

The Degree of Awareness among Teachers of the First Three Grades in Public Schools of the Concepts of Gifted Education from their Point of View

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Abstract

This study aims to determine the degree of awareness of teachers of the first three grades in public schools regarding concepts of gifted education from their perspective. The study sample consisted of (382) randomly selected male and female teachers of the first three grades. In order to achieve the objectives of the study, a questionnaire was developed for this purpose consisting of four fields (facts and concepts, developmental characteristics, gift discovery methods, and educational programs) where the descriptive approach was used. The results showed that the level of awareness among teachers of the first three grades in the public schools about the issue was of a medium level in all fields with a mean of (3.26) of the tool as a whole. The highest mean (3.55) was for the level of awareness of the developmental characteristics field and the lowest mean (2.88) was for the educational program field. The results revealed there were no differences attributed to the variables (gender, and experience); while the results revealed that there were differences attributed to the scientific qualification variable in favor of postgraduate studies.

Keywords: Degree of awareness, gifted education, public schools.

درجة وعي معلمي الصفوف الثلاثة الأولى في المدارس الحكومية بمفاهيم تربية الموهوبين من وجهة نظرهم

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ملخص

هدفت الدراسة إلى تحديد درجة وعي معلمي الصفوف الثلاثة الأولى في المدارس الحكومية بمفاهيم تربية الموهوبين من وجهة نظرهم، وتكونت عينتها من (382) معلم ومعلمة للصفوف الثلاثة الأولى، تم اختيارهم بالطريقة العشوائية. ولتحقيق أهداف الدراسة تم تطوير استبيان لهذا الغرض يتكون من أربعة مجالات: الحقائق والمفاهيم، الخصائص النمائية، أساليب الكشف، البرامج التربوية. وتم استخدام المنهج الوصفي. وأظهرت النتائج أن درجة وعي معلمي الصفوف الثلاثة الأولى في المدارس الحكومية بتربية الموهوبين قد جاءت بدرجة متوسطة وعلى جميع المجالات بمتوسط حسابي (3.26) على الأداة ككل، حيث بلغ أعلى متوسط في درجة الوعي لمجال الخصائص النمائية بمتوسط (3.55) وأقل متوسط لمجال البرامج التربوية بمتوسط (2.88). كما أظهرت النتائج عدم وجود فروق تعزى لمتغيرات: الجنس، سنوات الخدمة، بينما أظهرت النتائج وجود فروق تعزى لمتغير المؤهل العلمي لصالح الدراسات العليا.

الكلمات الدالة: درجة وعي، تربية الموهوبين، المدارس الحكومية.

Introduction

Lately, societies have been focusing more on achieving the desired benefit from individuals and their various energies as human wealth is no less important than natural resources. Moreover, some societies and states consider human potentials a means of development. Therefore, paying attention to gifted people has become a necessity and a fundamental pillar for the progress, renaissance and development of societies, and wealth that must be invested and exploited.

At the end of the twentieth century, attention to gifted people increased as a national wealth and a tool for change and development that must be cared for and directed to serve the community and its development to overcome the crises societies experienced at that time. Several factors contributed to the development of the movement of mental measurement, cognitive and demographic explosion and arms race after the Second World War, so that societies move toward policies and programs that support gifted people and establish specialized institutions for their care and rehabilitation (Al-Taleb, 2012).

Moreover, the world has witnessed a significant leap and a more profound direction and development in the field of studying excellence and giftedness, establishing programs and creating different specialties, issuing laws, legislations and instructions to support the education of the gifted. Furthermore, determination and challenge appeared to overcome all the challenges faced by gifted students in educational institutions at any educational level where specialized and advanced programs and curricula have emerged. In addition, a set of appropriate standards, tests and evaluation tools have been developed, depending on the quality and scope of the gift and interest in building and preparing curricula and courses that take into account the characteristics and features of gifted students such as: teaching thinking, leadership art as well as training in creative skills, critical thinking and calendar thinking.. (alkafaji, askar,2015)

Al-Jagman (2008) pointed out that one of the most important objectives of modern education is to help students to identify their abilities and provide appropriate expertise to raise these abilities in the field where the student reaches a high level of self-achievement and excellence. Gifted education is based primarily on the principle of recognizing the right of gifted students to access educational programs, teaching methods and educational opportunities that foster this superiority and excellence in integrative sequential care. It should be noted that educational policies emphasized the need to give gifted students the right of equal opportunities to discover their gifts and development as they need special programs and educational opportunities that highlight multiple gifts through which they feel self-satisfied and that the school area is spacious not only in one side of excellence, but also accommodates all energies and abilities no matter how diverse they were.

