

Guidance Needs of Gifted Students in Ajloun Governorate in Light of Some Variables

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Abstract

The study aimed to disclose the guidance needs of gifted students at Ajloun Governorate in light of some demographic variables (gender, grade, educational level of the parents, and economic level of the family). To achieve the purposes of this study, the researchers used the counseling needs scale, based on the theoretical framework of the foundations of counseling and psychological guidance, that was built by Mann and Araba Asaad (2009), and the researchers developed it to suit the study sample, and high validity and reliability indicators were found for this scale. The sample consisted of (127) gifted students, and they were selected in a randomly stratified manner from the upper and secondary basic grades. The data was analyzed through Finding arithmetic means, standard deviations, finding the value of (t), and one-way analysis of variance. The results of the study showed that the level of guidance needs among gifted students Of school students was medium. It was also shown that there were statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the scores of guidance needs among gifted students according to the gender variable and in favor of females. There were also statistically significant differences at the level of significance ($\alpha \leq 0.05$) at the degrees of Guidance needs among gifted students for the grade variable in favor of the highest grade, it was also shown that there aren't any statistically significant differences in the degrees of guidance needs among gifted students for the educational level variable of the parents and the economic level variable of the family. The results were also discussed in light of theoretical literature and previous studies, and some recommendations were suggested based on the results of the study.

Keywords: *Guidance Needs, Gifted Students, Educational Level of Parents, Demographic Variables*

INTRODUCTION

Interest of mentoring and counseling the gifted began after Hollingernuth's study referred to in (Al-Rabhi, 2013), which indicated that there are social and emotional needs for the gifted, and that there is a gap between the mental and emotional development of gifted students.

The gifted child is characterized by divergent thinking, which reflects their tendency to imagination and verbal manipulation, which makes them distracted and chaotic. The gifted child is also characterized by intense emotions, as they enjoy risk, challenge, and broad interests. The gifted child also has the depth of feelings that result from the sense of knowing others and extreme sensitivity towards some individuals and ideas (Al-Mannai, 2018).

As the characteristic of sensory perception and the ability to perceive the many aspects of a given situation is evident spontaneously, gifted adults are expected to be role models and examples of virtue and honesty and to practice what they teach accurately (Al-Mannai, 2018).

The social and psychological needs of gifted people are evident through their inability to adapt to companions of the same age, the emergence of problems with companions, and their preference for the company of older people. They also have a strength in emotion, which prompts them to think beyond the ordinary (Al-Samadouni, 2014).

It is clear from the above that the needs of gifted people stem from incompatibility with the school environment and the need for self-clairvoyance, self-affirmation, and greater achievement. The need for respect from others, the need for stability, a sense of security, self-actualization, alleviation of excessive sensitivity, and the need for reconnaissance and exploration(Alkenani,etal,2023) (Al-Rawashda, 2015).

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Theories Explaining Human Needs

Maslow's theory: It indicated the arrangement of human needs according to a hierarchy starting from the lowest and then the highest. It also indicated that man is driven by these needs as they direct his behavior according to the following order of physiological needs - the need for security and safety - the need for love and belonging - the need for appreciation and respect, then the need for self-actualization (Al-Surour, 2010).

Murray's theory, which indicated that need includes a chemical force in the brain that regulates the mental and cognitive abilities of the individual and includes psychological needs, then mental needs, then social needs (Nouri and Yahya, 2008).

Rogers' theory indicated that the need for self-actualization and the pursuit of self-perfection occurs through compatibility between the true and realistic self and the ideal self that one seeks and aspires to reach (Al-Rawashdeh, 2015).

Therefore, the current study came to reveal the guidance needs of gifted students at Ajloun Governorate and its relationship to some variables represented by gender (male, female), grade (seventh, first secondary), the educational level of the parents (high school and below, university, postgraduate studies), and the economic level of the family (500 dinars and less, more than 500 dinars).

Characteristics Of Gifted Students

Gifted students are characterized by a set of mental, social and emotional characteristics, which are:

Mental characteristics

It includes speed of learning, understanding, memorization, strength of memory, perseverance, concentration, attention, purposeful thinking, speed of response, ability to analyze, synthesize, relate previous experiences, and make judgments. It also includes curiosity and mental curiosity through his new ideas and various questions, clarity of thinking, breadth of imagination, alertness, and the personal ability to observe, remember, comprehend, High intelligence, creativity and achievement, balance of mental powers, breadth of work, initiative, ability to use symbols and a wide linguistic vocabulary (Alkenani,etal,2023) (Jarwan, 2015).

Personal and social characteristics of gifted people

Gifted students are characterized by emotional, personal, and creative characteristics that distinguish them from ordinary students, which are represented by speed in acquiring and remembering information, curiosity at searching for information, enjoyment in solving problems, an orientation towards honesty and justice, and striving to organize things and people. The gifted person's ability to adapt socially and deal with various life problems and challenges varies (Al-Quraiti),2005).

Therefore, this study came in order to identify the reality of the guidance needs of gifted students Of school students in Ajloun Governorate in light of some variables represented by gender, grade, educational level of parents, economic level of the family, and the level of academic achievement.

