



The Level of Characteristics that Gifted Students Featuring in Jerash Governorate, According to the Pride Scale

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Abstract: The aim of the research is to identify the characteristics that Featuring gifted students in Jerash governorate according to the Pride scale in its five axes (multiplicity and diversity of interests, purposeful play and social interaction, imaginative thinking and social acceptance, independence in thinking, originality in thinking), and the descriptive approach was used, where appropriate with research goals. The research sample consisted of (72) gifted mothers in the King Abdullah Distinction School in Jerash Governorate. Pride scale was used. The research concluded that the characteristics of multiple interests and their diversity, the features of meaningful play and social interaction, the features of imaginative thinking and social acceptance, the features of originality in thinking, and the characteristics of independence in thinking enjoyed by the gifted students in Jerash governorate according to the Pride scale was a moderate degree. In light of the results of the research, a number of recommendations were presented, the most prominent of which are: Establishing an electronic portal to raise awareness of the concepts of giftedness and creativity among gifted students, and introducing tools and measures to reveal their talents and innovations, classify them, methods of caring for them, and enrich their talents and creativity, and can be adopted by the Ministry of Education and centers for gifted and creative Official and eligibility. And the establishment of centers for family education and primary educational care for gifted students in Jerash Governorate.

Keywords: *Level of Characteristics; Gifted Students Featuring; Pride; Jordan.*

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Introduction

Children usually Featuring vitality, movement, release and love of discovery, which often drives them to penetrate the laws of family and society, which leads parents and relatives to rebuke them for many of the behaviors, which may lead to killing intellectual creativity in children, as many psychologists see, intellectual creativity requires in the first place, an area of freedom to contemplate, think and experiment. If the space for freedom is narrowed by censure, the space for intellectual creativity narrows.

The psychologist Glyford, after studying the gifted and those with extraordinary abilities, decides that what distinguishes them is the momentum they possess, the sense of problems, the ability to penetrate into the unfamiliar, and the ability to abstract visualization, as well as the ability to create, that is, to find a new element derived from a compound or vehicles. Found. Among the most important factors or primary abilities that can contribute to the creativity process are: the presence of the driving force or a sense of problems, the fluency in generating and producing ideas in a unit of time, the degree of innovation in proposing ideas, the flexibility in thinking and the ability to change, and the

organization of ideas into broader patterns The most comprehensive, such as the compositional ability, the analytical ability, the ability to reorganize, define and finance ideas, the new use of ideas, the ability to deal with a number of ideas, and manage them simultaneously, and the degree of evaluative control in order to better choose the ideas (Khalaf, 2006).

Since gifted children have sensitive and sensitive characteristics and are sensitive to the type of interaction and the method of education and guidance, the family must, upon discovering the gifted child, take into account his characteristics in the various aspects of physical, motor, psychological and social development, and the family should be very wary of mocking the ideas and repeated questions of the gifted child. This is so that he is not afraid to express his ideas or hesitate to announce them, and usually the questions asked by gifted children lead to a feeling of satisfaction and reassurance after they get the answer, and thus it clearly indicates the desire to learn and train, and the high motivation for cognitive achievement (Davis and Silvia, 2001).

The children's talent may be affected by the wrong parenting methods adopted by many families, the family environment that limits the child's freedom and forces him to conform and subordinate, by practicing wrong methods in social upbringing such as beating, violence, separating children, and limiting the freedom to express opinion or think Or expression disrupts much of the development of talent in children, and the severe anxiety of some families about children sometimes leads them to exaggerate the methods of protection or pampering; This hinders and limits the development of talents in children; Therefore, it is imperative to nurture gifted children and develop their talents through the use of modern, balanced education methods that take into account the characteristics and interests of the gifted (Muqalled, 2010).

Research problem and questions:

The ideas of many educators and social scientists tend to pay attention to root breeding, as it became clear to many scholars and observers that the problem of the intended impact of school education and its slow or shortcomings in some cases is not attributed to its competition with influential societal and media variables only, but the reasons focus

primarily on the quality of education And social relations in the bosom of the first education, which is the family, where the basic rules of education, directing capabilities and discovering talents are adopted, and for this reason the school is an institution that complements, reinforces, or corrects the efforts of another social institution in which the methods of education are often not based on scientific foundations and goals, as is the case in the school Therefore, the different methods affect the quality of achievement and outputs in both institutions (Stewart, 1996).

