



الجامعة الإسلامية بالمدينة المنورة
ISLAMIC UNIVERSITY OF MADINAH

مجلة الجامعة الإسلامية للعلوم التربوية والاجتماعية

مجلة علمية دورية محكمة

العدد السادس عشر - الجزء الثاني
جمادى الأولى 1445 هـ - ديسمبر 2023 م

معلومات الإيداع في مكتبة الملك فهد الوطنية

النسخة الورقية :

رقم الإيداع: 1441/7131

تاريخ الإيداع: 1441/06/18

رقم ردمد : 1658-8509

النسخة الإلكترونية :

رقم الإيداع: 1441/7129

تاريخ الإيداع: 1441/06/18

رقم ردمد : 1658-8495

الموقع الإلكتروني للمجلة :

<https://journals.iu.edu.sa/ESS>



البريد الإلكتروني للمجلة :

ترسل البحوث باسم رئيس تحرير المجلة

iujournal4@iu.edu.sa





الجامعة الإسلامية بمكة المكرمة
ISLAMIC UNIVERSITY OF MADINAH

البحوث المنشورة في المجلة
تعبر عن آراء الباحثين ولا تعبر
بالضرورة عن رأي المجلة

جميع حقوق الطبع محفوظة
للجامعة الإسلامية



قواعد وضوابط النشر في المجلة

أن يتسم البحث بالأصالة والجدية والابتكار والإضافة المعرفية في التخصص.

لم يسبق للباحث نشر بحثه.

أن لا يكون مستلماً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.

أن يلتزم الباحث بالأمانة العلمية.

أن تراعى فيه منهجية البحث العلمي وقواعده.

أن لا تتجاوز نسبة الاقتباس في البحوث التربوية (25%)، وفي غيرها من التخصصات الاجتماعية لا تتجاوز (40%).

أن لا يتجاوز مجموع كلمات البحث (12000) كلمة بما في ذلك الملخصين العربي والإنجليزي وقائمة المراجع.

لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA) الإصدار السابع، وفي الدراسات التاريخية نظام شيكاغو.

أن يشمل البحث على : صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وطلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع، والملاحق اللازمة مثل: أدوات البحث، والموافقات للتطبيق على العينات وغيرها؛ إن وجدت.

أن يلتزم الباحث بترجمة المصادر العربية إلى اللغة الإنجليزية.

يرسل الباحث بحثه إلى المجلة إلكترونياً ، بصيغة (WORD) وبصيغة (PDF) ويرفق تعهداً خطياً بأن البحث لم يسبق نشره ، وأنه غير مقدم للنشر. ولن يقدم للنشر في جهة أخرى حتى تنتهي إجراءات تحكيمه في المجلة.

المجلة لا تفرض رسوماً للنشر.



الهيئة الاستشارية :

معالي أ.د : محمد بن عبدالله آل ناجي

رئيس جامعة حفر الباطن سابقاً

معالي أ.د : سعيد بن عمر آل عمر

رئيس جامعة الحدود الشمالية سابقاً

معالي د : حسام بن عبدالوهاب زمان

رئيس هيئة تقويم التعليم والتدريب سابقاً

أ. د : سليمان بن محمد البلوشي

عميد كلية التربية بجامعة السلطان قابوس سابقاً

أ. د : خالد بن حامد الحازمي

أستاذ التربية الإسلامية بالجامعة الإسلامية سابقاً

أ. د : سعيد بن فالح المغامسي

أستاذ الإدارة التربوية بالجامعة الإسلامية سابقاً

أ. د : عبدالله بن ناصر الوليعي

أستاذ الجغرافيا بجامعة الملك سعود

أ.د. محمد بن يوسف عفيفي

أستاذ أصول التربية بالجامعة الإسلامية سابقاً



هيئة التحرير:

رئيس التحرير:

أ.د. : عبدالرحمن بن علي الجهني

أستاذ أصول التربية بالجامعة الإسلامية

مدير التحرير:

أ.د. : محمد بن جزاء بجاد الحربي

أستاذ أصول التربية بالجامعة الإسلامية

أعضاء التحرير:

معالي أ.د. : راتب بن سلامة السعود

وزير التعليم العالي الأردني سابقا
وأستاذ السياسات والقيادة التربوية بالجامعة الأردنية

أ.د. : عبدالرحمن بن يوسف شاهين

أستاذ المناهج وطرق التدريس بالجامعة الإسلامية

أ.د. : عبدالعزيز بن سليمان السلومي

أستاذ التاريخ الإسلامي بالجامعة الإسلامية سابقاً

أ.د. : عبدالله بن علي التمام

أستاذ الإدارة التربوية بالجامعة الإسلامية

أ.د. : محمد بن إبراهيم الدغيري

وكيل جامعة شقراء لدراسات العليا والبحث العلمي
وأستاذ الجغرافيا الاقتصادية بجامعة القصيم

أ.د. : علي بن حسن الأحمدي

أستاذ المناهج وطرق التدريس بالجامعة الإسلامية

د : رجاء بن عتيق المعيلي الحربي

أستاذ التاريخ الحديث والمعاصر المشارك بالجامعة الإسلامية

الإخراج والتنفيذ الفني:

م. محمد بن حسن الشريف

المنسق العلمي:

أ. محمد بن سعد الشال

سكرتارية التحرير:

أ. أسامة أحمد بن صغير

أ. أحمد شفاق بن حامد

أ. علي بن صلاح المجبري

أ. أسامة بن خالد القماطي



الجامعة الإسلامية بالمدينة المنورة
ISLAMIC UNIVERSITY OF MADINAH



م	عنوان البحث	الصفحة
1	أولويات البحث في تعليم العلوم بالمملكة العربية السعودية من وجهة نظر المتخصصين أ.د. نضال شعبان الأحمد/ أ.د. سعيد محمد الشمراني/ أ. لولوه أحمد الجبر / أ. عيده نعمان المفتي/ أ. منى رابع الحربي	11
2	تقييم وحدات ومراكز القياس والتقويم في الجامعات السعودية استناداً إلى الأهداف والمهام الموكلة لها من وجهة نظر القادة وأعضاء هيئة التدريس فيها د. عيسى جود الله حميد الحربي	61
3	درجة ممارسة القيادة الرقمية لدى مديري المدارس من وجهة نظر المعلمين المتحقين ببرنامح الاستثمار الأمثل للكوادر التعليمية بجامعة المجمعة د. فهد بن عبد الله بن محمد الجدوع	105
4	الاسهام النسبي لاستراتيجيات المواجهة في التنبؤ بالاحتراق الأكاديمي والتحصيل الدراسي لدى الطلاب الوافدين بجامعة الملك سعود د. السيد رمضان بريك	155
5	فاعلية تدريس العلوم باستخدام إستراتيجية النمذجة المعرفية في التحصيل وتنمية بعض المهارات الناعمة لدى طالبات الصف الثاني المتوسط د. بدرية سعد أبو حاصل القحطاني	187
6	تحويل الكليات التطبيقية في المملكة العربية السعودية: المتطلبات والاتجاهات الحديثة د. حمدي عبد الكريم حمدي الرويثي	239
7	اتجاهات معلمات المرحلة المتوسطة بمحافظة المزاحمية بالمملكة العربية السعودية نحو التعليم المدمج ومعوقات استخدامه د. نوره بنت جازي الحربي	273
8	نموذج مقترح لتقويم أثر التدريب في ضوء إمكانات الثورة الصناعية الخامسة وفقاً لتصورات مسؤولي التنمية المهنية بالجامعات السعودية: دراسة نوعية د. سعد بن مبارك محمد الرمهي	321
9	From Self-Doubt to Self-Efficacy: Saudi Elementary Teachers Reflections on their Experiences and Challenges of Teaching 2E Students د. ياسر بن عايد السميري/ د. عمر بن عبدالله الصمغاني	367
10	استقطاب الكفاءات العربية في عهد الملك عبد العزيز 1319-1373هـ/1902-1953م) عبد الله الدملوجي أنموذجاً د. بدر بن حميد منسي السلمي	389



الجامعة الإسلامية بالمدينة المنورة
ISLAMIC UNIVERSITY OF MADINAH



**From Self-Doubt to Self-Efficacy: Saudi
Elementary Teachers Reflections on their
Experiences and Challenges of Teaching
2E Students**

**التحول من ضعف الثقة بالقدرات إلى الكفاءة الذاتية:
تصورات معلمي المرحلة الابتدائية حول التحديات
والخبرات في تدريس التلاميذ مزدوجي الاستثنائي**

إعداد

د. عمر بن عبدالله الصمعي
أستاذ التربية الخاصة المساعد
جامعة حائل

Dr. Omar Abdullah Alsamani
Assistant Professor of
Special Education
Ha'il University

د. ياسر بن عايد السميري
أستاذ التربية الخاصة المشارك
جامعة حائل

Dr. Yasir Ayed Alsamiri
Associate Professor of
Special Education
Ha'il University

DOI:10.36046/2162-000-016-019

تاريخ القبول: ٢٠٢٣/٤/١٣ م

تاريخ التقديم: ٢٠٢٣/٤/٤ م

المستخلص

التلاميذ مزدوجي الاستثنائية (التلاميذ الموهوبين ذوي الإعاقة) يحتاجون إلى تعليم يراعي احتياجاتهم المتعددة في صفوف التعليم العام. وهدفت هذه الدراسة إلى استكشاف تصورات معلمي المرحلة الابتدائية حول خبراتهم التعليمية في تدريس التلاميذ مزدوجي الاستثنائية في المملكة العربية السعودية، وتأثير هذه الخبرات على الكفاءة الذاتية لدى المعلمين. وقد تم تطبيق منهج البحث النوعي لإجراء هذه الدراسة، وأجريت مقابلات معمقة شبه منظمة مع (١١) معلماً للطلبة مزدوجي الاستثنائية في منطقة حائل. وتوصلت نتائج الدراسة إلى أن خبرة المعلمين مليئة بالتحديات المختلفة أثناء تدريس التلاميذ مزدوجي الاستثنائية في الفصل العادي، مما أثر على مستوى الكفاءة الذاتية لديهم. وأشارت النتائج إلى تصور المعلمين بأن التطوير المهني يمكن أن يساعدهم في الانتقال من مرحلة الشك الذاتي إلى الكفاءة الذاتية. وقد تمت مناقشة الآثار المترتبة على هذه النتائج والتي ضمت تقديم برامج تطوير مهني تتعلق بتدريس التلاميذ مزدوجي الاستثنائية، وشملت الدراسة عدداً من التوصيات للباحثين والممارسين وصانعي السياسات التعليمية.

الكلمات المفتاحية: المرحلة الابتدائية، التلاميذ مزدوجي الاستثنائية، تربية الموهوبين، التربية الخاصة.

Abstract

Twice exceptional students (gifted with learning disabilities) need appropriate general education that considers their multiple needs. The purpose of this study was to explore elementary teachers' perceived challenging experiences of teaching 2e students, and the influence of these challenges on teachers' self-efficacy. Applying a qualitative approach, deep semi-structured interviews were conducted with 11 elementary school teachers of 2e students in Hail region in Saudi Arabia. The results revealed that the teachers faced various challenges while teaching 2e students in the regular classroom. They also held poor self-efficacy in teaching 2e. Teachers believed that professional development could assist them in moving from self-doubt to self-efficacy. The implications of these results include the recommendation to introduce professional development courses and workshops for teachers about twice-exceptional students. Other recommendations for future research, practices, and policies are provided.

Keywords: elementary school, twice-exceptional students, gifted education, special education

Introduction

Gifted students who have learning disabilities, commonly known as “twice-exceptional students” (or 2e students), pose unexpected challenges for elementary school teachers. Twice-exceptional students (hereinafter 2e students) are understood based on their strengths and weaknesses, which reflect specific areas of giftedness, disability, or unique combinations thereof (Chimhenga, 2016; Reis and Renzulli, 2021). The most common strengths among 2e students are abstract reasoning, creative thinking, and problem-solving skills. Further, 2e students tend to be good problem solvers, imaginative, and strongly visual, and have high mathematical reasoning ability and a large vocabulary (Alsamiri, 2019). Conversely, their weaknesses include being overly emotional, becoming easily frustrated, having short-term memory problems, and having poor computation skills (Woodcock and Faith, 2021) .