Al-Zu'bi (2007) emphasized the existence of differences in the mental, psychological and social needs of gifted students compared with others. The recent trends in education indicate the need introduce gifted people early and to generally and particularly identify their own mental abilities, enabling them to meet their needs and demands, their strengths and weaknesses. This can be achieved through a specialized teacher who understands diverse needs to of students and has the ability to follow their psychological, cognitive, social, and mental development, and to provide services such as: social and psychological guidance to maintain and develop this talent. Recognizing these characteristics and abilities helps the teacher to identify and classify gifted students and how to deal with them; this requires teacher's attention and awareness of positive reinforcement, wisdom in dealing with them and providing appropriate care for them as there are many students who are taken to have limited capabilities or achievements that are not negligible they are in fact owners of multiple gifts that lack the care, training and education from a mature teacher to bring about and illuminate the nation's unlimited potentials.

Abu Ouf (2002) believes that primary school teachers are the first professionals in school who are able to identify gifts in students and provide appropriate care due to their direct and contacts and frequent with them. Assigning teachers to teach gifted children is one of the most important and widely used measures to identify the gifted students who are nominated by their schools to enroll in enrichment programs and services.

Al-Enezi (2013) adds that the teacher is the main pillar in the field of gifted education according to a survey conducted by Renzulli (1978) who found that the teacher ranked first in terms of importance among 15 key factors reported by

experts working in the field of gifted education. Students also represent one of the main sources of information in teacher's performance assessment and effectiveness in teaching. There are many studies that have relied on this methodology to identify characteristics and features of successful teachers in regular schools and in Gifted Education programs. One of them is Johnson's study (1976), which was conducted in the schools of Philadelphia and the surrounding areas in the United States, in that study she pointed out the most important features and characteristics, as follows:

- Give attention to their needs and listen to them;
- Understand their problems and communicate with them;
- Share their successes and make them feel important;
- Treat them openly and respectfully without discrimination;
- Cute in nature, humorous and reliable (or trusted).

Jarwan (2008) noted that the most important general characteristics of the gifted teacher are the in-depth and advanced knowledge of specialization, the above-average mental ability, strong sense of personal security, originality, diversity, creativity, good organization and pre-qualification, training, ambition, self-confidence, desire to teach this kind of students and to be flexible, without being despotic, with sincerity and dedication.

Ayasra (2012) study also highlighted the personal, social and behavioral, characteristics of secondary school teachers who were selected by highly gifted student as successful teachers for the following reasons. They showed positive and sensitive attitudes toward students; they were also more motivated toward them in their education, they supported educational projects and took a better structured and organized path in classroom. Lindsey's study (1983) revealed that the most important personal characteristics and educational behaviors of teachers found in the successful teachers in dealing with the gifted students were as follows:

Characteristics and personal directions

They understand, accept, respect, trust, have a strong personality; are sensitive to problems of others and provide appropriate support for them; open to new ideas and flexible; have intelligence above average, clever in understanding things in addition to generalization, taking initiative, organizing and have the will to learn, to increase knowledge and to attain a high-level of knowledge. They are also Conscious and aware; committed to excellence; feel responsible for his/her behavior and results; proactive, experimental rather than rigidly stereotyped; use methods to solve the problem and do not jump to conclusions that are not well founded.

Educational behaviors

The successful teacher develops a flexible program in the light of student's needs; creates a safe and tolerant classroom environment; provides feedback to students; uses diverse education strategies; respects personal and individual values of each student and reinforces what is positive; creative and imaginative; promotes higher mental processes and personal dignity.

Al-Enezi (2013) and Al-Ma'ayta (2007) unveiled that preparations of teachers for gifted students include a focusing on three additional axes as follows:

Theoretical and cognitive knowledge: this refers to the facts, information, knowledge and concepts related to the gift and gifted student and to the related concepts and terminology, educational theories, scientific foundations and principles based on the gifted education and the importance of discovering them. Besides concepts relevant to educational programs and applications of educational systems such as academic acceleration programs, enrichment programs, gifted rooms and specialized schools that deal with gifted students at advanced stages.

Developmental characteristics: these include student's psychological, emotional and social characteristics in the first three grades of the gifted by which teachers can distinguish between the gifted and the non – gifted.

Gifted students identification methods: This axis determines the ability of the teacher to distinguish between stages of gift identification (nomination and care), the ability to use educational methods and interactive activities that help in the

determining the gifted students. In addition, the teacher should be able to put down strategies for teaching that use higher thinking levels such as: creative thinking, critical thinking and brainstorming. He should also learn about the tools agreed upon and appropriate for identifying the gifted students besides the enrichment programs designed for classes.