The implementation of the parent awareness program on methods of dealing with children in general, especially the gifted, aims to educate parents and families about the most appropriate methods to discover talent in their children and invest their energies and direct them. It also aims to modify parents 'attitudes towards their gifted children and help them understand themselves and their gifted children, and enlighten them about the psychological needs of their children. The most appropriate way to satisfy them, and the program presents in the form of meetings with mothers in two aspects: a cognitive aspect that aims to enlighten mothers with ways to uncover talent,

methods of developing and investing it, the needs of the gifted child and the most appropriate ways to satisfy them, and the most appropriate educational methods for the care of the gifted child, and aims to develop mothers' skills in aspects of caring for their gifted children by satisfying their needs, discovering their talents, developing them and investing them (Qandil, 2003).

A set of scientific tools have been used to detect gifted children in their early stages of development in schools, some of which were previously mentioned, such as the Pride scale and the Rusan scale, and the results of its study indicated that the scale has a high degree of validity and reliability (Hariri, 2007).

The research problem is represented in answering the following question:

- What is the level of characteristics that gifted students Featuring in Jerash Governorate, according to the Pride scale?

The main question is divided into the following sub-questions:

- What is the level of multiple interests and diversity of the gifted students in Jerash governorate, according to the Pride scale?

- What is the level of the attributes of purposeful play and social interaction that gifted students Featuring in Jerash governorate, according to the Pride scale?
- What is the level of imaginative thinking characteristics and social acceptance Featuring by gifted students in Jerash governorate, according to the Pride scale?
- What is the level of independence in thinking attributes of gifted students in Jerash governorate, according to the Pride scale?
- What is the level of the attributes of originality in thinking that gifted students Featuring in Jerash governorate, according to the Pride scale?

Research aims:

- Identifying the characteristics that gifted students Featuring in Jerash governorate according to the Pride scale in its five axes (multiplicity and diversity of interests, purposeful play and social interaction, imaginative thinking and social acceptance, independence in thinking, and originality in thinking).
- Disclosure of the correlational relationship between the characteristics of gifted students

in Jerash Governorate, according to the Pride scale.

Research importance:

The importance of this research appears in its contribution to the following:

- Sheds light on revealing gifted students through the characteristics that students Featuring according to the BRIDE scale, and then taking care of them.
- Demonstrate the need for planned training programs for gifted students to deal with the gifted category of them.
- Enriching the educational field in determining the needs of mothers and teachers for training to deal with gifted students.
- The results of the study help to know what mothers in Jerash Governorate need to discover and care for their talented children.

search limits:

- Objective limits: This research deals with the characteristics that gifted students Featuring in Jerash governorate, according to the Pride scale.
- Spatial boundaries: King Abdullah II Schools of

Excellence, which includes gifted students in Jerash.

- Human Limits: The mothers of the seventh grade students in King Abdullah II Schools for Excellence.
- Temporal boundaries: This research was applied in the 2020 academic year.

Search terms:

- Gifted children: The researcher procedurally defines gifted students as: They are children who show distinguished performance compared to the age group to which they belong, and appear more independent, intelligent, self-confident, ambitious, and accomplished than ordinary students.
- Pride scale: It is a standardized scale for the detection of gifted students, and this scale enables the detection of personality traits that distinguish talented people from others of the same age group, and includes five main axes, which are: (plurality and diversity of interests, purposeful play and social interaction, imaginative thinking and social acceptance. Independence in thinking, originality in thinking).

Research literature:

First: The theoretical framework:

The gifted child:

There have been many terms that express the concept of a gifted child, such as: the term superior child, the term creative child, or the talented child. These terms express a group of unusual children, which is the category that falls under the umbrella of children with special needs, and definitions of creativity vary, but they revolve around the lexical connotation of the word creativity: which is bringing the uncommon; In language: innovation: the thing that comes first, and created the thing: invented it, not for example, and in education: creativity: the ability of the individual to produce distinguished with the greatest possible fluency, flexibility, originality, and distant repercussions, in response to a problem or an exciting situation, or is: the initiative that A person shows it by his ability to split from the normal sequence of thinking to thinking totally contrary to (Tolbah, 2009).

