

# THE CARE FOR GIFTED STUDENTS AT THE PRIMARY STAGES AS PERCEIVED BY THE PROGRAM WORKERS IN SOUTHERN GOVERNORATES OF JORDAN

**Dr. Abdelraheem Al-Mahasneh**  
Faculty of Educational Sciences  
Tafeelah University

*Abstract*— This article explores learner language of Japanese EFL students by analyzing linguistic errors in their essays and investigates the significant difference of error types by their levels of writing proficiency. The collected errors were categorized by error types to compile frequent error types characterizing different proficiency levels. The results show that the most common errors for all the students are related to wrong words and sentence structures. They also show that the elementary-level students frequently make spelling errors, while the intermediate-level students often make verb-related errors. The case study presented here contributes to a better pedagogical approach to promote Japanese EFL students' accurate writing skills evidenced by error analysis from a comparative linguistic perspective.

## I. INTRODUCTION

The gifted children are the wealth for their countries, therefore the care for them means a development and growth of these countries. The care for gifted children is a real fact not imagination. The modern education in most countries emphasized the importance of care for gifted children and facilitated the opportunities for them to renew their skills and talents.

Since ancient times, the education specialists were interested in genius intelligence and supremacy of achievement, and explored the distinguished children through research in theory and experiments. They developed dedicated programs for the gifts children and designed tests and scales to screen and provide them the necessary care and effective programs. Therefore, the process of Measurement and Assessment is important in education since it is applied in measuring the academic achievement, intelligence and personality. These aspects activate the class tasks and student assessment (Jarwan, 2002).

The importance of discovering the gifted children stems from the following:

1. Importance of childhood stage in framing the personality and mentality of the person in future.
2. It is a rich stage to recognize the gifted children since they haven't been exposed to social traumas and problems that hide some talents.
3. If the gifted children has been discovered early in education stages, it will be easy to follow them up in the subsequent stages with care and through dedicated programs that enhance their different potentials and talents.
4. Educators who deal with gifted children can track the impacts of dedicated programs in developing their capabilities and talents.
5. The accurate diagnosis of gifted children potentials will increase their motivity and love of work, which will improve their academic achievement as a result for sequential successes that will increase their self confidence (Zaghloul, 2010).

The care for gifted persons in Arab World is relatively new, where the first patronizing bodies began in 1998, while in Jordan the government established Alhusein Fund for Creativity and Excellence in 2000, and UAE established the Emerates Society of Caring for Gifted Persons in 1998 (Alahamadi, 2005).

The process of discovering gifted persons is the first and the most important stage which determines the subsequent success of care programs and achieving its goals. The design of discovery tools and its preparation has been developed globally recently, where hard efforts have been made by Arab countries to benefits their psychometric features and setting local criteria and training persons to discover the gifted persons(Attallah, 2008).

The developed countries have been involved in exploring early the talents of children and used several tests and measures to explore their readiness and capabilities. These countries focused on care for gifted children upon the

individual's gift so as to enhance their potentials (Shoqair, 1999).

There is a special educational importance for the exploring process of these gifted persons. As Turance emphasizes "The child between 4-4.5 years has increasing potential for illusive and creative imagination, then slows down if he/she has not found the suitable environment and care.

The preschool stage is essential for the child to acquire different psychological and social properties that help him/her to grow up (Alsayid, 2000). For this reason there is an importance for the Kinder Garten stage through which the talents and gifts can be explored by the specialists (Albataynih et al, 2007). Any ignorance of those gifted children may lead them to sneak the school or get delinquency because educational systems ignore or abuse them.

The best instruments applied to explore and recognize the gifted children are the teachers' estimations, tests of intelligence, test of ability for innovative thinking and academic achievement (Al Fahid, 2002).

Teacher is the basic element of learning process success. His/her effective role in developing the personality of learner is very important since the student spends much time with the teacher greater than that with the family. The teacher success is affected by his/her faith of responsibility to educate students including tasks and positive feeling towards the job and his/her ability to interact with students and adapt to the changing environment (Malm, 2003).

The late childhood stage in the primary school is the stage of establishing the basis of values and ethics through which talents and attitudes of children are explored by extracurricular activities (Azzouz, 2009).