Fateemah (2009) indicated that the teacher should believe in significance of teaching and sponsoring the gifted students. he should also be conversant with their psyche, meaning of excellence and innovation, in addition, he should also be knowledgeable with efficient communication skills and proficient in the subject he teaches in order to provide the gifted with an opportunity to unravel their potentials. it is noted that the teacher is the most important factor in the development of the gifted and in their acquisition of skills and trends which enable them to soundly deal with the present thus preparing them for the future.

Also, this knowledge is reflected directly on the rest of the students at different levels and abilities, because through these methods and procedures the teacher adopts diverse presentations to deepen knowledge regarding concepts and detailed information and facts. This is done through the method of cognitive acceleration, curriculum pressure, re-organization of the content, which encourage students to move ahead with the curriculum in line with their abilities, dispositions and needs rather than a shared, weak, medium and fast learning scheme (Al-Jagman, 2008).

Studies also indicated that teachers who did not receive prior information in their academic preparation or on-the-job training on qualities of gifted children tended to overestimate the abilities of children who showed collaboration inside classroom. Untrained teachers in the proper way make mistakes twice. First, because they may choose children who think they are gifted, then mental tests prove otherwise. Second, they may exclude students from the gifted category and then the tests prove that they are talented, and this is more serious than the first mistake. (Ayasra, esmael,2012)

This is results from incorrect evaluation of the true concept of gift among teachers and from their unfamiliarity with the characteristics and features that should be drawn to the attention of such students as explained by (AI-shakhsm 1990).

Jarwan (2008) emphasizes the following to increase teachers' accuracy in selecting and naming the gifted students:

1. Train teachers and prepare them for the nomination process by clarifying the objectives of the program and the procedural definition of gift and the sources of information needed by the teacher to assess the behavioral characteristics in assessment measures;
2. Provide teachers with adequate instructions and tools to write their observations and express their provisions that are related to the nomination requirements;
3. Assign teachers, who know the students better, to the nomination process. It may be appropriate if this process takes place in the form of a case study, in which the teachers, educational counselor "and school principal" participate, after they familiarize themselves with the objectives of the program its methods and the stages of selection process.

Thus, it is essential for three grade teachers to figure out the qualities of the gifted in order to determine their ability at an age where the gifts emerge automatically through group of interactions, classroom activities, and direct responses: monitoring such students can be assisted by specialists the schools is the qualified place explore students gifts and the place where the teacher can play a vital role on achieving goals and in awakening students potentials.

The gift is defined as a high level of ability to think and perform. It is a special ability of a formative origin that is not related to the student's intelligence as some may it with the mentally retarded. Differences among the researchers were clear about intelligence boundary between the gifted and ordinary students. Terman set the limit at 140 and more, for Hollingport from 130 and above, for Traxler to 120 or more (Ayasra, 2012).

The definition of gift in this way is based on intelligence as the only criterion for giftedness was severely criticized, given the progress of knowledge in the field of mental construction and creative thinking. There are educational definitions that consider talent to be above general average, high levels of commitment to the task (motivation) and high levels of creative abilities (Renzulli, 1986).

Al-Ali, (2016) conducted a study in order to identify training requirements needed for teachers of the gifted in the Hashemite Kingdom of Jordan. Sample of the study comprised (106) male and female teachers who were randomly selected and teach the gifted students. The tool of the study was a questionnaire that consisted of (67) items subdivided

into three dimensions (Teaching planning, teaching and class management, and evaluation). The results revealed that the necessary training requirements need for teachers rated medium as the evaluation dimension rated first followed by teaching and class management finally teaching planning rated last. In light of these results the researcher recommends that training courses should stem from the needs of teachers of the gifted especially in evaluation, teaching, class management, and planning.

Abu Zaitoun (2013) conducted a study to identify the attitudes of the ESF students - future teachers towards the gifted and talented students in addition to programs offered to them. The study also tried to identify effectiveness of teaching a course on gift and excellence in the development of the attitudes of these students towards the gifted and outstanding programs offered to them. The sample of the study consisted of (58) male and female students of the Faculty of Educational Sciences at collage where they were randomly chosen. The results showed that the attitudes of future teachers towards the gifted and talented students and the nurturing programs given prior to the course of developing talent and excellence were medium. Moreover, the gifted people programs dimension was the highest on scale towards the gifted and talented and their programs, while the lowest was future directions towards programs of the gifted education field.

