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PROBLEMS OF GIFTED STUDENTS AT KING ABDULLAH II SCHOOLS F DISTINCTION: STUDENTS PERSPECTIVE

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ABSTRACT

The study aims at recognizing the problems which gifted students at King Abdullah II Schools for Distinction (KASD) face. The study sample, 240 male and female students, is randomly selected out of the gifted students with a percentage of 50 % of the study society. A forty item questionnaire is prepared to achieve the study objectives. It is distributed into three fields: Problems related to school, to family, and to students. Study results show that problems which KASD students face are rated medium. Problems related to school come first, second those related to students, and finally those related to family. Statistical significant differences are found in the means of study subjects responses according to the gender variable at the two fields of family and school for the males. However, no significant differences are found in the means of the subjects responses according to the school stage variable (basic and secondary).

Keywords: Gifted students, King Abdullah II schools for distinction, Problems, Talent, Distinction fields, Distinction schools.

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Contribution/ Originality

This study contributes in the existing literature a research conducted about gifted students through three different perspectives; school, family, and students. It uses an estimation methodology provided by the gifted students themselves, their school and their families. The researchers talked to the students before constructing the questionnaire. It also originates new formula in giftedness and distinction. It is among few studies which have investigated gifted students necessary needs and problems. The study contributes the logical mono differential analysis on the study fields and the total instrument. Its primary contribution is finding that the problems gifted students face, are almost the same. Finally, it documents for distinction and gifted students' problems in Jordan and the Arab World.

1. STUDY BACKGROUND AND IMPORTANCE

1.1. Introduction

Entering the third millennium, the world witnessed a revolution of knowledge, communication, transportation, and technology. This is accompanied by changes and developments in all walks of life: political, economic, social, and cultural, the effects of which are reflected in the educational process. All this together made developed and developing countries look for alternatives and strategies to cope with these changes. Setting up necessary and

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qualified programs for gifted and distinguished students are amongst the most interesting and important endeavors that these countries have conducted.

Gifted students are seen as a national property and a treasure of society. Moreover, they are an important factor among many others for a nation's rise in all fields. That is why other types of properties are developed and properly invested by them, since any cultural and civilized task depends basically on the human thought and effort, whereas material property comes next. The richest and most abundant human property is mainly attributed to the gifted capabilities. They are the most capable of the human elements to achieve progress, lead development, face obstacles, and solve problems (Al-Sroor, 2002).

The gifted child in any society is a power and a treasure that should receive care and interest to be invested and directed for a society's welfare and development. Caring about the successful and the gifted is a cultural and scientific necessity which cannot be neglected. This care is an educational need, especially in Arab countries where their educational establishments lack programs and strategies interested in those gifted and distinguished people (Al-Sheikhli, 2005).

The process of teaching the gifted and the distinguished has recently commenced by the beginning of the twentieth century and flourished in the seventies. It has become the main concern of many scholars of education. The concept of educating the gifted has broadened by the eighties to include more than the IQ which has been the criterion to detect the gifted. The Abdulghani (2010) defined the distinguished person as the one of high performance compared with his/her age group at one capability or more amongst the following: the general mental ability, the technical ability, the leadership ability, the creative ability, and the academic and physical ability (Al-Sroor, 2002).

Scholars clearly disagreed about the definition of talent. This is attributed to their disagreement about the theoretical approaches and practical experiences to which they refer to identify the areas of excellence which they see as the most important in identifying the talent. Some scholars focus on excelling in the general mental ability (intelligence), while others focus on special abilities, academic achievement, creativity, or on some personal features.

However, scholars agree that the gifted person is someone who shows a behavior in the mental and cognitive areas surpassing many peers. This usually calls for an educational interference to enrich and develop these abilities to ultimately achieve the utmost of the gifted person's powers and abilities (Al-Zaiyat, 2002).

Studies show that the gifted differ from the average child in a group of features: physical, mental, affective, feeling, guessing, and behavioral which will be discussed as follows:

1.2. First; Mental Features

- A gifted child is mentally faster than other average children. The level that a gifted child reaches is higher than that of the average one who is of the same age.
- A gifted child memorizes a lot of information, has strong memory and concentration, loves reading and learns it at an early age, matures early in age by reading the books addressed to the adults, reads extensively about specific topics, loves curiosity and prefers working independently. A gifted child enjoys clear thinking and rich imagination besides readiness and great realization.
- The linguistic growth of gifted children is higher than their peers. They read more properly than the average. Moreover, they are distinguished by the wording quality they use and their capability at debate, conversation, and organized thinking.

1.3. Second; Affective and Motivation Features

Gifted children are distinguished with self-confidence, stable affections, optimism, insistence, perseverance, curiosity, self-reliance, sufficiency, self-control, and responsibility. They are less self-centralized, and capable of group leading (Al-Ma'aitah and Al-Bawaliz, 2000).