The primary stage is considered the most critical stage in the child age since it includes the major part of childhood and it establishes many aspects of learner personality. The knowledge, attitudes and skills acquired by the learner in this stage represent the basis of subsequent growth and personality balance spiritually, socially, mentally, emotionally and physiologically (Alhamid, 2002).

Children are the basic component of society, through whom the society can reshape its future, expectations and ambitions. The kinder garden and primary stages are the richest educational stages that shape, create and develop the child personality, through which we can explore the talented children and assign them the necessary care that enhances their gifts and potentials (Madin, 2006).

The search for drivers that show and direct the behavior of learners is very important due to a positive correlation between availability of mental capabilities that indicate the individual's excellence and his/her capability of personal and social adaptation (Almokhalid, 2012).

William (2007), suggests that there is a tendency by gifted persons to create friendships and participate in the social activities through collaboration, besides that they are characterized by popularity more than their peers and more capable to adapt to the external environment.

The researchers studied the impact of cohesion of gifted children to culturally and socially poor environments on their academic excellence. Guay et al (2004) indicated that children who were grown in families that provide exciting environment for the academic achievement obtained intelligence scores between (130-150), which is a feature of mentally gifted persons.

Kishor and Ma (1997) suggest that the reason of success of the middle and high class families in stimulating the capabilities of mental excellence are attributed to the surrounding conditions which are characterized by great efficiency. These conditions are not available for children of poor families, such as the profession of parents, stimulae in the surrounding environment, expectations of future achievement. Most psychological studies emphasized the importance of environment and family culture in developing the academic excellence and achieving high levels of knowledge.

Tharp (1992) suggests a relationship between academic excellent student and the family he/she belongs to and facilitators. Tharp also suggests that it is possible to increase flexibility through decreasing the cruelty of dealing with student and providing him/her with safe and efficient environment by the custodian.

Hagger et al (1998) indicated that the impact of environment extends since early childhood until adultery. This impact is a function of parents' intelligence and their qualifications. Many studies indicated that children are affected by the family style of education. Mullan et al (1997) indicated a relationship between increasing the scores of academic excellence and the democratic style and acceptance in the family, while less excellent students lived in patriarchal style family.

Diette et al (2000) concluded that gifted children live in families of high economic, social, professional and educational class. They also indicated that the first ranked children in the family are often academically excellent more than their brothers. They showed that the gifted children who

are higher than medium on the scale of personality feature and mental characteristics besides social compatibility.

Kramer et al (1995) concluded that gifted persons are more capable to bear the responsibility and more stable emotionally, more self confident, grit, more optimistic , joyful and more credible.

Smith (2004) indicated that gifted persons are characterized by many features than those of their peers such as:

- Excellence in reading, writing, expression and memory.
- Excellent academic achievement.
- Leadership and determination.
- Self criticism , discipline and cooperation.
- Confidence and emotional balance.
- Self dependence and frank.
- Honest, flexible and curious.

Potter (2005) indicated that mentally gifted children live in families where parents have high qualification, live in active and efficient environment, and the family is interested in the excellence of children and more capable to provide them an educational environment.

#### *A. The Problem of Study*

Despite the efforts made by Jordan to explore and care for the gifted persons in the country, but these efforts paid no attention to the gifted children in the primary school. Such stage is the most crucial one which shapes the future of any individual.

Many studies emphasized the importance of exploring the gifted children and care for them such as Abu Nawas (2006), Althubaiti (2002), Howely (1992), Madani (1006), and Hareeri (2007). The results of these studies show the necessary need for recognizing the programs of exploring and caring for the gifted children at the primary stage in the southern region of Jordan.

#### *B. The Importance of the Study*

The primary school stage is the most important one in the life. The gift student should be explored early or else it will burnout. This study seeks to achieve the following goals:

1. It will contribute to the recognition of the programs dedicated to exploring and assessment of gifted children in the southern region.
2. It will contribute to recognition of teachers' perceptions in this aspect.

We hope to pinpoint the aspects that the programs suffer during exploring, caring for and assessment of the gifted students at the primary school in the southern region that will serve decision maker.