The Study Problem and Its Questions

The great development of information and communications technology has had profound effects on various societies, and here the importance of studying the guidance needs of the gifted emerges, which includes the lack of compatibility with the school environment and the need for self-clairvoyance and self-affirmation in adolescence because of its effects on the psychological, emotional and behavioral aspects of gifted students. The ease of using the Internet and its availability has made it easier to build social relationships, which increases the need to study this topic.

It is also clear from previous studies, especially the study (Fatiha, 2021), that the most important psychological and social needs of gifted students are the need for self-esteem and appreciation for others, the need for emotional intelligence, the need for social support, the need for spiritual intelligence, the need to strive for perfection, and the need for a sense of humor. Previous studies have indicated the psychological and social

needs of gifted students, especially the study of Al-Rimawi and Arabiyat (2014), the study of Al-Rawashdeh (2015), the study of Al-Jundi (2020), the study of Fatiha (2021), and Al-Barqi (2022). This clearly appears according to the difference of the study population and sample in each of them, so the problem of this study is determined. The study aims to reveal the reality of the guidance needs of gifted students at Ajloun Governorate in light of some demographic variables represented by gender, grade, educational level of parents, and economic level of the family.

This study attempted to answer the following question: Are there any statistically significant differences at the level ($\alpha \leq 0.05$) in the level of guidance needs among gifted students at Ajloun schools according to the variables of gender, grade, educational level of the family (father, mother), and economic level of the family?

Therefore, the current study came to answer the following questions:

1. What is the level of guidance needs among gifted students at Ajloun schools?
2. Are there any statistically significant differences at the level ($\alpha \leq 0.05$) at the guidance needs level of gifted students according to the gender and grade variables ?
3. Are there any statistically significant differences at the level ($\alpha \leq 0.05$) in the level of guidance needs of gifted students according to the family's educational level (father, mother)variable?
4. Are there any statistically significant differences at the level ($\alpha \leq 0.05$) of guidance needs level of gifted students according to the family's economic level variable?

Purpose of the study

This study aims to:

- Detecting the level of guidance needs among gifted students at Ajloun Governorate/Jordan.
- Detecting the presence of statistically significant differences at the level ($\alpha \leq 0.05$) in the level of guidance needs among gifted students according to the variables of gender and grade.
- Detecting the presence of statistically significant differences at the level ($\alpha \leq 0.05$) in the level of guidance needs of gifted students according to the family's educational level (father, mother)variable.
- Detecting the presence of statistically significant differences at the level ($\alpha \leq 0.05$) in the level of guidance needs of gifted students according to the family's economic level variable.

Objective Limitations of The Study

This study is limited to revealing the level of guidance needs among gifted students at Ajloun Governorate and its relationship to some variables.

The results of this study can be generalized based on the psychometric implications provided by the research tools, such as validity and reliability.

The generalization of the results depends on the characteristics of the sample and the degree to which it represents the population from which it is taken.

Study Time Limits

The study sample was limited to (127) male and female students from the seventh and first secondary grades of gifted students enrolled in King Abdullah Schools for Excellence at Ajloun Education Directorate for the year 2023/2024.

Spatial Boundaries of The Study

This study was applied in the King Abdullah Schools for Excellence at Ajloun Education Directorate, for the year 2023/2024.

Conceptual boundaries and procedural definitions

This study was applied Based on Mann's definition referred to in Abu Saad (2009), and procedurally based on the score the student obtains on the guidance needs scale.

The Importance of Studying

The importance of this study is also clear in revealing the level of guidance needs among gifted students, in light of some variables, which are gender, grade, educational level of the father and mother, and the economic level of the family among gifted students in the upper basic and secondary stages, which helps researchers to identify their inclinations, abilities, potentials, and outlook for the future. And the impact of the environment around them. The importance of studying demographic variables lies because they intersect with the pattern of civilization and the pattern of the family and society as a whole. Studying the age stage helps in knowing the extent of mental development and the individual's influence on the surrounding values in society. The cultural level of the family and the type of activity practiced by the father and mother also affect In the way their children think.

Accordingly, the importance of the theoretical study becomes clear in the following aspects:

Caring for the gifted is the goal of any society for the advancement and prosperity of its individuals.

Determining the level of guidance needs of gifted students is part of the national wealth and educational process and is of great importance to educators and counselors, in light of some variables, which are gender, grade, educational level of the father and mother, and the economic level of the family.

Also, studying the individual differences between individuals in the level of counseling needs is of great importance for directing and investing in their abilities, and confronting the problems and psychological disorders that they suffer from. This disparity appears in social variables depending on gender (males and females) and academic grade, which refers to the student's chronological age and socialization, including It includes differences in the cultural environment (the educational level of the father and mother), social values, customs, beliefs, and the economic level of the family and the impact it has on the family.

The importance of studying the differences in the level of guidance needs among gifted students appears to be to realize the extent of the difference between the levels of demographic variables, and the applied importance of the research becomes clear in the following aspects:

Explaining the importance of uncovering counseling needs because of their close relationship to the psychological state, social relationships, and professional future.

This study provides a test to measure the level of counseling needs that has psychometric properties appropriate to the Jordanian and Arab environment in general.

