Achieving Social Skills From The Perspective Of Self- Concept In The Gifted Individual.
A Field Study On A Sample Of Gifted Middle School Students In Ghardaïa

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Abstract:

The article aims to determine the level of self-concept and the level of social skills, examine the relationship between them, and highlight the differences according to the variables of gender (males, females) and family type (extended, nuclear) among a sample of gifted middle school students in Ghardaïa.

The descriptive approach was used on a sample of 112 students, divided into 34 as a pilot sample and 78 as a main sample. The sample was identified using a teacher nomination form developed by Mekhout Fatiha (2020) and the Renzulli Scale for Gifted Characteristics (2017) across three middle school levels (grades 2, 3, and 4) in educational institutions (public, private, and independent) in Ghardaïa, distributed across the following middle schools: Tawenza Scientific School, Al-Islah Institute for Girls (Hawasha Branch), Sheikh Ammi Said Institute (Belghenam), Al-Nour Quranic School for Girls, and Imam Rabie bin Habib School. The study tools consisted of the Self-Concept Scale developed by the researcher " Rabie Louahadj" (2021) and the Social Skills Scale developed by "Abdul Rahman Mohamed Al-Sayed" (1998). The study concluded that there is a correlational relationship between self-concept and social skills, and that there are no significant differences between the two concepts attributed to the variables of gender or family type.

Keywords: self-concept, social skills, gifted

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Casino Anna Maria (2021) linked the self-concept of gifted adolescents to their psychological and social development, as it represents one of the aspects of the lives of gifted individuals. They strive to achieve self-autonomy and build successful social relationships. In this context, researchers have emphasized the importance of the social dimension, which serves as a foundation for self-concept. It organizes an individual's perceptions and conceptions, which are shaped through enjoyable social experiences, thereby influencing the individual's lifestyle, beliefs, and values toward life.

Gifted individuals face real challenges between the demands and privileges of academic life and the temptations of material life. As a result, they are in critical need provide psychological and social care and create suitable conditions that align with their areas of excellence, particularly by offering material resources that meet some of the requirements for nurturing their talents by offering specialized training programs designed for gifted individuals and multidisciplinary team, and other support mechanisms tailored to the gifted population. These measures assist both the gifted individuals and their parents in supporting them and providing a healthy family environment. They also enable teachers to deliver specialized   educational services to this distinguished group, fostering the development of their talents and training them to flexibly navigate life's changes that they may encounter in their personal, psychological, academic, creative, and social trajectories

2. Problematic:

The concept of self-concept and its importance lies in understanding an individual's perceptions and conceptions of themselves and the external world in which they live. This has been emphasized by numerous researchers, most notably the contributions of Carl Rogers (1951), In which the self is regarded as the core of Rogers' theory, and he was among those who excelled in writing about it, considering it the essence of personality formation and development (Sobhi, 2012, p. 26).

Social skills also contribute to the development of a learner's personality in alignment with a clear definition of their self-concept. The more social skills they acquire, the more they are able to build social relationships and communicate effectively and productively in various surrounding situations—whether positive or negative, depending on their level of skills. In this regard, Riggio (1999) defines social skills as "the individual's ability to express emotional and social responses verbally, along with their ability to control and regulate non-verbal expressions." This does not conflict with the individual's ability to freely express their

opinions and defend their rights, which is referred to as self-assertiveness (Ronald Riggio, 2005, p. 8). Some researchers have noted that students who face social problems may experience a negative impact on their self-understanding and personal dissatisfaction, as well as on the healthy and positive development of their attitudes and inclinations toward learning and academic achievement (Abdul Rahman, 2011).

Most theories emphasize the importance of the social dimension, as the foundation for self-esteem is built on enjoyable social experiences gained through socialization whether within the family or peer groups. Both influence the attitudes, perceptions, and internal beliefs of gifted individuals, as well as their attitudes toward the environment in which they live. (Casino, A., & others, 2021, p. 3).