#### *C. Goals of the Study*

1. Recognize the status of the exploring and caring programs for the gifted students at the primary schools in the southern region as perceived by teachers.
2. Recognize the official and unofficial approaches used in exploring the gifted children as perceived by teachers.
3. Recognize the teaching and assessment strategies applied for gifted children as perceived by teachers.
4. Recognize the suitability of organizations and potentials of caring for the gifted children as perceived by teachers.
5. Recognize the available equipments, instruments, projects, care programs, and summer programs that meet the needs of gifted children in the southern region as perceived by the teachers.
6. Recognize the professional competencies of teachers, to explore and care the gifted children as perceived by the teachers.

#### *D. Questions of the Study*

**Q1:** What is the present status of exploring and caring for the gifted children in southern region as perceived by the teachers?.

**Q2:** Are there statistically significant differences at ( $\alpha < 0.05$ ) between the programs of exploring and caring for gifted children in the southern region attributed to the demographic variables (Gender, Experience, Qualification)?.

## II. LITERATURE REVIEW

### *A. Arabic Studies*

Alajiz and Murtaja (2012) study aimed at recognizing the status of gifted and excellent students in Ghaza, and discovering the differences in the responses of the sample according to the gender, qualification and experience, besides investigating the most critical problems that encounter those students as perceived by the teachers. The researchers applied the descriptive and analytical methodology, while the study instrument was a questionnaire. The sample consisted of 46 female and male teachers of Arafat School for gifted male and female students. The responses of the sample focused on that the school has a suitable cafeteria, a socio-psycho counselor, while the students are selected upon their academic record after subjected to tests by schools. The sample added more points to that school and parents cooperate together in order to follow up the students, and the teachers are subject to the supervision of the Ministry of Education and school administration, while curricula consist enrichment activities for improving the skills of students in scientific research. The points emphasized on enhancing the self learning, the difficulty of choosing the future profession, ignorance of the system of accelerated teaching. The study concluded that there were no statistically significant differences attributed to the gender and experience, while there were differences attributed to the qualification where they were to the favor of Bachelor holder in the dimension, of curricula and problems.

Yousif (2012) aimed at identifying the approaches and instruments applied to measure the gift and excellence in Libya. The researcher applied the descriptive methodology. The study found that the exploring approaches were still limited to contests and festivals, the academic achievement measures, intelligence tests, and measures of personal features.

Albudair and Bahibri (2010) study aimed at assessing the program of care for gifted persons in Saudi Arabia as perceived by the officials and supervisors of the program. The researchers applied the descriptive methodology. The results indicated several positive aspects with its competency to re qualify teachers, while there were some obstacles encountered the implementation like the unclear view to the curriculum, bad geographical distribution of schools, lack of labs, lack of knowledge of measurement instruments. The study emphasized the need for allocation of sufficient budgets and potentials for the program.

Alamharmeh (2009) study aimed at assessment of the program of King Abdullah Schools for Excellence in the light of international criteria (measures) of teaching gifted persons. The study sample consisted of all principals (3), teachers (135 M and F) and 36 students of 10<sup>th</sup> and 11<sup>th</sup> grades of these schools. The results indicated that public policies, criteria and procedures used to explore the gifted students, the enrichment curricula, the terms of teachers selection were low compatible

with international slandered, besides that teachers were not trained enough.

Hareeri (2007) aimed at exploring the Kinder Garten gifted children in Ar'ar-Saudi Arabia. The researcher used Pride Scale on a sample of 109 children in Kinder Garten. The study indicated that the scale was highly confident and stable besides it was useful for the research. The study recommended the use of Pride Scale and other scales to help explore more gifted children in Saudi Arabia.

Almuntashiri (2007) study aimed at recognizing the status and requirements of quality in the programs of care for the gifted persons in Saudi Arabia, and identify the major obstacles against these programs. The researcher applied the descriptive methodology. The results indicated that top administration of care for gifted persons makes efforts to provide a dedicated educational environment for this purpose and qualify the teachers besides providing various educational choices to focus on the gifts through exploring them by academic achievement records. The study revealed some obstacles against the program such as unclear vision, strategies and goals and lack of financial support.

Alahmdi (2006) study aimed at discovering the problems and counseling needs for gifted and excellent students. The researcher applied the descriptive methodology. The study revealed some problems that face the gifted students like lack of potentials to practice the activities and hobbies; unsuitable curricula and traditional educational approaches, besides the lack of family potentials to offer tools that develop the talents of the child, and inability of teachers to understand the characteristics of the gifted students and applying unsuitable criteria.