1.4. Third; Social Features

Gifted children are distinguished with work initiative and helping the others. They resist social pressures and interference in their own affaires. They make friendships and tend to friend those older than themselves. They like social and cultural activities and group interaction. They prefer the socially accepted behavior and tend to joy, delight, humor and jock. They are responsible, capable of leading others and have popularity among peers.

1.5. Fourth; Physical Features

Starting with Terman and Odum (1949) Studies indicate that gifted children in general are distinguished from peers with mental, social, and affective capabilities and skills. They are also physically higher than their peers, enjoy good health, taller and heavier, livelier, and have stronger bodies. They are healthier, keep their physical and hygienic superiority, and sleep shorter hours. They enjoy power, livelihood, and activeness. They walk early in the morning and love running and sports. They do not suffer from neurological and chronic illnesses (Suleiman and Ahmad, 2001).

Jerwan (1999) states a set of gifted children's features and the signs that would foretell them at the preschool age, which are:

- **Early acquisition of language:** This includes using many vocabularies, construct long and complex sentences, talk at early age, and learn reading.
- **Movement skills:** These include walking and climbing, stable running at early age, controlling easily the use of small tools such as scissors and pens, and copying and drawing pictures.
- **Mental and learning Fields:** these include reading signs and books, solving mathematical questions, recalling events and truths, staying tentative for a longer time, deducing relations between remote ideas, having logical thinking, and enjoying a high level of knowledge and thinking.
- **Social and affective Fields:** These include independence, self-confidence, organizing and leading group activities, good relations with older children and adults, recognizing other people's rights, respecting and appreciating ideas and thoughts, noninterference in others' personal affairs, cooperation, motivation and perseverance, and frequent tendencies and interests.
- **Creative Fields:** These include enjoying a strong imagination, an improved level of politeness and verbal humor, and using tools, colors, and games in imaginative methods.

As the Ministry of Education in Jordan is interested in the gifted, it initiated the King Abdullah II Project for Distinction by establishing schools for the gifted and distinguished students in different governorates of the country. This is to provide an enrichment educational type to be an appropriate environment to prepare future leaders.

The first school was opened at the beginning of the school year 2002 in the Zerqa governorate followed by another one in Irbid and one more in Balqa. These schools endeavor to offer specialized academic, educational services which aim to develop the educational process of the distinguished and gifted students. They also aim at developing the school and class environment to achieve giftedness and creativity to reach education, democracy and equal education chances (Jordanian Ministry of Education, 2005).

The most important reasons supporting the establishment of the schools according to the Ministry of Education are the following (Nuaimi, 1987):

- The interest which his Majesty the King has reflected to provide the opportunity for the gifted students, magnify their energies, and develop their gifts and invest them for the progress of the nation.
- Intentions of the Ministry of Education and recommendations of the Educational Development Conference (Nuaimi, 1987) confirming the importance of caring about the gifted students to fulfill their educational needs to develop their gifts and creativity in different positions.

- Caring about this sector of the students is seen as a challenge to the educational system_that should be reasonably and systemically dealt with. This would enable them to play their role in building the country at all civilized, scientific, and economical levels.

Schools play an important role in solving the problems which gifted and distinguished students would have as well as teachers. Out of the problems related to the school environment, it is noticed that teachers concentrating on the students' high achievement in exams, increases the students' tension whilst writing them. Moreover, school syllabuses which do not challenge distinguished students' capabilities lead to distraction in the class and daydreams dominate besides feeling bored and non-interestedness in school requirements. This would lead to academic failure and low achievement. Some teachers asking distinguished students to teach poor ones in the class would result in personal negligence and disturbance to the gifted.

Therefore, there are several problems that would prevent the care of the gifted students in the schools such as what Al-Dawood (2006) listed:

- Using insufficient methods and techniques such as teachers' estimations and school tests to detect the gifted students. These instruments are seen insufficient to achieve the purpose, and in other cases they would be inappropriate.
- Unavailability of current teacher psychiatrics to conduct the psycho tests and measurements such as the IQ, creative thinking, capabilities, and special tendencies tests.
- Not giving the students full freedom to choose the activity they like and meet their needs and hobbies.
- Neglecting students' productions and creativities by not displaying and appreciating them, besides the unavailability of proper motivations and encouragements at the school and regional levels.
- Unavailability of lodgings and venues for each activity where students can practice and exercise, since these activities have not been reckoned when planning the schools or because the school building is rented.
- Unavailability of necessary instruments and equipment for technical and craft activities such as drawing, electricity, plumbing, and mechanical equipment.
- Not getting students take part in planning and organizing the activity programs because interest is mainly directed to formal and written sides of an activity. Moreover, there is no confidence between students and activity supervisors about different student activities (Al-Dawood, 2006).

