

GIFTED STUDENTS IN SAUDI ARABIA: A STUDY OF INTERMEDIATE AND SECONDARY CLASSES AND THEIR LEVEL OF METACOGNITIVE THINKING SKILLS

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ABSTRACT

This study examined the intermediate and secondary classes and their level of metacognitive thinking skills in Saudi Arabia. The discussion in the study is based on the theoretical framework of the Abraham Tennenbaum's Theory. This theory is appropriate for the study because it allows the reader to understand the difference between male and female gifted students level in problem-solving related to social problems. The study respondents consist of 480 gifted students from the province of Jeddah. Forty students were taken from each class; first intermediate class, second intermediate class and third intermediate class from the province of Jeddah. Similarly, forty students were taken from each class; first secondary class, second secondary class and third secondary class from the province of Jeddah. Moreover, 50% (240) of the sample consist of male gifted students and same number likewise 50% (240) of the sample consisted of female gifted students. A questionnaire was the main instruments used in collecting data from the selected gifted students which generated the quantitative and qualitative data respectively. Different statistical analyses were used in analyzing the collected data. The results demonstrated that no significant difference in the class level of metacognitive thinking skills among gifted students. Thus, class and age affect the effectiveness of student's metacognition. The suggestion and recommendations based on the study findings would benefit the gifted student's canthers, educational ministry, international and non-governmental organizations in the effort to improve the study learning conditions of gifted students in Saudi Arabia.

KEYWORDS: *Gifted Student, Intermediate Class, Secondary Class, Metacognitive, Thinking Skills*