Alghamidi (2006) study aimed at recognizing the care programs oriented towards the gifted students at the primary school in Saudi Arabia. The researcher applied the descriptive methodology. The study indicated that gifted students sitting in the same class with the less gifted students and studying the same curriculum will be affected negatively. It indicated the ignorance of the needs of gifted students, and they suffer frustration and pressure, while the family environment hinders their development and the official departments lack the planning and organization to meet the needs of those student.

Madini (2006) study aimed at recognizing the most crucial obstacles that affect the role of Kinder Garten teachers towards the gifted children. The most crucial obstacles included heavy load of teachers, lack of suitable buildings, lack of equipments, lack of training of teachers, and the failure of administration to play their basic role towards the gifted students. The sample consisted of 36 female teachers of public and private kinder gardens in Jeddah. The study recommended

the spread of awareness of the exploring of gifted students and developing their talents through several means, besides providing the necessary buildings, devices and equipment.

Abu Nawas (2006) study aimed at recognizing the organizational strategies, policies and programs of the institutions of gifted students care. It also aimed at recognizing the perspectives of the encharge people and educators. The sample consisted of 146 academic personal in University of Um Alqura and Abdulaziz Foundation for Care. The researcher applied the descriptive methodology and questionnaire. The study indicated that the primary school is the most important stage through which the exploring and care for gifted students begin. It also indicated that schools and Ministry of Education are responsible of this process. They study recommended the tests of a mean to select the gifted students.

Al Kasi (2004) study aimed at recognizing the care for gifted persons in the centers of some educational regions, besides the approaches used to explore them, and teaching methods applied. The sample consisted of the supervisors of the centers in Saudi Arabia. The study indicated that the content of care programs was somewhat suitable for the gifted students, and the most applied teaching method was brain storming, discussion, problem solving, cooperative teaching and critical thinking. The most approaches used to explore the gifted student, were collective IQ Tests, excellence in academic achievement, teachers' estimations, individual IQ Test, innovative thinking test and behavioral features lists.

Althubaiti (2002) study aimed at assessing the properties and work type of organizational structure besides its suitability for the goals set for it. It also assessed the obstacles that encounter it, the terms of the persons who would be manager of the center, besides the financial resources and equipment. The researcher applied the descriptive surveillance approach. The population consisted of 109 persons including centers managers, unit chiefs and educational supervisors. The study indicated the need for establishing a dedicated department to care for gifted students in the education administration, the structure was unsuitable for goal achievement, lack of financing resources, and weak communications between the head office and branches.

Alshabrami (2002) study aimed at recognizing the contributions of school administration in Beesha to the exploring and care for gifted students, as perceived by principals and supervisors. The researcher applied the descriptive methodology. The sample consisted of 38 supervisors and 168 principals. The results indicated a moderate perception by the sample and no plans set for exploring and care of gifted students.

Nasr (2002) study aimed at recognizing the process of exploring and caring for the gifted students in Egypt. The researcher applied the descriptive methodology. The study recommended a necessary review of educational curricula for the gifted student, modernize the workshops and equipments besides recruiter the qualified teachers.

Jarwan (2001) study aimed at recognizing the experience of Jordan in teaching the gifted students at Jubilee School. The researcher applied the descriptive methodology. The study found there were various programs of care for gifted students, while they were limited to speed up the upgrade of class or enrichment. The study showed some approaches like student record, peers assessment, self assessment and participation in activities of the class.

### III. FOREIGN STUDIES

Almakhalid (2012) study aimed at recognizing the attitudes and knowledge of primary school teachers in Saudi Arabia towards the gifted students. The sample consisted of 700 conventional and 233 dedicated teachers for gifted students. The study showed that both groups have positive attitudes towards teaching the gifted student with higher positive situations for dedicated teachers.

Jeong (2012) study aimed at identifying the perspectives of teachers related to the gifted and excellent children in early childhood. The survey consisted of 119 teachers who responded the questionnaire of 25 items about the topic. The study indicated that most teachers have accurate understanding for the needs of excellence and talents, while they have wrong concepts about the creative experiments of the gifted statement besides they were unsatisfied of the students needs for dedicated services.

Aimer and Lassie (1998) study aimed at recognizing the perspectives of teachers about the gifted students, their problems and suitable teaching methods. The sample consisted of 43 teachers dedicated for gifted students. The study found that effective teaching methods were those which depend on the individual participation, contests, optional courses, assessment according to the ability and diversification, and dedicate classes for them. The study revealed some problems that encounter the gifted students like discussions, criticism and submit questions.