Therefore, this study came to reveal the level of guidance needs of gifted students, in light of some variables, which were gender, grade, educational level of the father and mother, and the economic level of the family.

Terminology of Study

Gifted Students (The definition of the American Bureau of Education as stated in (Jarwan, 2015, p. 42):

Outstanding Gifted Children: They are those who provide evidence of their ability to perform at a high level in the mental, creative, artistic, leadership, and special academic fields, and need services and activities that the school does not usually provide, in order to fully develop such aptitudes or encounters.

The Procedural Definition of the Gifted Child: Child who has been diagnosed as gifted by the Ministry of Education and is studying in the King Abdullah Schools for Excellence at Ajloun (his academic achievement is high and he is subject to a collective intelligence test).

Guidance Needs: These are the needs related to the process of psychological stability for students, and their satisfaction is necessary for the adaptation process, the need for self-actualization and the current awareness of social relationships, and the need to achieve the ability to lead and solve social problems. To achieve this, the

environment in which the student lives must help him to be satisfied, and if it does not If he is unable to do this, he will be frustrated and his balance and psychological stability will be disturbed (Al-Mutairi, 2007).

Guidance needs: needs can be defined as the needs that are related to the process of a person's psychological balance, and their satisfaction achieves psychological balance and reduces stress, such as the need for independence(Al-Mutairi, 2007).

Counseling needs Procedurally: It is the score that gifted students obtain on the Guidance Needs Scale that was developed for the purposes of this study.

PREVIOUS STUDIES

A large number of studies have been carried out in the field of counseling needs over the past decades. I would like to list some of them:

In a study conducted by Al-Jalamda and Ali (2011) that aimed to identify the personal, social and psychological needs of outstanding students from the point of view of teachers and gifted students in Saudi Arabia, the number of study members was (20) female teachers and (20) male teachers of outstanding students and (60) Among the gifted students in the middle and secondary stages in the Qassim region/Saudi Arabia, a scale was built for the personal, social, and psychological needs of teachers. The results indicated that the personal, social, and psychological needs rank at an average level among the outstanding students.

Nedham (2012) also conducted a study aimed at revealing teachers' initial perceptions about the social and psychological needs of outstanding students in New Zealand. A questionnaire was constructed for the purposes of the study, and the sample consisted of (44) teachers and administrators. The results indicated that many teachers do not take into account the social and psychological needs. And the needs of outstanding students. Teachers attributed this to the classroom environment's lack of capabilities that would help them meet the needs of outstanding students and the limited time available to deal with outstanding students.

Shtayyeh and Awad (2012) also conducted a study that aimed to know the guidance needs of gifted students in the lower basic stage in Tulkarm Governorate / Palestine from the point of view of their teachers. The descriptive approach was adopted and the guidance needs scale was used. The results concluded that the guidance needs of gifted students are very large.

As for Mkhaimer's (2013) study, it aimed to know the psychological, social, and educational needs of outstanding students from their point of view and the point of view of their teachers in Gaza City/Palestine. The study used the descriptive analytical method, and the study sample consisted of (50) male and female teachers and (100) male and female students who were selected by a simple random method from the Martyr Arafat School for Outstanding Students in Gaza City. The results showed that there were many psychological, social and mental needs and that there were no statistically significant differences between The response of teachers and students in identifying needs.

Al-Rimawi and Arabiyat (2014) also conducted a study that aimed to identify the guidance needs of outstanding and talented students in the pioneering centers in Balqa Governorate. The sample consisted of (355) students and the guidance needs scale was applied to them. The results showed that the emotional field came first, then the social, then the academic. Family, then professional, and finally the health field. The results also indicated that there were statistically significant differences between students in all areas of the Guidance Needs Scale in favor of female students, except for the emotional field.

In a study conducted by Al-Rawashdeh (2015) aimed to identify the level of satisfaction of psychological and social needs among high achievers and its relationship to their adaptation. The study sample consisted of (230) outstanding male and female students in Southern Mazar / Jordan. They were selected by a random stratified method. The study used the descriptive approach was used and a measure of psychological and social needs consisting of (40) items. The results indicated that the level of psychological and social needs was moderate, and there were no differences in the level of psychological and social needs according to the variables of class, gender, economic level, and level of parental education, as was the case. Their level of psychological and social adaptation is rated high.

In a study conducted by Al-Dahadha, Al-Harathi, and Kazem (2015) aimed to explore the level of guidance needs among students of the second cycle and post-basic education, and their parents and teachers in the Sultanate of Oman. The sample consisted of (5371) male and female students, (3276) fathers and (1487) teachers in all governorates. In the Sultanate of Oman, the Guidance Needs Scale was used, where the descriptive survey method was adopted. The results indicated that the level of Guidance Needs was high, and the results showed that there were differences in the average Guidance Needs in favor of females, in favor of the seventh and ninth grades, and in favor of fathers with a university academic qualification.