Accordingly, teaching 2e students can prove to be particularly challenging (Barnard-Brak et al., 2015); nonetheless, elementary school teachers are expected to meet students’ demands. In Saudi Arabia, gifted education and general education are inseparable. Gifted students are integrated with other students in public schools. Gifted students study the same curriculum as that studied by other students, and in several schools, they are taught by non-specialist or untrained teachers (Alamer, 2014). 2e students are taught in the regular classroom and there is no special consideration specified for these twice-exceptional students in Saudi Arabia and many countries .

Teaching 2e students presents other significant hurdles for teachers (Chimhenga, 2016; McKenzie, 2010). Consequently, many countries use different assessment methods to teach 2e students (Alamer & Phillipson, 2022). Students with mild or moderate LD in Saudi Arabia continue to attend remedial classes in public elementary schools, and it is difficult to include 2e students in elementary courses (Al-Quraini, 2011). Alsamiri (2019) believed that the severity of the 2e students’ emotional problems coincides with the desynchronization of their strengths and weaknesses. Nevertheless, there are currently no official requirements to meet the needs of 2e students (Oral, 2017).

Meanwhile, Chihenga (2016) examined the intervention practices used in special education for 2e students in elementary schools in Zimbabwe. The key challenges determined by the teachers included a lack of relevant policy on inclusive education, the absence of specialized training, and insufficient resources. Studies have consistently shown that teachers require knowledge and skills to effectively work with 2e students (Baum, Renzulli & Rizza, 2021), while Alsamiri (2019) states that this group requires teachers with extensive knowledge of 2e students, including an understanding of how giftedness co-exists with different LDs. Moreover, teaching this community requires an understanding of the way that the curriculum and interpersonal relationships can be customized (Jacobs, 2020; Yakut, 2021). Teachers also require knowledge of strategies and practices that are designed for 2e students (Woodcock and Faith, 2021). Researchers have suggested training to teach 2e students (Anglim et al., 2018; Takır & Özder, 2022), so they must merge their knowledge of teaching talented pupils by understanding the best practices for teaching 2e students. Moreover, teachers' training can aid their personal understanding of giftedness (Woodcock, 2013). Researchers have agreed that the key elements that influence teachers' perceptions are exposure to and experience with pupils who require special education (Alamer & Phillipson, 2022).

Teachers are less likely to offer new ways of teaching if they believe that they can execute the strategies and help 2e students as needed. Teachers' self-efficacy can assist or hinder the effective inclusion of 2e students in a general education environment. For example, teachers with good self-efficacy might set exams depending on the type of task, students, and other mitigating circumstances in the classroom (Alamer & Phillipson, 2022). Gierczyk and Hornby, (2021) noticed a positive correlation among teachers' effectiveness, knowledge, and capacity to address the needs of 2e students. Moreover, teachers must frequently collaborate with others to meet the needs of 2e students. However, teachers may not know the right people to contact for teaching 2e students, as several school systems do not provide extra resources for gifted classrooms. This lack of assistance compels teachers to improvise while teaching (Alsamiri & Aljohni, 2019; Love et al., 2020). Teaching 2e students regularly requires a team, yet teachers of 2e students do not have access to paraprofessionals or special education teachers.

Accordingly, teachers may not feel happy or motivated due to this lack of adequate resources and help (Alamer & Phillipson, 2022).

The lack of access to required resources further leads to the non-availability of 2e teachers, so teachers must engage with other staff who have expertise in accommodating and instructing 2e students. 2E teachers possess the same in-depth information to help and the teaching strategies necessary for neurotypical students as other teachers. However, 2E teachers lack access to some of the resources that other teachers use for students with LDs (Alsamiri, 2019). The literature has under-explored elementary school teachers' self-efficacy and perceptions of teaching 2e students in schools in KSA. Therefore, this study adds to the extant knowledge by determining teachers' perceived challenges of teaching 2e students in public elementary schools in the Hail Region of KSA, and the impact on the teachers' self-efficacy. Moreover, it examines how these challenges align with teachers' best practices. This study incorporates Bandura's (1986) social cognitive theory, which indicates that feelings influence actions.

Elementary school teachers see an increased number of 2e students in their classrooms due to an augmented amount of these students being on the "gifted side" of learning disabilities (LD) (Dimitriadis, Georgeson, Paliokosta & Herwegen, 2021). The direct effect of their abilities on well-being and progress is evident from elementary teachers' perspectives on 2e students (Alsamiri, 2019). Teachers need to find better ways to understand their capacity to teach 2e students. This understanding might assist directors in incorporating special professional development activities to improve teachers' self-efficacy and support a higher degree of teaching 2e students.

Teachers' self-efficacy has primarily been investigated using instruments that concentrate on teaching (e.g., Ma, Chutiyami & Nicoll, 2021; Rowan and Townend, 2016). Teachers' self-efficacy refers to the acceptance that teachers hold about their capacity to effectively meet students' demands (Love et al., 2020; Reis & Renzulli, 2021). The expectations from elementary school teachers suggest that they should achieve optimum student outcomes, and if their ability is opposed, their self-efficacy is lowered (Ma et al., 2021). Self-efficacy can be defined as "people's appraisal of their abilities to organize and execute courses of action

required to achieve certain types of accomplishments" (Bandura, 1986, p. 391).