Since gifted students are distinguished in their personal, behavioral, and affective features, they usually face problems attributed to these features with school mates and family members. It is very necessary for consultants, teachers, educators, parents and administrators to recognize these problems and deal with them. Among these problems as examples and not to mention all, are the following Al-Azzeh (2002):

- **School problems:** Gifted students feel bored and dull because of the normal school curriculum as they can learn it easily compared to the average students. Therefore, they need school programs designed to be fast and condense since they are able to achieve properly, deduce outputs and work out solutions before the teacher, besides moving fast from an idea to another.
- **Laziness:** As a result of being able to memorize and learn fast that would lead to feeling bored and end in getting lazy, gifted students would not do well at some school tests.
- **Peer or mates pressure problem:** Peers and mates would sometimes mock gifted students and nickname them with sarcastic expressions and cause them problems and disturbances at school. Therefore, they tend to pretend stupidity.
- **Balance lacking problem:** This means non agreement between the mental adulthood of the gifted and their social, affective and physical growth.

Suleiman and Ahmad (2001) state the gifted children problems:

First; Family problems: These are parent's carelessness, neglecting gifted children and mocking them, parent's exaggerated estimation of the child's giftedness, and neglecting fulfilling the gifted child's basic needs.

Second; School problems: These are, gifted child fast learning at a regular school, failure of regular school to fulfill gifted child's needs sufficiently, extinguish gifted child's enthusiasm, and school turning into gifted child excluding center.

Third; Social problems: These are, difficulty in making friendships with peers, difficulty in verbal communication with peers, problem of transferring through school years, and gifted child's feeling of strangeness.

James Webb divides gifted students problems into internal and external:

First; Internal problems: Gifted students would suffer from imbalance in mental, physical and affective growth and development. They would also suffer from some movement or sight disabilities besides hyper sensitivity, self reckoning, and multiple interests.

Second; External problems: Here they would suffer from peer and brother / sister pressure, others high expectations, family and surrounding environment high prospects, and depression. It is worth mentioning that family suffering with the distinguished is among the unsolved problems (Al-Sroor, 2002).

Getting the gifted students overwhelmed with school duties of any sort which do not meet their interests would get them fatigued and kill their time. This would get them take other activities and give up fulfilling school duties (ibid).

2. STUDY PROBLEM

KASD try to provide specialized educational academic services which aim at developing the learning, teaching process of the gifted and distinguished students in a way that would meet their different needs and develop the school and class environment. This would achieve development, improvement and creativity for the students to actualize democratic education and equal chances and invest their powers and capabilities to serve the country. Here stems the study problem in recognizing the problems which gifted students at KASD face.

3. STUDY QUESTIONS

The study tries to answer the following questions:

- What is the level of gifted students' problems at KASD from the students' themselves perspective?
- Are there statistical significant differences at the (0.05 = α) ratio of the study subjects' means about the problems which face gifted students at KASD from the students' perspective attributed to the gender variable?
- Are there statistical significant differences at the (0.05 = α) ratio of the study subjects' means about the problems which face gifted students at KASD from the students' perspective attributed to the school stage variable?

4. IMPORTANCE OF THE STUDY

The importance of the study stems through the following:

- What the study would add to the theoretical literature and previous studies.
- What the study could detect of the problems which would face the gifted students at KASD.
- The study would benefit the principals, teachers, and consultants at the schools to take proper procedures to solve the problems students face.
- The study would benefit senior officers of the Ministry of Education to set proper programs that take part in limiting the problems students would face.

5. STUDY LIMITATIONS

This study is limited to the following:

- Time: The second semester of school year 2014 / 2015.

- Place: King Abdullah II School for Distinction (KASD in Irbid city, Jordan.
- Humans: Responses of gifted students at KASD.

6. PROCEDURAL DEFINITIONS

- **Distinction schools:** These schools select gifted and excelling students who undergo special tests prepared by the Ministry of Education. The schools are set in the governorates of Irbid, Zarqa, and Balqa in Jordan.
- **Problems:** The difficulties which gifted students face at the distinction school in the city of Irbid. The difficulties are measured through the study subjects' responses of the study items prepared by the researchers.

7. LITERATURE REVIEW

Several Arabic and foreign related studies are hierarchically reviewed starting with the more recent.

Al-Harran (2005) conducted a study aimed at recognizing gifted students' study problems at the secondary stage in the state of Kuwait. This is done according to the variables of gender and school type. The study sample consisted of 1298 male and female achievement excelling students of the secondary stage selected from all the six governorates of the state of Kuwait. To measure the problems facing the students, the researcher constructed a 90 item questionnaire within 10 major dimensions. The study found that the problem of the relation with school came first among all the externally originated problems which the excellent students suffer from. The problem of the relation with the family as an externally originated problem came last. As for the internally originated problems, it was found that the problem of longing for perfection came first, whereas the problem of the existence philosophy came last. It was also found that there are no statistically significant differences in the problem of the others' expectations attributed to the gender variable. As for the internally originated problems, it was found that there are statistically significant differences in the problems of perfection, egoism concept, and existentialism attributed to the gender variable. These problems were higher with the male students than the female.