Al-Qahtani (2018) also conducted a study that aimed to identify the guidance needs of gifted students from the point of view of their teachers in the city of Riyadh. The study used the descriptive analytical method, which relies on studying reality, or the phenomenon as it exists in reality, and is concerned with describing it accurately and expressing it qualitatively. Quantitatively, the study also used a measure of psychological, social and personal needs. The research population consisted of all gifted teachers in schools that implement special classes for the gifted, and they numbered (64) teachers. The results of the research showed that social guidance needs came in first place among the guidance needs of gifted students, while psychological needs came in second place, as it showed. The results are that developing creative ability ranked first among personal needs, followed by developing the ability to achieve future goals. Also, developing the ability to confront social problems ranked first among social needs, followed by developing the ability to work collectively. As for psychological needs, developing the level of respect for the questions and ideas of others came first.

In a study conducted by Al-Jundi (2020) that aimed to investigate the reality of the needs of gifted and mentally gifted children in schools in the Hebron Governorate in Palestine, according to some independent variables such as academic grade, student gender, economic status, and type of family upbringing, the study sample consisted of (145) male and female children ranging from Their ages were between (12-16) years. They were selected according to the criteria of school averages, the nomination of school administrations, and the application of some subtests of the Wechsler Test of Intelligence for Children in order to verify the validity of the test method. The researcher used a questionnaire consisting of (40) symptoms of the problems that gifted students usually face, and the study resulted in that the most important needs of gifted and mentally gifted students for psychological guidance lie in: confronting boredom from classes, and how to develop a love of curiosity and exploring the environment. It was also found that there were statistically significant differences in the level of guidance needs on the gender variable in favor of females, on the grade variable in favor of the tenth grade, and on the economic status variable in favor of low status.

In a study conducted by Fatiha (2021) that aimed to reveal the personal traits and psychological and social needs of gifted and academically talented students. A descriptive approach was used. The sample consisted of (110) secondary school students in Algeria who were chosen intentionally. A form of indicators of giftedness traits and a scale of psychological and social needs for gifted students were used. She indicated .The results indicate that the most important psychological and social needs of gifted students are the need for self-esteem and appreciation for others, the need for emotional intelligence, the need for social support, the need for spiritual intelligence, the need to strive for perfection, and the need for a sense of humor.

In a study conducted by Al-Otaibi (2022) that aimed to identify the nature of the guidance needs of gifted students in Saudi universities, the study used the descriptive analytical approach, and also used a questionnaire to collect data. The sample consisted of (318) male and female students, who were selected randomly from faculties of Saudi universities. The results indicated significant counseling needs, with personal needs coming first, then psychological needs, then social needs in the last stage. The results also indicated that there were differences in the responses of the sample members due to the gender variable and in favor of females.

Al-Barqi (2022) conducted a study that aimed to find out the satisfaction of the psychological and social needs of gifted high school students in Jeddah, Saudi Arabia. The study adopted the descriptive analytical approach and the study sample consisted of (110) gifted high school students. The study used a measure of the psychological and social needs of gifted students, The results showed that the gifted enjoy an average level of satisfaction of psychological and social needs, and the need for self-esteem and appreciation of others is one of

the first needs satisfied for gifted students. The results indicated that there are no statistically significant differences on the gender variable.

Comment On Previous Studies

It is clear from previous studies that there are studies of the guidance needs of ordinary and gifted students were investigated, in light of some variables, which were gender, grade, educational level of the father and mother, and the economic level of the family. These studies can be classified according to the type of sample into: Studies that contains of school students such as: Al-Rimawi and Arabiyat’s study (2014), Al-Rawashda’s study (2015), Al-Jundi’s study (2020), Fatiha’s study (2021), Al-Barqi’s (2022), and studies that contains of university students, such as: Al-Otaibi’s study.(2022). There are also studies that dealt with students from the point of view of their teachers, such as: Al-Jalamda and Ali (2011) And the study by Needham, 2012), Vashtiya and Awad (2012) , Mkhaimer (2013), Al-Dahdha, Al-Harhi, and Kazem (2015) And Al-Qahtani’s study (2018).

All studies also followed the descriptive analytical approach in discovering the counseling needs among gifted students.

Therefore, the current study came to reveal the level of guidance needs among gifted students, in light of some variables, which were gender (males, females), grade (seventh and first secondary), educational level of parents (father, mother), economic level of the family, and academic achievement among gifted students. Note that the study sample consists of gifted secondary and upper elementary school students in Ajloun Governorate/Jordan.

Study Population and Sample

The study population includes all gifted students at the Ajloun Education Directorate/Jordan for the year (2023/2024) from the upper and secondary basic levels, and their number reached (368) gifted students. The study sample was selected, which consisted of (127) male and female students, who were selected in a randomly Stratified manner, it consisted of (69) male and female students from the seventh grades and (58) male and female students from the first year of secondary school from the King Abdullah School for Excellence at Ajloun Education Directorate/Jordan, as in Table (1).

Table (1): Numbers of students (sample members) according to study variables

variable	the level	Repetition	percentage
Gender	male	55	43.3
	female	72	56.7
Grade	Seventh	69	54.3
	First secondary	58	45.7
Father's educational level	High school and below	46	36.2
	University	45	35.4
	Postgraduate	36	28.3
Mother's educational level	High school and below	18	14.2
	University	71	55.9
	Postgraduate	38	29.9
The economic level of the family	500 or less	26	20.5
	More than 500 dinars	101	79.5

It is clear from Table (1) that the total number of gifted students is (127) male and female students, including (55) males and (72) females, and they are distributed according to grade (69) students from the seventh grade, and (58) students from the first year of secondary school, as they are distributed According to the educational level of the father, there are (46) students whose fathers are in the general secondary category and below, (45) students whose fathers are in the university category, and (36) students whose fathers are in the postgraduate category. They are also distributed according to the educational level of the mother into (18) students whose mothers are from General secondary school and below, (71) students whose mothers are university students, and (38) whose mothers are graduate students.