The interest of middle school students is manifested in forming positive relationships, driven by their desire to achieve self-realization, not to mention the differences that exist among them. As confirmed by some studies conducted on gifted students, such as those by Zayat and Winton, in explaining students' academic problems, these issues are attributed to factors experienced by gifted individuals due to reasons within the school environment, such as a lack of respect and appreciation for the child within the school environment, as well as social factors like peer pressure, and personal factors such as low self-esteem and poor self-regulation. As concluded by Jajel's study, negative self-concept was attributed to psychological reasons, lack of motivation, and other factors (Al-Khalifa, 2006, p. 4)."

Within the scope of our observation and field practices with middle school students, we have noted the influential role of the environment in the learner's self-esteem and social acceptance. This facilitates their gradual growth and development towards maturity, enabling them to attain personal and social competence. Given the importance of the middle school stage, the researcher emphasizes the need to examine the levels of self-concept and social skills. stemming from the research problem, by exploring the relationship between these two variables among gifted middle school students.

2.1 Study Questions:

• Is there a statistically significant relationship between self-concept and social skills among middle school students?

• Are there statistically significant differences in the relationship between self-concept and social skills among gifted middle school students attributed to gender?

• Are there statistically significant differences in the relationship between self-concept and social skills among gifted middle school students attributed to family type?

2.2 Study Hypotheses:

• There is a statistically significant relationship between self-concept and social skills among gifted middle school students in Ghardaïa.

• There are no statistically significant differences in the relationship between self-concept and social skills among gifted middle school students in Ghardaïa attributed to gender (males, females).

• There are statistically significant differences in the relationship between self-concept and social skills among gifted middle school students in Ghardaïa attributed to family type (extended, nuclear).

2.3 **Study Concepts:**

• **self-concept:**

▪ **Carl Rogers (1942) defines the self-concept as :** 'The organized, consistent conceptual whole comprised of perceptions of self-characteristics (I), perceptions of its relationships with others, and perceptions of various aspects along with the values associated with these perceptions. This concept develops through socialization, learning, and the process of continuous evaluation' (Al-Asimi, 2015, p. 40)

▪ **Ahmed Al-Zahran (1980) defines the concept of self as:** "The self is the being of the individual or person. The self develops and gradually differentiates from the perceptual field, forming its structure through interaction with the environment. It encompasses the perceived self, the social self, and the ideal self. The self may internalize the values of others and strives for adaptation, balance, and stability as a result of maturation and learning, ultimately becoming the core around which all experiences are organized" (Al-Zahran, 1980, pp. 82-83). do the same thing

▪ **Self-concept (operational definition)**: Threhensive sum of perceptions, feelings, emotions, values, attitudes, and practices that an individual recognizes about themselves, expressed through the first-person pronoun (I) through: their social behavior towards the (social self); their cognitive formation towards the (academic self); their internal personality towards the (psychological self); their emotions and desires towards the (spiritual self); their possessions towards the (material self). It is represented by the total score obtained by the middle school student on the Self-Concept Scale of Rabie Louahadj (2021), used in this study."

• **social skills:**

▪ **Argyle (1981) defines social skills as:** "the ability to produce desired effects on others in social situations. Thus, interacting with others represents a degree of social reinforcement provided by the participating individual, in return making their presence desirable and appreciated" (Abu Mansour, 2011, p. 23).

▪ **Riggio (1986) defines social skills as:** 'The individual's ability to express emotional and social cues, receive and interpret the emotions of others, awareness of the rules and norms of social interaction patterns, their

skill in controlling and regulating their non-verbal expressions, and the ability to perform roles and present themselves appropriately in social situations' (Muaffaq, 2017, p. 22).

▪ **Social skills (operational definition):** A set of specific cognitive, emotional, and behavioral components that rely on an individual's ability to express and interpret them, their awareness of interaction patterns, and their ability to regulate their skills with others, within the framework of achieving personal and social goals. It falls under the following dimensions: 'principle of social interaction with others, expression of positive and negative emotions towards the individual, regulation of emotions in social situations.' It is represented by the total score of dimensions obtained by the student on the Social Skills Scale of Elsayed Abdelrahman (1998), used in this study.