Many definitions have appeared that clarify the meaning of gifted children and creative children, and some of those definitions focused on mental ability, while others focused on high academic achievement,

while other definitions focused on creativity, personality and mental characteristics or traits. As for the classic definitions, they focus on considering mental ability the only criterion in defining the gifted child, and it is expressed in intelligence, which is the definition of Holling and Terman 1952, which focused on the general mental ability measured by intelligence tests, and considered IQ 140 as the boundary between the gifted and the normal child, and he adopted such The trend in defining the gifted child, each of DeHan and Havjrist 1957, as they considered the criterion is verbal ability, imaginary spatial ability, mechanical and musical ability ... etc (Al-Rousan, 2009).

Many of the criticisms directed at the classic (psychometric) definitions of the gifted child appeared in the era of the seventies of the last century, and among these criticisms that the IQ scale such as the Stanford-Binet scale, or the Wechsler scale does not measure the child's other abilities, such as creativity, special talents or personal mental traits. Rather, the individual's general mental ability, expressed by the percentage of intelligence, appears with the failure of the IQ tests to measure innovative thinking, so measures of creative thinking appeared (Atallah, 2005).

Modern definitions of the gifted child have relied on a change in the perception of the gifted child's performance in society and its social value. High mental ability is no longer seen as the only criterion for defining gifted children. Rather, other forms of performance, such as academic achievement, thinking, special talents, and personal characteristics are viewed as main criteria. In defining the gifted child. The gifted child is defined as: the child who shows a distinct performance compared to the age group to which he belongs in one or more of the following abilities:

- Mental ability in which the IQ is greater than two positive standard deviations from the mean.
- Creative ability in one or more areas of thinking and application.
- The ability to achieve outstanding educational attainment with a degree that exceeds the mean by three standard deviations.
- The ability to perform distinct skills, such as technical, sports, or linguistic skills, etc.
- The ability to persevere, commitment, high motivation, flexibility, and independence in thinking as personal and mental traits that distinguish the gifted from others, in addition to

mental, physical and emotional characteristics that are noticeable on the part of those around him to care for him (Al-Rousan, 2009).

Gifted children are children who show excellence in the work assigned to them, and appear more independent, intelligent, self-confident, ambitious, and accomplished than ordinary children. Despite this, we cannot say that school delay in children means a lack of talent, as we sometimes find talented people but they do not have the ability to Academic and educational acclimatization (Tolbah, 2009).

The family role of caring for gifted children:

Parents and the family have a duty to recognize the traits and characteristics of gifted and creative people through the literature of talent and creativity, follow up the growth of their children, diagnose their characteristics and classify them according to the information they collected about the characteristics of gifted and creative people. In dealing with the gifted in a way that supports and develops his talent, just as parents must provide a culturally rich environment that motivates the gifted child and pushes him to search for places he wants to visit, things he wants to do, tasks he wants to

accomplish, and lessons he wants to learn. It is also useful to stimulate dialogue with the child and listen well to His views, views and participation in addressing topics of special interest to him. The child learns a lot through play, and therefore it is necessary to ensure that children participate in their games (Subhi, 1992).

Here is a summary of the role parents and family should play in nurturing their gifted children:

1. First: Acquiring a culture of dealing with gifted children: This can be achieved by reviewing the literature of giftedness and creativity, methods of uncovering gifted children, methods of caring for them and enriching their gains. Parents and family members can enroll in specialized courses in the field of gifted care to learn about the characteristics of the gifted and methods of using Measurement tools for detecting them and methods of caring for them (Dimas 2002).
2. Second: Enjoying the characteristics of the gifted educator: Among the most prominent characteristics that should be found in parents and family members whose talented children discover the following characteristics of gifted educators:

- Has intellectual, literary and cultural interests.
 - Enjoy the speed of understanding and perception.
 - Enjoys broad-mindedness and science fiction.
 - Featuring initiative and fluency in speaking.
 - Featuring a wide culture in various fields.
 - He has a wealth of intelligence above average.
 - He is flexible in his ideas and problem-solving style.
 - Good eyesight.
 - Is open to new ideas (Mawhiba, 2016).
3. Third: The use of modern educational methods in education: Educators unanimously agree on the importance of parents and family using balanced educational methods to deal with children in general and gifted children in particular that help them in normal growth and push them to highlight and develop their talents (Dimas 2002).
 4. Fourth: Diversifying activities for the gifted child to develop his talents: Gifted children tend to practice various activities, and parents and family must invest the gifted children's tendencies

to develop their intelligence in a way that helps them to have organized scientific thinking, quick wit and the ability to innovate (Dimas 2002).

