Research Article

Mindfulness and its relationship to social skills among gifted students

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Article Info

Abstract

The purpose of this mixed sequential explanatory was to identify the level of mindfulness of gifted students at the secondary stage, and the relationship of that level with social skills. The study sample was limited to gifted female students from secondary schools. The quantitative phase consists of 214 students. The study followed the correlational descriptive approach of the quantitative phase. The Pearson correlation coefficient was used to reveal the level of mindfulness of the sample. The results showed an average level on the mindfulness scale, in all grades, with a mean of (3.35). While the results of the social skills scale showed that the level of social skill was high. The results also showed a positive statistically significant relationship at ($\alpha \leq 0.01$) between all dimensions of the social skills scale and the overall degree of the mindfulness scale. While the study followed the Phenomenology mothed of the qualitative stage, as this stage aimed to describe the phenomenon of mindfulness among gifted students in the secondary stage in terms of its level and its relationship to social skills. The data was collected using the focus group tool. The participants were three female teachers and six students. The results of the qualitative stage showed a high level of mindfulness among gifted students from the secondary stage, and that it was higher in the second and third secondary grades than in the first secondary grade. The qualitative results also showed a relationship between mindfulness and social skills.

To cite this article:

Introduction

In the face of the continuent challenges and developments in the world, states are in desperate need of their own minds and of the human cadres on which they depend; to face the problems caused by those challenges, so taking care of talented people, and developing their abilities, are the main goals of this countries to make full use of these talent to overcome problems. Adolescence is both a pleasant and cumbersome development journey, especially for talented young people who are active and creative (Hébert & Kane, 2020), and adolescent talented students have many characteristics that make them different from the others; these include the mental characteristics of its research and intellectual faculties, personal and social characteristics, and many studies point to the significant role that personal and social characteristics play in shaping talent and the need to employ mental skills; in a way that they achieves their succes in their communities (Jugeman, 2018; Al-Hawzimi and Al-Azimi, 2020; Eren et al. 2018). Mental alertness is an important and newly acquired psychological concept in research on education, where its active contribution in raising student awareness has been made clear to select appropriate externalities and thereby expand vision and enhance thinking and awareness (Youssef and Gnaim, 2019; BHINSawi, 2020) and it also helps to accept the new

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without falling into the ineffective provisions (Al-Ugaili & Al-Hawab, 2019; Ali, 2018), along with enhanced empathy and compassion, alertness increases awareness and strengthens operational functions, reinforces a strong perception, and encourages innovation and intuition (Kane, 2018).

Mindfulness is important in the way it increases self-awareness, acceptance, low feedback on ideas and feelings, improves adaptive choices about responding to one's own experiences, enhances the ability to detect and manage unexpected events, and reduces distraction from desired goals (Nouri, 2012).

The lack of mental alertness can be said to lead to a concomitant view of the events that the individual is experiencing, leading to an intellectual stagnation, the lack of acceptance of different ideas and new events, which makes the individual turn in a solid circle. The mentally vigilant individual it highlights indicators of events from the beginning of their occurrence, so that it can control them within the context, and it does not limit itself to a specific view when it is confronted with them. some talented students suffer from social and emotional problems such as perfection and anxiety, and these conditions can create a cycle of stress rooted in nervousness, excitement, and ideas (Doss & Bloom, 2018). They are also more sensitive to personal conflicts and face further self-isolation and mental stress because of their well-known abilities (Heshmati & Maanifar, 2018). Therefore, the practice of alertness techniques, such as reflection, provides individuals with tools to understand the mind and body and encourages individuals not to engage in past events or to focus on future events to appreciate the present and to live today (DSS & Bloom, 2018). For talented teenagers, whose dedication provides qualitatively different life experiences, the initiation of systematic mental-vigilance practices can generate an enhanced sense of social and emotional mental health (Hebert & Kane, 2020).

On the other hand, social skills are one of the most important concerns of talented education professionals. This is because it is the basis for personal and community psychological harmony, as it plays an important role in the interaction of the individual and his surrounding environment (Alamri, 2020). In this accelerated age of events influenced by many factors that cannot be limited which make the individual need to be aware of everything around him, the ability to deal with those events and situations he is going through, and high social skills that enable him to interact and adapt positively to them. There is no doubt that these social skills depend mainly on the individual's abilities and experiences, and there is no doubt that the secondary stage is the stage of crystallization and growth of experiences, the stage of self-affirmation, orientation and future goals in which the student needs social skills that enable him to interact with the community with high efficiency. Farnham, 1993, in Mr. And Others, defined social skills as sequential behaviors that begin with a deep awareness of skill in personal relationships and tend flexibly to generate expected responses to situations, evaluate them and issue the right alternative. Crom (2016) defined it as all the psychological and mental preparations that an individual makes in response to his or her attitudes, helping him to show positive responses consistent with the nature of the situation and community culture.

Through definitions, we note that they focused on many cognitive factors such as deep cognition, evaluation of alternatives, decision-making, generation of solutions, and responses, such as the definition of Fernham, while Abdeslam's definition focused on the environmental and cultural context, while Crom pointed out the abilities that enable him to understand the situation he is going through, and the skills of responding appropriately to the nature of the situation, which corresponds to sternberg Tannenbaum and Janneh's statement that there are special capabilities affected by the surrounding environment, general capacity or general intelligence.

Social skills are linked to the individual's abilities and affect and influence the surrounding environment, so they are of the greatest importance:

- Enhances the individual's self-confidence which develops during his or her various stages of development.
- Is the key element in the building and management of social relations and the process with high efficiency.
- Avoid mental disorders by taking the appropriate method of the situations they are going through to resolve and deal with them in an effective and positive way (Abu Mansour, 2011).

Whenever an individual has high social skills, he adapts easily to his or her community, overcomes the difficulties he experiences without causing negative effects, enjoys high self-well-being and the ability to reach and achieve his goals easily. behavioral theory (Wahba, 2010), she sees that behaviour is an interconnected mass that can be divided into parts, representing the initial reactions associated with specific effects, and the relationship between the trigger and the reactions, a relationship based on past experiences and learning. The authors of this theory believe that behavior is the set of habits that an individual learns during the stages of his life because behavior is the result of the experiences to which the individual is exposed, so we are responsible for the observed behavior "i.e. society and the

environment" and are subject in its composition to mental processes that produce reactions according to each stimulus because behavior is subject to change and modification and we can do so through the educational and family environment. Social Learning Theory (Wahida, 2007), one of the most famous spoken by the American world (Albert Bandora) states that behavior is acquired and can be learned through observation and training. The learning process depends on internal factors and external stunts, including the multiculturalism found in the same individual society. The learned behaviour is the result of that interaction between the individual and his or her environment and this interaction is influenced by the experiences experienced by the individual and tries to model them and then call them in different situations, where direct or indirect observation of the behavior is made and then the individual develops a code of conduct to distinguish him from others, and in situations where the individual needs to call the educated behavior the codes are converted into behaviours similar to the behavior of the learner. This summons is stimulated by internal reinforcement resulting from past experiences, and through external strengthening and the resulting community and culture of the individual surrounding it. Social cognitive theory, this theory originated from the theory of social learning, which appeared in 1941 by Miller & Dollar in their book Social Learning and Tradition. This theory is based on the principles of reinforcement, punishment and model simulation. It is based on the fact that the conduct is based on an engine that causes the individual to observe the behavior of others by imitating and repeating it, when such behavior is reinforced and the motive is limited to the model and strengthens (strengthening) or weakening (punishment). Model simulation is the mechanism by which individuals acquire their different behaviors and learn their different responses, relying on strengthening children's training and teaching them different behavioral responses (Bastami, 2003). Erikson & Joan (1997) reported eight stages of healthy psychological development without having negative effects on their growth and mental health, stating that the fundamental issue of individuals in the fourth stage of school from (6-11) years is efficiency versus vulnerability, thus leading them to success with a sense of competence, while failure lead to a loss of confidence in ability and competence in adolescence (12-18 years). He stressed that the most important event at this stage is social relation and Erickson pointed out that identity as opposed to the fragmentation of the role, where the active interaction of the individual at that stage with society results in identity, thus achieving success and strength of personality, while failure at that stage leads to fragmentation of the role, poor self-understanding and personality disorder. talented people have social skills and attributes that distinguish them from others/ due to the characteristics of the talented from other peers and those skills:

- Has a high level of resistance to social pressures and those around him are not allowed to interfere in their affairs.
- Reacts with his environment highly and initiates social engagements.
- He has socially acceptable attributes and tends to keep up with the ideas and courtesy of those around him, making him highly popular.
- He has high self-confidence, tends to be independent, has an ambitious level and a high outlook.
- He has the ability to criticize himself and accepts suggestions from those around him without losing his self-confidence.
- He has the ability to solve problems and tends to challenge and not submit to orders (Suleiman, 2005).