▪ **Middle School Students**: A transitional stage between primary education and secondary education, during which learners acquire a set of competencies over four years of progression. This refers to students enrolled in the middle school stage (grades, 2, 3, and 4) across the following educational institutions: private, independent, and public schools in Ghardaïa for the academic year 2023-2024.

▪ **Talent:** A set of psychological, cognitive, behavioral, skill-based, social, and academic characteristics and traits that manifest in various domains as indicators of excellence, creativity, and innovation among gifted and high-achieving students compared to their average peers. Operationally, it is defined as gifted students who achieve the total score on the Renzulli Scale for Gifted Characteristics (2017) in the middle school stage, which is used in this study for sample selection.

3. previous studies:

3-1- Arabic Studies:

▪ **Study by Al-Farhan Abdulrahman (2023): "Gender Differences among High-Achieving and Gifted Students in Self-Concept and Some of its Dimensions,"** aimed to identify gender differences among high-achieving and gifted students in self-concept and some of its dimensions". The study sample consisted of 190 high-achieving secondary school students (80 males and 115 females) and gifted students (30 males and 41 females) enrolled in Al-Farwaniyah schools in Kuwait for the academic year 2022-2023. Several tools were used for sample selection, including the application of the Creative Ability Test and Raven's Matrices. Three instruments were employed to test the study sample: the Thinking and Innovation Ability Test (prepared by Mamdouh Al-Kinani, 2017), and the Self-Concept Dimensions Scale (prepared by the researcher, 2022). The study results revealed that there were no statistically significant differences between the mean scores of gifted male and female students in self-concept and some of its dimensions. (Al-Farhan, 2023, pp. 782-783)."

▪ **Study by Louahadj Rabie (2021): "The Effectiveness of a Counseling Program Based on Counseling Needs to Improve Self-Concept among Third-Year Secondary School Students,"** aimed to determine the effectiveness of a counseling program based on counseling needs to improve self-concept among third-year secondary school students at Ammi Saeed High School in Ghardaïa city. The study sample consisted of 24 students during the academic year 2018-2019, selected through stratified random sampling. The researcher adopted an experimental approach and applied a self-concept scale developed by the researcher. The results of the study revealed: a decline in self-concept scores among the sample. (Louahadj Rabie, 2021, pp. 142-143).

▪ **Study by Abdul Rahman Mohamed Elsayed (1998): "Social Skills and Their Relationship to Depression and Despair Among Children,"** aimed to identify the extent and direction of the relationship between social skills among children and to standardize the social skills scale for children in the Egyptian Arab environment." The sample consisted of 252 children in the primary education stage, aged between 9 and 12 years, with a total of 35 children of both genders and an IQ range of 90-110. The Social Skills Scale for Children (Matson et al., 1983) was applied to them. The results indicated a statistically significant negative correlation at the 0.01 level between the dimensions of the social skills scale for children. (Abdul Rahman Mohamed Al-Sayed, 1998, pp. 9-40).

3.2 Foreign Studies:

▪ **Study by Balero Natalia and Castaño Elena (2021): "Self-Concept in Social Networks and Its Relationship with Influence Among Adolescents."** The study aimed to: "examine the impact of social networks on the construction of self-concept and perceived emotions during adolescence, as well as their relationship and influence on the sample." The study included 350 male and female students from high schools and universities in the Extremadura region, Spain, with participants aged between 14 and 19 years. The sample was selected using a cluster sampling method. The Self-Concept Model 5 (AF-5) developed by García and Musitu (2014) was applied to adolescents and adults. The results revealed differences in all dimensions of self-concept among 24% of the participants, with the social dimension accounted for 51.4% of the participants. (Balero & Castaño, 2021, p. 611).