Study Tool (Counseling Needs Scale)

In this study, the researchers used the counseling needs scale, based on the theoretical framework of the foundations of psychological counseling and guidance, Mann’s definition referred to in Abu Saad (2014), which was developed by Abu Saad (2009) and developed by the researcher to suit the Jordanian environment and for the purposes of the current study. The overall level of guidance needs and its dimensions. Each item of the scale was answered according to a five-point Likert scale, which is (always, often, sometimes, rarely, very rarely) graded from (5 – 1), where the total score was (5) The cut-off score is higher than (3.1) high, between (2.5-3.1) medium, and less than (2.5) low. The total score was also found to be 5.

The total scale consists of (60) items, distributed according to the following dimensions:

- 1- The physical dimension includes paragraphs (1-9).
- 2- The achievement dimension includes paragraphs (10-19).
- 3- The emotional dimension includes paragraphs (20-28).
- 4- The family dimension includes paragraphs (29-36).
- 5- The social dimension includes paragraphs (37-43).
- 6- The behavioral dimension includes paragraphs (44-52).
- 7- The professional dimension includes paragraphs (53-60).

The validity implications for the scale were also extracted, as the correlation coefficients for each item and the total score, and between each item and its connection to the field to which it belongs, and between the dimensions and the total score, were extracted in an exploratory sample from outside the study sample consisting of (30) students. The coefficients correlation of the items with the tool ranged between (0.38-0.83), and with the field (0.37-0.84), and the following table shows this.

Table (2) Correlation coefficients between the item, the total score, and the field to which it belongs

Paragraph number	Correlation coefficient With the field	Correlation coefficient With the tool	Paragraph number	Correlation coefficient With the field	Correlation coefficient With the tool	Paragraph number	Correlation coefficient With the field	Correlation coefficient With the tool
1	.77(**)	.69(**)	21	.74(**)	.56(**)	41	.80(**)	.66(**)
2	.73(**)	.65(**)	22	.59(**)	.48(**)	42	.60(**)	.54(**)
3	.38(*)	.38(*)	23	.62(**)	.60(**)	43	.81(**)	.75(**)
4	.73(**)	.58(**)	24	.43(*)	.44(*)	44	.45(*)	.69(**)
5	.57(**)	.61(**)	25	.70(**)	.46(**)	45	.74(**)	.74(**)
6	.56(**)	.47(**)	26	.47(**)	.40(*)	46	.62(**)	.45(*)
7	.68(**)	.65(**)	27	.79(**)	.58(**)	47	.39(*)	.66(**)
8	.81(**)	.77(**)	28	.47(**)	.46(*)	48	.67(**)	.63(**)
9	.74(**)	.66(**)	29	.84(**)	.71(**)	49	.46(*)	.40(*)
10	.56(**)	.58(**)	30	.74(**)	.71(**)	50	.37(*)	.77(**)
11	.64(**)	.59(**)	31	.86(**)	.71(**)	51	.49(**)	.45(*)
12	.70(**)	.50(**)	32	.77(**)	.46(*)	52	.62(**)	.53(**)
13	.68(**)	.41(*)	33	.76(**)	.52(**)	53	.58(**)	.58(**)
14	.76(**)	.56(**)	34	.47(**)	.75(**)	54	.59(**)	.59(**)
15	.47(**)	.41(*)	35	.65(**)	.51(**)	55	.74(**)	.54(**)
16	.58(**)	.49(**)	36	.54(**)	.46(*)	56	.73(**)	.51(**)
17	.68(**)	.57(**)	37	.46(*)	.83(**)	57	.50(**)	.50(**)
18	.69(**)	.66(**)	38	.52(**)	.50(**)	58	.73(**)	.73(**)
19	.45(*)	.42(*)	39	.62(**)	.55(**)	59	.62(**)	.45(*)
20	.67(**)	.57(**)	40	.79(**)	.83(**)	60	.61(**)	.60(**)

* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted.

The field correlation coefficient with the total score was also extracted Correlation coefficients between fields .The following table shows this.

Table (3): Correlation coefficients between the domains and the total score

Dimensions	physical	The achievement	Emotional	family	Social	Behavioral	Professional	Guidance needs scale
The physical	1							
The achievement	.660(**)	1						
The Emotional	.689(**)	.526(**)	1					
The family	.788(**)	.570(**)	.561(**)	1				
The Social	.855(**)	.694(**)	.822(**)	.685(**)	1			
Behavioral	.747(**)	.702(**)	.621(**)	.501(**)	.710(**)	1		
Professional	.680(**)	.669(**)	.487(**)	.603(**)	.630(**)	.734(**)	1	
Guidance needs scale	.915(**)	.826(**)	.803(**)	.786(**)	.915(**)	.852(**)	.806(**)	1

* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

Table (3) shows that all correlation coefficients were acceptable and statistically significant degrees, which indicates an appropriate degree of construct validity.