Al-Farhoud (2006) studied the directions of male and female teachers in primary schools in the city of Arar in Saudi Arabia towards caring for gifted and talented students. The sample consisted of 265 male teachers and 235 female teachers from elementary schools in Arar city. A tool was used by the researcher to measure attitudes towards gifted people in three areas related to the importance of providing care, methods used, and rehabilitation of male and female teachers in gifted and talented programs. The results revealed that the attitudes of male and female teachers towards the gifted students were positive. The results also indicated that there were no statistically significant differences in the directions attributed to variables of the gender, school structure, specialization and number of years of experience.

Alfahaid (2002) conducted a study which aimed at identifying the attitudes of Saudi teachers towards gifted and talented programs, in addition to evaluating the effectiveness of a teacher training program in detecting them. The study consisted of two phases; the first consisted of 409 teachers. Results of that stage indicated that the younger and experienced teachers had more positive attitudes than the oldest and most experienced. In the second phase, the sample consisted of 44 teachers divided into two groups, each with 22 teachers who were asked to identify the names of gifted and outstanding students in their classes. The results of that study indicated that the training program did not increase their ability to accurately identify such students.

After reviewing previous studies that tackled educating and sponsoring the gifted, the researchers found out that researchers of the past focused on trends of talented teachers and their role in developing and nurturing the gifted students in order to great a propitious environment and specialized programs.

This study tackles the extents of awareness of teachers in regular schools with the primary basics of educating the gifted that enable them to observe and concentrate on the gifted in the primary stage. This might be traced back to the absence of such teachers prior to or during teaching in universities, and to the absence of a study that discusses this issue – this study is also distinguished for highlighting the methods to be used for identifying and nurturing the gifted students. thus, teachers, awareness of the mechanism of using such a technique in teaching providers this study with a quality missing from previous ones – this study is one of rare counterparts that focused on the degree of a awareness of first three grade teachers regarding concepts of gifted education from the perspective of teachers themselves Therefore, the important of providing teachers during their academic training and professional development with methods of identifying and caring for gifted people according to sound scientific and methodological methods is highlighted.

The teacher needs to have an awareness of the nature of the appropriate learning environment for the development of the abilities of gifted students naturally, the concepts and foundations of gifted education and the mechanisms of working with them, the diversification of the curriculum, the methods of abstraction of education, appropriate educational and enrichment methods (Maker, 1995). Despite the importance of the study, it did not receive sufficient treatment of educational literature in the Arab countries in general and in the Hashemite Kingdom of Jordan in particular, so this study is to highlight the degree of awareness of the teachers of the first three grades in public schools with the concepts of gifted

education from their point of view.

Al-Obeidat, Khalid, (2018) sees that the primary stage is the most important one as it mark the beginning of a comprehensive process of children's awareness for it provides them with whatever needed for the comprehensive and balanced development of their spiritual, mental, social, corporal and psychological personalities. All stages of development for acquiring knowledge depend on that.

Statement of the problem

Providing an academic, psychological and social environment supportive of creativity, excellence and talent is an enabler for the learner to think creatively, critically and to provide skills and values; to express his talents, abilities and creative aspects of the general objectives of education in Jordan. Many researchers have emphasized on the fact that academic study and intensive on-the-job training for teachers on gifted education and the provision of lists of the distinctive features of gifted children help in increasing teacher competence by increasing their awareness of talent indicators and thus providing them with appropriate care in regular classroom. Since teachers awareness was dealt with in depth, the researchers of the current study will shed light on the issue because they think that this awareness helps teachers to easily figure out the distinctive features of the gifted and hence increase their competence in Through direct contacts of researcher with teachers of the first three grades and the review of the relevant university courses and training programs for teachers prior and through the service. She found that there was a lack of interest in gifted education and preparing the teachers and their awareness in this field. Therefore, this study was conducted to examine the awareness of the first- three-grade teachers about the concepts of gifted education by answering the following questions:

Study questions

- What is the degree of awareness among teachers of the first three grades in public schools about the concepts of gifted education from their own perspective?
- Are there statistically significant differences at the level ($\alpha = 0.05$) on the degree of awareness regarding the concepts of gifted education attributed to the variables: (gender, experience and qualification)?

Study objectives

The study's objectives might be outlined in the following:

- Identify the degree of awareness of the first – three – grade teachers in public schools about the concepts of gifted education.
- To determine whether there are statistically significant differences in the responses of sample members which might be attributed to gender, experience, qualification.

Significance of the study

Theoretically speaking, this research might contribute to scientific knowledge reducing the gap in research resulting from scarcity of studies on this subject.