▪ **Study by Casino Anna Maria et al. (2021): "Emotional Intelligence and Self-Concept in Analyzing Relationships Among Gifted Students."** The study aimed to explore: "the relationship between emotional intelligence profiles and both self-concept and self-esteem among gifted students." The sample consisted of 118 gifted students and 122 non-gifted students, aged between 8 and 18 years, from regular Spanish schools. The Self-Concept Model (5FA) by García Grau et al. was applied to them. The researchers used cluster analysis methodology. The results revealed

differences between emotional intelligence profiles and dimensions of self-esteem and self-concept among gifted students, while no differences were found among the non-gifted student group.

▪ **Study by Paniagua Infantes et al. (2022): "Differences in Self-Concept Between Gifted and Non-Gifted Students: A Meta-Analysis from 2005 to 2020."** The study aimed to collect and compare studies conducted between 2005 and 2020. The total sample included 6,443 gifted participants and 11,320 non-gifted participants across all studies. The types of studies included longitudinal, cross-sectional, experimental, and quasi-experimental, with participants aged between 6 and 21 years according to the international organization classification. Gifted students were identified based on: IQ scores, nominations, achievements, attendance, and enrollment in gifted programs. The measurement tool was the self-concept scale according to Shavelson et al. (1976). The results of the studies showed that gifted students scored higher than their non-gifted peers. (Paniagua, & others, 2022, pp. 278-286).

4. Commentary on Previous Studies:
- **In Terms of Objectives**: This section includes studies that focused on examining self-concept in light of its dimensions and exploring gender differences. This aligns with the study of Paniagua, Infantes, & others (2022) and Balero, Natalia, & Castaño, Elena (2021). Meanwhile, the study by Louahadj Rabie (2021) focused on assessing the effectiveness of a counseling program to improve self-concept among male students only. The studies by Casino, Anna Maria, & others (2021) and Paniagua, Infantes, & others (2022) addressed self-concept among both gifted and non-gifted adolescents. Additionally, the study by Balero, Natalia, & Castaño, Elena (2021) also explored this topic. Notably, the study by Paniagua, Infantes, & others (2022) distinguished itself by compiling nearly all studies from 2005 to 2020 that addressed the topic of our study self-concept among gifted individuals, revealing differences through a meta-analytical approach.

- **In Terms of Sample Type and Size**: Regarding the type and size of the sample, the studies encompassed educational stages across primary, middle, and secondary levels, including both gifted and non-gifted students. The study by Paniagua, Infantes, & others (2022) included the largest sample, comprising 6,443 gifted and 11,320 non-gifted individuals, spanning middle childhood to late adolescence. In contrast, the study by Louahadj Rabie (2021) featured the smallest sample, consisting of 24 students selected through stratified random sampling from various scientific streams in secondary education. Two studies agreed on using cluster sampling methods. The study by Casino, Anna Maria, & others (2021) distinguished itself with a sample of 118 gifted and 122 non-gifted

students aged 8–18 years, from which we can benefit regarding the study sample population of gifted individuals and the age range.

- In Terms of Methodology: The study by Al-Farhan Abdul Rahman (2023) and the study by Abdul Rahman Mohamed (1998) both agreed on using the descriptive approach.

- In Terms of Tools: Most studies agreed on using the self-concept scale, however foreign studies differed in their study environments, i.e., not from an Arab environment. For example, the study by Paniagua et al. (2022), which compiled several studies from different foreign environments where the Shavelson (1976) self-concept scale was applied under specific conditions. The study by Louahadj Rabie (2021) distinguished itself by using a self-concept measurement tool developed by the researcher according to the local (geographical) environment. As for the tools used to identify gifted adolescents, they varied and diversified according to the objectives of each study.

- In Terms of Results: Through a careful reading of the studies' results, we observe points of agreement in their findings. For example, the study by Louahadj Rabie (2021) concluded that there was a decline in self-concept scores among the sample. Regarding differences, the studies by Balero, Natalia, & Castaño, Elena (2021), Paniagua, Infantes, & others (2022), and Casino, Anna Maria, & others (2021) all found differences in the dimensions of self-concept among the study sample. The study by Louahadj Rabie (2021) stood out in testing relational hypotheses with the variable of self-concept, which aligns with the variable in the current study, making it useful for interpreting results. Additionally, the studies that addressed differential hypotheses, such as Casino, Anna Maria, & others (2021), Paniagua, Infantes, & others (2022), and Balero, Natalia, & Castaño, Elena (2021), are valuable for interpreting the hypotheses of the current study.