Howley (1992) study aimed at recognizing the most crucial problems and obstacles of dedicated teaching services for gifted students. The researcher applied the descriptive methodology. The sample consisted of 320 persons of parents and teachers of gifted students in Virginia, USA. The

researcher used the questionnaire to collect the data. The study indicated no dedicated programs for the gifted students besides no dedicated approaches and programs in the schools.

Nelson and Prindle (1992) study aimed at comparing the perspectives of the teachers and principals against 24 competencies of the teachers of gifted students. The sample consisted of 104 principals of public schools in remote areas and 24 teachers in 40 educational areas in the middle of USA. The study indicated agreement of both perspectives.

*A. Comments on the Literature Review*

The mentioned studies are similar and different than our study in the following points:

*B. Similarity Points*

1. Our study agrees with Madini (2006) and Almakhalid (2012) in researching childhood.
2. Our study agrees with Madin (2006), Jeong (2010), Nelson and Prindle (1992), Almakhalid (2012) and Aimer & Lassie (1998) in that the population was the teachers of gifted students.
3. Our study agrees with Hariri, Abu Nawas, Althubaiti and Howley in that it researches the exploring and care.

*C. Differences Points*

1. Our study differs than other studies in that it investigates the status quo of exploring and caring for the gifted children at the primary schools in the southern region of Jordan.
2. The population in our study is the teachers of the gifted children at the primary school in the southern region.
3. Our study differs in objectives, place, time span and geographical area applied to.

- **Expected Benefits for our Study:**
- It will benefit the theoretical frameworks designed in the literature.
- It will benefit the reasons and instruments applied in those studies.
- It will benefit the approach of results discussion.

*D. Methodology of the Study*

This study applied the following methodologies:

1. Descriptive-Analytical Methodology:

To identify the problem and describe it in accurate approach, besides scanning the related literature in order to construct the theoretical framework with analysis and comparison.

2. The Social Survey Methodology:

It is applied for data collection of the sample in order to analyze and interpret the results, using SPSS package.

*E. Population and Sample*

The population of this study consisted of all teachers dedicated for the gifted students at the primary school in the southern region of Jordan. The sample consisted of the population by 209 female and male teachers. The questionnaire was distributed while 183 copies were retrieved and valid. The response rate was 87.6% of the population. Table 1 shows the distribution of sample members according to the variables of the study.

**Table 1**

Gender	qualification	Experience			Total
		< 5	5-10	> 10	
Male	Bachelor	11	31	15	57
	Graduate	9	21	10	40
Female	Bachelor	18	14	17	49
	Graduate	7	14	16	37
<b>Total</b>		<b>45</b>	<b>80</b>	<b>58</b>	<b>183</b>

IV. INSTRUMENT

The researcher developed a questionnaire to measure the programs of exploring and care for the gifted students at the primary school in the southern region of Jordan, as perceived by their teachers. The questionnaire consisted of two parts:

1. The first part consisted of demographic information necessary for the responses (gender, experience and years of experience).
2. The second part consisted of dimensions and items which the researcher depended on other studies to complete such as Ala'jiz and Mortaja , (2012), Yousif (2010), Al Kasi (2004), and Al Thubaiti (2002). It applied the five interval Likert Scale by 5 answers (1= extremely disagree; 2= disagree, 3= somewhat agree, 4= agree and 5= extremely agree).

According to this scale, if the arithmetic mean for the items  $\mu > 3.67$  then the perception level will be high, while if  $2.34 < \mu < 3.66$  then the level is medium and if  $\mu < 2.33$  so the level of perception is low. Table 2 shows the dimension and numbers of items:

**Table 2**

Items	Dimension
Total	Programs of exploring and care for gifted students.
1-8	Approaches applied to explore gifted students.
9-16	Teaching strategies applied for gifted students.
17-22	Equipments, Devices, Projects and Programs of care.
23-29	Professional competencies of teachers.
30-36	Suitability of organization, potentials and equipments.
37-40	Assessment strategies applied.