However, a number of talented students suffer from a weakness in the social interaction aspect due to a weakness in their social skills, which requires highlighting this aspect to meet the social and emotional issues of these students (Aziz Ab Razak, Sawai, Kasmani, Amat, & Shafie, 2021). Through the earlier presentation of mental alertness concepts, social skills and interpreted theories, we note that social skills and mental alertness may be related skills. Mcfall (1982) note that cognitive processes are included in social behavior as cognitive and mental processes affect social behavior and help build the level of social skills possessed by the individual (Al-sayed et al. 2004). The failure of some talented individuals in the situations to which they are exposed despite having high mental capacities is due to the lack of investment of opportunities, experiences and environmental factors that may affect their interaction with the surroundings and cause them some kind of social isolation that may affect their psychological aspect (Obeid, 2008). This is in line with Gardner's theory, which is used to educate talented students. Individuals with a high level of social skills have the ability to form opinions and social perception that enable them to develop strategies that determine the appropriate interaction steps and mechanisms for each social attitude (Saleh, 2011).

The study found that the social skills and Mindfulness of adolescent students need to be highlighted more, so that mental vigilance is revealed in a sample of highly talented female students in the secondary school of Al-Ahsa governorate.

Problem of Study

The nature of talent is based mainly on the lack of synchronization between capabilities and emotions, that creates for talented students different and contradictory needs that may lead to inability to social adaptation (Silverman, 2002).Talented students are also more vulnerable to mental stress due to their high cognitive ability (Heshmati, & Maanifar, 2018), especially when school environmental interventions fail to meet their diverse cognitive and psychological needs (Brody & Muratori, 2020). Although talented students possess cognitive skills that may qualify them to eliminate or reduce the impact of psychological and social pressures, also they may fail to direct those cognitive abilities to solve their problems and adapt to their societies (Szyanski, 2020).

Whether in terms of determining the appropriate scientific path and the resulting pressures, or in terms of the sensitivity of the age stage and the impact of social skills that play their role in determining identity. Mindfulness skill is considered one of the influencing metacognitive skills that recent scientific studies recommend by taking it by searching for talented students, for example (Chien-Chung Huang, et al. 2020; Malboeuf-Hurtubise, et al. 2021; Szyanski, 2020) Whereas, it helps the individual to be active and positive in his environment and with surrounding individuals (Elephel, 2019), the researchers decided to study the relationship between Mindfulness and social skills for talented high school female students in Al-Ahsa.

Problem of Study

- What is the level of Mindfulness for talented high school female students in Al-Ahsa?
- What is the level of social skills of talented high school female students in Al-Ahsa?
- What is the nature of the relationship between Mindfulness and social skills of talented high school female students?
- How can the Mindfulness for talented female students in the secondary stage be described in terms of its level and its relationship to social skills?

Method

Research Model

To answer the study questions; this study used the mixed method, which is collecting, analyzing, mixing, or combining both quantitative and qualitative data into one study (Creswell, 2002). When these methods are used together, the quantitative and qualitative methods complement each other and provide a more complete picture of the research problem (Greene, Caracelli, & Graham, 1989).

This study used the design of the (Sequential Interpretive Approach) which is based on collecting quantitative research data and analyzing it in the first stage of data collection, followed by qualitative data collection and analysis in the secondary stage, which helps explain or clarify the quantitative results obtained.

Sampling

The study community comprises all talented high school students for the second semester of the academic year 2021 in the schools of the General Administration of Education in Al-Ahsa Governorate, who passed the scale of talented detection in the Kingdom of Saudi Arabia, which is (699) talented female student.

Exploratory Study Sample: To verify the psychometric properties of the two scales, the exploratory study sample was selected in the facilitator way, and comprised (43) talented female students from the first, second, and third high school grades in Al-Hasa.

Basic Study Sample: The sample was chosen from talented female students in the secondary stage, by the random cluster method, and Steven Thompson's equation was used in (Thompson, 2012) to determine the study sample size:

$$n = \frac{N \times p(1-p)}{\left[\left[N-1 \times \left(d^2 \div z^2\right)\right] + p(1-p)\right]}$$

Figure 1.

Sample Size Formula

Where N is the population size, P is the probability value, d is the margin of error, and z is the standard degree. In the current study, the value of N=699, P=0.50, d=0.05, z=1.96 where z expresses the standard degree corresponding to the level of significance (0.05) and the level of confidence (0.95).

The required size according to the equation reached (248), while the sample size the researchers could get was (214) talented female students.

Table 2.

Distribution of the Sample According to Grades in the Secondary Stage

Groups	Class	N
Group1	First secondary	86
Group 2	Second secondary	68
Group 3	Third secondary	60
Total		214

Participants in the Qualitative Stage

In the second stage (qualitative), the sample was selected to participate in the qualitative stage interviews was: (3) female teachers from the talented female students in the secondary stage in Al-Ahsa, and (6) talented female students by the main sample that participated in the answer on the scales.

Data Collection Tools

The Mindfulness Scale

MS prepared by (Baer et al. 2006) and modified on the Arab environment from (Al-Buhairi et al. 2014): The scale consists of five dimensions (observation, description, act with awareness at the present moment, non-judgment about internal experiences, non-interaction with internal experiences), and it includes (39 paragraphs), and each paragraph has 5 responses (apply fully, apply largely, apply moderately, apply little, do not apply) grades respectively (1,2,3,4,5). *Validating of the MS;* Baer et al. (2006) applied the scale on a sample of (113) university students. Using exploratory factor analysis, followed by confirmatory factor analysis, the results yielded a model consisting of five factors of Mindfulness (observed, description, conscious behavior in the present moment, non-judgment of internal experiences, non-interaction with internal experiences). *Stability of the MS;* The results showed that the scale has a good level of internal consistency, as the Cronbach alpha values ranged between (0.75 and 0.91), and the interrelationships between the five factors ranged between (0.15 and 0.34). In the study of (Al-Buhairi et al. 2014), the scale was codified on the Arab environment on a sample of (1200) male and female students from universities, and the validity was calculated through the validity of internal consistency, which showed that scale dimensions have a high degree of internal consistency with the scale. Also, through the use of confirmatory factor analysis, which confirmed of five factors which the paragraphs were saturated, and it was concluded that the indicators of matching were good. As for stability, it was calculated to Cronbach Alpha coefficient with split half method. The stability coefficients in both methods are high.

Validity of Current Study

Validation of the content; by presenting the scale to five specialized Judges in talented domain, therefor some paragraphs were modified, and without delete any phrase. Internal consistency: the validity of the scale was calculated by applying it to an exploratory sample of number (n = 43), by calculating the values of the correlation coefficients between the paragraphs degree of each dimension and the total degree of the dimension to which they belong, and 7 paragraphs were omitted because they were not a statistical function. , And the values in the rest of the paragraphs were statistically significant at the level (α ≤ 0.01), and the values of the correlation coefficients ranged between (0.31 and 0.86), then the researchers calculated the correlation coefficient between the dimensions of the scale and the total degree of the scale, which was a statistically significant function. At the level of (α ≤ 0.01), the values of the correlation coefficient ranged between (0.44 and 0.86).

Table 4.