Al-Jadou'a (2004) conducted a study which aimed at recognizing the problems that families of the exquisite students face and the strategies they use to solve them. The study sample was randomly and simply selected. The sample consisted of 80 male and female student families of KASD and the Jubilee schools, and 80 families of average students of the Ministry of Education pioneer schools, Victoria College and Yarmouk schools, and Educational Development schools of the 2003 / 2004 school year. Two instruments were used: the questionnaire which was used to recognize the difficulties that exquisite and average student families face, and the interview to recognize the strategies families used.

Al-Shaibani (2002) conducted a study to detect the agreement problems of the gifted students in the school and family environments compared to other less gifted colleagues of the basic sixth grade of the general education in San'aa. The study sample was selected from the appointed schools by using the simple random method (toss a coin). Accumulative grade achievement of mathematics and science and the total grades were the study parameter. The sample consisted of 200 grade six male and female students. Torans Creative Thinking Test was applied on 86 male and female students. Students' grades were ordered from top to low. The Agreement Problem List of the gifted students was applied one day after applying the Torans Creative Thinking Test on the same sample according to the grade order obtained from Torans Creative Thinking Test. Thirty top gifted students, and another 30 less gifted ones were tested. Study findings showed that gifted students' suffering at the school field was high, especially around the teacher – administration – colleagues range, and lower at the range of school curriculum. This was reflected in comparing the less gifted students group with the statistically significant differences at the 5% ratio. The agreement problem of the gifted students about the family field came second of their suffering after school. It was also found that there were minor problems of students' families when they dealt with their children at the

academic, social, behavioral affective, economic, and some mild problems which would face families at the cognitive side of the gifted nature and their needs. There were no significant differences concerning the gifted students' families attributed to student gender.

Al-Mekhlafi (1999) conducted a study to detect the problems of students of creative thinking in Yemen. The study consisted of 917 students (652 male, and 265 female) selected cluster randomly from 15 secondary schools in San'aa, Aden, Ta'ez, and Hudaida. Study findings showed high degree of suffering of the creative thinking group at the three field problems (family, school, and peers) compared to the medium and low level groups. Statistical significant differences were at ($0.001 \geq \alpha$). The school problem field came first at the suffering degree followed by family problem field, then thirdly peer problem filed. Problems of each field ordered from top to bottom came as follows:

- **School field:** No encouraging giftedness activities. Teachers interested in memorizing textbook lessons. Teachers do not exceed curricular subjects in teaching or evaluating. Formal relationships between teachers and students.
- **Family field:** Parents do not discuss their children's problems with them. Not understanding children's problems. Rejecting children's independent act, unique thinking, and not comprehending distinction and giftedness.
- **Peer group field:** Being a subject of accusing because of unfamiliar thinking, indifference in understanding matters, disapproving distinction or devaluating giftedness.

Dababneh (1998) in her study aimed at building an instrument to detect grade ten gifted students' needs and problems in Jordan. The study sample consisted of 435 male and female students. The gifted were 252 male and female students, whereas 183 were average. The gifted students were selected from the Jubilee school amongst those who passed the distinction and giftedness test conducted by the school in the year 1996 / 1997. The final edition of the instrument consisted of 108 items distributed to ten major factors: fear of failure, longing for perfection, parents not understanding individual's personal needs, school maladjustment, feeling depressed and unable to make change, high expectations of the gifted, school curricula not challenging student's capabilities, procrastination, incapability to take decisions resulting from multi-interests, and low concept of egoism resulting from exaggerated sensitivity.

In Lutfig and Nichols (1990) conducted a study on a sample consisted of 496 male and female grade 4 - 8 students out of which 13% were gifted. They were registered in an enrichment program for the gifted, according to which they are given one or two hours outside the regular classes to practice special activities to develop their talents. Afterwards, they spent the rest of the day with their average class peers. The study aimed at investigating the social states of the gifted students compared with those ungifted of their age in the sample. Two types of social states were defined: Those socially liked by colleagues, and those rejected and neglected by colleagues. The two groups used the social filtering instrument by which they estimate their favorite colleagues. Findings showed that gifted boys were more popular among colleagues than the gifted females. There were also no gender significant differences among ungifted students regarding popularity. The ungifted girls were more popular than the gifted ones, and there were no significant differences between the two groups attributed to negligence by their colleagues.

Mairta and Kumari (1996) conducted a study on a sample of 60 male and female students, 18 of which were of high capabilities. It aimed at investigating capabilities of gifted male and female students to choose appropriate school streams, and find the reasons behind their choice of different subjects and streams. It also tried to find gender significant differences in achievement capabilities in academic subjects (science, biology, and mathematics) besides verbal and nonverbal IQ tests and broad imaginative capability. The C.I.E. intelligence test at Alhe University in India was used in addition to instruments designed by researchers. School records were also used to recognize the gifted. Findings did not show gender significant differences at any of the previously discussed capabilities. However, they showed some factors affecting the school stream choice, such as social state and their realization of the

appropriate major, and family ability to convince their children especially females to choose certain majors of feminine nature.