#### A. Confidence of Instrument

The confidence was verified by:

- Confidence of arbitrators who were specialized academic staff in Jordanian Universities to judge the questionnaire in terms of clarity, quality, relevance to the topic. The questionnaire was modified upon 80% of arbitrators opinions to fit the local environment, with 40 items.
- Internal structure confidence scale of 50 items which was applied over a sample of 20 teachers who were not included in the study sample. The researcher calculated Pearson Coefficients between the score of individual for each item and his/her total score as shown in Table 3.

**Table 3**

Coefficients of internal structure confidence for the programs.

Item No.	Corre. Coeff.	Item No.	Corre. Coeff.	Item No.	Corre. Coeff.	Item No.	Corre. Coeff.
1	0.370**	11	0.384**	21	0.508**	31	0.194**
2	0.362**	12	0.366**	22	0.448**	32	0.569**
3	0.495**	13	0.334**	23	0.521**	33	0.344**
4	0.518**	14	0.414**	24	0.365**	34	0.145*
5	0.552**	15	0.320**	25	0.524**	35	0.439**
6	0.664**	16	0.426**	26	0.643**	36	0.403**
7	0.402**	17	0.374**	27	0.402**	37	0.394**
8	0.341**	18	0.311**	28	0.452**	38	0.395**
9	0.446**	19	0.308**	29	0.518**	39	0.520**
10	0.321**	20	0.476**	30	0.568**	40	0.462**

\*=  $\alpha \leq 0.05$ , \*\*=  $\alpha \leq 0.01$

Table 3 shows good and acceptable correlation coefficients, where the highest correlation was 0.664 for item 6 and the lowest one was 0.150 for item 34. It was noticed that all coefficients were significant at  $\alpha \leq 0.05$ .

#### B. Instrument Stability

The researcher calculated the stability coefficient by using Cronbach Alpha for internal consistency, where the questionnaire was distributed over an explorative sample outside the population by 25 individuals as shown in Table 4.

**Table 4**

Stability coefficients for internal consistency.

Ser. No.	Dimension	Items	Test Re Test	Cronbach Alpha
1.	Approaches of exploring and care for..	1-8	0.86	0.96
2.	Teaching strategies for gifted ...	9-16	0.88	0.87
3.	Available equipment, projects, programs	17-22	0.87	0.85
4.	Professional competencies of teachers	23-29	0.84	0.82
5.	Suitable organizing, potentials of care	30-36	0.86	0.85
6.	Assessment strategies applied	37-40	0.87	0.89
The whole questionnaire		1-40	0.91	0.90

#### C. Variables of the Study

- Gender: 1. Male 2. Female
- Qualification: 1. Bachelor 2. Graduate
- Experience: 1.  $\leq 5$  2.  $5 < 10$  3.  $\geq 10$
- The status of exploring and care program: It consisted of the dimensions mentioned in Table 4.

#### D. Statistical Processing

**Q1:** Descriptive statistic measures were used to describe the characteristics of the sample and answer the questions, where the researcher applied arithmetic means and standard deviations.

**Q2:** The researcher applied multivariate three way ANOVA and Schaffe Test for the statistically significant variables.

## V. THE RESULTS

**Q1: What is the status of exploring and care programs for gifted students at the primary school as perceived by the teachers of the programs in the southern region in Jordan?**

To answer this question the researcher calculated the means and standard deviations for all dimensions as shown in Table 5.

**Table 5**

Ser. No.	Dimension	Mean	Std. Dev.	Rank	Level
1-8	Approaches applied in exploring gifted	3.89	0.56	2	H
9-16	Teaching strategies for gifted ...	4.37	0.52	1	H
17-22	Available equipment, projects, programs	3.75	0.62	6	H
23-29	Professional competencies of teachers	3.97	0.55	3	H
30-36	Suitable organizing, potentials of care	3.95	0.57	4	H
37-40	Assessment strategies applied	3.81	0.60	5	H
<b>The whole programs</b>		<b>3.97</b>	<b>0.52</b>	-	H

Table 5 shows that the average mean for the whole program was high (3.97) with standard deviation of (0.52). The dimensions were ranked upon their relative weights.

**Q2: Are there statistically significant differences at  $\alpha \leq 0.05$  in the status of exploring program related to the care for gifted students in the southern region attributed to gender, experience and qualification?**

To answer this question the arithmetic means and standard deviations for all dimension were calculated as shown in Table 6.