The Values of the Correlation Coefficient between Scale Dimensions and Total Degree of the Scale (N = 43)

Dimensions	Correlation Coefficient
Observation	0,44**
Description	0,68**
Acting consciously in the present moment	0,69**
Lack of judgment on internal experience	0,86**
Not interacting with internal experiences	0,72**

Function statistically** at (α ≤ 0.01)

The reliability was calculated by means of the Cronbach alpha coefficient, where (number of paragraphs = 32), and the value of the Cronbach alpha coefficient for the whole scale was (0.89), which is a high value for stability. The value of the Cronbach reliability coefficient alpha was also calculated for the dimensions as shown in Table 5.

Table 5.
The Values of the Reliability Coefficient for the Scale Dimensions (N = 43)

Dimension	The value of the Cronbach alpha coefficient
Observation	0,76
Description	0,65
Acting consciously in the present moment	0,83
Lack of judgment on internal experience	0,85
Not interacting with internal experiences	0,76

The key of correcting the mental alertness scale: Its final form of (32) paragraphs, the expressions of the scale are answered through a five-point answer that follows a Likert method that ranges between (fully applicable, not fully applicable), where the answer "fully applies" on five degrees, while the answer gets "It does not apply completely" to one degree if the statement is positive-directional, and vice versa in the case of the statement in negative direction, ie the answer "does not fully apply" to five degrees, while the answer "fully applies" to one degree if the statement is negative-directional. Table (3) shows the numbers of negative expressions in the dimensions of the Five Factors Scale of Mindfulness.

Table 3.
Numbers of Negative Expressions on the Five Factors Scale of Mindfulness

Factors	Items
Observation	1, 2, 3, 4, 5, 6, 7, 8
Description	9, 10, 11*, 12*, 13, 14, 15
Acting consciously in the present moment	16, 17, 18, 19, 20
Lack of judgment on internal experience	21, 22, 23, 24, 25, 26
Not interacting with internal experiences	27, 28, 29, 30, 31, 32

* Negative expressions

A criterion was determined to determine the level of female students in the Mindfulness scale, according to the following equation:

The upper limit of the scale (5)-the lower limit of the scale (1)= (5-1)/3= 1.33
the number of required categories (3) 3 and then add the answer (1.33) to the end of each category.
The following criterion was determined to determine the level of students in the Mindfulness scale:

- 1-2.33 / The grade is low, 2.33 -3.66 / The grade is intermediate, 3.67-5 / The grade is large.
- The social skills scale was prepared by (Abdel Hamid, 2012), and it consists of (45 items) that form five dimensions (relationship with peers, self-management, academic skills, obedience, and affirmation), and each paragraph has three responses (always, sometimes, rarely) grades respectively (1,2,3)

The validity of the scale: The validity of the scale was calculated using the factor analysis of (45) statements representing the expressions of the scale, and the sample of analysis reached (250) individuals, the results of the factor analysis of the scale expressions showed the presence of (5) factors whose underlying root is greater than the correct one. (69.79%) of the total variance.

The validity of the internal consistency was calculated by calculating the correlation coefficient between scores of sample individuals on each of scale expressions and total degree of the dimension which belong to. The correlation values were statistically significant and ranged between (0.53 and 0.65).

Stability of the scale: (Abdul Hamid, 2012) calculated the reliability of the scale using the Cronbach alpha coefficient, and its whole value for the scale was (0.85), which is a high value.

The validity of the scale in the current study: The researchers calculated the validity of the social skills of the current study through:

- Validation of the content: by presenting the scale to five Specialized judges in the field of talent, where some of expressions editing was modified, and without deleted any phrase.
- Internal consistency: the validity of the scale was calculated by applying on an exploratory sample of (n = 43), by calculating the values of correlation coefficients between scores of each dimension and the degree of the dimension which they belong to, and 3 paragraphs were omitted because they were not Statistical function, The values were statistically significant at the level of ($\alpha \leq 0.01$) in the rest of the paragraphs, and the values of the correlation coefficients ranged between (0.30 and 0.75), then the researchers calculated the correlation coefficient between the scale dimensions and the total degree of the scale, and all of it were statistically significant at level of (α 01.0), and ranged between (0.07 and 0.89), as shown in (Table 6).

Table 6.

The Values of the Correlation Coefficient Between the Scale Dimensions and the Total Degree of the Scale (N = 43)

Dimensions	Correlation Coefficient
Relationships with peers	0,89**
Self-management	0,74**
Academic skills	0,70**
Obedience	0,79**
Assertiveness	0,73**

Function statistically** at ($\alpha \leq 0.01$)

Stability of scale in the current study: The stability was calculated by means of the Cronbach alpha coefficient, where (number of vertebrae = 42), and the value of the Cronbach alpha coefficient was (0.92), which is a high value for stability. (7).

Table 7.

The Values of the Reliability Coefficient for the Scale Dimensions (N = 43)

Dimension	The value of the Cronbach alpha coefficient
Relationships with peers	0,84
Self-management	0,77
Academic skills	0,79
Obedience	0,68
Assertiveness	0,77

The key to correcting the mental alertness scale: The scale is in its final form of (42) paragraphs. The expressions of the scale are answered through a triple answer that ranges between (always and rarely), where the answer "always" gets three degrees, while the answer "rarely" gets one degree. A criterion was determined to determine the level of female students in social skills scale , according to the following equation:

The upper limit of the scale (3)-the lower limit of the scale (1) = $(3 - 1)/3 = 0.67$

the number of required categories (3) 3 and then add the answer (0.67) to the end of each category.
The following criterion was determined to determine the level of students in the social skills scale:
1-1.67 / The grade is low, 1.68-2.34 / The grade is intermediate, 2.35-3 / The grade is large.

Fourth: Quantitative data analysis: To answer the questions of the quantitative study, the statistical program (SPSS) was used to process quantitative data and extract results, and the following statistical methods were used:

- Arithmetic means and standard deviations.
- Pearson Correlation.

Fifth, the Qualitative Stage: Qualitative Design

This study adopted the Phenomenology approach in collecting and analyzing data, and it is one of the qualitative research methods, as both Johnson and Chirstensen (2014) refer as describing The perception or experience of an individual or group of individuals of a phenomenon, the aim of the virtual studies is to obtain an overview on the experiences of the participants (talented high school female students and female talented high school teachers) in the research, and to understand what this experience means to them.

Selection of Participants

The female students were chosen that they were included in the quantitative basic sample, in an intentional way, and their number was 6 female students, all of them from the first grade of high school except one student from the second grade of high school, and all of them enrolled in talented classes, which is

for talented students. The teachers were also chosen intentionally, they were chosen from the female teachers of talented students at the secondary level.

Qualitative Data Collection Tool

The concentrated group, which: (1) a concentrated group of six talented female students in the secondary stage was conducted through an electronic program (Zoom), (2) and a concentrated group of three female teachers for talented students in the secondary stage was conducted, also through the program Electronic (zoom). Electronic communication with the participants was considered, due to the difficulty of direct communication imposed by the Corona pandemic.

Building the Concentrated Group Questions

The content of the concentrated group questions was based on the quantitative results, because the aim of this qualitative phase is to explore and detail the results of the quantitative, where the aim was to describe the Mindfulness by its level and relationship to the social skills of talented students in the secondary stage in Al-Ahsa.

The interview consisted of two main open-ended questions, and the first question was divided into five questions. Two modules were designed from the same questions; A form for female students and a form for female teachers, as shown in Appendix 1.

Qualitative Data Collection

Data were collected from two sources to provide richness and depth using the Triangulation strategy, as both (Flick, 2000) and (Jack & Raturi, 2006) refer to five different types of data triangulation, including the use of different data sources.

It included the following: (1) Conducting a concentrated group through zoom with three teachers. (2) Conducting a concentrated group through zoom with six talented students. The researchers took care of ethical sides in data collection, as the participants were informed that they would be registered and that they would be kept the confidentiality of data, and data will be used only in scientific research, and their consent has been obtained.