Reis (1995) conducted a study on 60 distinguished female graduates of famous universities. The study aimed at recognizing the obstacles they faced and prevented them from developing their talents. The study subjects were exposed to various questions about many walks of life: scientific, family, personal, occupational, family encouragement, academic and occupational achievement, and the effect of marriage and having children. Following up this study, 25 subjects were interviewed. They were selected according to their achievement records, and high grade honorary awards. Findings indicated that most of the distinguished believed that their parents encouraged them to study, but not given the right to choose certain jobs, besides their uncertainty to choose the job that would meet their capabilities, though. About half of them thought that the obstacles which prevented them from developing their capabilities to succeed were attributed to personal life, marriage, having children, and bad economic situation. Several subjects stated that they were unsatisfied about their lives because of their strong willingness to improve their achievements which went against their personal way of living. They also thought that they did not have sufficient time, whereas some of them said that they did not have family support and proper occupational guidance.

Harris (1995) conducted a study on 229 grade nine female and male creative students. It aimed at applying the integrant curricular which helps creating flexible educational environment that stimulates and challenges the mind. The curriculum also broadens realizations and increases family and society liaison to release creative capabilities in spite of society's sufferings of poverty, multilingualism, severe conflicts, geographic isolation, and diseases. The curriculum was applied 3 days a week for 6 hours a day for 4 months by trained teachers. The sample was selected by family and teacher nomination, academic excellence, and personal interview. The researcher also used Torans test for creative thinking developed in 1974, Group Investigation for Finding Talents (GIFT) and Rimm developed in 1980, Stattin Test for the Gifted (measures independence, interests, and imagination) which includes performing several tests before and after the study such as PRIDE and PPVIK tests. Findings showed that children's capabilities to draw creatively had clearly developed. They also showed growth in creative and critical thinking, besides increased ability of gifted students to control their environment and make change, and remove the negative vision they had about the environment around them.

Gulucci (1998) studied a sample of 90 gifted children aged 12 – 16 years with an IQ 130 and above. The study aimed at measuring their behavioral problems by using the adjustment behavioral check list (CBCL) filled up by the family, and the check list and teachers' evaluation (CBCL- TRE). The study compared the psychological disturbances of the study sample with the public society. Findings showed that 9 % of the sample had clinical levels of psycho – disturbances, whereas the children of higher intelligence (IQ 150) did not show any levels of psych – disturbances compared with those of IQ 140 – 146.

8. METHOD AND PROCEDURES

8.1. Study Society

The society of the study consisted of the 470 male and female students at the King Abdullah II School for Distinction in Irbid city, Jordan. The students were of the basic and secondary stages second semester 2014 / 2015.

8.2. Study Sample

The researchers randomly selected 240 male and female students which is nearly about 50% of the study society. Table 1 below shows the study sample who responded to the study instrument.

Table-1. Distribution of study sample according to independent variables

School stage		Gender
Secondary	Basic	
66	45	Male
70	45	Female
136	90	Total

Source: No. of students

8.3. Study Instrument

To achieve the study objectives, the researchers prepared a questionnaire initially consisted of 48 items distributed into three fields: school related problems, family related problems, and student related problems. It relied on the literature review and previous studies such as Al-Mekhlafi (1999); Al-Mekhlafi (1999); Al-Shaibani (2002) and Al-Harran (2005). Moreover, the researchers visited the school and questioned the students and teachers about the problems they face in order to construct the study method.

8.4. Study Method Credibility

The study method was reviewed by specialized referees at Yarmouk University and Irbid University College of Balqa Applied University, both are state universities in Jordan, for credibility. This included checking language structure and clarity of meaning by adding, omitting, moving from a field to another or changing an item / items, besides matching items with the fields of the study. Considering the referees suggestions, the researchers made some amendments to end with 40 items distributed on the previously mentioned fields.

8.5. Instrument Reliability

The instrument was applied on a random sample of 25 male and female students. The test – retest method was used by working out the Pearson liaison coefficient and Cronbach – alpha for internal consistency for each one of the three fields as seen in table 2 below.

Table-2. Internal consistency Cronbach liaison of the fields and total instrument

Internal consistency	Pearson liaison coefficient	Field
0.89	0.87	Family related problems
0.89	0.89	School related problems
0.91	0.90	Student related problems
0.90	0.88	Total instrument

Source: A reliability coefficient of .70 or higher is considered "acceptable"

8.6. Study Variables

The study included the following variables:

Independent variables:

- Gender: male, female
- School stage: basic, secondary

Dependent variables: problems facing gifted students at KASD .

8.7. Statistical Treatment

- To answer the first question, means and standard deviations were worked out of the problems which face the gifted students on the total instrument, and on the items of each one of the study fields.
- To answer the second question, means and standard deviations were worked out of the degree of teachers practicing the philosophy of education in the First Irbid Directorate of Education from the perspective of

the supervisors, principals, and teachers according to the gender, position, qualification, and experience. To show the indication of the statistical significant differences among the means, the mono differential analysis was used on the fields and the total instrument.

9. STUDY FINDINGS

In this part, the study findings will be displayed.

