



TEACHERS ESTIMATIONS OF COUNSELING SERVICES PROVIDED FOR GIFTED STUDENTS IN JORDAN

SOHAILA MAHMOUD BANAT¹
LINA MAHARMEH³

SOUAD MANSOUR GHAITH²
MOHAMED AHMED AL-BANA⁴

ABSTRACT_ *This study aimed at exploring Teachers' estimations of counseling services provided for gifted students in Jordan. To achieve the study goals, the researchers constructed a scale, which consisted of (50) items, and after insured its validity and reliability, the researchers administrated it among the subjects of the study, whom were 62 male and female teacher, they were located from Ein Albasha Directory. To answer the study questions, a descriptive method was used. The results of the study showed that the level of Teachers' estimations of counseling services provided for gifted students was low; also, there were significant differences due to the gender in estimating counseling services provided for gifted students, in favor the male teachers.*

KEYWORDS: *counseling services, gifted student, and teachers.*

¹ Associate Professor, Amman Arab University

² Associate Professor, Hashemite University

³ Assistant Professor, Amman Arab University

⁴ Ain Al-Basha Educational Directory, Ministry of Education



تقديرات المعلمين لخدمات الإرشاد النفسي المقدمة للطلبة الموهوبين في المدارس الأردنية

سهيلة محمود بنات¹ سعاد منصور غيث²
لينا محارمة³ محمد أحمد البنا⁴

الملخص: هدفت الدراسة إلى التعرف على إدراكات المعلمين لخدمات الإرشاد النفسي التي يتم تقديمها للطلبة الموهوبين والمتفوقين في المدارس العادية، وكذلك التعرف على الفروق بين المعلمين والمعلمات في إدراكاتهم لتلك الخدمات. ولتحقيق أغراض الدراسة قام الباحثون ببناء أداة مؤلفة من (50) فقرة. تم تطبيق الأداة - بعد استخراج دلالات صدقها وثباتها - على عينة الدراسة المؤلفة من (62) معلماً ومعلمة من مديرية عين الباشا. تم استخدام المنهج الوصفي التحليلي للإجابة عن أسئلة الدراسة. أشارت نتائج الدراسة إلى أن المعلمين والمعلمات يدركون أن خدمات الإرشاد النفسي تقدم بدرجات منخفضة للطلبة الموهوبين والمتفوقين في المدارس العادية. كما أظهرت النتائج أن ادراكات المعلمين لدرجة تقديم خدمات الإرشاد النفسي كانت أعلى من ادراكات المعلمات، وفي ضوء تلك النتائج قدمت توصيات بإجراء المزيد من الدراسات التي تعنى بإرشاد الطلبة الموهوبين والمتفوقين وكذلك تدريب المرشدين على تقديم خدمات الإرشاد لهم.

الكلمات المفتاحية: (الخدمات الإرشادية، ، والطلبة الموهوبون، المعلمون).

¹ أستاذ مشارك، جامعة عمان العربية.

² أستاذ مشارك، الجامعة الهاشمية.

³ أستاذ مساعد، جامعة عمان العربية.

⁴ ماجستير إرشاد نفسي وتربوي، وزارة التربية والتعليم، الأردن.

TEACHERS' ESTIMATIONS OF COUNSELING SERVICES PROVIDED FOR GIFTED STUDENTS IN JORDAN

I. INTRODUCTION

Nowadays gifted students gain the attention of researchers in the field of psychological and educational counseling in which employees adopt the current orientation represented in their need for counseling services and to offer specialized psychological assistant that prepare them with the best opportunities to benefit from their energies and to progress in their different developmental stages in the highest degrees of compatibility, psychological and emotional wellbeing that seems as issues affected by their unique and distinguished characteristics compared to their normal peers.

The awareness of psychological services' providers including school counselors, social workers and others has increased regarding the inaccurate orientation about gifted students not having the need for psychological and counseling services in light of their ability to solve problems by themselves and that their abilities are superior and that they have unusual capabilities that ensure them with a sound growth free of challenges and complications. This increasing awareness in its large part is due to research results that highlight counseling needs particularly for gifted and superior students, their developmental and adjustment problems in addition to their psychological hardship connected to their excellence [1, 2].

The gifted process scientific and mathematical concepts easily and show ability to think creatively. Their products demonstrate such extraordinary patterns of progressive thinking. They can focus on issues and subjects that concern them for long periods, persevere to accomplish their goals, not easily distracted and they find pleasure in matters that challenge their intellectual abilities. They are also characterized with originality, intellectual flexibility, and ability of divergent thinking. In addition, they can handle problems from various points of view which in turn facilitate merging in the journey of learning and academic accomplishment as a core aspect that distinguish them from other students. This would be on the account of other self-aspects such as psychological, emotional, religious and social aspects [3, 4].

