3.92		
Total Questionnaire Score	Male	48	78.96	15.17	-5.487	0.0001 function
	Female	195	90.60	12.63		

It is clear from Table (10) that there are statistically significant differences between the responses of the sample members according to the gender variable (teacher - female teacher), with respect to the total score of the questionnaire and its four axes, where the value of (T) came (-4.244), (-5.397), (-5.683), (-3.546), (-5.487), respectively, and all of them are statistically significant values at the significance level (0.01), and the

differences came in favor of the highest category in the average, which are the parameters.

Second: The results related to the differences between the responses of the sample members on the extent of approval of the questionnaire axes and their totality according to the variable of the region (Al-Ahmadi - Al-Farwaniyah - Al-Jahra - Hawally - Al-Asimah - Mubarak Al-Kabeer), and the following table shows that:

Table (11) The results of the one-way analysis of variance test to show the significance of the differences between the responses of the sample members towards the extent of approval of the questionnaire axes and their sum according to the region variable

Axis	Source of variance	Sum of squares	Degree of freedom	Mean of squares	Value f	Significance level
First	among groups	188,130	5	37,626	1,294	0.267 Non function
	Within groups	6891,236	237	29,077		
	Total	7079,366	242			
Second	among groups	93,336	5	18,667	1,602	0.160 Non function
	Within groups	2762,080	237	11,654		
	Total	285,416	242			
Third	among groups	104,233	5	20,847	2,002	0.079 Non function
	Within groups	2467,430	237	10,411		
	Total	2571,663	242			
Fourth	among groups	53,005	5	10,601	0,554	0.735 Non function
	Within groups	4536,402	237	19,141		
	Total	4589,407	242			
Total score for resolution	among groups	1425,617	5	285,123	1,483	0.196 Non function
	Within groups	4557,453	237	192,310		
	Total	47003,070	242			

It is clear from Table (10) that there are no statistically significant differences between the responses of the sample members according to the variable of the region (Al-Ahmadi - Farwaniya - Jahra - Hawally - Al-Asimah - Mubarak Al-Kabeer), with respect to the four axes of the questionnaire and their sum, where the value of (P), (1.294), (1.602), (2.002), (0.554), (1.483), all of which are non-statistically significant values at the significance level (0.05).

Second: Discussing the results:

The previous results indicate that the overall reality of the role of school activities in highlighting the characteristics of talent among primary school students came to a medium degree. This can be attributed to the lack of attention to school activities in general, the focus of teachers and school administration on the academic aspects within the classroom, and the neglect of activating school activities or expanding their application, in addition to the absence of preparation and prior planning for school activities and taking into account all their controls and requirements in order to achieve the desired goals to a high degree. In addition to the above, the past period witnessed a lack of regularity in student attendance at schools due to the disruption of face-to-face studies inside schools due to the outbreak of the Corona pandemic, which negatively affected the regularity of the study and consequently the regularity of school activities inside schools.

Therefore, the researcher believes that it is necessary to form specialized committees to develop the reality of school activities in the primary stage, given the contribution of these activities to education in its various stages, whether primary, intermediate or secondary, in developing many skills such as teamwork, love of work, volunteer work, thinking skills of all kinds and patterns, and school activities. It is one of the most important means of education and one of its components that contribute to the development of children's abilities in all stages of education. The literature of education has shown the importance of student activities in building the student's mentality and developing his physical and mental abilities (Al-Qahtani, 2019, 3).

In addition, school activities provide ample opportunities to discover, train and develop technical and creative preparations and abilities. They also create conditions that help the learner to provide unique and original solutions to the issues and problems he faces, and to develop a spirit of adventure and spontaneity, and flexibility in thinking and in handling materials and raw materials. It depends on thinking in open formats or on what is called divergent or divergent thinking, which is the center of creativity (Al-Quraiti, 2012, 185-186). Student activities help to develop the learner's critical ability, which is one of the important qualities that must begin with him from his childhood (Al-Hunaidi, 2015; 29).

The previous results also indicated that there were statistically significant differences in the responses of the study sample due to the

gender variable in favour of females compared to males. And an understanding of their nature and requirements compared to males, and thus the differences came in their favour.

The previous results also indicated that there were no differences in the responses of the study sample due to the variable of the educational region, and perhaps this result seems logical and can be attributed to the fact that the regulations and laws regulating work within the school in general and student activities in particular in the primary stage are the same laws and regulations and do not differ from one region to another. The capabilities that are provided within schools are almost the same and do not differ from one region to another, and therefore the study sample was seen to be similar without the presence of differences due to the region variable with regard to the reality of the role of school activities in highlighting the characteristics of talent among primary school students.

In general, the previous results are relatively consistent with the study of Al-Jafri (2021): which indicated the role of the educational pillars in recognizing the behavioral characteristics of gifted kindergarten children from the point of view of the teachers, which came in average overall, and the study of Muhammad and Radwan (2019): the results indicated that The role of student activities in enhancing the value of Islamic moderation among middle school students came at an average level.

Study recommendations:

1. Forming a committee of specialized experts to develop the reality of school activities in general at the primary level.
2. The need to take into account the good planning in advance of school activities in the primary stage and that the matter should not be done randomly or unorganized.
3. Good qualification of school activity officials so that they have the ability and skills to apply and activate school activities in a distinctive way.
4. The formation of a specialized side within each educational region whose mission is to discover talented students in the primary stage and to develop specialized programs to take care of them.
5. The interest of the responsible authorities in providing the material requirements necessary to activate school activities in the primary stage.

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6. The necessity of being open to the advanced regional and international experiences in the field of school activities and in the field of discovering and nurturing the gifted and benefiting from their experiences in developing the reality of school activities in general and in the primary stage in particular.

Study suggestions:

1. Obstacles to activating the role of school activities in highlighting the characteristics of talent among primary school students.
2. A proposed conception to activate the role of school activities in highlighting the characteristics of talent among primary school students.
3. The role of school activities in reducing the chaotic behaviour of primary school students from the female teachers' point of view.
4. The role of school activities in developing the achievement motivation of primary school students from the female teachers' point of view.
5. The requirements for discovering and nurturing the gifted in the primary stage and ways to activate them from the point of view of experts.

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