5. Fifth: Communicating with institutions and centers for gifted care: Because of the different levels of general and specialized culture among family members, and because of the scientific methods required for the detection and care of talented people, parents and family members should communicate with specialists in institutions and centers for gifted care to receive specialized consultations, and to seek the help of what is available. It has measuring tools, detection standards, curricula and methods of care and enrichment, and states should pay attention to establishing primary educational care centers that provide support and support to families in this field, and until such centers are established, parents and families can receive support from specialists wherever they are in institutions, centers, schools and universities, children. The talented people deserve to make a lot of effort in order to nurture them and

develop their talents (Dimas, 2002).

Second: Previous Studies:

The researcher noticed the lack of studies that dealt with gifted children, and she could access some studies, as follows:

Hariri (2007) conducted a study aimed at codifying the Pride scale for the detection of gifted students for the kindergarten stage in the city of Arar, and the researcher extracted the psychometric characteristics of the original scale, which enjoyed a high degree of validity and stability. On (40) mothers of children and (40) teachers from among the teachers, and the study concluded that there is an acceptable percentage of the talents enjoyed by the children as shown by the scale, which confirms its effectiveness in determining the characteristics of gifted children.

Al-Jaghiman and Abdul Majeed (2008) conducted a study aimed at preparing and codifying a list of the behavioral characteristics of gifted children between 3 and 6 years old.

A list of the behavioral characteristics of gifted children was designed, consisting of (60) items that were classified into four axes: (learning characteristics, characteristics Linguistic, personal characteristics, interests), and the list

was presented by a number of judges to form the final picture of the scale.

As for the study of Qomrah (2009) aimed at identifying the role of the family in caring for gifted children, and its relationship to some variables, and the study sample consisted of 100 families with gifted children. The study concluded that the characteristics that gifted children enjoy are consistent with the characteristics agreed upon in the field of caring the gifted children, and that the educational level of gifted children's mothers had the greatest impact on the care, discovery and development of gifted children.

Whereas the Shaqroun study (2010) aimed to design a battery of scales for early identification of gifted children in different cultures while measuring abilities in mathematics. The study sample consisted of 99 pre-school children. The study found that a large percentage of children have different talents in mathematics that have not been revealed due to the lack of standards, and there was also an emphasis on the existence of a correlation between the ability in mathematics and the rest of the abilities of gifted children, especially logical analysis, imagination, searching for details and focusing on the path.

Garn, et al. (2012) conducted a study aimed at identifying the role of fathers in the academic motivation of their gifted children, and how parents can develop the academic motivation of their children. The study found a set of challenges that parents face in promoting their gifted children, including: Parents' lack of familiarity with the methods of revealing their children's talents, Their poor possession of the skills that nurture the talent of their children, and this is related to the social, economic and educational factors of the family, as gifted children in the appropriate social and environmental climate have greater opportunities to nurture their talents, and the educational qualification of parents has a great impact on developing the talent of their children.

The study of Al-Awamleh, et al. (2013) aimed at identifying the level of characteristics that gifted kindergarten students enjoy in the city of Amman according to the Pride scale and its relationship to some variables. Arabized Braid in the Jordanian image prepared by Al-Rousan in 1990. The study found that the level of characteristics enjoyed by gifted kindergarten students in Amman, according to the Pride scale, came at an average level.

While the study of Skuse (2014) aimed to identify the methods of developing gifted children in education, and how this affects their performance, in an attempt to establish methods for developing children's talents at an early age, and the study reached a proposed envisioning of many mechanisms that can be distinguished Gifted children through them, and identify a set of ways and methods that can enhance their learning.

As for the study of Clayton (2016), it aimed to determine the best measures by which to measure the giftedness of children to enhance their learning, and the study concluded that the Braid scale is one of the accurate measures to measure the giftedness of children, and it is able to make an accurate distinction between all aspects Show kids talent.