Significance of the study lies in giving a prospect of the current situation to decision makers and academic leaders in the Ministry of Education about the degree of awareness of teachers of the first three grades regarding the concept and importance of gifted education.

Terminology of the study

Degree of awareness: it is defined as the extent of awareness, knowledge, understanding and acquired knowledge of teachers the first three grades in public schools regarding the concept of gifted education (Al –Udwan, 2016:60).

Gifted Education: it is defined as "special educational programs commensurate with the abilities, level of ambition, skills and preparedness of gifted student; it aims to provide equal opportunities for gifted students". (ALKURATI, 2015,354) It is also defined as programs aimed at discovering, taking care of and developing gifted students in the first three grades.

Study limits

- Spatial limits: This study is limited to a sample of (382) three-grade teachers of the Ministry of Education in the Hashemite Kingdom of Jordan,
- Time Limit: This study has been conducted during the second semester of academic year 2018 - 2019.
- Methodological limitation: Results of this study was determined by the accuracy of responses of members to the study tool axes, which were designed for the purpose regarding study of regarding degree of awareness of three – grade in public schools about the concepts of gifted education.

Methodology

The study adopted the descriptive approach as it meets its needs with respect to answering questions and objectives.

Study population

The study population consisted of all teachers of public schools in the Ministry of Education, according to official records of Queen Rania Center for Information Technology, which amounted to (65,340) male and female teachers (Queen Rania Center for Information Technology, 2018 \ 2019).

Study sample

The sample was randomly selected; as electronic questionnaire was designed and distributed to teachers of the first three- grade students of public schools of education directorates in the kingdom. (382) Valid questioners were received and analyzed, being a sample of the study.

Table (1) shows distribution of the members of the study sample.

Table (1): Distribution of the members of the study sample

	Variable	Number	Percentage
Gender	Male	149	39%
	Female	233	61%
	Total	382	100%
Qualification	BSC	317	83%
	Graduate Studies	65	17%
	Total	382	100%
Experience	Less than 5 years	214	56%
	5 years and above	168	44%
	Total	382	100%

* Queen Rania Center for Information Technology, (2018), Ministry of Education

Study tool

After reviewing theoretical relevant literature, the two researchers designed a questionnaire, which consisted of two parts, to collect data from the study sample members, The first part included general information about the members; the second part was the questionnaire designed to unravel the degree of awareness teachers of the first three grades have regarding gifted education. It comprised (24) items divided into four fields, each of which comprised (6) items: the first was on concept, the second on developmental characteristic, the third on gift identification methods, and fourth on educational programs.

The researchers electronically distributed the questionnaire to sample members on the ministry of education via social media with the aid of electronic groups for the first three grades in the directorates and in coordination with supervisory department providing explanatory instructions and the way of answering by putting tick (✓) in the appropriate place on accordance with the perspective of the teacher for each item. we explained to members the objective of such questionnaire and to kindly answer the questions objectively and accurately, the members were assured the answer will be only used for

research purposes, (382) of them valid for statistical analysis were retrieved.

Validity of the study tool

To verify the validity of the tool in this study, it was given to a group of (10) specialists in the field of talent, and creativity special education measurement, and evaluation. Their comments and amendments were taken to bring out the tool in its current form. Pearson Correlation was also elicited for each field of the tool as a whole. Table (2) shows correlation coefficient values.

Table (2): correlation of the fields with an overall degree of the tool

Field	Number of respondents	total
Facts and Concepts	40	.90**
Developmental Characteristics		.28*
Gift identification methods		.61**
Educational Programs		.91**

* Statistically significant at the functional level ($\alpha \leq 0.05$) ** D statistically significant at the functional level ($\alpha \leq 0.01$)

Reliability of study tool

To verify reliability of the tool, the coefficient of internal uniformity of Cronbach's alpha of items of the tool were elicited. Table (3) illustrates these coefficients.

Table (3): Internal uniformity coefficient Cronbach's Alpha of tool items

Field	Cronbach's Alpha
Facts and Concepts	0.88
Developmental Characteristics	0.81
Gift identification methods	0.78
Educational Programs	0.84
total	0.85

Stability coefficients indicate that the instrument has good and acceptable reliability, with the values of Cronbach Alpha which prove that the tool has a good degree of truth.

Statistical analysis

The Results of the present study were extracted via an appropriate statistical data processing, Statistical Package, of social Program (SPSS). The descriptive statistics of the four fields of the tool (means and standard deviations) were extracted as well with the coefficients of correlation and stability. To ensure that there are significant differences, the multi-variance analysis test was applied.