**Table 6**

Variabl.	Type	Mean+ Std.dev.	Dimensions					
			Approach. 1	Stratig. 2	Equip. 3	Comp. 4	Regul. 5	Assess. 6
Gender	Male	M	3.72	4.40	0.73	3.83	4.23	3.68
		SD	0.85	0.57	0.77	0.91	0.66	0.88
	Female	M	3.68	4.13	3.72	3.87	3.77	3.64
		SD	0.85	0.78	0.66	0.80	0.78	0.86
Qualif.	Bachel.	M	3.50	4.16	3.71	3.76	4.00	3.54
		SD	0.60	0.55	0.59	0.59	0.54	0.63
	Gradu.	M	3.98	4.37	3.75	3.97	3.95	3.81
		SD	0.56	0.52	0.57	0.55	0.57	0.55
<5	M	3.57	4.09	3.69	3.78	3.70	3.72	
Exper. years	5-10	SD	0.90	0.69	0.68	0.66	0.74	0.73
		M	3.64	4.28	3.72	3.84	4.04	3.54
	>10	SD	0.79	0.66	0.64	0.62	0.61	0.84
		M	3.90	4.24	3.75	3.92	4.30	3.77
	SD	0.74	0.58	0.63	0.60	0.62	0.71	

**Table 7**

The results of multivariate Three Way ANOVA for differences in the programs attributed to gender, qualification and experience.

Variable	Wilks Lambda	Hotling Trace	Recepro. T	Sig. Level
Gender	-	0.36	2.797	0.006
Qualification	-	0.58	2.231	0.002
Experience	0.931	-	0.957	0.504
Gender × Qualification	0.7979	-	0.444	0.893
Gender × Experience	0.926	-	0.802	0.684
Qualification × Experience	0.899	-	1.120	0.334
Gender × Qualifi. × Experience	0.891	-	1.214	0.255

**Table 8**

Results of multivariate Three Way ANOVA for the difference between gender, experience and qualification for the whole program of care for gifted students.

Source of Variance	Independent Variable	Sum of Squares	Freedom Deg.	Mean of Squares	F. Value	Sig. Level
Gender	Approaches applied in exploring gifted	0.0003	1	0.0003	0.001	
	Teaching strategies for gifted ...	3.545	1	3.545	7.50*	
	Available equipment, projects, programs	0.0008	1	0.0008	0.002	
	Professional competencies of teachers	0.128	1	0.128	0.177	
	Suitable organizing, potentials of care	7.329	1	7.329	14.05*	
	Assessment strategies applied	0.002	1	0.002	0.003	
Qualifica.	Approaches applied in exploring gifted	9.751	1	9.751	14.49*	0.000
	Teaching strategies for gifted ...	1.588	1	1.588	3.862	0.068
	Available equipment, projects, programs	0.059	1	0.059	0.114	0.736
	Professional competencies of teachers	1.856	1	1.856	2.564	0.111
Experience	Suitable organizing, potentials of care	0.160	1	0.160	0.307	0.580
	Assessment strategies applied	3.290	1	3.290	4.36*	0.038
	Approaches applied in exploring gifted	2.712	2	1.356	2.015	0.136
	Teaching strategies for gifted ...	1.814	2	0.907	1.920	0.150
	Available equipment, projects, programs	0.058	2	0.029	0.055	0.946
	Professional competencies of teachers	0.447	2	0.224	0.309	0.735
Error	Suitable organizing, potentials of care	3.194	2	1.597	3.063*	0.049
	Assessment strategies applied	2.024	2	1.012	1.342	0.269
	Approaches applied in exploring gifted	49.754	178	0.279		
	Teaching strategies for gifted ...	84.096	178	0.472		
	Available equipment, projects, programs	92.812	178	0.521		
	Professional competencies of teachers	128.883	178	0.724		
Error	Suitable organizing, potentials of care	92.827	178	0.521		
	Assessment strategies applied	134.276	178	0.754		



<b>Total</b>	Approaches applied in exploring gifted	132.787	182	-		
	Teaching strategies for gifted ...	91.096	182	-		
	Available equipment, projects, programs	92.939	182	-		
	Professional competencies of teachers	131.377	182	-		
	Suitable organizing potentials of care	105.910	182	-		
	Assessment strategies applied	139.546	182	-		

\* P≤0.05

Table 8 shows the following:

1. There were statistically significant differences in the dimensions (teaching strategies and suitability of regulations) attributed to the gender. The differences were to the favor of male teachers in both dimensions as shown in table 6.
2. There were statistically significant differences in the dimensions of (applied approaches and assessment strategies) attributed to the determine to whom the differences favor, the posteriori comparisons were conducted according to Schafee method as shown in table 6.