Through the previous presentation of the previous studies, the researcher finds that the current study may agree with these studies in aspects, and may differ from them in other aspects. Where the current study agreed with previous studies in the use of the Pride scale for the detection of gifted, and the descriptive approach was the approach that most previous studies relied on.

Most of the previous studies applied the Pride scale to the kindergarten stage, and the researcher did not find Arab studies that used the Pride scale in the primary stage, and this is what distinguishes the current study from the rest of the studies. Where this study applied to the highest group of gifted children identified by the Pride scale, the seventh grade.

Methodological procedures for research:

The methodological procedures for the research are presented here, in terms of the research method, identifying the community and the sample, the tools in terms of their construction, the procedures used in their application and ensuring their validity and stability, and the statistical treatment methods that were used in data processing, which are as follows:

Search Methodology:

The survey descriptive method was used, which is as stated by Obeidat and others (2007: 247) as: "A method based on collecting information and data on a phenomenon, event, thing, or reality, with the intention of identifying the phenomenon studied. And determining its current situation and identifying its

strengths and weaknesses in order to know the validity of this situation or the extent of the need to make partial or fundamental changes in it.

Search community:

The research community consisted of all mothers of students in the seventh grade of basic education in King Abdullah Schools of Excellence for the 2020 academic year.

Search sample:

The research sample consisted of (72) mothers of students in the seventh grade of basic education in King Abdullah Schools for Excellence for the academic year 2020, and the sample was chosen by

the comprehensive survey method, where the study sample was the study population.

Search tool:

The Pride scale was relied upon, consisting of (44) paragraphs, and it included five main axes, namely: (plurality and diversity of interests, purposeful play and social interaction, imaginative thinking and social acceptance, independence in thinking, originality in thinking), and it responds to the scale is according to the pentagonal gradient (very large, large, medium, low, very low), and the following table shows the locations of the phrases for each of the axes.

Table 1. *Distribution of scale paragraphs on its axes*

Axes	Paragraph numbers	Number of items
plurality and diversity of interests	1, 3, 6, 18, 20, 22, 25, 26, 27, 30, 31, 35, 38, 43, 44	15
purposeful play and social interaction	2, 7, 13, 14, 15, 16, 17, 19, 21, 23, 24	11
imaginative thinking and social acceptance	8, 9, 10, 11, 24, 39, 41	7
independence in thinking	4, 5, 28, 29, 36, 37, 40, 42	8
originality in thinking	12, 32, 33	3

Validate scale:

1. Content verification or apparent validity:

The scale was presented to a group of judges, and the comments of the judges were taken, and adjustments were made, which is the apparent validity and validity of the

content of the tool, and it was considered that the scale is valid for measuring what was set for it.

2. Internal consistency validity:

The validity of internal consistency was extracted using the Pearson correlation coefficient, where the correlation coefficients for the scale axes ranged between (0.72 - 0.89), all of which are high correlation coefficients.

Stability of scale:

The reliability coefficient of the scale was extracted by the Cronbach alpha method, and the stability of the five axes of the scale was between (0.82-0.91), and all of them were high reliability coefficients.

Search Tool Application Procedures:

The following procedures were followed in the application process:

1. The research tool was applied to the research sample, mothers of gifted students in King Abdullah Schools of Excellence in Jerash Governorate, and the questionnaires were collected and classified.
2. The unpacking process was carried out according to the criteria specified in the search tool, as it was given to each paragraph in the five-point scale of the scale (very large, large, medium, low, very low). Score corresponding to it (5, 4, 3, 2, 1).

3. Statistical analyzes were performed using the Statistical Package for Social Sciences (SPSS).

Statistical processors:

They were represented as follows: Pearson correlation coefficient to calculate the validity of internal consistency. And calculate the test invariance with the Cronbach alpha equation. And extracting the arithmetic averages and percentages to know the level of characteristics that the gifted students Featuring in Jerash Governorate, according to the Pride scale.

Research results, interpretation and discussion:

The researcher dealt here with analyzing the results of the research, by presenting the responses of the individuals of the research sample to the research questions, and treating them statistically using the concepts of descriptive statistics and its statistical methods, reaching the results, analyzing and interpreting them in light of the theoretical frameworks of the study.