Reliability of the Guidance Needs Scale

To ensure the stability of the study tool, it was verified using the test-retest method by applying the scale, and re-applying it two weeks later to a group of (30) outside the study sample, and then the Pearson correlation coefficient was calculated between their estimates the two times.

The reliability coefficient was also calculated using the internal consistency method according to the Cronbach Alpha equation, and Table (4) shows the internal consistency coefficient according to the Cronbach Alpha equation and the repetition reliability of the domains and the total score. These values were considered appropriate for the purposes of this study.

Table (4): Cronbach’s alpha internal consistency coefficient and repetition reliability for the domains and the total score

the field	Replay stability	Internal consistency
The physical	0.80	0.74
The achievement	0.81	0.75
The Emotional	0.83	0.70
The family	0.82	0.71
The Social	0.82	0.76
The Behavioral	0.83	0.82
The Professional	0.84	0.80
Guidance needs scale	0.85	0.86

Study Variables

The study included the following variables:

Independent variable: gender, grade, educational level of the father and mother (high school or below, university), economic level of the family, and academic achievement.

Dependent variable: level of counseling needs.

Statistical Processing

Data were prepared and statistically analyzed using SPSS to:

Calculating the reliability coefficient for the overall study scale by re-application, using the split-half method, using the Pearson correlation coefficient.

The arithmetic means and standard deviations of the performance scores on the overall guidance needs scale and its dimensions were also calculated.

(T.Test) was also used to identify the level of statistical significance of the differences between the arithmetic averages according to the variables of gender (males, female), grade (seventh, first secondary), and the economic level of the family.

One-way analysis of variance was also used to identify the level of statistical significance of the differences between the arithmetic means according to the variables of the educational level of the parents.

HYPOTHESES RESULTS AND DISCUSSION

Results Related to The First Question And Discussed

The first question in the study was:**(What is the level of guidance needs among gifted students at Ajloun schools?)**.

To answer this question, arithmetic means and standard deviations were extracted on a Guidance needs scale. Table (5) shows this.

Table (5): Arithmetic means and standard deviations For Guidance needs scale and its dimensions that are arranged in descending order according to arithmetic averages

The number	The field	SMA	Standard deviation	The level
1	The physical	2.05	.598	Medium
2	The achievement	2.61	.779	Medium
3	The Emotional	2.38	.686	low
4	The family	1.64	.622	Medium
5	The Social	2.16	.810	Medium
6	The Behavioral	2.38	.700	Medium
7	Professional	2.01	.740	Medium
8	Guidance needs scale	2.20	.471	Medium

Table (5) shows that the arithmetic averages ranged between (1.64-2.38), where the emotional and behavioral dimension came in first place with the highest arithmetic average of (2.38), while the family dimension that came at the last place with a arithmetic average of (1.64), and the arithmetic average of the total tool is (2.20), which is medium, with the exception of the family dimension, with a low degree, given that (2.00-3.00) is medium. The result of this study agrees with the study of Al-Jalamda and Ali (2011), Al-Rawashda (2015), and Al-Barqi (2022). The result of this does not agree with Shtayyeh and Awad (2012), Al-Dahadha, Al-Harthy, and Kazem (2015) , Al-Otaibi (2022), which indicated a high level of guidance needs among gifted students.

The result of this study can be explained because gifted students from the seventh grade and the first year of secondary school are going through adolescence, and therefore they need psychological guidance, especially in the emotional and behavioral field, which includes psychological and physical changes, self-esteem, appreciation of others, possession of emotional intelligence skills, social support, spiritual intelligence skills, and the pursuit of Perfectionism, developing curiosity, confronting boredom, problem-solving skills, and developing the level of respect for others, referred to Fatiha (2021), Al-Otaibi (2022), Al-Barqi (2022), Al-Jundi (2020), and Al-Qahtani (2018).

Results Related to The Second Question and Discussed

The second question states:**(Are there any statistically significant differences at the level ($\alpha \leq 0.05$) at the level of guidance needs of gifted students according to the variables of gender and grade?)**.

To answer this question, the total level of guidance needs was calculated according to the gender variable As shown in table (6).

Table (6): The total level of guidance needs at the gender variable

		the number	SMA	standard deviation	value "T"	Degrees of freedom	Statistical significance
Physical	male	55	1.83	.511	-3.861	125	.000
	female	72	2.22	.607			
The achievement	male	55	2.35	.655	-3.525	125	.001
	female	72	2.82	.808			
Emotional	male	55	2.07	.574	-4.812	125	.000
	female	72	2.61	.674			
The family	male	55	1.56	.601	-1.144	125	.255
	female	72	1.69	.637			
Social	male	55	1.88	.734	-3.600	125	.000
	female	72	2.38	.803			
Behavioral	male	55	2.16	.627	-3.271	125	.001
	female	72	2.55	.709			
Professional	male	55	1.80	.589	-2.901	125	.004
	female	72	2.17	.804			
Guidance needs scale	male	55	1.97	.375	-5.272	125	.000
	female	72	2.37	.463			

It is clear from Table (6) that The total level of guidance needs among gifted students based on the gender variable that ranged between(1.56-2.82) It is within the low and medium level, and it was also shown that there are statistically significant differences at a significance level ($\alpha \leq 0.05$) at the total level of guidance needs and its dimensions based on the gender variable among the gifted students in the sample, in favor of females, with the exception of the family dimension, the result of this study is consistent with Al-Dahadha, Al-Harthy, and Kazem (2015), Al-Jundi (2020) and Al-Otaibi (2022), which indicated the presence of differences in the level of guidance needs according to the gender variable, in favor of females. The results of this study also do not agree with Al-Barqi (2022), which indicated that there were no differences in the level of guidance needs according to the gender variable.