5. Field Framework:

5.1 Study Methodology: The researcher adopted the descriptive approach in the current study to verify the study hypotheses and reach the final results following the fundamental steps known in this method, which is the most suitable approach for this study.

5.2 Study Boundaries: The study was conducted in educational institutions (public, private, and independent) in Ghardaïa. The pilot study was carried out between March 3, 2024, and March 21, 2024, while the main study took place between April 14, 2024, and April 30, 2024. The sample included gifted male and female students enrolled in the middle school stage across three levels: grades 2, 3, and 4.

5.3 Study Population and Sample:

Table (01): Shows the distribution of the Study Population Across Middle Schools

Total Number by Grade Levels				
Middle Schools	**Grade 2**	**Grade 3**	**Grade 4**	**Total**
Tawenza Scientific Middle School	57	50	47	154
El-Islah Institute for Girls (Hawasha Branch)	71	92	73	236
Sheikh Ammi Said Belganam Institute	91	2	92	245
Al-Nour Quranic School for Girls	45	32	23	100
Imam Rabie Ben Habib Middle School	448	377	226	1051
Total	**712**	**613**	**461**	**1786**

6. Study Sample:

6.1 Nomination Forms (Giftedness Traits):

Table (02): Shows the number of forms distributed to teachers by middle schools.

Middle School	Num of Teachers	Num of Forms Distributed
Tawenza Scientific Middle School	07	07
El-Islah Institute for Girls (Hawasha)	03	03
Imam Rabie Ben Habib Middle School	05	02
Al-Nour Quranic School for Girls	04	01
Sheikh Ammi Said Belgnam Institute	03	03
Total	**22**	**16**

6.2. Application of Renzulli's Scale (for Traits of the Talented):

Table No. (3): Shows the sample of nominated students according to the traits list provided to teachers.

	Total Number Based on Teacher Nominations				
Middle Schools	**Grade 2**	**Grade 3**	**Grade 4**	**Total**	**Percentage**
Tawenza Scientific Middle School	26	15	20	61	28.39%
El-Islah Institute for Girls (Hawasha Branch)	23	32	28	83	38.60%
Sheikh Ammi Said Belganam Institute	9	5	7	21	9.76%
Al-Nour Quranic School for Girls	7	6	5	18	8.37%
Imam Rabie Ben Habib Middle School	7	14	11	32	14.88%
Total	**72**	**72**	**71**	**215**	**100%**

7. Main Study Sample:

Table (04): Shows the main sample of gifted students after applying the Renzulli Scale.

Middle Schools	Gifted Students				
	Grade 2	Grade 3	Grade 4	Total	%
Tawenza Scientific Middle School	4	4	3	11	14.10%
El-Islah Institute for Girls (Hawasha Branch)	13	9	9	31	39.75%
Sheikh Ammi Said Belgnam Institute	5	4	4	13	16.66%
Al-Nour Quranic School for Girls	5	2	2	9	11.54%
Imam Rabie Ben Habib Middle School	1	9	4	14	17.95%
Total	**28**	**28**	**22**	**78**	**100%**

The main study sample consisted of 78 students, distributed across five middle schools

2. Table (05): Shows the characteristics of the sample by gender and family type.

Gender	Frequency	Percentage	Family Type	Frequency	%
Male	17	21.80%	Extended	12	15.39%
Female	61	78.20%	Nuclear	66	84.61%
Total	**78**	**100%**	**Total**	**78**	**100%**

7. Study Tools:

7.1 Self-Concept Scale by the researcher " Louahadj Rabie" (2021): The scale consists of 40 items distributed across 5 dimensions (Social Self, Academic Self, Spiritual Self, Material Self, and Psychological Self). The items are divided into 20 positive statements and 20 negative statements. The respondent answers each item using one of the following alternatives: "Strongly Agree," "Agree," "Sometimes Agree," or "Never Agree." Responses are scored on a scale ranging from 1 to 4, resulting in a total score for the respondent ranging between 40 and 160 points. A higher score indicates a high level of self-concept, while a lower score indicates a weak level of self-concept among gifted students.