Lack of self-efficacy may prevent elementary school teachers from achieving professional development and training to teach 2e students, as teachers who participate in ongoing training programs tend to develop their self-efficacy (Ma et al., 2021). Although many studies have explored teachers' self-efficacy, there is limited research on the impact of the challenges of teaching 2e students on teachers' self-efficacy. While scholars have begun to explore self-efficacy in this context, they have recognized the need for additional studies to understand teachers' challenging experiences of teaching 2e students (Dimitriadis et al., 2021; Gierczyk & Hornby, 2021). Teachers with high levels of self-efficacy feel more committed, successful, and satisfied with their work (Rowan and Townend, 2016). However, teachers who lack self-efficacy suffer from burnout (Zee & Koomen, 2016). The outcomes of teachers' regular instructional strategies may reflect their educational attitudes. Understanding and sharing their insights could enhance teaching methods and boost students' academic achievements (McClurg et al., 2021).

As teachers' self-efficacy is the target of professional development, other issues rapidly emerge that concern the focus of these activities. While a robust relationship exists between self-efficacy and effectiveness (Woodcock & Faith, 2021), professional development highlights the data needed for teachers to increase their knowledge of teaching 2e students. The benefits of education or training related to 2e students depend on various subjective data and casual feedback acquired from parents or caregivers according to studies on teachers' analysis of 2e students' performance (Baum et al., 2021; Jacobs, 2020). Feedback provided by other teachers has also been considered (Love et al., 2019; Neumeister et al., 2013; Woodcock & Faith, 2021). Significant literary contributions have been made by various studies that have empathized with the various issues experienced by 2e students in terms of schooling. Efforts to improve the educational experiences of 2e students particularly require the perspectives of parents or caregivers, students, and teachers. However, limited information exists on the way that teachers evaluate their ability when fulfilling the needs of a varied student population, especially when they initially join the profession .

Professional development can support elementary school teachers' instructional strategies and impact 2e students (Josephson et al., 2018). Although obtaining assistance for professional development courses that concentrate on 2E education is difficult for several reasons, it has been widely acknowledged that elementary school teachers work hard to meet the related demands, specifically in planning, assessment, and managing behavior. With all aspects competing for attention, it is challenging for school administrators to focus on training related to the needs of specific 2E groups, for example, students who are academically self-sufficient and not in imperative need of support, or 2e students who have inconsistent performances and are frequently misunderstood (Neumeister et al., 2013; Woodcock and Faith, 2021).

Meanwhile, there is no research on the impact of challenges in teaching the 2e students on teachers' sense of self-efficacy. Elementary school teachers have described a lower sense of self-efficacy while instructing 2e students (Alamer & Phillipson, 2022), despite having the experience and training required for an improved sense of self-efficacy. New teachers feel greater levels of self-efficacy through new practices (Oral, 2017), while Dev and Haynes (2015) state that recent classroom contexts affect teachers' self-efficacy in teaching and helping 2e students, while previous experiences may also play a role. If an elementary school teacher has never taught 2e students, their self-efficacy may be weaker. Moreover, inclusion will fail if teachers lack confidence in their capacity to execute tasks successfully (Baum et al., 2021). Teachers' efficacy can also be affected by professional development (Love et al., 2019; Love et al., 2020; Takır & Özder, 2022), and teachers must be able to clarify the factors that influence their beliefs regarding their abilities to improve self-efficacy. Teachers can experience changes in their self-efficacy when there is sufficient support available to help students (Takır & Özder, 2022). When given the necessary resources and assistance, teachers can raise their self-efficacy (Anglim et al., 2018).

Despite the documented challenges associated with teaching 2e students, there is no clear picture of elementary school teachers' perceptions of these challenges, and their impact on the teachers' sense of self-efficacy. Thus, this study explores teachers' perceived challenges of teaching 2e students within the regular classroom, and the effect of these challenges on teachers' capacity to address the needs of 2e students. Based on the above,

this study's research question is: How do Saudi elementary school teachers perceive their experience teaching 2e students?

Methods

Participants

The qualitative data discussed herein were obtained to provide detailed information from teachers via interviews to understand their experiences of teaching 2e students. Semi-structured interviews were chosen as the main research method, as this type of interview is considered useful in gaining an in-depth understanding of participants' perceptions and experiences on a particular topic through interactive conversations. (Johnson et al., 2020; Berner-Rodoreda et al., 2020). To collect meaningful data, we had to identify the inclusion criteria of our target participants who shared the same essence of the phenomenon. The inclusion criteria included elementary teachers who have at least 5 years experiences of teaching. Also, they must have experience teaching 2e students within their classroom. All teachers were Saudis from Hail region which is the setting of the study.

Based on the inclusion criteria, the authors selected elementary schools in Hail and emailed schools explaining the purpose of the study and including the inclusion criteria and inviting them to participate in the study. After receiving the responses from several schools, the first author met with school principals and eligible teachers and explained the study. Participants in this study included 11 Saudi elementary school teachers (7 males, 4 females) from 5 elementary schools in the Hail Region (Table 1). Their ages ranged from 29–43 years, with an average age of 34 years. The length of teaching experience ranged from 5–17 years, with the average duration being 8 years. The participants were coded as FT (female teacher) and MT (male teacher). For example, MT2 means the second male teacher interviewed. The interviews lasted between 35–60 minutes.

Table 1. Participant demographics

Pseudonym	Sex	Age (years)	Teaching experience (years)	Experience of teaching 2e in regular classroom (years)
MT1	Male	30	6	2
MT2	Male	32	5	3

Pseudonym	Sex	Age (years)	Teaching experience (years)	Experience of teaching 2e in regular classroom (years)
MT3	Male	33	7	3
MT4	Male	29	5	3
MT5	Male	35	9	4
MT6	Male	38	14	5
MT7	Male	29	5	2
FT1	Female	30	5	3
FT2	Female	41	12	5
FT3	Female	43	17	4
FT4	Female	32	6	3

Procedure: Semi-Structured Interviews

The semi-structured interviews contained open-ended questions that were developed from a review of the extant literature (Woodcock, 2013). Semi-structured interviews were selected as it considers the main data collection method in phenomenological research an attempt to acquire a rich understanding of the phenomena (Creswell & Poth, 2018). The interviews comprised 14 questions, including several demographic questions. The study design was approved by Scientific Research Ethics Committee at Hail University. NO. 1444. To accommodate the participants, the interviews were conducted in person at the schools. All participants read and sign the consent form before the interviews. The interviews were audio recorded and transcribed in Arabic. All transcripts were de-identified, and the teachers were given pseudonyms. After transcribing the interviews, participants received their transcriptions and were asked to read to make sure that represent their thoughts .