Sixth: Qualitative Data Analysis

In order to analyze qualitative data, methodology of Inductive Thematic Analysis was used according to the methodology presented in (Braun & Clarke, 2006). the steps included in the qualitative analysis included the following:

Firstly; The initial exploration of the data by reviewing the transcripts; Secondly; coding the data by segmenting the text and marking it, as the symbol (T) was considered for female teachers and the symbol (S) for female students; Thirdly; the symbols verification By verifying agreement between female researchers; Fourthly; Using symbols to develop topics by grouping similar symbols with them; Fifthly; Connecting and linking topics; Sixthly; Preparing a narrative for the interview analysis that consisting of descriptions and themes; and seventhly; Thematic analysis for cases.

Reliability was verified through a triangulation of information sources, (1) female talented students' teachers, and (2) female students who were selected from the quantitative sample.

Procedure

This study used the design of the (Sequential Interpretive Approach) which is based on collecting quantitative research data and analyzing it in the first stage of data collection, followed by qualitative data collection and analysis in the secondary stage, which helps explain or clarify the quantitative results obtained. Table (1) shows the procedures for implementing the method:

Table 7.

Procedures For Implementing The Mixed Methodology Using The Sequential Explanatory Design Method

Result	Steps	Stage
Quantitative data Descriptive correlational statistics	Collect Data from	Collect quantitative data
(Quantitative results) for the correlational descriptive statistics Interview protocol (focus group)	Check data SPSS Program (Arithmetic means, standard deviations, and Pearson correlation coefficient) Choose participants	Quantitative data analysis
Interview protocol (focus group)	Choose participants	Selection of interview participants (focus group)
Text data (interview text, tool description)	Development of interview questions Concentrate group via Zoom program with 4 Teachers talented female students The concentrate group through the Zoom program with 6 Talented female students	Collect qualitative data
Coding and objective analysis Similar and different themes and classifications Matrix of multiple themes	Objective analysis Coding and inductive	Analyze qualitative data
(Qualitative results)	(Themes development, analysis by themes)	
Debate Recommendations Future research proposals	Interpret and explain quantitative and qualitative results	Incorporate the results of quantitative and qualitative data

Second, Study Community and Sample: The study community comprises all talented high school students for the second semester of the academic year 2021 in the schools of the General Administration of Education in Al-Ahsa Governorate, who passed the scale of talented detection in the Kingdom of Saudi Arabia, which is (699) talented female student.

Exploratory Study Sample: To verify the psychometric properties of the two scales, the exploratory study sample was selected in the facilitator way, and comprised (43) talented female students from the first, second, and third high school grades in Al-Hasa.

Basic Study Sample: The sample was chosen from talented female students in the secondary stage, by the random cluster method, and Steven Thompson's equation was used in (Thompson, 2012) to determine the study sample size:

$$n = \frac{N \times p(1-p)}{\left[\left[N-1 \times \left(d^2 \div z^2\right)\right] + p(1-p)\right]}$$

Figure 2.

Sample Size Formula

   Where N is the population size, P is the probability value, d is the margin of error, and z is the standard degree. In the current study, the value of N=699, P=0.50, d=0.05, z=1.96 where z expresses the standard degree corresponding to the level of significance (0.05) and the level of confidence (0.95).

The required size according to the equation reached (248), while the sample size the researchers could get was (214) talented female students, and Table (2) shows the distribution of the sample according to grades in the secondary stage.

Table 8.

Distribution of the Sample According to Grades in the Secondary Stage

Groups	Class	N
Group1	First secondary	86
Group 2	Second secondary	68
Group 3	Third secondary	60
Total		214

Results

First Quantitative Phase

The answer to the first question: What is the level of Mindfulness for talented female students in the secondary stage in Al-Ahsa?

To answer this question, the arithmetic means and standard deviations of the dimensions for the Mindfulness scale were used, as shown in Table (8) and (9).

Table 9.

The Arithmetic Means, Standard Deviations, and the Order of the Degree for Mindfulness (N = 214)

Dimension	Order	Level	Standard deviation	Arithmetic mean
Observation	1	High	0,62	4,27
Description	2	Average	0,89	3,47
Acting consciously in the present moment	3	Average	0,89	3,30
Lack of judgment on internal experience	5	Average	0,90	2,52
Not interacting with internal experiences	4	Average	0,78	3,27
Total		Average	0,39	3,35

Table 9 indicates that the level of Mindfulness for talented female students was average, with an arithmetic mean of (3.35). The arithmetic means of the dimensions ranged from (2.25) to (4.27). The arrangement of the dimensions according to the arithmetic averages as following:

(Observation - description - acting consciously in the present moment - lack of interaction with internal experiences - description - non judging internal experiences) with arithmetic averages (4.27-3.47-3.30-3.27-2.52), respectively.

Table 10.

The Arithmetic Means, Standard Deviations, and the Order of the Degree of Mindfulness by Grades (N = 214)

Class	Order	Level	Standard deviation	Arithmetic mean
First secondary	3	Average	0,38	3,29
Second secondary	2	Average	0,44	3,37
Third Secondary	1	Average	0,34	3,41
Total				

Table 10 indicates that the level of Mindfulness was average in all classes, in the following order: (third secondary, second secondary, first secondary).

The answer to the second question:

What is the level of social skills of talented female students in the secondary stage in Al-Ahsa?

To answer this question, the arithmetic means and standard deviations of the dimensions for the social skills scale were calculated, as shown in Tables 11 and Table 12.

Table 11.

Arithmetic Means, Standard Deviations, And Social Skills Score Order (N = 214)

Dimension	Order	Level	Standard deviation	Arithmetic mean
Relationships with peers	2	High	0,45	2,42
Self-management	4	High	0,42	2,38
Academic skills	3	High	0,40	2,39
Obedience	1	High	0,46	2,46
Assertiveness	5	Average	0,50	2,21
Total		High	0,37	2,37

Table 11 indicates that social skills level for talented female students was high, with an arithmetic average of (2.37). The arithmetic means of dimensions ranged from (2.21) to (2.46). The arrangement of the dimensions according to the arithmetic means following:

(Obedience - relations with peers - academic skills - self-management - assertiveness) by arithmetic averages (2.46-2.42-2.39-2.38-2.21) respectively.

Table 12.

The Arithmetic Means, Standard Deviations, and the Order of the Degree for Social Skills by Grades (N = 214)

Class	Order	Level	Standard deviation	Arithmetic mean
First secondary	3	High	0,37	2,28
Second secondary	2	High	0,42	2,39
Third Secondary	1	High	0,29	2,47
Total				

Table (2 indicates that social skill level was high in the second secondary and third secondary grades, and intermediate in the first secondary grade, according to the following order: (third secondary, second secondary, first secondary).

The answer to the third question:

What is the nature of the relationship between Mindfulness and social skills for talented female high school students in Al-Ahsa Governorate? To answer this question, the correlation coefficients between Mindfulness and social skills of talented female students were calculated, and Table 13 shows that.

Table 13.

The Correlation Coefficient Between Mindfulness and Social Skills for Talented Female Students (N = 214)

Dimensions	Relationships with peers	Self-management	Academic skills	Obedience	Assertiveness	Total value SSS
Observation	0,39**	0,38***	0,29**	0,33**	0,34**	0,42**
Description	0,39**	0,16	0,17*	0,18**	0,47**	0,38**
Acting consciously in the present moment	0,19**	0,11	0,22**	0,23**	-0,01	0,17*
Lack of judgment on internal experience	0,02	-0,15*	-0,38	-0,38	-0,002	-0,33
Not interacting with internal experiences	-0,10	0,09	0,10	0,14*	0,08	0,45
Total value	0,37**	0,19**	0,27**	0,30**	0,37**	0,38**

** Statistically significant at (α ≤ 0.01),   * Statistically significant at (α ≤ 0.05) **MC**: Mindfulness Scale **SSS**: Social Skills Scale

It is clear from the previous table that: There is a positive statistically significant relationship at (α ≤ 0.01) between total value on the Mindfulness scale and the total value of the social skills scale. There is a a positive statistically significant relationship at (α ≤ 0.01) between the two dimensions of (observation, description and the total value of the social skills scale. There is a positive statistically significant relationship at (α ≤ 0.05) between the dimension of (acting consciously in the present moment) and the total value of the social skills scale. There isn't any statistically

significant relationship between the two dimensions (lack of judgment on internal experiences and no interaction with internal experiences) and the total value of the social skills scale. There is a positive statistically significant relationship at ($\alpha \leq 0.01$) between all dimensions the social skills scale and the total value on the Mindfulness scale

Second, the qualitative stage:

The answer to the fourth question: How can the Mindfulness for talented female students in the secondary stage be described in terms of its level and relationship to social skills? To answer this question, two open question models are designed. The first model (female teacher model) for Concentrated group for talented female students in the secondary stage. The second model (female student model) for Concentrated group for talented female students in the secondary stage. Each model included only two basic questions, and sub-questions for the first question only of both models. It falls under first question; five questions for each model.