2- Social Skills Scale by the researcher "Abdul Rahman Mohamed Al-Sayed"   (1998):
The   scale   consists   of 57   items distributed   across 5 dimensions (Principle of Interaction, Expression of Negative Feelings, Social and Emotional Regulation, Expression of Positive Feelings). The scale was adapted to ensure its suitability for the Algerian environment

and its relevance to gifted middle school students. Some indicators were added to the dimensions of the scale, which is designed for students in grades 2, 3, and 4 of middle school. Subsequently, the scale was modified in its revised form. Some reviewers' comments included adjusting certain words in the operational definitions of the dimensions that were not suitable for the operationalization of the dimension with the study sample. as well as some items that did not belong to the dimension, which were rephrased. The scale was then presented to reviewers from Algerian universities and specialized educators from educational institutions. The number of items ranges from 13 to 21 per dimension, with the scale comprising a total of 87 items. The items are divided into 33 positive statements and 34 negative statements. The respondent answers each item using one of the following alternatives: "Always," "Sometimes," or "Never." Responses are scored on a scale ranging from 1 to 3, resulting in a total score for the respondent ranging between 67 and 201 points. A higher score in any dimension indicates a high level of social skills, while a lower score in any dimension indicates a lack or deficiency in social skills among gifted students.

8. Research Results:

81.First Hypothesis: "There is a statistically significant correlation between self-concept and social skills among gifted middle school students in Ghardaia."

Table (06): Shows the relationship between self-concept and social skills.

Variables	Sample	Mean	Standard Deviation	Degrees of Freedom	Calculated "r" Value	Significance Level
Self-Concept	78	122.01	13.65	76	0.72	0.01
Social Skills		169.64	10.97			

The Pearson correlation coefficient value in the table (r = 0.72) is statistically significant between the total score of the self-concept scale and the total score of the social skills scale at a significance level of (0.01). This indicates that the hypothesis has been realized.

The results of the first hypothesis support the prevailing view that individuals who achieve a high score of self-concept have the ability to build confidence in themselves, perceive themselves as capable and competent, as well as being liked by others. This position is supported by Mruk (1999), who highlights that self-esteem and social skills share an important component, which is "competence" (Mubarak, 2003, pp. 192-193). The strength of the relationship between interaction skills and self-concept can be explained by the strong positive correlation recorded

between the principle of interaction dimension and the dimensions of self-concept at a significance level of (0.01). This means that self-concept and social skills converge in the individual's actual practice and the appropriate skills they possess, referred to as the concept of social competence. This is demonstrated through the impact the individual leaves with these skills in interactive situations. It also stems from the strong correlation between social self and social skills dimensions at a significance level of (0.01). This is explained by the personality traits theory when the student uses these skills appropriately in social situations that align with the social environment, seeking to achieve personal goals and attain a specific social status among their peers, thereby gaining respect and appreciation from others, especially classmates. This, in turn, helps the individual take on beneficial roles through which they seek to enhance their self-esteem or achieve scientific and practical accomplishments such as creativity, innovation, and more. Consequently, we can say that they possess social competence and a positive self-concept.

8.2. Second Hypothesis: "There are statistically significant differences in the relationship between self-concept and social skills among gifted middle school students in the state of Ghardaia attributed to gender (males, females)."

Table (07): Shows the relationship between self-concept and social skills among males.

Variables	Sample	Mean	Standard Deviation	Deg of Free	Calculated "r" Value	Sign
Self-Concept	17	120.47	11.94	15	0.66	0.01
Social Skills		169.23	12.01			

The correlation value between the study variables for the male sample "r" (0.66) at a significance level of (0.01), which is a strong positive correlation value between self-concept and social skills.