Data Analysis

To determine whether the recordings were accurate, the authors carefully listened to all audio interview recordings, and then used inductive content analysis to analyze the interviews (Woodcock, 2013). When analyzing the data, the coding unit commenced with words and moved on to sentences and paragraphs “that included the features linked to each other, in

content as well as context” (Graneheim & Lundman, 2004, p106). One of the interviews was independently coded by the authors and evaluated against their coding results, after which the differences were resolved. After reaching an agreement, the open coding for the remainder of the interviews was presented by the first author, who read them line by line to identify the initial coding results. In vivo codes existed, such as the actual words of teachers that explained the codes (Cumming et al., 2020). The results of the open coding stage were cross-checked by the second author for precision, who meticulously reviewed the results as well as the transcribed interviews. Numerous meetings were conducted between the two authors to confirm the coding results, and discussions were carried out to solve any differences .

The emergent codes and their categories were enhanced and then grouped by the authors based on the “emergent characteristic of the qualitative research techniques” (Hodgetts et al., 2013, 168). The triangulation of “memos, frequency of occurrences, codes, and interview quotes” provided evidence for established themes (Hodgetts et al., 2013, 168). Deductive content analysis was used by the foremost author to obtain the responses to the research question. This approach was suitable for evaluating the area of interest; that is, the data obtained from the teachers. The first author then used the themes as a guide to determine the practices that the teachers mentioned. The second author reviewed these practices, and a discussion was conducted to solve any disputes. This approach provided a thorough overview of how elementary school teachers considered teaching 2e students. The data analysis process was conducted by the two authors, who were supported by peer checking and triangulation (Hodgetts et al. 2013). The resulting themes and categories and the related participants’ actual words were translated into English by the researchers. Finally, two external professors who are bilingual in English and Arabic were involved to check the translation accuracy and help improve the translation.

Results

This study focused on elementary teachers’ experiences of teaching 2e students in Saudi Arabia. It concentrated on participants’ experiences teaching 2e within their main classroom. Three themes emerged from analyzing the data. These themes are: (a) Teaching 2e students is

challenging, (b) From Self-Doubt to Self-Efficacy, and (c) Training Is the Solution to Foster Self-Efficacy and Encounter Challenges.

Teaching 2e Students Is Challenging

The results revealed that participants found it challenging to teach 2e students and they emphasized that they were not prepared enough to teach them. The teachers found it more challenging to meet the 2e students' social and emotional needs. Participants found it particularly difficult to establish a rapport and develop a positive relationship with the 2e students. All teachers drew attention to the need to close the gap between the demands of the teachers and 2e students and the lack of useful resources. Further, they indicated the necessity to constantly challenge these students academically, both at the class discussion and interpersonal levels .

A female teacher described 2e students in her school as underachievers "There are challenges in working with gifted students who are 2e. There is a gap between their high level of abilities and low achievements" (FT4). All teachers describe their experiences teaching 2e students as challenging. For example, (MT3) said, "I face challenges while teaching 2e students". FT1 similarly mentioned, "We have challenges of teaching 2e students because we do not know how to deal with their social and emotional needs".

The teachers also highlighted that their elementary challenge was to understand the characteristics of 2e students, as it was necessary for the teachers to become acquainted with the characteristics, challenges, and methods to perform their roles efficiently (MT1, MT4, and MT6). MT7 further stated that "this complexity increases the difficulty for teachers confronting the dual challenges of 2e students." Further, FT2 believed that some situations intensified the challenges and that teachers were not appropriately prepared to deal with 2e students' cognitive and affective characteristics. One teacher raised concerns about some challenging features that recur without knowing how to deal with them, "I have taught in gifted classes for three years ... some features recur in classes include 2e students; therefore, it is important to help the teachers to cope with these challenges" (MT3). One teacher reacted to his experience that the educational system put pressure on teachers to focus on the achievement and grades of 2e students while their actual needs are beyond that, MT5 said "I am required to teach for the sake of achievements, but I prefer to teach based on successes".

Concerning the same subject of understanding and building positive relationships with 2e students, MT2 mentioned that “I would like to have a vision about the role to build trust with 2e students and understand them”.

All teachers agreed that they needed to have a learning process to change their feelings toward their students. Their feelings ranged from antagonism and keeping their distance from the students to being caring and empathetic toward the challenges faced by 2e students. The teachers indicated that they felt they contributed to their classroom’s atmosphere, which supported learning and improved their skills. Moreover, they offered solutions for students’ difficulties, which improved their self-efficacy.

From Self-Doubt to Self-Efficacy

As teachers described their experiences with 2e students as challenging, they kept showing self-doubt about their abilities to teach 2e students. They mentioned clearly that they urge to develop their self-efficacy teaching 2e students. Participants showed their poor self-efficacy through discussion and sometimes mentioned that directly. For example, “I do not have the efficacy to teach gifted students who are 2e” (FT3) .

Similarly, FT2 stated that “We must obtain professional development in order to teach 2e students to raise our self-efficacy and not encounter such challenges”. MT1 shared the same concern “How can we teach 2e students, and how do we deal with them in the classroom? This is a big challenge, and it is not easy.” One teacher provided a suggestion to develop their self-efficacy and said that “[Programs] should be adjusted to the requirements of the educational system ... so the teachers can feel more confident and improve their self-efficacy” (MT1). MT7 reflected on his and his colleagues' experiences at their school regarding the differences among 2e students “When teaching the 2e students in class, there are many individual differences between the students, but we do not know how to teach them”. The general theme of this topic is that all participants rise their concern about their abilities to teach 2e students and no single participant indicated that he or she has strong self-efficacy regarding this subject. In fact, all teachers showed self-doubt and reflected on their lack of knowledge and demanded training and professional development .