After collecting, recording and unpacking data, the results of Concentrated group for each of the students and teachers were analyzed, depending on the methodology of Inductive Thematic Analysis, according to Braun & Clarke (2006) - by finding the symbols first, then, through processing the symbols, generating categories, extracting topics, and forming topic map.

The results of the analysis revealed that there are four main topics related to Mindfulness from both teachers and students' views. Thus, the study's question was answered, by aiming to arriving at a description of Mindfulness with its level and relationship to social skills within each of these topics that were reached, and then reaching a full understanding of the phenomenon in all sides.

Topic one, the age stage: The statements of the participants from female teachers revealed that the age stage is related to the level of Mindfulness. As T1 mentioned in her discussion of observation, which is one of dimensions Mindfulness dimensions; "With regard for first secondary school, stage starts without been formed where there is a dispersion due to the transition from the intermediate stage ... The female students in the first-grade secondary will be dispersed ... maybe at the end of the second semester ... but from the second and third secondary grades, she has a strong note." The testimonies of the female students also revealed that there is a relationship between Mindfulness (after the observation) and the age stage, as S1 indicated a complete change in her perception of society than it was when she was younger. "I did not pay attention to people or the world around me, my remark was bad .. I changed 180 degrees and began to notice things and people. " ...

As for the relationship of Mindfulness and social skills, for female teachers, T1 indicated that female students in the second and third secondary grades are more willing to appear socially. "... But in the second and third grades, a student begins to appear in the lights." In her talk about social self-management, T2 mentioned, "As for the secondary stage, i expect that they will have a higher awareness than their peers in the elementary and intermediate stage, their sensibility and feelings are clear to them ... and we can feel it too and female student can appreciate it, and the teacher can notice them ..." As for T3, although it believes that there is another factor more influencing Mindfulness than the age stage, However, she supported T1 and T2, and talked about the female students 'interaction with their peers and the frequent quarrels between them, as she said: " probably concentrate stage that is the third. Her thinking began to be concentrated her feelings too. She started to control that what is important is my behavior, not one else"

As for the participating female students, S2 reported a change in her self-confidence - as it was stated in the theoretical framework that she is considered among the social skills - from what she was when she was younger. "Before, I used to trust myself blindly, but a while ago it changed .. I felt there are people better than me ... and I blamed myself and I felt that there are always people who are better than me ... During this period, I started to return and change myself, but it is not like S1 180 degrees ... I reached for good result, and I need to work on myself more and this is difficult. "...

Thus, the results show that the age stage affects the level of Mindfulness, as it appears that the level of Mindfulness of students in the second and third secondary grades is higher than the first grade of secondary school. The results also showed a positive correlation with progression in secondary school grades between Mindfulness and social skills.

Theme 2. The environment or the Social Environment

This main topic consists of three sub-topics, which are as follows.

The Role of the Family

T3 strongly emphasized the role of the family, and differentiated between the Mindfulness of talented female high school students from aware families and unaware families. As she mentioned about the student's ability to observe, and understanding herself and her talent. The student's environment… is what determines whether the student choose

her experience or not. I notice that in two parts: the girl who comes from a house is someone interested in her talent, the girl is vacillating. but who comes from an environment in which the faithful and her supporters for a long time And Encourage her, she defined her experience, by understanding herself and her talent...

> *". She also added in her talk about a family that is not aware of talent, "The girl that I'm suffering with is the one that no one has to direct her, and we tire with parents ... Some of them say we do't want her to go into this thing, leave her in her school please" this talk is supported from both T1 and T2, and from that T2 mentioned: "Some of them receive strong support from their family."*

T1 also talked about the effect of family problems on the mental alertness of talented female high school students, as she said:

> "*There are female students who have problems. I remember one of talented female students with creative ideas. Once upon a time we had an activity that I felt she was not natural, and every time I spoke to her felt that she was distracted. When I asked her for a topic, she responds definitively, I asked her for the second time and the third time her tears fell and started crying, the girl was unnaturally distracted. "*...

While in students' statements there was no talk about the role of the family in their Mindfulness level, only two indirect indications. The first is through S2 's talk, when she mentioned that she is ashamed of expressing her feelings for her parents, so she said:

> "*some people we have difficult to expressing for them, especially my mother and father, I feel that I'm shy ...". And the second, S3, when she mentioned that she disclosed her feelings to her sister and said: "Only my sister understands me."*

Regarding the relationship of Mindfulness and social skills about the role of the family, I spoke in T2 and mentioned: "Mindfulness can be developed with psychological and social care. Whatever there is, family, psychological and social care for the talented student has led to the development of Mindfulness and thus increased his social skills ..." As for the female students, there was no discussion about this in their statements.

Therefore, the results confirm that the mental alertness level is higher for female students who belong to conscious families, and families contain (parents or siblings) that they have a desire to contain the talented student. Also, pressures and family problems cause a decrease in Mindfulness level. relationship between Mindfulness and social familial skills are an interactive relationship, each one affects and is affected by the other.

The Role of the School

T2 talked about the teachers 'awareness of the concept of talent and talented students with their low achievement, and relationship of low achievement with school boredom, through an experience that she noticed, as you mentioned;

> "*There are talented female students and you see them participating in the Creativity Olympiad. Mashallah, wonderful I was surprised and all the teachers were too, their level is good, not superior, how she is a talented student, and her level is average, and I touted her she has good level. Sometimes she sleeps in the class, but she is talented ... The thing that we present to her in the class may be wasn't attracted her attention that is commensurate with her ambitions ... So I sought an excuse for her even though everyone (the rest of the teachers) criticized her ... "*

As for T1, she mentioned two positions of the teacher citing through them that the teacher may play an important role in raising or lowering the level of Mindfulness for the female students, the first situation in which she mentioned her personal experience with one of the female students and she said;

> "*I had a student in the first secondary school who was unresponsive to me in the second secondary school ... I was asking her to aspire (produce a product as a director for a program based on the STEM methodology) From the STEM class in my research activity, the girl was not satisfied except when I told her that you are more benefit the community and everyone will be pointing you and you will be poplar. The student moved and actually got the second place at the level of Al-Ahsa Governorate and won innovation. "*

As for the second position mentioned by T1, she mentioned that the student was not able to submit a search she was working on it, where she was reprimanded by a female teacher as a result of a misunderstanding, in the she continued; The reason is the dispersion that came on her ... from her teacher, because the girl became distracted, so she was unable to do the work and not engage in it. this was a real experience and truth. "

The role of the student counselor also emerged in the T2 talk, during her speech, where she talked about the reasons for the low Mindfulness level for talented female students, and she said:

"probably be embarrassed is the reason, but if you embrace her, and from reality of contact with the student counselor you will know about her secrets, that you didn't know about it, so it makes her express her feelings. You expect that she is shy while it is for other reasons". As for the role of the student counselor from the reality of the students' conversation, it came in a S5 conversation about the unwillingness to disclose expression feelings, due to the fear of the reaction of others, she mentioned; "… I tried to speak with the student counselor, but I did not see any benefit, so I felt it wasn't necessary ".