First: Findings of the first question: What are the problems of the gifted students at KASD from the students' perspective?

To answer this question, means and standard deviations of the degree of gifted students problems at KASD from the perspective of the students on the study fields and the total instrument as shown in table 3.

Table-3. Means and standard deviations of the degree of problems facing gifted students at KADS: Students' perspective in a descending order according to means

Degree	Standard deviation	Mean	Field	Number	Rank
Medium	.39	1.96	School related problems	2	1
Little	.38	1.65	Student related problems	3	2
Little	.36	1.45	Family related problems	1	3
Medium	.29	1.71	Total instrument		

Source: Assessment degree: Large, Medium, Little

Table 3 above shows the means and standard deviations of the degree of problems which face the gifted students at KASD from the students' perspective. School related problems came first with the highest mean (1.96) and standard deviation (0.39). Student related problems came second with the mean 1.65 and standard deviation 0.38, whereas, family related problems came last with the mean 1.45 and standard deviation 0.36. The mean of the total problems was 1.71 with 0.29 as a standard deviation. Moreover, the means and standard deviation of the problem degree of the gifted students at KASD were worked out from the students' perspectives themselves, according to the items of each field of the study. Table 4 below explains this.

First field: School related problems

Table-4. Means and standard deviations of the first field items "family" in a descending order according to means

Assess. degree.	Std. deviation	Means	Items	No.	Rank
Medium	0.67	1.84	Parents exaggerate evaluating the gifted success	2	1
Medium	0.70	1.74	Parents interfere the student's academic achievement	12	2
Little	0.71	1.56	Parents believe gifted students do not need care as they can succeed	11	3
Little	0.63	1.53	Parents rarely communicate their children at school	10	4
Little	0.68	1.48	Parents pressure on the gifted child to choose a major they like	6	5
Little	0.65	1.41	Parents neglect fulfilling the gifted child's psycho needs	8	6
Little	0.58	1.36	Low economic level of the family	1	7
Little	0.60	1.36	Family neglect fulfilling the gifted basic needs	3	8
Little	0.58	1.31	Gifted student's disagreement with brothers in the family	4	9
Little	0.57	1.31	Parents uninterested in their gifted children's capabilities	7	10
Little	0.53	1.25	Family not using proper educational methods to educate the gifted	5	11
Little	0.51	1.24	Low educational level of parents	9	12

Source: Assessment degree: Large, Medium, Little

Table 4 above shows the means and standard deviations of the items of family related problems. Item 2, "parents exaggerate evaluating the gifted success" came first with a mean (1.84) and standard deviation (0.67). Secondly, item 12, "parents' interference in student's academic achievement" with a mean (1.74) and standard deviation (0.70). Thirdly was item 11, "parents believe gifted students do not need care as they can succeed" with a mean (1.56) and standard deviation (0.71). Item 9, "low educational level of parents" came last with a mean (1.24) and standard deviation (0.51).

Second field: School related problems;

Table 5 below shows the means and standard deviations of the items of school related problems. Item 13, "Feeling bored and dull of the school normal atmosphere" came first with the mean (2.50) and standard deviation (0.67). Item 16 came second, "No sufficient time for students to practice non-curricular activities" with the mean (2.45) and standard deviation 90.72). Thirdly came item number 14, "Feeling lazy as curriculum focuses on memorizing and recalling" with the mean (2.41) and standard deviation (0.69),

Table-5. Means and standard deviations of the second field items "school" in a descending order according to means

Assess. Degree	Std. deviation	Mean	Item	No.	Rank
Large	0.67	2.50	Feeling bored and dull of the school normal atmosphere	13	1
Large	0.72	2.45	No sufficient time for student to practice non-curricular activities	16	2
Large	0.69	2.41	Feeling lazy as curriculum focuses on memorizing and recalling	14	3
Medium	0.75	2.30	Rarity of equipment and instruments at school	24	4
Medium	0.72	2.28	School curriculum does not motivate students' tendency and enthusiasm towards education	26	5
Medium	0.75	2.18	No special school programs care about mental and physical levels	15	6
Medium	0.74	1.96	School neglecting fulfilling gifted students needs	17	7
Medium	0.82	1.85	Long distance between school and student's residence	25	8
Medium	0.73	1.80	Using inappropriate methods and styles to teach gifted students	19	9
Medium	0.73	1.79	Teachers unable to realize gifted students needs	20	10
Medium	0.73	1.77	No special programs about how teachers deal with gifted students	22	11
Medium	0.74	1.70	No enrichment programs at school for the gifted students	28	12
Little	0.71	1.65	Weak relations between students and teachers	27	13
Little	0.74	1.59	Students low achievement because of no school encouragement	18	14
Little	0.74	1.56	Students not given the freedom to choose the activity they want	23	15
Little	0.69	1.55	Teachers not participate in courses specialized in talent and creativity	21	16

Source: Assessment degree: Large, Medium, Little

whereas, item 21 "Teachers do not participate in courses specialized in talent and creativity " was last with the mean (1.55) and standard deviation (0.69).