Training Is the Solution to Foster Self-Efficacy and Encounter Challenges

During the interviews with teachers of 2e students, all participants speak out constantly about their urgent need for training as the key to moving from self-doubt to self-efficacy and delivering quality education. Participants realized the need for ongoing professional development to effectively teach 2e students as well as enhance their own confidence and self-efficacy. MT3 talked about his enthusiasm to support 2e students, but he felt unprepared “we must be prepared from the Ministry of Education to work with these 2e students”. MT7 clearly said that “yes I teach 2e and I tried my best, but I feel I am not qualified because I do not receive professional development to teach 2e students.”

Further, one teacher felt that there could be professional development opportunities for teaching 2e students, but far in other regions, “there is a weakness in the professional development offered by the Ministry of Education for this category of students; most of these courses are outside the Hail region, and it is difficult for us to travel.” (MT3)

Regarding the right moment to receive professional development, most of the teachers believed that benefits could be reaped regardless of whether training occurred before or during service. For instance, “When teaching, I suffer from a lack of professional development that contributes to the teaching of gifted students with learning disabilities.” (MT1)

Despite differing opinions about the specifics of implementing professional development programs, most of the teachers recognized the importance of supporting 2e students. FT1 emphasized that “The Ministry of Education is supposed to provide all teachers with professional development to raise our self-efficacy regarding teaching 2e students.” In addition, another female teacher shared the same concern, “To teach 2e students, professional development must be obtained frequently because the classrooms have several such students” (FT4).

The teachers also provided suggestions for the appropriate delivery of professional development to teach 2e students and improve their self-efficacy. Four teachers (FT1, MT3, MT7, and MT2) indicated that careful planning was crucial for the realization of initiatives related to 2e students. Two teachers (MT6 and FT2) iterated the need for professional development

to identify 2e students in elementary schools. Three teachers (FT4, MT4, and MT5) recommended compulsory 2e training for all teachers at all levels to improve their self-efficacy. Three teachers (MT1, MT7, and FT3) indicated that specialists needed to be regularly assigned to schools to build teachers' capacity and self-efficacy and facilitate collaboration between the teachers, deputy principals, and principals, thus leading to a holistic and sustainable process for teaching 2e students. All teachers expressed their hope that the Ministry of Education would provide professional development. They further indicated that some teachers required overseas training, while others could receive training within Saudi Arabia and conduct field research. MF3 indicated that the principal should provide 2e training materials.

In sum, the teachers revealed that they faced several challenges when teaching 2e students and hold poor self-efficacy that could be resolved through training and professional development. Moreover, they wanted to improve their self-efficacy levels through inquiry among teachers in elementary schools in Saudi Arabia. They believed that having a pertinent understanding of the challenges of teaching 2e students would make a difference in their perceptions of the conditions and stigma associated with these issues and would enhance their teaching ability and self-efficacy.

Discussion

This study explored elementary school teachers' experiences of teaching 2e students in Saudi Arabia. Throughout the interviews, participants emphasized the challenges they face and their demands for professional development, to become more competent teachers of 2e students. The results also indicated that although most of the teachers faced challenges in teaching 2e students, they found it harder to address these students' social and emotional demands rather than their academic demands. This inference has been referred to by other researchers in different contexts (Alamer & Phillipson, 2022; Oral, 2017). Moreover, the teachers revealed that there were differences between the 2e students' high level of abilities and low level of achievements; however, they were unable to help the 2e students in the classroom. Other studies have produced similar findings, whereby teachers are more likely to focus on disability than on giftedness (Jacobs, 2020). The findings confirm that the lack of practical knowledge is a constant challenge at all academic levels. Therefore, understanding the

capabilities of students contributes to raising the efficiency of teachers to face the obstacles students face in their education.

The teachers' descriptions of their challenges are concurrent with the literature that reflects the strengths and weaknesses of teaching 2e students (Alamer & Phillipson, 2022). For example, when using overall rank or combined indices for ability, talented students are "less balanced in their specific abilities and at danger of being taught as gifted" (Woodcock & Faith, 2021, 45). Meanwhile, the present study found that the teachers believed there was a lack of official acknowledgment of the characteristics that challenged the teachers' ability at all levels of educational administration (Oral, 2017). The findings also support other recent research that has indicated that teachers should be able to articulate the elements that affect their attitudes toward their ability to meet the challenges of teaching 2e students and the possible ways to improve their self-efficacy (Woodcock & Faith, 2021).

An interesting finding of the present study relates to the teachers' self-efficacy and confidence in achieving targets. For elementary school teachers, self-efficacy refers to the belief in their ability to assist their students in succeeding (Berninger & Abbott, 2013; Foley-Nicpon, 2013; Woodcock & Faith, 2021). In the present study, the teachers revealed that self-efficacy and training created a productive learning environment. The teachers believed that professional development could influence self-efficacy. However, they often felt that their previous experience with other students was not always useful for teaching 2e. This concurs with the previous literature (Woodcock, 2013). Considering the extent to which the teachers wanted to improve their self-efficacy, they agreed that their professional development wants were not met systematically, as they depended on the efforts of individual teachers. This corresponds with Chimhenga's (2016) and McKenzie's (2010) arguments that teachers need professional development and challenging exercises to enhance their abilities.

Regarding the improvement of teachers' self-efficacy, this study's results indicated that teachers had no facilities for professional development. Therefore, it may be argued that the teachers could demonstrate improved support for 2e students if they were offered specialized training. A difference is existed between elementary school teachers who receive specialized

training and those who do not in terms of the support they provide for 2e students (Baum et al., 2021). The present study's findings reveal that elementary school teachers who do not receive professional development may be unable to fully teach 2e students. For example, the teachers could only offer challenging activities for 2e students, while they could not assist them in improving their skills due to a lack of training and knowledge.

Limitations of the Study

This study explores the under-researched topic of elementary school teachers' experiences of teaching 2e students in their classrooms. It uses in-depth interviews to obtain unique insights that could not have been attained through other methods. The results revealed information regarding the teachers' perceived self-efficacy and needs, including their engagement in challenging exercises regarding their ability to teach 2e students in elementary schools in the Hail Region of Saudi Arabia. The results reveal the teachers' desire to improve in formal areas of education.