In order to explain the means of the estimates of the study sample members on each item of the questionnaire in addition to its fields, the tripartite statistical criterion was used (Kilani and Sherifin, 2014) as shown in Table (4).

Table (4): statistical standard used to elucidate arithmetic means of sample member's evaluations for every item of the tool besides every field included

Mean	Degree of agreement
From 1.00 - less than 2.34	Low
From 2.34 - less than 3.68	Medium
From 3.68 to 5.00	High

The length of each grade was calculated through

$$\frac{\text{highest value} - \text{lowest value}}{\text{number of grades}} = \frac{5 - 1}{3} = 1.33$$

Study procedures

Having studied the theoretical literature and previous studies and the guidance criteria of the gifted teacher issued by the Ministry of Education, Saudi Arabia, the research tool was developed to include four fields on gifted education. Then, the researcher extracted reliability and uniformity factors to select the study sample, distributing the tool on them, and collect the questionnaires to be analyzed to elicit the results.

Results

This part of the research outlines the results, which aim at raising the awareness of teachers of the first three grades in public schools about concepts of gifted education from their perspective.

Question 1: What is the degree of awareness among teachers of the first three grades in public schools about gifted education from their perspective? answer this question, the means and standard deviations of the concepts of gifted education were calculated for the tool as a whole. Table (5) illustrates this.

Table (5): Means and standard deviations of the fields of the awareness of gifted education on the tool as a whole ranked in a descending order

Number	Field	Mean*	SD	Level of agreement
1	Facts and Concepts	3.37	.560	Medium
2	Developmental Characteristics	3.55	.610	Medium
3	Gift identification methods	3.25	.690	Medium
4	Educational Programs	2.88	.590	Medium
Total		3.26	.340	Medium

* highest degree (5)

As shown in Table (5), the means for the fields of awareness of gifted education ranged between (2.9-3.6) with a medium level, while the highest mean was for the field of developmental characteristics and by a standard deviation of (0.61), followed by the mean of (3.37) for the field of facts and concepts with a standard deviation of (0.56). The lowest mean was for the educational programs field with a standard deviation of (0.59), the mean of the fields as a whole was (3.26) and the standard deviation was (0.34) with a medium agreement level. The researcher attributed this result to the limited university courses preparing teachers of the first three grades on theoretical materials that focus on the developmental characteristics of students in general, which helps in giving an indication of the extent of progress of the gifted compared to other students.

The researcher also attributed the lowest mean in the field of educational programs to being unaware of the subject of gift or programs that can be applied to students of the primary stage in the Ministry of Education in programs of rehabilitation and teacher preparation after service, and to the limited knowledge of information they received at the university level or through the personal judgment of some in this subject, despite what was stated in the strategic plan of the Ministry of Education for the years (2018-2022). The plan emphasizes the provision of a safe and stimulating environment and programs that meet the needs of students and provide them with life skills that help to strengthen the students' personalities and development and to discover their abilities, talents and future directions. A study of the Ministry of Education's Training Needs Survey showed that the percentage of talent, innovation and gift needs was 16% of teachers' needs.

The means and standard deviations were also calculated for the study sample members' responses on each of the items in each field of awareness of first three- grades teachers in public schools regarding concepts of gifted education as follows:

The first field: facts and concepts**Table (6): The means and standard deviations of evaluation of the study sample members on the facts and concepts field items arranged in a descending order**

Number	item	Mean*	SD	Level of agreement
5	I believe that all children are gifted and all have gift in a different way.	3.60	0.74	Medium
3	I believe in the importance of gifted education in the educational process.	3.57	0.81	Medium
1	I have a specific and clear concept of gift and gifted children.	3.53	0.89	Medium
6	I recognize the important role of classroom teacher in identifying and developing gift.	3.47	0.87	Medium
2	I understand the difference between concepts (gift, creativity, superiority and excellence).	3.07	0.74	Medium
4	I understand the facts and studies related to gift students. Gift	2.97	0.86	Medium
total: facts and concepts		3.37	0.56	Medium

* highest degree (5)

As shown in Table (6), the means for the fields of facts and concepts ranged between (2.97 - 3.60) with a medium degree of agreement where the highest was for paragraph (5) that states "I believe that all children are gifted and all have gift in a different way" with a standard deviation of (0.74) followed by the mean (3.57) for item (3) that states "I believe in the importance of gifted education in educational process" with a standard deviation of (0.81). The lowest mean value was item (4) that states "I understand the facts and studies related to gift in students" with a standard deviation of (0.55). The results are consistent with the findings of Al-Farhoud (2006) and Al-Fahd (2001) of the positive trend of teachers towards the gifted students, and lack of adequate preparation and qualification for the first three teachers before and after the service Al-Fahd (2001).