Third field: Student related problems;

Table-6. Means and standard deviations of the third field items "students" in a descending order according to means

Assess. Degree	Std. deviation	Mean	Item	No.	Rank
Medium	0.70	2.29	Students different interests	33	1
Medium	0.82	2.04	Exam phobia	39	2
Medium	0.84	1.92	Sever phobia of failure at school	40	3
Medium	0.75	1.75	Not telling parents about problems at school	37	4
Medium	0.72	1.68	Feeling shy at many situations	38	5
Little	0.74	1.59	Disagreement between mental and affective levels	29	6
Little	0.67	1.54	Extreme sensitivity	34	7
Little	0.71	1.45	Feeling of Lacking love and care	31	8
Little	0.62	1.39	Feeling of strangeness at school	32	9
Little	0.60	1.38	Disagreement between mental and physical growth levels	10	10
Little	0.63	1.38	Weak agreement between the student and his/her brothers/sisters	35	11
Little	0.62	1.35	Difficulty in making friendships with peers	36	12

Source: Assessment degree: Large, Medium, Little

Table 6 above shows the means and standard deviations of the items of student related problems. Item 33, "Students different interests" came first with the mean (2.29) and standard deviation (0.79). Item number 39, came second "Exam phobia", with the mean (2.04) and standard deviation (0.88). Thirdly came item number 40, "Sever phobia of failure at school" with the mean (1.92) and standard deviation (0.84), whereas, item 21 "Difficulty in making friendships with peers" was last with the mean (1.35) and standard deviation (0.62).

Secondly: Findings of the second question:

Are there statistically significant differences at the ratio level (0٠.5=α) of the study subjects' means about solving the problems which face the gifted students at KASD from the students perspective attributed to the gender variable?

Table-7. Means and standard deviations of the study subjects responses according to the gender variable

Std. dev.	Mean	No.	Gender	Fields
0.415	1.53	111	Male	Family
0.279	1.38	115	Female	
0.418	2.02	111	Male	School
0.358	1.90	115	Female	
0.402	1.69	111	Male	Students
0.350	1.60	115	Female	
0.301	1.77	111	Male	Total problems
0.267	1.65	115	Female	

M. = mean Std. = standard deviation

To answer this question, means and standard deviations of the study subjects' responses according to the gender variable were made out, as table 7 below explains.

Table 7 above shows apparent differences in means and standard deviations of the problem degree which face gifted students at KASD because of the differences in the total fields and instrument of the gender variable. To

clarify the significance of statistical differences among the means, the T-test was applied on the fields of study according to the variable of gender, as seen in table 8 below.

Table-8. Means, standard deviations, and T-test of the gender effect on the fields of problem levels which face gifted students at KASD from their own perspective

Sig.	df	T. value	Std. dev.	Mean	Field
0.002	224	3.186	0.415	1.53	Family
0.022	224	2.314	0.418	2.02	School
0.067	224	1.842	0.402	1.69	Students
0.002	224	3.182	0.301	1.77	Total problems

Source: Significant at (0.05)

Table 8 above shows significant differences in the study subjects' responses according to the gender variable in the fields of family, school, and total instrument for the male students, whereas there were no differences at the field of the students.

Thirdly: Findings of the third question:

Are there statistically significant differences at the ratio level (0•.5=α) of the study subjects' means about solving the problems which face the gifted students at KASD from the students perspective attributed to the school stage variable?

To answer this question, means and standard deviations of the study subjects' responses according to the school stage variable were made out, as table 9 below explains.

Table-9. Means and standard deviations of the study subjects responses according to the school stage variable

Std. dev.	Mean	No.	school stage	Fields
0.337	1.47	90	Basic	Family
0.374	1.44	136	Secondary	
0.290	1.92	90	Basic	School
0.447	1.98	136	Secondary	
0.346	1.71	90	Basic	Students
0.393	1.60	136	Secondary	
0.248	1.72	90	Basic	Total problems
0.316	1.70	136	Secondary	

M. = mean Std. = standard deviation

Table 9 above shows apparent differences in means and standard deviations of the problem degree which face gifted students at KASD because of the differences in the total fields and instrument of the school stage variable. To clarify the significance of statistical differences among the means, the T-test was applied on the fields of study according to the variable of school stage, as seen in table 10 below.

Table-10. Means, standard deviations, and T-test of the school stage effect on the fields of problem levels which face gifted students at KASD from their own perspective

Sig.	df	T. value	Std. dev.	Mean	Field
0.456	224	0.747	0.337	1.47	Family
0.209	224	-1.259	0.290	1.92	School
0.028	224	2.219	0.346	1.71	Students
0.647	224	0.458	0.248	1.72	Total problems

Source: Significant at (0.05)

Table 10 above shows no significant differences in the study subjects' responses according to the school stage variable in all fields and total instrument except the field of students where differences came for the secondary stage.