Table (08): Shows the relationship between self-concept and social skills among females.

Variables	Sample	Mean	Standard Deviation	Degr of Free	Calculated "r" Value	Sign
Self-Concept	61	122.44	14.15	59	0.75	0.01
Social Skills		169.75	10.77			

The value of Pearson's correlation coefficient for the female sample "r" (0.66) at a significance level of (0.01), which is a strong positive correlation value between self-concept and social skills.

Table (09): Shows the significance of differences between males and females in the relationship between self-concept and social skills.

Methods Variable	Category	Sample	Calculated "r" Value	Corresponding "z" Value	Differences	Sign
Gender	Males	17	0.66	0.89	-0.28	Not Significant
	Females	61	0.75	0.97		

The previous table clarifies the significance of differences between males and females in the relationship between self-concept and social skills. The male group achieved a Pearson correlation coefficient ("r") of (0.66), while the female group achieved a Pearson correlation coefficient ("r") of (0.75). As for the differences between genders, the result is negative, estimated at (-0.28), which is not statistically significant. Therefore, there are no differences in the relationship between the two variables. Consequently, we accept the null hypothesis, which states that there are no differences in the relationship between self-concept and social skills among gifted middle school students in Ghardaia attributed to gender (males, females).

The results of the hypothesis align with the study by Al-Dhafeeri Salwa (2021), which indicates the absence of statistically significant differences in self-concept attributed to the gender variable. They also align with the study by Al-Farhan Saad (2023), which found no differences between genders in the mean scores of high-achieving students in self-concept. Additionally, they are consistent with the study by Anierobi (2020) and the study by Al-Farhan Saad (p. 785). As for the study by Karam Mawfiq (2017), it concluded that there are no differences between genders in the level of social skills and some factors. Similarly, the study by Abdul Rahman Mohamed (1998) found no statistically significant differences between genders in the total score of the social skills scale.

We interpret the study results by the presence of cultural, social, and even physiological influences on learners. We live today in a world witnessing rapid technical and technological development, characterized by comprehensive openness to the external world for all groups without exception. Digital tools and diverse technological means are readily available to adolescents, who are exposed to the same inputs and outputs. This results in primarily similar psychological, health, social, and cultural outcomes between the genders in the study sample.

In reality, there are no longer differences between genders in general, as they live in the same environment and benefit from the same educational methods provided by their parents, especially at the end of childhood and the beginning of adolescence. These factors, among others, have contributed to the absence of distinct roles practiced by males and females

alike, in addition to the nature of traits and characteristics between gifted males and females and the lack of role specificity between the two genders.

8.3. Third Hypothesis: "There are no statistically significant differences in the relationship between self-concept and social skills among gifted middle school students in Ghardaia attributed to family type (extended, nuclear)."

Table (10): Shows the relationship between self-concept and social skills among students from nuclear families.

Variables	Sample	Mean	Standard Deviation	Deg of Free	Calculated "r" Value	Sign
Self-Concept	66	122.89	13.62	64	0.72	0.01
Social Skills		170.43	10.14			

The Pearson correlation coefficient "r" (0.72) at a significance level of (0.01) indicates a strong positive correlation between the scores of the self-concept scale and the social skills scale among individuals from nuclear families.

Table (11): Shows the relationship between self-concept and social skills among students from extended families.

Variables	Sample	Mean	Standard Deviation	Degrees of Freedom	Calculated "r" Value	Sign
Self-Concept	12	117.16	13.36	10	0.74	0.01
Social Skills		165.25	14.53			

The Pearson correlation coefficient "r" (0.74) at a significance level of (0.01) indicates a positive correlation between the scores of the self-concept scale and the social skills scale among individuals from extended families.

Table (12): Shows the significance of differences between nuclear and extended families in the relationship between self-concept and social skills.