In addition, there was talk about the stigma of talent (i.e., called the student talented) and peer pressure, where T3 said:

"Emotions pushed a girl to hysterical crying because of the force of pressure on her, and when I ask her about the reason (the girl says I feel that we the talented people we are imposed to be perfect in anything in our life like that you are talented. No, you are not talented, so you are not supposed to make mistakes ... Instead of loving her talent, they let her hate it) as she added also; "Sometimes the student of those who are her peers bully on he and her talent she hated this so she does not want to talk or make attention to her. I am a normal person, the same of any one of my classmates.

On the other hand, she mentioned about the influence of peers in enhancing the desire to reveal inner feelings, so she mentioned S2

"As for my friends, I can express for them ... ", and S6 indicated that she expresses her feelings to "the close circle of friends only." Also, she mentioned that she expresses through written texts that she gives to her friends for help her understand herself, "My close circle is my friends who know everything".

The relationship between Mindfulness and social skills by the role of the school appeared in the talk of the three female teachers, for example T1 stated:

"Whatever the student is aware, and far from these problems, her mind will be clear and not dispersed. She will have social relationships and skills, and will be aware in her relationships with her colleagues and in her project leadership and any subject she is given, "

T2 and T3 similar to that.

It can be concluded from above, that the Mindfulness level may increase as a result of the good and studied behavior of the teacher and student counselor, and it may decrease or not change upon emotion or departure from the positive role of each of them. Peers can also have a role in reducing the Mindfulness level alertness. but close friends, they often have a positive effect in raising the Mindfulness level. The results also showed that the title of talented (the talent stigma) could negatively effect on talented student, thus reducing her Mindfulness level, and the results also revealed a relationship between Mindfulness and social skills by school role.

Social Media
Only, S5'talk included and she said:

" presumably if social media is the reason for my distraction, I can delete it for a certain period, close it and continue my work, or as my friend said, sometimes there are things that we are supposed to settle, but we do not know what to accomplish it and we still thinking about them all the time".

This reveals that communication media may be a reason for lowering Mindfulness level.

Theme 3. Metacognitive Thinking
According to data analysis, it includes two main topics.

Experience
During the dialogue with the female teachers, there was no discussion that referred to the experiences. On the other hand, a number of female students showed the sign of interactions with painful and successful experiences. As T2 mentioned,

"I do not think about the painful past events and I do not know why ... I feel my mind is ignoring it. We can hardly think of some things, for example, something between me and my friend has become a normal problem ... and I continue my life while I am not intentionally, but my mind ignores it .. . S3 Also, mentioned a similar saying in terms of ignoring the bad experience, except that it differs from the point of awareness of it, which is: "For me, I do not feel my feelings restrict me because I feel feelings in their moment, and then it ends, whether it is sadness or joyful ...".

As for S4, she distinguished between her interaction with positive experiences and negative experiences, as she said:

"Feelings definitely affect me, but what is constraining me and over thinking about the feeling, for example, if my feelings were positive, then I would have a great passion to settle everything at that moment ... and if my feelings were negative, I would like to work and start doing anything that helps me because I always remember that this feeling withdraws after a short while ... ".

As for dealing with experiences of failure, it was evident in the S6's talk, she said:

" once upon a time, which I'm regretted it for this time, because of an opportunity I missed, I stayed for two months doing nothing, just because of a one opportunity I lost my two months, I still regretted and lost more opportunities, and after that I checked myself out, and that regret doesn't make anything worthy and doesn't benefit but it harms. ... and this thing made me, when I regret about anything, remember what happened in the last period and left remorse. "...

There was no evidence from the participating female teachers indicating the relationship of Mindfulness to social skills by dealing with experience. Whereas, the talk was mentioned about that by S4 when she talked about the relationship between them, and the effect of the interaction between them in solving problems and thus forming practical and practical experience;

"Sure, it has a big side to social relations, as it allows me to interact better and know how to behave ... and it makes me truly aware of the reality of things more so that I seek it to help me solving problems ... and this helps avoiding all the pitfalls in order to make me climb to the top .. And to be succeeded in everything in my scientific or practical life".

S5 mentioned a long speech, she supported what S4 mentioned, then I talked about the different customs, traditions, mentalities and ways of people thinking, by making a high level of Mindfulness a necessity to understand behavior at the right time, she was concerned that these differences in customs, traditions and mentalities might make learning social skills difficult, she said about it;

"Now I try to link Mindfulness with social skills, and I feel that our Mindfulness is useful with society, especially that we have a difference in customs and traditions, and different types of people, by mentalities and personalities ... For example, if we learn skills or ideas or tricks about how we deal with people, sometimes they are not suitable for all people's personalities ... there are many types of personalities, and these personalities of people doesn't match the specifications that they need by trick to benefit. or the behaviors themselves, the person is lost and I feel that social skills are a difficult thing.

Self-regulation

There was no discussion about self-regulation in the female teachers 'dialogue. While their dialogue of the students, there is a lot of talking about adapting to distractions and self-correcting, S1 mentioned;

"the person tries to adapt to it, so it differs from a person to another. As I said about myself, I am one of the people that disperses quickly ... some people adapt and perform its work excellently, even with these distractors, it depends on the person himself and his Mindfulness and varies from person to another. Your options and the things and decision that challenged you in these behaviors ... ",

as S1 also indicated to self-regulation in her talk about directing her failed experience to be a reason for achieving development.

" I feel there is a mistake and know these but something that helps me to develop myself, and no matter I accomplished, I feel that I am deficient and this is something that drives me more than it hurts me, and I do not destroy myself because of something that makes me depressed, like that I have no hope, the opposite it motivates me more I motivate from any person.

Also, S1 spoke about discipline at work and time, she said:

> *"When I am in the some work with high importance, as soon as distractions are high, such as my commitment to this work, the discipline that I have will be more ... I am that type who like to drop problems ... Discipline in time is an important thing, so it is assumed that a person can adapt in such these circumstances".*

Theme 4. Personality Traits

It includes, according to data analysis, four personality traits.

Reserving

Some of the female teachers expressed that some students did not want to reveal their feelings to others, as the conversation was mentioned above, talking about some of their statements about that, it was reported that the female teachers explain the reason, because it may be due to shyness or other reasons, they emphasized that affects Mindfulness level for female students.

As for the female students, it also responded in the previous statements to protect their feelings, and to limit the disclosure only close friends or sister, S4 mentioned;

> *"I only express my feelings to someone I know 100%," also, there is some sense of alienation, as S3 mentioned; "I don't feel anyone understands me, so I'm always say do you understood me! ... Only my sister understands me." S2 also justified the reason for non-disclosure and reservation about feelings and difficulties at these days by feeling independent. "I say to myself, there is no benefit to express my feelings ... I know that any advice comes to me, the solution became by me, so I prefer to solve my problem by myself, it's easier and faster and everything is going better", also she mentioned that she was reserving her feelings because of shyness. "I passed uncomfortable time but it changed so much. I was shy before".*

Self-confidence

This has been mentioned in more than one place in the conversations of female teachers and students. T1 mentioned;

> *"I distributed them to two groups. I asked them to show me ideas, each group had their ideas, first group they present their ideas with an unnatural confidence even though they were very poor ideas, but the second group convinced me, there were two sweet ideas, but there is no self-confidence at all, they did not argue with me so I said, although you are better than the ideas of the previous group, you did not argue with me, but there is no self-confidence in some of them. The female students don't have confidence, they do not evaluate their ideas internally, there is confusion in it, they always feel a mistake, it is not correct, they need encouraging, but there are demands, there is an unnatural trust even if the idea is weak and you discuss with me, why make me change".*

for T3, she emphasized the role of the female student's personality and her family in building confidence with the soul of the student, and the house may also contribute, as she mentioned, to her being defeated by the character;

> *"the character has a role how this girl was raised when she was a child ..." Also included in the conversion is an evidence of the characteristic of perseverance and longevity, as T2 mentioned: "I tried with some girls who have long breath, they were trying once, twice, three and five, and she doesn't say no, and some don't see her from the first time the second time they quit".*

T2 also talked about sticking to the idea anyway and without accepting advice, or she is clinging her opinion and some others are trying, once upon a time a female student who had an idea that she would like to present an innovation project for people with special needs, which is an application in smart devices. she presented the idea to me and I told her that idea is popular and modern, search about it does exist and she searched and it was existed. So, I told her: What do you think you will develop it or change? Indeed, the student has changed and applied it. She presented in the Creativity Olympiad she didn't win, the research scholarship came and asked me about the idea of this student participating in the Olympiad who they have creativity in their research. I told them about the idea of this student. Her presentation of the research was very modest, she offered it to the Department of Giftedness and they loved it, and they raised the research scholarship and won the third place. Guidance and support. Some of the students get response to it, and some felt that they adhered to (his idea), and their pride were too much".