1. interpretation and discussion of the first question:

The first question states: What is the level of multiple interests and diversity of the gifted students in

Jerash governorate, according to the Pride scale?

To answer this question, arithmetic averages and standard deviations were extracted for all

expressions that represent the level of features of multiple interests and their diversity enjoyed by the gifted students in Jerash Governorate, according to the Pride scale.

Table 2. Arithmetic averages and percentages of the level of multiple and varied interest characteristics enjoyed by gifted students

N	Paragraph arrangement	Average	ratio	Appreciation
31	The child loves to color the pictures he makes	3.32	66.4	Medium
38	The child is interested in arts (drawing, acting, sport ... etc)	3.30	66.0	Medium
18	The child shows a lot of tendencies and interests	3.29	65.8	Medium
3	The child asks many and varied questions	3.26	65.2	Medium
35	The child collects various things (stamps and pictures)	3.22	64.4	Medium
20	The child contemplates more than rushes towards it	3.20	64.0	Medium
26	The child quickly shows interest in things around him	3.17	63.4	Medium
1	The child is interested in things (games) around him for a long time	3.14	62.8	Medium
22	The child has many and many tendencies	3.13	62.6	Medium
6	The child tends to explore things around him	3.11	62.2	Medium
43	The child loves animal stories	3.06	61.2	Medium
44	The child appears to be able to understand things from other people's point of view	3.05	61.0	Medium
25	The child does two things that do not usually work together (drawing, acting, etc)	3.02	60.4	Medium
27	The child does things that others do not	3.01	60.2	Medium
30	The child is completely dependent on himself	2.90	58.0	Medium
	Overall average	3.15	63.0	Medium

It is evident from the previous table that the expressions that express the level of features of pluralism and diversity of the gifted students in Jerash Governorate

according to the Pride scale, their averages ranged between (3.32 - 2.90) according to the five-point gradient scale that has been determined. Where the general average for

expressions of this dimension reached (3.15) and a percentage (63.0%). According to the test, the level of features of multiple interests and their diversity enjoyed by gifted students in Jerash governorate according to the Pride scale was of a medium degree, and it is noticed that the responses of the research sample are mediated on all the phrases of this axis Where all the phrases came with a medium degree.

This result is relatively consistent with the findings of Hariri's study (2007), which showed the existence of differentiation between gifted children and their peers in the level of interests. The study of Al-Awamleh, et al. (2013) also showed that the diversity of talents' interests stems from the diversity of tasks they

perform, unlike their peers at the same age level.

2. *interpretation and discussion of the second question:*

The second question states: What is the level of the attributes of purposeful play and social interaction that gifted students Featuring in Jerash governorate, according to the Pride scale?

To answer this question, arithmetic averages and standard deviations were extracted for all expressions that represent the level of the features of meaningful play and social interaction enjoyed by gifted students in Jerash Governorate, according to the Pride scale.

Table 3. Arithmetic averages and percentages of the level of the attributes of meaningful play and social interaction enjoyed by gifted students

N	Paragraph arrangement	Average	ratio	Appreciation
2	The child loves to tell him stories	3.74	74.8	High
21	The child laughs with me a lot	3.71	74.2	High
19	The child enjoys the process of painting things (drawing on the walls or papers)	3.46	69.2	High
14	The child is interested in books, especially books of those who are older than him	3.32	66.4	Medium
17	The child enjoys the pretend play	3.26	65.2	Medium
34	The child gives up in front of difficult things and tends to what is less difficult or easy things	3.15	63.0	Medium
23	The child exhibits unusual thoughts	3.10	62.0	Medium

16	The child takes things apart to see how they work	3.05	61.0	Medium
15	The child is bored with the objects presented to him	3.01	60.2	Medium
13	The child composes new songs	2.91	58.2	Medium
7	The child spends a lot of time on delusional games	2.83	56.6	Medium
	Overall average	3.23	64.6	Medium

It appears from the previous table that the expressions that express the level of the features of meaningful play and social interaction enjoyed by gifted students in Jerash governorate according to the Pride scale, their averages ranged between (3.74 - 2.83) according to the five-point gradient scale that was determined. Where the general average for expressions of this dimension reached (3.23) and a percentage (64.6%), and according to the test, the level of the characteristics of meaningful play and social interaction enjoyed by gifted students in Jerash governorate according to the Pride scale was of a medium degree, and it is noticed that the responses of the individuals of the research sample differed on the phrases of this axis Where the phrases came in large and medium.