Methods Variable	Category	Sample	Calculated "r" Value	Corresponding "z" Value	Differences	Sign
Family Type	Nuclear	66	0.72	0.91	-0.11	Not Significant
	Extended	12	0.74	0.95		

The previous table illustrates the significance of differences between the number of students belonging to nuclear families (66 gifted students) with a Pearson correlation coefficient ("r") of (0.72), while the number of students belonging to extended families (12 gifted students) with a Pearson correlation coefficient ("r") of (0.74). As for the difference value (-0.11), it is not statistically significant. Therefore, we accept the null hypothesis, which states that there are no statistically significant differences between nuclear and extended families in the relationship between self-concept and social skills.

The study by Al-Shaarawi et al. (2013) concluded that the most important factors that improved the family environment and alleviated many problems represented in the high educational level of the parents and training children on positive behavioral models rather than negative ones. These models are more prevalent in extended families compared to nuclear families. Similarly, the study by Al-Abadi (2012) found positive differences   favoring higher self-concept averages among the sample of children of divorced mothers living in shared households with their relatives (the divorced mother's family), i.e., in extended families, compared to their peers from divorced mothers living in their own private households (independent).

When considering the independence of the family, we find that the nuclear family has not become independent in its function from the extended family. We observe that nuclear families in the local community are distinguished by social, cognitive, and cultural specificity. The methods of dealing with adolescents strongly indicate the formation of their personality and identity, in addition to peer groups, which become a central focus for adolescents, as they transition from dependence on their parents to independence and the multiplicity of social and psychological references. Therefore, the role of the nuclear family during this stage is considered a source of inspiration for adolescents, providing them with opportunities to practice various roles, such as being a brother, son, student, leader, and more.

The study by Bouthalja Al-Haja (2022) discussed the impact on the contemporary Algerian family, noting that it still retains some remnants and characteristics of the extended family. The data in the study indicated that Algerian families place significant emphasis on the educated segment within nuclear families, particularly among females, in shaping an achievement-oriented personality characterized by independence, self-control, self-confidence, rational behavior, and the ability to plan for the future. This is attributed to the dominance of democratic tendencies in family discussions between parents and children, and the decline of authoritarian relationship between parents.

9. Summary:

The research aimed to explore the relationship between self-concept and social skills and to highlight whether differences exist in this relationship based on the variables of gender and family type among a sample of gifted middle school students in Ghardaia. This was conducted using a descriptive approach on a sample of 112 students from the second, third, and fourth years of middle school in public, private, and independent institutions. The sample was divided into a pilot sample (34 students) and a main sample (78

students), identified using the teacher nomination form developed by the researcher Mekhout Fatiha (2020) and the Renzulli Scale (2017).

Following the procedures for identifying the study sample, the research tools were applied, including the Self-Concept Scale developed by the researcher Louahadj Rabie (2021) and the Social Skills Scale developed by Abdul Rahman Mohamed (1998), which was adapted to align with the local environment.

After statistical analysis, the study concluded the following:

• There is a statistically significant correlation between self-concept and social skills at a significance level of (0.01) with a correlation coefficient of (0.72) among gifted middle school students in Ghardaia city.

• There are no statistically significant differences in the relationship between self-concept and social skills among gifted middle school students in Ghardaia city attributed to gender (males, females), as the difference coefficient (-0.28) is not statistically significant.

• There are no statistically significant differences in the relationship between self-concept and social skills among gifted middle school students in Ghardaia city attributed to family type (extended, nuclear), as the difference coefficient (-0.11) is not statistically significant.

In light of the previous results, we propose and recommend the following:

• Enhancing the identification of gifted students at early stages by educators and specialized researchers to provide the necessary care at a young age through the provision of psychological, social, and educational services.

• Valuing the teacher nomination form for gifted students and emphasizing the use of the Renzulli Scale as tools for identifying gifted characteristics—especially in middle school—and, based on this, planning pedagogical lessons and employing modern teaching methods that enhance students' abilities and academic achievement.

• Utilizing the psychological tools used in this study (Self-Concept Scale, Social Skills Scale) and applying them to different samples of middle school students and those preparing for the middle school certificate.

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