The result of this study can be explained because the females in the study sample are going through adolescence. They need guidance in the psychological and physical changes , the behavioral, emotional, psychological and social fields, and to obtain the correct and accurate methods for solving problems.

The total level of guidance needs among gifted students was calculated according to the grade variable (seventh and first secondary school As in Table(7).

Table (7):The total level of guidance needs among gifted students at the grade variable

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		the number	SMA	standard deviation	value "T"	Degrees of freedom	Statistical significan-cc
physical	Seventh	69	1.88	.527	-3.584	125	.000
	First secondary	58	2.25	.621			
The achievement	Seventh	69	2.30	.639	-5.443	125	.000
	First secondary	58	2.98	.772			
Emotional	Seventh	69	2.21	.534	-3.058	125	.003
	First secondary	58	2.57	.793			
family	Seventh	69	1.59	.620	-.857	125	.393
	First secondary	58	1.69	.627			
Social	Seventh	69	2.00	.677	-2.559	125	.012
	First secondary	58	2.36	.911			
Behavioral	Seventh	69	2.27	.642	-2.025	125	.045
	First secondary	58	2.52	.747			
Professional	Seventh	69	1.90	.671	-1.838	125	.050
	First secondary	58	2.14	.801			
Guidance needs scale	Seventh	58	2.14	.801	-4.434	125	.000
	First secondary	69	2.04	.378			

It is clear from Table (7) that the total level of guidance needs among gifted students at the grade variable among seventh grade students ranged between (1.59-2.30), and among the students of the first secondary (1.69-2.98). It is within the low and medium level, and it was shown that there are statistically significant differences at the level ($\alpha \leq 0.05$) at the total level of guidance needs and its dimensions among gifted students at the grade variable among gifted students in favor of the seventh grade, with the exception of the family dimension, the a result of this study, it is consistent with Al-Dahadha, Al-Harthy, and Kazem (2015) and Al-Jundi (2020), which indicated the presence of statistically significant differences in favor of the lower grade. The result of this study does not agree with the study of Al-Rawashdeh (2015), which indicated that there were no differences on the academic grade variable.

The result of this study can be interpreted as saying that gifted students from the lower basic grades need to possess emotional intelligence skills, social support and assistance, spiritual intelligence skills, striving for perfection, developing a love of curiosity, coping with boredom, problem-solving skills, and developing a level of respect for others more than gifted students from the upper basic grades.

Results Related To The Third Question And Their Discussion

The third question states: **(Are there any statistically significant differences at the level ($\alpha \leq 0.05$) in the level of guidance needs of gifted students according to the two variables of the family’s educational level (father, mother)?).**

To answer this question, The total level of guidance needs among gifted students was calculated according to the variable of the father’s educational level (high school and below, university, postgraduate studies)As in the table(8,9).

Table (8):The total level of guidance needs among gifted students at Father's educational level variable

			physical	achievement	Emotional	family	Social	Behavioral	Professional	Guidance needs scale
Father's educational level	High school and below	Arithmetic mean	2.01	2.50	2.34	1.45	1.96	2.32	1.93	2.10
		standard deviation	.463	.757	.569	.519	.634	.646	.778	.365
	University	Arithmetic mean	2.12	2.79	2.46	1.79	2.44	2.51	2.03	2.32
		standard deviation	.639	.683	.744	.659	.847	.722	.677	.472
	Postgraduate	Arithmetic mean	2.02	2.54	2.32	1.68	2.06	2.30	2.09	2.16
		standard deviation	.699	.892	.754	.649	.881	.737	.777	.557

It is clear from Table (8) that the total level of guidance needs among gifted students according to the variable of the father's educational level ranged between (1.45-2.79) which is low and medium values among all its dimensions. To confirm differences between groups, one-way analysis of variance was used for gifted students at the variable of the father's educational level.

Table (9):One-way analysis of variance For gifted students at the variable of the father's educational level

Source	Dimensions	Sum of squares	Degrees of freedom	Mean squares	F value	Statistical significance
Father's educational level	physical	.210	2	.105	.335	.716
	The achievement	.601	2	.301	.618	.541
	Emotional	.135	2	.067	.168	.845
	family	2.199	2	1.100	2.866	.061
	Social	2.423	2	1.212	2.090	.128
	Behavioral	.862	2	.431	.967	.383
	Professional	.217	2	.109	.207	.813

It is shown from Table (9) that there aren't any statistically significant differences at the level ($\alpha \leq 0.05$) at the total level of guidance needs and its dimensions among gifted students based on the variable of the father's educational level. The result of this study is consistent with Al-Rawashdeh (2015), while the result of this study is not consistent with Al-Dahadha, Al-Harathi, and Kazem (2015).