Table 9

Results of Chafee Test for posterior comparisons between means in the dimension of suitability of organization upon experience.

Dimension	Experience	Mean	< 5	5-10	> 10
Suitability of organization	< 5	3.80	-	0.24*	0.40*
	5-10	4.04	-	-	
	> 10	4.20	-	-	

\* P≤0.05

Table 9 shows that there were sources of differences between responses means of sample members with experience < 5 years and the mean of experience > 10 and to the favor of the latter, besides another differences with the mean of experience 5-10 and to the favor of the latter.

## VI. RESULTS DISCUSSION

**First:** The results indicated that general average of the programs of exploring the gifted students and care for them as perceived by their teachers was high. The dimensions ranks were as follows:

1. Teaching strategies which help students connect the previous and post knowledge, besides helping them arrange their ideas on a sequential and hierarchical

styles and understand their tasks. This helped the connection between conceptual aspects with procedural ones and made them more active and positive in learning process. This approach requires the participation of students, knowledge through notice and record them to conclude results. The researcher attributes this result to that the curricula in Jordan were set by experienced educators who focus on the enhancement of mental processes of the students. The Ministry of Education seeks to improve the performance of teachers through training courses and workshops. This result agrees with Al Kasi (2004), Albudair and Bahibri (2010), Aimer and Lassie (1998), Alahmadi (2006), Nasr (2002) and Alghamidi (2007).

2. Approaches of exploring the gifted students: The researcher attributes this rank to that the process of attendance at gifted student centers is based on their academic record, besides the clear vision of teachers and school staff in concentrating on the highly achievement and highly talented student. This results agrees with Yousif (2010) and Almutashiri (2007).
3. Professional competencies of teachers: The researcher attributes this result to the interest to the gifted students by the centers and educational department that necessitates the development and improvement of teachers professionally and materially. The principals of schools and supervisors directly the process and teachers. This result agree with Almutashiri (2007) and Alshahrani (2002).
4. Suitability of organization, equipment, and potentials to the care for gifted students. The researcher attributes this result to the interest of officials to meet the needs and interests of gifted students and provide them with necessary equipments, labs, play courts, educational aids, and other requirements to enhance the process.
5. Assessment strategies.
6. Availability of equipments, projects and instruments. This results is attributed to the lack of necessary equipment for teaching the gifted students.

**Second:** The results indicated statistically significant differences in the teaching strategies and suitability of organizations dimensions attributed to the gender and to the favor of male teachers for both dimensions. This results is attributed to the similar conditions of both gender in work, training, supervision or the place. The male teachers are more

confident of their job and tasks and more independent in making decisions than female teachers.

**Third:** The results indicated statistically significant differences in the used approaches and assessment strategies attributed to the qualification and to the favor of graduate degree holders. This result indicated the difficulties that Bachelor holders face due to less experience and knowledge to deal in the cases of gifted students.

**Fourth:** The results indicated statistically significant differences in the dimension of suitability of organization attributed to the experience. The persons with more experience feel job safety and convenience and they are more confident in their performance, thus their perception is accurate to the tasks that should be made.

## VII. RECOMMENDATIONS

In the light of the above mentioned results the researcher propose the following recommendations:

1. Continue the program of exploring and care for the gifted students and include new services of speed up and counseling so as to obtain the best achievements by these students.
2. Eliminate all obstacles that hinder the performance of teachers to play their real roles in planning, implementing, assessing and enrichment of the experience of gifted students.
3. Use various criteria to explore the gifted students that should include the academic achievement, score of intelligence, innovative and creative capabilities to solve problems, talents, the behavioral, social and emotional characteristics as well as the estimations of teachers.
4. Teachers should avoid the lecture and dictation style and shift to debate, arguments, discussion, role playing, brain storming, problem solving, study cases, seminars and other types.
5. Provide the dedicated schools with multi purpose halls to meet the needs of gifted students.
6. Prepare one job training programs for the teacher such as the higher diploma.

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