The second field: Developmental Characteristics**Table (7): means and standard deviations of evaluating the study sample members on items \Developmental Characteristics arranged in descending**

Number	item	Mean*	SD	Level of agreement
6	I recognize the role of environmental factors in the development of gift in children.	3.70	0.69	High
5	I practice strategies that develop social skills inside classroom.	3.59	0.79	Medium
1	I identify the emotional, social and psychological characteristics of gifted children.	3.54	0.86	Medium
2	I distinguish the difference between gifted and ungifted children.	3.52	0.90	Medium
3	I know the developmental characteristics of gifted children in the first three grades.	3.50	0.98	Medium
4	I identify early indications of gift.	3.47	0.92	Medium
total: Developmental Characteristics		3.55	0.61	Medium

* Highest degree (5)

Table (7) shows that the means of developmental characteristic ranged between 3.47-3.70 to high and moderate level of agreement while the highest mean was for item (6) "I recognize the role of environmental factors in the development of gift in children " with a standard deviation of (0.69). The second rank was for item (5) "I practice strategies that develop social skills inside classroom" with a mean of (3.586) and a standard deviation of (0.79). The lowest mean was for item (4) "I identify early indications of gift" with a standard deviation of (.92). This result can be attributed to the prevailing culture of teachers which deals with the treatment of problems in low-achieving students and to the adoption of theoretical aspects, cognitive abilities of the student, and the level of achievement in subjects as indicators of talent. Al-Shakhs (1990) indicated that there was no true concept of gift among teachers and their lack of familiarity with the characteristics, indicators and features that should be brought to attention when identifying gifted students which contributes to lack of opportunities for gifted students to receive attention and care in classroom.

The third field: Gift identification methods

As shown in Table (8), the means for the fields of gift identification methods ranged between (2.31-3.70) with high, medium and low degree of agreement where the highest was for item (4) that states "I recognize the role of classroom environment in identifying gifted students" with a standard deviation of (1.31) followed by the mean (3.508) for item (3) that states "I identify the factors influencing identifying gifted students" with a standard deviation of (0.99). The lowest mean value was item (1) that states "I recognize the tools that are agreed upon and their suitability to identify gifted students" with a standard deviation of (1.20). This finding can be attributed to the fact that, despite the development of a range of appropriate standards, tests and assessment tools depending on the quality and scope of the gift, there are no sufficient number of centers, bodies and specialists capable of training teachers, in addition to the lack of specialized training programs within the professional development ones for teachers provided by the Ministry of Education.

Table (8): means and the standard deviations of evaluating study sample members on Gift identification methods item are arranged in a descending order

Number	Item	Mean*	SD	Level of agreement
4	I recognize the role of classroom environment in the identification of gifted students.	3.70	1.31	High
3	I identify the factors influencing identification of gifted students.	3.51	.99	Medium
5	I use instructional methods and interactive activities that help to identify gifted students.	3.40	1.02	Medium
2	I distinguish between stages of gift identification (nomination and care).	3.36	1.01	Medium
6	I develop teaching strategies that use higher thinking levels such as creative thinking, critical thinking and brainstorming.	3.19	1.17	Medium
1	I recognize the tools that are agreed upon and their suitability to identify gifted students.	2.31	1.20	Low
total: Gift identification methods		3.25	0.69	Medium

* Highest degree (5)

The fourth field: Educational Programs

Table (9): Means and the standard deviations of evaluating study sample members of the Educational program field items arranged in a descending order

Number	Item	Mean*	SD	Level of agreement
2	I follow the concept and applications of the academic acceleration system.	3.45	1.28	Medium
4	I define the concept of enrichment programs for gifted children.	2.96	1.07	Medium

Number	Item	Mean*	SD	Level of agreement
6	I compare global models and programs in gifted education programs.	2.94	1.02	Medium
1	I understand the philosophy and goals of gifted education in Jordan.	2.91	1.04	Medium
3	I recognize the importance and roles of the gift rooms in school.	2.73	1.07	Medium
5	I develop enrichment programs according to students' levels and interests.	2.31	0.86	Low
total: Educational programs		2.88	0.59	Medium

* highest degree (5)

As shown in Table (9), the means for the fields of educational programs ranged between (2.31-3.45) high, medium and low degree of agreement where the highest was for item (2) that states "I follow the concept and applications of academic acceleration system" with a standard deviation of (1.28) followed by the mean (2.96) for item (4) that states "I define the concept of enrichment programs for gifted children" with a standard deviation of (1.07). The lowest mean value was item (5) that states "I develop enrichment programs according to the students' levels and interests" with a standard deviation of (0.86). This result can be attributed to lack of orientation in the Ministry of Education towards building systematic and specialized programs which aim at promoting the culture of gifted education and the importance of their discovery. In addition, the limited number of gifted rooms, consisting of (72) rooms distributed to all directorates of education (42) Directorates, led to the ambiguity between teachers of the first three grades. The teacher's job is reduced to certain roles using traditional methods which do not focus on the gifted side.