For the female students, S2 mentioned a change in self-confidence level and talent according to their temporal growth, and her statements have been cited. S4 mentioned the importance of having an external factor to gain self-confidence due to quality and correctness of what she is doing.

> *"I do not know whether it is correct or not. For example, when I handed the project to the teacher and she praised me here, I became sure that it was a salvation, everything became complete ..."* The participants also linked between Mindfulness and social skills by the student's self-understanding, and S3 mentioned: *"Whatever students was looking bad at herself, all her social contact was zero.*

the results were related to self-confidence: Independence for talented students from the secondary stage, which was cited under the previous sub-topic (reservation).

Perfectionism

Perfectionism is mentioned in the statements of female students only, not teachers. So, S5 mentioned, that it re editing and corrects what it does of work and projects, and she has reached a solution for that: "I have set a rule in my life that if I like my work, I don't look back again, because sometimes we cannot fix it although we destroy it'.

Discussion And Conclusion

The purpose of this mixed consecutive explanatory study was to identify the level of Mindfulness and its relationship with the social skills of talented high school students. The results of the quantitative stage revealed a moderate Mindfulness for talented students in the secondary stage, and this is consistent with the study of Nagwani (2019), but it contradicts the results of the study of Al-Jubaylah (2020) which shows a high level. The quantitative results also showed a positive relationship between Mindfulness and social skills, and this is consistent with the study of Huang et al. (2019) which revealed that Mindfulness is related to life skills, including social skills. In addition, the results of the quantitative stage revealed a high social skills level for talented students at the secondary level, and this is consistent with the results of both (Aparecida & Prette, 2016) and (Citil & Özkubat, 2020), which proved that talented students possess high social skills.

It adopted the phenomenology approach with the aim of describing the phenomenon of Mindfulness for talented students at the secondary level by their level and relationship to social skills. The methodology of inductive, objective analysis was also followed to analyze the qualitative data. The analysis is that there are four major topics related to Mindfulness by its level and relationship to social skills. The topics are (1) the age stage, (2) the environment and the surrounding society, and the role of the family and school is branched out from it, (3) the meta-cognitive thinking, experiences and self-regulation are branching from it, (4) Personal traits, which are subdivided by conservatism and self-confidence (Self-confidence includes: independence, self-concept), anxiety and perfectionism.

The results of the analysis showed that these topics in their entirety affect Mindfulness in terms of its level and relationship to social skills. The qualitative results also revealed that the surrounding community environment (especially the family role) is the most influential on Mindfulness by its level and relationship to social skills, while the effect of other issues was almost equal and strong as well.

The qualitative results showed that Mindfulness is associated with a positive, direct correlation with development in the age stage, and this explains the quantitative results which were steady according to the progress in the classroom. The qualitative results also supported the effect of age groups on the association of mental associated with social skills. All this also agrees with what was mentioned in the theoretical literature, especially what was reported by Erikson & Joan (1997) in his theory of psychosocial development, and it was referred to in the theoretical framework. what T1 mentioned represents the development of growth towards the formation of identity, clarity of role, and self-understanding, and T1 assertion that Mindfulness level is higher in the second and third secondary school students than in the first secondary students. While what was mentioned by T3 emphasizes the role of the family in forming identity and defining the self-concept for dispersion and weakness of the concept.

S1' talk, which is from the first secondary grade, about the change that T1 described as total in the growth of the ability to observe what is happening around it, refers to the positive development of social interaction, and this may lead to success in the formation of identity as stipulated in the theory.

While S1'talk, first grade of secondary, is represented in the transition from the stage of competence, where the student was able at that stage to achieve confidence in ability and competence and this is clear when she said that in the past, she had trusted herself strongly, but her speech clearly shows the existence of a current struggle to form an identity while contrasting to the dispersion of role and weakness of self-concept, in her high self-criticism level.
This is also consistent with what I mentioned in the study of Al-Jabila (2020), as it resulted in the possibility of predicting the direction towards life through Mindfulness.

The qualitative results that were mentioned within the environment and the surrounding community revealed the great impact on raising Mindfulness level, but it is the most influential in other topics. The qualitative results also proved that the influence of the family is greater than the school, as it plays the most important role in raising Mindfulness level. These results showed a need to educate parents about talents and their requirements, and to enhance the practice of Mindfulness in their daughters, talented students at the secondary level. Many talented theories have emphasized the importance of considering the environment and surrounding community as an effective and influential factor in the formation and development of talent, for example (Almeida, Araujo, Sainz-Gómez & Prieto, 2016; Brown, Renzulli, Gubbins, Siegle, Zhang & Chen,2005; Coleman,2003; Heller,2012; Reis & Renzulli, 2009).

Whereas educational literature emphasizes the importance of early detection and development of talent, the first custodian of the child (the family) can play a major role in the growth of talent and promote the practices associated with that contribute to the formation of the self and superiority, and according to capabilities and awareness of the family this role may be so positive-negative (Davis, Rimm & Siegle, 2017; Delisle, 2006; Robenson, Shore & Enersen,2007; Walker,2002).

The studies also show the great role that the school plays, and also emphasize the importance of effective communication by teachers and educators with families to raise parenting awareness and a good understanding of the environmental conditions directed by the gifted student and thus provide integrated comprehensive care, and services (Davis, Rimm & Siegle, 2017; Delisle, 2006; Robenson, Shore & Enersen,2007; Walker,2002).

The qualitative results also revealed a need to develop an awareness of the talent and its requirements (including the exercise of Mindfulness) for teachers of talented students at the secondary level, and previous studies confirmed this. Teachers think and virtually do in the classroom. Brown et al. (2005) emphasized that there are contradictions between the beliefs expressed by researchers in their research and what is actually being practiced in gifted education.

She emphasized that there are contradictions between the beliefs expressed by researchers in their research and what is actually being practiced in talented education.

The qualitative results show the impact of peers on mental alertness, which may be positive, as some female students indicated that they find in their classmates an outlet to reveal feelings and improve moods, and it may also be negative when comparing themself with peers, or an excessive desire to obtain Satisfaction and acceptance by them, or the difference in ideas and behaviors that may reach the level of quarrels and bullying. Also, these results showed a clear indication of the effect of the stigma of talent on talented students in the secondary stage, which leads to a feeling of psychological pressure and a desire to give up the distinction.

The educational literature supports these results, like Davis, Rimm & Siegle (2017) cautioned that peer pressure and the influence of the talent stigma leads to a deliberate lack of academic achievement by the talented student or miss distinction opportunities and thus a scientific loss at the personal and community level.

The qualitative results showed meta-cognitive thinking affects that Mindfulness and the qualitative results within meta-cognitive thinking confirmed that quantitative results showed the existence of a relationship between Mindfulness and social skills, in addition to the educational literature emphasizing the deep link between meta-cognitive thinking skills and social skills (Usher & Schunk, 2018). The qualitative results related to meta-cognitive thinking appeared indirectly through the teachers 'talk about the talented high school students' disclosure of their feelings, as they confirmed that some students could not be aware of the content of their feelings. This certainly requires the development of their skills. Meta-cognitive thinking, where studies emphasized the importance of teaching talented students to think meta-cognitive (Tortop, 2015; Stoeger & Stonag, 2012; Zimmerman & Martinez-Pons 1990).