This result is consistent with the findings of the study of Al-Joghiman and Abdul-Majeed (2008). And the study of the moon (2009); Which

indicated that the level of purposeful play and social interaction among the gifted is related to the family care that the parents undertake as a result of their feeling that their children have differentiation from others, so they provide them with some requirements that help them stimulate their talents.

3. *interpretation and discussion of the third question:*

The third question states: What is the level of imaginative thinking characteristics and social acceptance Featuring by gifted students in Jerash governorate, according to the Pride scale?

To answer this question, arithmetic averages and standard deviations were extracted for all expressions that represent the level of imaginative thinking characteristics and social acceptance enjoyed by gifted students in Jerash Governorate, according to the Pride scale

Table 4. Arithmetic averages and percentages of the level of imaginative thinking characteristics and social acceptance enjoyed by gifted students

N	Paragraph arrangement	Average	ratio	Appreciation
8	The child and I exchange verbal jokes and caresses	3.80	76.0	High
24	The child does what others are doing	3.61	72.2	High
10	The child asks unusual questions (above his chronological age)	3.32	66.4	Medium
41	The child often tells funny things (a joke, a joke, a story or a situation in a funny way ... etc).	2.96	59.2	Medium
9	The child has imaginary friends	2.95	59.0	Medium
39	The child describes the things he sees in an unusual way	2.87	57.4	Medium
11	The child loves to make jokes	2.84	56.8	Medium
	Overall average	3.19	63.8	Medium

It is evident from the previous table that the expressions that express the level of imaginative thinking characteristics and social acceptance enjoyed by gifted students in Jerash Governorate according to the Pride scale, their averages ranged between (3.80 - 2.84) according to the five-point gradient scale that was determined. Where the general average for expressions of this dimension was (3.19) and a percentage (63.8%). According to the test, the level of imaginative thinking characteristics and social acceptance enjoyed by gifted students in Jerash governorate according to the Pride scale was of a moderate degree, and it is noticed

that the responses of the research sample to the phrases of this axis differed. Where the phrases came in large and medium.

This result is consistent with the findings of the Hariri study (2007). And Shaqroun's study (2010), which showed that gifted people have higher capacities in imagination, and these abilities make them more socially ill, especially in stimulating circles. Sometimes such abilities are lost if they are not taken care of by the parents.

4. interpretation and discussion of the fourth question.:

The fourth question states: What is the level of independence in thinking attributes of gifted students

in Jerash governorate, according to the Pride scale?

To answer this question, arithmetic averages and standard deviations were extracted for all

expressions that represent the level of independence characteristics in thinking enjoyed by the gifted students in Jerash Governorate according to the Pride scale.

Table 5. Arithmetic averages and percentages of the level of independence in thinking attributes of gifted students

N	Paragraph arrangement	Average	ratio	Appreciation
4	The child rushes quickly towards things like (toys)	3.97	79.4	High
28	The child is interested in learning new things	3.38	67.6	Medium
37	The child prefers to color in coloring books as his own picture	3.34	66.8	Medium
29	The child does difficult things (solving and installing toys)	3.29	65.8	Medium
42	The child points out the unusual things around him	2.96	59.2	Medium
36	The child loves to try new things	2.94	58.8	Medium
5	The child tends to think about the things presented to him	2.87	57.4	Medium
40	The child likes to build difficult things like (house, game, use of Klego tools)	2.86	57.2	Medium
	Overall average	3.20	64.0	Medium

It is evident from the previous table that the expressions that express the level of independence in thinking that gifted students enjoy in Jerash governorate according to the Pride scale, their averages ranged between (3.97 - 2.86) according to the five-point gradient scale that was determined. Where the general average for expressions of this dimension reached (3.20) and a

percentage (64.0%), and according to the test, the level of independence in thinking attributes enjoyed by gifted students in Jerash governorate according to the Pride scale was of a medium degree. The phrases were large and medium.

This result is relatively consistent with the findings of the Hariri study (2007). And the study of the moon (2009); and the study of Al-

Awamleh, et al. (2013), which indicated that the capacities for independence in thinking still need more care by parents, especially since children are directed at this stage towards academic motivation, and therefore efforts made to achieve this field are still weak among the gifted.