The second question: "Are there statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of awareness of teachers of the first three grades in public schools in the gifted education attributed to demographic variables (gender, qualification, experience)?

To answer this question, multiple variance analysis was used to calculate the differences between the means of responses to the fields of teachers' degree of awareness according to the study variables (gender, qualification, experience). Table (10) illustrates this.

Table (10): Results of multiple variance analysis of the differences between means of sample members responses to fields of the tool according to study variables

Variable	Category	Statistics	Field				
			Facts and Concepts	Developmental Characteristics	Gift identification methods	Educational Programs	Total
Gender	Male	Mean	3.35	3.54	3.24	2.84	3.24
		SD	0.57	0.60	0.75	0.58	0.36
	Female	Mean	3.38	3.56	3.26	2.91	3.28
		SD	0.55	0.62	0.65	0.59	0.33
Experience	Less than 5 years	Mean	3.32	3.52	3.20	2.85	3.22
		SD	0.54	0.63	0.71	0.57	0.33
	5 years and above	Mean	3.60	3.73	3.53	3.04	3.47
		SD	0.58	0.48	0.55	0.65	0.32
Qualification	BSC	Mean	3.40	3.60	3.21	2.87	3.27
		SD	0.62	0.62	0.68	0.62	0.36
	Graduate Studies	Mean	3.34	3.48	3.30	2.90	3.25
		SD	0.46	0.60	0.71	0.56	0.31

Table (11): Results of multiple variance analysis of differences between means of the sample members' responses to fields of awareness of first three- grade teachers in public schools in gifted education tool according to study variables

Source of variance	Field	Squares sum	Freedom degrees	Squares mean	F value	Statistical significance
Gender	Facts and Concepts	0.22	1	0.22	0.74	0.39
	Developmental Characteristics	0.09	1	0.09	0.25	0.62
	Gift identification methods	0.12	1	0.12	0.26	0.61
	Educational Programs	0.69	1	0.69	2.01	0.16
	fields as a whole	0.24	1	0.24	2.23	0.14
Qualification	Facts and Concepts	4.06	1	4.06	13.47	0.0*0
	Developmental Characteristics	2.21	1	2.21	6.03	0.01*0
	Gift discovery methods	6.74	1	6.74	14.54	0.00*0
	Educational Programs	2.21	1	2.21	6.45	0.01*0
	The fields as a whole	3.59	1	3.59	33.58	0.00*0
Experience	Facts and Concepts	.16	1	0.17	0.55	0.46
	Developmental Characteristics	1.15	1	1.15	3.140	0.08
	Gift identification methods	1.30	1	1.30	2.81	0.09
	Educational Programs	0.23	1	0.23	.66	0.42
	fields as a whole	0.00	1	0.00	.011	0.92
Error	Facts and Concepts	113.83	378	0.30		
	Developmental Characteristics	138.11	378	0.37		
	Gift identification methods	175.13	378	0.46		
	Educational Programs	129.26	378	0.34		
	fields as a whole	40.43	378	0.11		

* Statistical significance at the function level ($\alpha \leq 0.05$)

As shown in table (11), there are no statistically significant differences at the functional level ($\alpha \geq 0.05$) between the arithmetical averages of responses of sample members to the fields of teacher awareness and the tool as a whole attributed to gender and experience variables, while there were statistical significance differences attributed to the qualification variable. the differences in table (10) were in favor of the postgraduate category. This result can be attributed to the fact that the sources of information related to this subject are not related to gender or teacher's experience more than his interests and culture, especially in light of the current training programs where the same expertise and programs are offered to all groups. But the results showed that there are statistically significant differences attributed to the qualification variable in the favor of postgraduate studies, and this is because the graduate studies provide the teacher with greater opportunities to view and increase awareness of the recent trends in education being the most prominent trends.

Recommendations

1. Develop a training program to raise awareness among teachers of the first three grades of the concepts and importance of gifted education in the Ministry of Education.
2. Add more courses to university study plans related to the gift in Jordanian universities.
3. Coordinate with universities for further cooperation in this area.

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