While the role of metacognitive thinking in affecting Mindfulness was clearly evident in the statements of the talented high school female students. Where the researchers, while analyzing the data, formed the topic of meta-cognitive thinking by combining two categories: experience and self-regulation. S2 stated that she ignores bad news, but she is not aware exactly why she is doing this, and this may indicate a low level of meta-cognitive thinking. Whereas, S3 shows that she possesses a high level of meta-cognitive thinking, as she is more conscious of managing her thinking in relation to painful experiences. S4 has an advanced level of meta-cognitive thinking. She classifies her experience as painful and joyful and talks about how she got benefit from both and how to properly interact with them, and she also referred, indirectly and clearly to the importance of learning the right way to transfer experience.

She reviewed an example of the practice of meta-cognitive thinking to transfer an experience, which was formed because of learning to develop social skills for dealing with people in a specific situation and with specific people, by generalizing that experience or applying it in another social context, as it expressed her concern that this might lead

to poor results due to the different social context, so what may be an appropriate method of social interaction within a culture and with specific people, may not be appropriate in a society with another culture or people with different characteristics. Her talk here agrees with Grassinger, Porath, & Ziegler (2010), who talked about educating talented students and being careful while generalizing or transferring learning experience in another context.

The results reported that there is an effect of self-regulation on the level of Mindfulness, and this is consistent with what the educational literature has showed that the goal of practicing Mindfulness is to develop the capabilities of self-regulation, and this requires the individual awareness, attention, and reminder or what we call insight, which it relies on directing the person toward achieving his goals and improving his quality of life by improving supra-cognitive awareness and organizational processes (Ivtzan & Hart, 2016). In addition, the results indicated the students possess an advanced level of self-organization. This is consistent with many studies that showed that talented students perform better than others, with a statistically significant difference in self-organizing skills, for example; (Bouffard -Bouchard, Parent & Lavirée, 1993; Tortop, 2015; Zimmerman & Martinez-Pons, 1990), In addition, talented students are more efficient in using meta-cognitive thinking skills and transferring learning experiences to new learning situations (Risemberg & Zimmerman, 2010; Stoeger & Sontag, 2012). However, talented students may encounter difficulties and may need someone to help them to regard their mastery practice and self-regulatory strategies in particular (Sontag, Harder, Stoeger & Ziegler, 2012).

As for the fourth topic, personality traits, the results showed the major role that personality traits play in affecting Mindfulness, as well as the effect of personality traits raising the level of association between Mindfulness and social skills. Among those personality traits that affect Mindfulness, which the study revealed its presence in talented high school female students; Independence as the study of Solomon (2005). It is one of the important features, especially for persons who strive for excellence. It also shows that it helps the talented in making their decisions out of self-conviction and contributes to generating traits and desire to take risks proving viewpoint. On the other side, the qualitative results revealed the existence of intolerance of ideas among some talented high school students.

The qualitative results also showed there was a fluctuation in self-concept. This was clear in the feeling of inferiority, self-criticism, and negative comparison with others. By searching the data of the taking part students, five of them registered in the talent classes for this year, and one registered since last year, the researchers suggest that this may explain their fluctuating perception of talent, like Dai, Rinn, & Tan (2013), which examined the effect of talented students moving to gifted students to receive special care classes - the assumption that persons usually use peer groups when judging their academic competencies. This study states that contextual, individual, and developmental factors should be considered in an integrated manner during the provision of services for talent.

The qualitative results showed a clear tendency towards perfectionism and anxiety, and talented classes may support this tendency and increase the psychological stress of the students. However, the results also revealed a high degree of meta-cognitive thinking if it permits a reassessment of the situation, self-direction, and maximization of the positive gains of perfectionism and anxiety.

The educational literature has proven that, besides the features related to high cognitive abilities, talented people may be characterized by perfectionism and anxiety and may suffer from excessive use of these traits, and they may suffer from a low level of self-concept (Davis, Rimm & Siegle, 2017).

However, the previous two sources also mentioned that talented students have a better ability than others at emotional balance. Costa (2003/2011) notes that thinkers usually resort to using skills, knowledge, and self-regulation when they face a problem or challenge. As well as Costa asserts that true talent represents the right way which we have become accustomed to using thinking skills to solve problems. Rather, it results from working habits of mind. In conclusion, modern theories of talent have emphasized the importance of an integrated systemic view of talent that considers both individual and his cognitive and personal characteristics, the environment and the surrounding community in the interpretation and development of talent, and development of affected practices (which include Mindfulness and social skills). It showed this approach the ancient theories focused excessively on explaining talent by personality traits such as intelligence, talent, or superiority while minimizing or completely ignoring the social context entirely and external factors.

Therefore, you see that there is a need to identify the endogenous and exogenous sources to nurture and develop talent (Dai, 2021; Subotnik, Olszewski-Kubilius, & Worrell, 2020; Ziegler, Debatin, & Stoeger, 2019).

Through what mentioned above, the results confirm the importance of stimulating and developing practices related to raising the level of Mindfulness for talented female students, as well as the necessity of evaluating the personal factors and the various environments that would support raising or lowering their level of Mindfulness, and the

necessity to consider and develop those supporting factors through education activities and services for the talented. And the detection of factors that have a negative impact, such as challenges that cause stress, anxiety, and others, and get rid of them or reduce their impact as possible.

Recommendations

Based on the results, the researchers recommend:

- Emphasis on male and female teachers by using strategies that contribute to stimulating and developing mindfulness practices in the activities of learning.
- Activating the role of counseling to enhancing the weaknesses of talented female students.
- The necessity to assess and enhance the environment surrounding talented female students to support mindfulness practices.
- The importance of focusing on developing personal, social, and meta-cognitive thinking skills to develop mindfulness practices.
- Emphasizing the role of family awareness and educators' awareness of talent in a way that supports increasing the level of mindfulness and social skills of talented students.

For Further Research

- Conducting systematic mixed research to investigate the affected factors raising the level of mindfulness.
- Conducting more research on the level of differences between talented and ordinary people, as well as the differences between the sexes in Mindfulness.
- Conducting experimental studies on the impact of programs and services for the talented on raising the level of Mindfulness.
- Researching the effect of local culture on the level of Mindfulness by comparing the results of studies from different settings.

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Appendix 1.
Questions (Focus Group) for Mental Alertness

Parameter Model
First: How would you describe the level of mental alertness among gifted female students in the secondary stage?
1. To what extent can talented female students at the secondary level:
• Paying attention or noticing their internal experiences, such as noticing their feelings and knowing their emotions?
• To what extent can they pay attention to external experiences such as sounds, light, sensations, and various environmental influences?
2. How can the experiences and inner feelings and the ability to express them in words among the gifted female students in the secondary stage?
3. How can the conscious behavior of talented female students in secondary school be described while they are engaged in work with other distractions?
4. To what extent do talented female students at the secondary level tend to make judgments or evaluate their inner thoughts and feelings regarding whether they are good or bad?
5. To what extent can the thoughts and feelings lose the talented female students in the secondary stage in the present moment?
Second: How would you describe the relationship of mental alertness with the social skills of gifted female students in the secondary stage?
To clarify: How might mindfulness (all discussed) have anything to do with the social skills of gifted female high school students?

Student Model
First, how would you describe your level of mental alertness?
1. How far can you
• Paying attention or noticing internal experiences, such as noticing your feelings and knowing your emotions?
• To what extent can you pay attention to external experiences such as sounds, light, sensations, and different environmental influences?
2. How would you describe and express your inner feelings or experiences in words?
3. How conscious can you act in the work you are involved in, even with other distractions?
4. To what extent do you tend to judge or evaluate your inner thoughts and feelings for good or bad?
5. To what extent can thoughts and feelings make you lose focus in the present moment?
Second, how would you describe the relationship of your level of mental alertness to your social skills?
To clarify: How might mental alertness (all discussed) have anything to do with your social skills?