5. *interpretation and discussion of the fifth question:*

The fifth question states: What is the level of the attributes of

originality in thinking that gifted students Featuring in Jerash governorate, according to the Pride scale?

In order to answer this question, arithmetic averages and standard deviations were extracted for all expressions that represent the level of the characteristics of originality in thinking enjoyed by the gifted students in Jerash Governorate, according to the Pride scale.

Table 6. *Arithmetic averages and percentages of the level of the attributes of originality in thinking enjoyed by gifted students*

N	Paragraph arrangement	Average	ratio	Appreciation
33	The child does not tend to go to a new place unless it is required to do so	2.98	59.6	Medium
32	The child loves to solve difficult puzzles	2.87	57.4	Medium
12	The child seems to be extremely creative	2.86	57.2	Medium
	Overall average	2.90	58.0	Medium

It is evident from the previous table that the expressions that express the level of the characteristics of originality in thinking enjoyed by the gifted students in Jerash Governorate according to the Pride scale, their averages ranged between (2.98 - 2.86) according to the five-point gradient scale that was determined. Where the general average for the expressions of this dimension was (2.90) and a percentage (58.0%). According to the test, the level of the

characteristics of originality in thinking enjoyed by the gifted students in Jerash Governorate according to the Pride scale was of a medium degree, and it is noticed that the responses of the individuals of the research sample are mediated on all the phrases of this axis. Where all the phrases were rated medium.

Discussing the research results:

The results showed that the characteristics of multiple interests and their diversity, the characteristics of meaningful play, social

interaction, the features of imaginative thinking, social acceptance, the characteristics of originality in thinking, and the characteristics of independence in thinking enjoyed by the gifted students in Jerash governorate according to the Pride scale, was of a moderate degree.

This may be attributed to the fact that mothers of gifted children realize that their children are different from their peers of the same age. Therefore, they have features that distinguish them from ordinary children, but the mothers' observation may not be accurate due to the lack of their experiences in revealing the talents of their children, as a result of the absence of programs to train mothers to discover the talents of children, as well as the lack of programs devoted to this purpose. Because most of the programs and activities provided by the Ministry of Education are insufficient.

Also, programs for gifted children are still few, and therefore schools that care for gifted children lack the programs and strategies necessary to deal with this age group.

This result is consistent with the findings of the Hariri study (2007). And the study of Al-Joghiman and Abdul-Majeed (2008); And the study of the Qomrah (2009); The

Shaqroun Study (2010); And the study of Al-Awamleh, et al. (2013), which indicated that the level of characteristics enjoyed by gifted kindergarten students came at an average level, with an emphasis on the need for Arab environments for measures to detect gifted children due to the scarcity and scarcity of such measures.

This may be attributed to the experiences of parents in revealing the talents of their children, as a result of the absence of programs to train mothers to discover children's talents, as well as the lack of programs dedicated to this purpose. Because most of the programs and activities provided are not enough. Also, the programs designed for the gifted to achieve authenticity in thinking are still few, and therefore the schools that sponsor the gifted lack the necessary programs and strategies, and this was confirmed by Hariri's study (2007). And the study of Al-Joghiman and Abdul-Majeed (2008); And the study of the moon (2009); The Shaqroun Study (2010); And Al-Awamleh study, and others (2013).

Recommendations:

In light of the results of the research, a number of recommendations have been made, and they are as follows:

- 1- Establishing an electronic portal to raise awareness of the concepts of giftedness and creativity among children and to introduce tools and standards to reveal their talents and creativity, classify them, methods of caring for them and enrich their talents, and it can be adopted by the Ministry of Education and the official and eligibility centers for gifted and creative people.
- 2- Establishing centers for family education and primary educational care for gifted children in Jerash Governorate, and employing various media outlets for family awareness about methods of detection, education and care.
- 3- Preparing tools for measuring and detecting gifted children at the lower levels of school which are compatible with the Arab environment, so that families are available with different levels of culture and social trends.
- 4- Establishing training centers for parents and families to train them in methods of raising children in general and raising gifted children.
- 5- Conducting more educational studies on the detection of gifted children, as statistics have indicated the scarcity of this type of studies.

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