This study has several limitations. First, the sample size was small and comprised only 11 elementary school teachers from 5 schools in Hail region. This is due to the design of this study aiming to acquire deep insights into the participants' experiences which requires the application of a qualitative approach in conducting deep interviews. Second, only elementary teachers were interviewed. Future research should examine special education teachers and gifted education teachers using accessible research methods, such as questionnaires .

Implications for Practice

This study's most important implication is concerned with the teachers' lack of empathy, which was largely attributed to the gaps in teachers' professional development and low self-efficacy. The 2E concept is not recognized in KSA. Thus, it needs to be introduced into professional development courses and workshops and postgraduate studies, while the government (especially the Ministry of Education), teacher education and training providers, administrators, and teachers must understand and acknowledge the 2E concept. The authorities must formulate policies to address the teachers' needs and foster their ability to respond effectively to the challenges of teaching 2e students, so as to significantly contribute to

teachers' positive perceptions and increase their self-efficacy. Teachers are motivated to reconsider their attitudes and approaches to overcoming these problems through their learning ability and sense of efficacy.

Considerations for the Future Research

The following considerations should be taken in future studies. This study solely focuses on elementary school teachers' perceptions of teaching 2e students. 2e students' educational experience is likely to be affected by the attitudes of school personnel, parents, and special education teachers, so it is important to also consider the perceptions and experiences of these groups. If, for example, the perceptions of special education teachers in Saudi Arabia were examined, significant information could be obtained regarding parents' awareness of 2e students, which would support the development of 2e policies and practices in elementary schools, high schools, and universities in Saudi Arabia. A mixed methods technique could be used in future studies so that a general understanding of 2e students could be obtained. Moreover, this approach would help develop a research base of evidence that could enhance teachers' self-efficacy in terms of supporting 2e students. Finally, exploring teachers' experiences across all regions of Saudi Arabia would provide more insights, especially considering the recent call for increasing teachers' knowledge levels for teaching 2e students.

Data Availability Statement

The original contributions presented in the study are included in the article. Further inquiries can be directed to the corresponding author.

Competing interests

The author(s) declare no competing interests.

Funding

No

Ethics approval

The study was approved by the Scientific Research Ethics Committee at Hail University. This study was performed in line with the principles of the Declaration of Helsinki.

Informed consent

Written consent was obtained from all participants prior to data collection. The signed consent form explained the aim of study, participants right to ask any question, their voluntary participation, and their right to withdraw from the study at any time without giving a reason and without cost.explores

References

- Al-Quraini, T. A. (2011). Special Education in Saudi Arabia: Challenges, Perspectives, Future Possibilities. *International Journal of Special Education*, 26(2), 149-159.
- Alamer, S. M. (2014). Challenges facing gifted students in Saudi Arabia. *Research on Humanities and Social Sciences*, 4(24), 107-112.
- Alamer, S. M., and Phillipson, S. N. (2022). Current status and future prospects of Saudi gifted education: a macro-systemic perspective. *High Ability Study*. 1–24. <https://doi.org/10.1080/13598139.2020.1840966>
- Alsamiri, Y. (2019). Twice-exceptional students in Saudi Arabia: A review of the research literature from 1990 to 2018. *International Journal of Learning Management Systems*, 7(2), 8-18. <https://doi.org/10.21608/IJLMS.2019.200140>
- Alsamiri, Y. A., & Aljohani, S. A. (2019). Learning Disabilities Teachers' Attitudes About Professional Development to Address the Needs of Students with Gifted and Learning Disabilities (SGLD): A Qualitative Study. *Global Journal of Health Science*, 11(1), 81-91. <https://doi.org/10.5539/gjhs.v11n1p81>
- Anglim, J., Prendeville, P., & Kinsella, W. (2018). The self-efficacy of primary teachers in supporting the inclusion of children with autism spectrum disorder. *Educational psychology in practice*, 34(1), 73-88. <https://doi.org/10.1080/02667363.2017.1391750>
- Bandura, A. (1986). Fearful expectations and avoidant actions as coefficients of perceived self-inefficacy. *American Psychology*. 41(2), 1389–1391. <https://doi.org/10.1037/0003-066X.41.12.1389>.
- Barnard-Brak, L., Johnsen, S. K., Pond Hannig, A., & Wei, T. (2015). The incidence of potentially gifted students within a special education population. *Roeper Review*, 37(2), 74-83. <https://doi.org/10.1080/02783193.2015.1008661>
- Baum, S. M., Renzulli, S., & Rizza, M. G. (2021). The Twice-Exceptional Adolescents: Who Are They? What Do They Need?. In *The handbook of secondary gifted education* (pp. 155-184). Routledge.
- Berninger, V. W., & Abbott, R. D. (2013). Differences between children with dyslexia who are and are not gifted in verbal reasoning. *Gifted Child Quarterly*, 57(4), 223-233. <https://doi.org/10.1177/0016986213500342>
- Chimhenga, S. (2016). The challenges of intervention practices for giftedness children with learning disabilities in primary schools in Zimbabwe. *Global Journal of Advanced Research*, 4(1), 764–770.

- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4rd ed.). Los Angeles, CA: Sage.
- Cumming, T. M., Strnadová, I., & Danker, J. (2020). Transitions of students with autism and intellectual disabilities in inclusive settings: The nexus between recommended and actual practice. *Australasian Journal of Special and Inclusive Education*, 44(1), 28-45. DOI: <https://doi.org/10.1017/jsi.2020.1>
- Dev, P., & Haynes, L. (2015). Teacher perspectives on suitable learning environments for students with disabilities: What have we learned from inclusive, resource, and self-contained classrooms? *International Journal of Interdisciplinary Social Sciences: Annual Review*, 9, 53-64. <https://doi.org/10.18848/1833-1882/CGP/v09/53554>
- Dimitriadis, C., Georgeson, J., Paliokosta, P., & Van Herwegen, J. (2021). Twice-exceptional students of mathematics in England: What do the teachers know?. *Roeper Review*, 43(2), 99-111. <https://doi.org/10.1080/02783193.2021.1881851>
- Foley-Nicpon, M. (2013). Gifted Child Quarterly's special issue on twice-exceptionality: Progress on the path of empirical understanding. *Gifted Child Quarterly*, 57(4), 207-208. <https://doi.org/10.1177/0016986213501195>
- Gierczyk, M., & Hornby, G. (2021). Twice-exceptional students: Review of implications for special and inclusive education. *Education Sciences*, 11(2), 85. <https://doi.org/10.3390/educsci11020085>
- Graneheim, U. H., and Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse Educ. Today*, 24, 105–112. <https://doi.org/10.1016/j.nedt.2003.10.001>
- Haines, M. A., Cornish, L., & Bannister-Tyrell, M. (2020). Might this student be twice-exceptional? A preliminary assessment tool for primary-school teachers. *Australasian Journal of Gifted Education*, 29(1), 23-40.
- Henderson, L., & Jarvis, J. (2016). The gifted dimension of the Australian professional standards for teachers: Implications for professional learning. *Australian Journal of Teacher Education*, 41(8), 60-83. <http://dx.doi.org/10.14221/ajte.2016v41n8.4>
- Hodgetts, S., Nicholas, D., & Zwaigenbaum, L. (2013). Home sweet home? Families' experiences with aggression in children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 28(3), 166-174. <https://doi.org/10.1177/1088357612472932>
- Jacobs, R. (2020). Education connection: Twice exceptional students need twice the programming. *Children's Legal Rights Journal*, 40(2), 164-168.

- Josephson, J., Wolfgang, C., & Mehrenberg, R. (2018). Strategies for supporting students who are twice-exceptional. *The Journal of Special Education Apprenticeship*, 7(2), 1-10
- Love, A. M. A., Butz, A. R., Usher, E. L., & Waiters, B. L. (2018). Open-ended responses from early adolescents: Method matters. *Journal of Adolescence*, 67, 31-34. <https://doi.org/10.1016/j.adolecence.2018.05.007>
- Love, A. M., Findley, J. A., Ruble, L. A., & McGrew, J. H. (2020). Teacher self-efficacy for teaching students with autism spectrum disorder: Associations with stress, teacher engagement, and student IEP outcomes following COMPASS consultation. *Focus on Autism and Other Developmental Disabilities*, 35(1), 47-54. <https://doi.org/10.1177/1088357619836767>
- Ma, K., Chutiyami, M., & Nicoll, S. (2021). Transitioning into the first year of teaching: changes and sources of teacher self-efficacy. *The Australian Educational Researcher: A Publication of the Australian Association for Research in Education*, 1-18. <https://doi.org.ezproxy.yu.edu/10.1007/s13384-021-00481-5>
- McClurg, V. M., Wu, J., & McCallum, R. S. (2021). Academic success of general education college students compared to those screened as twice-exceptional and gifted. *Innovative Higher Education*, 46(4), 411-427.
- McKenzie, R. G. (2010). The insufficiency of response to intervention in identifying gifted students with learning disabilities. *Learning Disabilities Research & Practice*, 25(3), 161-168. <https://doi.org/10.1111/j.1540-5826.2010.00312.x>
- Mollenkopf, D. L., Matyo-Cepero, J., Lewis, J. D., Irwin, B. A., & Joy, J. (2021). Testing, identifying, and serving gifted children with and without disabilities: A multi-state parental perspective. *Gifted Child Today*, 44(2), 83-92. <https://doi.org/10.1177/1076217520986589>
- Neumeister, K. S., Yssel, N., & Burney, V. H. (2013). The influence of primary caregivers in fostering success in twice-exceptional children. *Gifted Child Quarterly*, 57(4), 263-274. <https://doi.org/10.1177/0016986213500068>
- Oral, E. (2017). Examination of pre-school teachers' self-efficacy beliefs and self-efficacy regarding gifted education. *Journal for the Education of Gifted Young Scientists*, 5(4), 49-58. <https://doi.org/10.17478/JEGYS.2017.69>
- Reis, S. M., & Renzulli, S. J. (2021). Parenting for strengths: Embracing the challenges of raising children identified as twice exceptional. *Gifted Education International*, 37(1), 41-53. <https://doi.org/10.1177/0261429420934435>
- Rowan, L., & Townend, G. (2016). Early career teachers' beliefs about their preparedness to teach: Implications for the professional development of teachers working with gifted and

- twice-exceptional students. *Cogent Education*, 3(1), 1242458. <http://doi.org/10.1080/2331186X.2016.1242458>
- Takır, A., & Özder, H. (2022). Special education preservice teachers' mathematics teaching selfefficacy beliefs. *Educational Studies*, 1–19. <https://doi.org/10.1080/03055698.2022.2037405>
- Woodcock, S. (2013). Trainee teachers' attitudes towards students with specific learning disabilities. *Australian Journal of Teacher Education*, 38(8), 16-29. <https://doi.org/10.14221/ajte.2013v38n8.6>
- Woodcock, S., & Faith, E. (2021). Am I to blame? Teacher self-efficacy and attributional beliefs towards students with specific learning disabilities. *Teacher Development*, 25(2), 215-238. <https://doi.org/10.1080/13664530.2020.1863256>
- Yakut, A. D. (2021). Students with specific learning disabilities in inclusive settings: A study of teachers' self-efficacy. *Learning Disabilities Research & Practice*, 36(2), 136-144. <https://doi.org/10.1111/ldrp.12241>
- Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational research*, 86(4), 981-1015. <https://doi.org/10.3102/0034654315626801>.





الجامعة الإسلامية بالمدينة المنورة
ISLAMIC UNIVERSITY OF MADINAH





جامعة المدينة العالمية
ISLAMIC UNIVERSITY OF MADINAH

Journal of Islamic University

for Educational and Social Sciences

Refereed Periodic Scientific Journal