10. DISCUSSION OF THE FINDINGS

This part discusses the findings of the study which aimed at recognizing the problems which face the gifted students at KASD and its relation with some variables.

First: Findings discussion of the first question; What is the level of gifted students' problems at KASD from the students' themselves perspective?

Study findings showed that gifted students' problems at KASD were medially considered. School related problems came first, students related problems second, and family related problems was third and last.

The researchers attribute these findings to the fact that the KASDs were specially designed for gifted students. KASDs provide programs and methods which help students to invent and create according to their intelligence capabilities. Teachers were keenly selected according to their high scientific qualifications since it is believed that the teacher is the corner stone in the endeavor to achieve the goals of the schools. It would also be attributed to the school administration interest to present the school curricula in their proper technical levels which meet the students' needs and wants, and plan compulsory classes and advanced courses to increase their creation levels.

These findings disagree with Al-Shaibani (2002) which showed an increased suffering of gifted students much higher at the school fields. They also disagree with Al-Mekhlafi (1999) which showed an increased degree of suffering of the creative thinking group among the family, school, and peers problems.

Findings of this study agree with Al-Harran (2005) which stated that the school related problems were first among all the external problems which the gifted students of the State of Kuwait suffer from.

Considering the items of each field of the study instrument's fields, findings related to the family related problems showed that items 2 and 12 had the highest means (1.84 and 1.74) with a medium assessment degree. These two items state the parents exaggerated evaluation of the gifted excellence and their interference in the student's academic achievement.

Findings of the study agree with Al-Mekhlafi (1999) which stated that the most prominent family problems facing the gifted students are uncomprehending distinguish and not having talent. This would be attributed to the fact that the parents want their gifted children to study the majors which they (parents) want. That is why they interfere in their children's academic achievement because they exaggerate in evaluating their children's excellence.

The other items had means which ranged (1.56 – 1.24), in a descending order, with assessment degrees "little". This would be attributed to the fact that the families began to understand their children's needs and wants, and how they should be treated. Moreover, KASDs held seminars for parents to deal with the gifted students.

Considering the items of school related problems, findings of the study showed that items 13, 16, and 14 had the highest means ranging between (2.50 – 2.41), in a descending order, with "large" assessment degrees. These items state that the gifted students feel bored and dull of the school atmosphere, no sufficient time for non-curricular activities, and feel lazy since the curriculum focuses on memorizing.

These findings agree with Al-Mekhlafi (1999) which stated that school problems which students suffer from are non-availability of activities encouraging talents, and teachers interests in memorizing lesson texts. These findings would be attributed to gifted students' disliking of routine and memorizing who, instead focus on creative issues, though.

Items 27, 18, 23, and 21 had the least means ranging between (1.65 – 1.55), in a descending order, with the assessment degree "little". This would be attributed to the effective school administration which works at building social relations between teachers and students, and focuses on an effective communication process among all

elements of the educational act. The school also creates chances for the students to participate in local and international activities, clubs, and competitions.

Considering the items of student related problems, findings showed that items 33, 39, 40, 37, and 38 had means ranging between (2.29 – 1.68), in a descending order, with "medium" assessment degree. The items state the most prominent student related problems are exam phobia, failure at school, and feeling shy at many situations.

These agree with the Dababneh (1998) study which found that problems of gifted students are failure phobia. This would be attributed to the fact that gifted students always feel afraid of failure in exams since parents and peers usually raise their expectations about them. Gifted students being transferred from regular schools where they do not feel competed, whereas, at the distinguished schools they certainly feel the competition among the students, which would result in their feeling afraid of exams and failure in their school studies.

Second: Discussion of the findings of the second and third questions;

Are there statistical significant differences at the (0•.5 = α) ratio of the study subjects' means about the problems which face gifted students at KASD from the students' perspective attributed to gender and school stage variables?

Study findings showed significant differences at the means of the study subjects' responses according to the gender variable, and at the two fields of family and school for the male students compared with the females. This means that the problems facing the male students are more than those of the female.

These study findings disagree with Al-Shaibani (2002) which found that the female students suffer more than the male at problems related to the school textbooks and some family aspects. However, findings of this study agree with Al-Harran (2005) which found significant differences at the problems facing gifted students of those related to family and school according the gender variable for the male students against the female.

There were no significant differences as per this study at the means of the study subjects' responses according the school stage variable. The researchers see these findings reasonable and can be justified. This is so since gifted students nearly have the same social, affective, and academic features and characteristics. Therefore, the problems they face are almost the same.

11. RECOMMENDATIONS

After conducting the study and in light of the findings, the researchers recommend:

- It is very necessary to make available a flexible educational atmosphere in KASD which encourages creativity of the gifted students and employ their capabilities.
- Set up school curricula that focus on creativity and innovation without having to link them with memorization and learning by heart, besides providing enrichment activities that support the school curricula.
- It is very necessary that the school administration hold seminars and lectures in which gifted students' families take part about dealing with their children and solve their problems.
- Conduct a field study about the problems of gifted students at the pioneer centers in Jordan.

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