The result of this study can be interpreted to mean that parents, whether whose educational level is graduate, university, or high school, or below, seek to meet their children's guidance needs, regardless of their educational level.

The whole level of guidance needs among gifted students at the mother's educational level variable(High school and below, university, postgraduate was calculated as shown in table (10)

Table (10): The total level of professional maturity and its dimensions for ordinary students at the variable of the mother's educational level

	Education level	The used Statistics	physical	The achievement	Emotional	family	Social	Behavioral	Professional	Guidance needs scale
Mother's educational level	High school and below	Arithmetic mean	2.04	2.61	2.49	1.50	1.83	2.15	2.03	2.12
		standard deviation	.594	.654	.625	.487	.642	.717	.672	.373
	University	Arithmetic mean	2.03	2.71	2.37	1.67	2.26	2.49	2.01	2.24
		standard deviation	.539	.821	.672	.655	.832	.692	.689	.462
	Postgraduate	Arithmetic mean	2.09	2.43	2.33	1.64	2.14	2.29	2.01	2.15
		standard deviation	.710	.735	.750	.622	.812	.687	.872	.527

It is clear from Table (10) that the total level of guidance needs and its dimensions among gifted students according to the mother's educational level variable ranged between (1.64-2.71) and these values are low among all its levels. To verify differences between groups, one-way analysis of variance was used for gifted students at the variable of the mother's educational level As in Table (11).

Table (11):One-way analysis of variance For gifted students at the mother's educational level variable

Source	Dimensions	Sum squares	of	Degrees of freedom	Mean squares	F value	Statistical significance
Mother's educational level	physical	1.016		2	.508	1.620	.202
	The achievement	.287		2	.144	.295	.745
	Emotional	1.158		2	.579	1.445	.240
	family	.023		2	.012	.030	.970
	Social	.797		2	.399	.688	.505
	Behavioral	.453		2	.227	.509	.603
	Professional	.646		2	.323	.616	.542

It is clear from Table (11)There are no statistically significant differences at the level ($\alpha \leq 0.05$) at the total level of guidance needs and its dimensions among gifted students based on the variable of the mother's educational level. The result of this study is consistent with Al-Rawashdeh (2015), while the result of this study is not consistent with Al-Dahadha, Al-Harhi, and Kazem (2015).

The result of this study can be interpreted to mean that mothers, whether whose educational level is graduate, university, or high school or below, seek to meet their children's guidance needs, regardless of their educational level.

Results Related To The Fourth Question And Their Discussion

The fourth question states:(**Are there any statistically significant differences at the level ($\alpha \leq 0.05$) in the level of guidance needs of gifted students according to the two variables of the family's economic level?**).

To answer this question, The total level of guidance needs and its dimensions among gifted students according to the family economic level variable (Less than 500 dinars500 or more) was calculated, as in Table (12).

Table (12):The total level of guidance needs among gifted students at a the economic level of the family variable

Dimensions	the level	the number	SMA	standard deviation	value "T"	Degrees of freedom	Statistical significance
physical	500 or less	26	2.00	.525	-4.84	125	.629
	More than 500 dinars	101	2.06	.617			
The achievement	500 or less	26	2.40	.651	-1.553	125	.123
	More than 500 dinars	101	2.67	.802			
Emotional	500 or less	26	2.30	.570	-.619	125	.537
	More than 500 dinars	101	2.40	.715			
family	500 or less	26	1.56	.678	-.672	125	.503
	More than 500 dinars	101	1.65	.609			
Social	500 or less	26	1.93	.596	-1.611	125	.110
	More than 500 dinars	101	2.22	.849			
Behavioral	500 or less	26	2.10	.527	-2.301	125	.023
	More than 500 dinars	101	2.45	.724			
Professional	500 or less	26	1.83	.654	-1.397	125	.165
	More than 500 dinars	101	2.06	.757			
Guidance needs scale	500 or less	26	2.04	.343	-1.911	125	.343
	More than 500 dinars	101	2.24				

It is clear from Table (12) that there are no statistically significant differences ($\alpha = 0.05$) is due to the effect of the family's economic level in all areas and in the total score.

It is clear from Table (12)There are no statistically significant differences at the level ($\alpha \leq 0.05$) at the total level

of guidance needs among gifted students based on the family economic level variable, The result of this study is consistent with Al-Rawashda (2015), while the result of this study does not agree with Aljundi(2020).

The result of this study can be interpreted to mean that gifted students, whether from similar families Economic level less than 500 dinars or 500 or more have similar guidance needs.

RECOMMENDATIONS

In light of the research results, the researcher recommends:

The necessity of building guidance programs based on the guidance needs of gifted students.

It is necessary to take into individual differences among students and the impact of demographic factors among gifted students, as the study indicated.

SUGGESTIONS

In light of the research results, the researcher also suggests the following:

It is necessary to conduct more studies on the guidance needs of other groups of people with special needs.

Conducting a study on the relationship of guidance needs and its relationship to patterns of family upbringing and self-concept among gifted people.

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