Despite the previous positive characteristics superior students have, nevertheless, they suffer many psychological and emotional issues which require for intervention and help. Studies related to problems and psychological and emotional sufferings for superior teenagers show their extreme tendency for perfection [5, 6]. Studies also indicate low self-esteem [7], extreme competition [8], anxiety, excessive self-criticism and disruption in identity formation [9]. Researchers also indicate that they suffer from problems of lack of understanding by parents, teachers and peers specially if affiliated in regular schools, which lead to resentment and boredom from academic experiences and routine activities. In addition, high expectations from parents and teachers regarding academic achievement impose a high psychological pressure over them [10].

II. LITERATURE REVIEW

Ishak and Abu Baker [11] add that the gifted students suffer from low tolerance for failure and frustration, high

sensitivity when confronting situations they fail to interact with and withdrawal from social interactions with friends. Additionally, some may display difficulties in academic achievement.

Greene [12] points to their suffering from psychological pressures related to best vocational choice and social rejection from colleagues and peers. Cross, Cassidy, Dixon & Adams [13] reached in their study on a sample of 139 male and female intellectually superior students studying in a special school for superiors that they show depressive symptoms (such as general anxiety and discomfort, problems in concentration, carelessness and lack of empathy), psycho- motor deceleration, emotions denial and social withdraw using the Minnesota Multiphasic Personality Inventory (MMPI).

Those dysfunctional characteristics reached by studies related to superior students and the developmental challenges that they face may provoke internal and external conflicts. Any neglect for their needs and developmental challenges would increase complexity over them, their normal growth and their psychological adjustment. On the other hand, we find that this international orientation in recognizing their counseling needs and the unique characteristics of superior students are transferred to Arabic countries dealings in the field of superiors' care. We find a reflection in the sixth educational conference held in Riyadh/ Saudi Arabia in the year 2008 which theme was (talented education, the best competition choice) resulting in the issuance of the Arabic strategy for talent and creativity in general teaching which was prepared by the Arabic organization for education, culture and science urging at extending guidance and psychological counseling services for superior students and meeting their various psychological and counseling needs [14].

Here comes the importance of providing psychological counseling services for those students and educating them about it from one hand, and encouraging them to ask for specialized psychological assistant as they pass pressures or psychological or emotional suffering from another hand. They also need to develop healthy and positive beliefs toward the behavior of asking for psychological assistant, psychological, and educational counseling services provided for superior students in three main groups that cover emotional, cognitive and vocational development. Focusing on a group from those elements without the others may be decided by the counselor in light of students' needs and their study level or their age group. Following is a demonstration:

1. Emotional domain: Includes self-understanding, the meaning of talent and superiority, unbalanced growth, relationships with others, learning difficulties and disabilities, fear from examinations, anxiety and phobia from failure, internal struggles, others' expectations, self and other blame, values and attitudes, perfection tendency, leadership, negotiations skills, social responsibility and excessive sensitivity (Jarwan, 2016)3.

2. Cognitive domain: includes problems of low achievement, study habits, time management, examination

management skills, and problems solving skills, critical thinking skills, discipleship or academic example.

There are a good number of children that have a high level of creativity but their academic achievement is low [15].

3. Vocational domain: includes vocational exploration, professions analysis, vocational information sources, labor market trends, detection of tendencies and vocational interests, universities admission tests, university admission procedures, professional decision making skills, material choosing and study courses, items of personal biography and its design [16].

Teachers have an active role as they continuously interact with students and notice their maladjustment and sufferings. Vialle, Heaven & Ciarrochi [17] found that teachers see talented and intellectually superior students as having a better adjustment than regular students, nevertheless, they are less happy, sadder, have lower level of satisfaction which make them need counseling services that they do not apply for despite their emotional suffering. The study of Abu Baker & Ishak [1] with its qualitative design that analyzes documents and records written by the notices of teachers and academic counselors for (33) female and (14) male superior students show that they suffer from problems of home sickness related to being separated from their families and being enrolled in boarding schools for the superiors, in addition to feeling depressed.

Herbert [10] indicates that superior students need support from teachers along with educational counselors at school. They have a role in guiding and stimulating superior students to ask for counseling services that they need. Teachers would take this role if they have positive attitudes and recognitions for school counseling services.

Hence, some researchers like Wood [2] noted the need to study experiences teachers have related to counseling services. Wood implemented a study using the qualitative research methodology that aimed to investigate teachers' experiences in coordinating and cooperating with counselors to provide services for superior students. 14 teachers working in different educational levels from kindergarten to the twelfth grade participated in the study through joining interviews to ask them about their experiences with counselors and working with them. The researcher reached five important issues resulting from teachers' self-reports, including: the need for training and preparing to obtain cooperation and coordination between teachers and counselors to serve superior students; meeting students' needs is the core of cooperative services provided for students; the importance of beliefs and school counselors' perceptions towards merging of teachers in providing services for students; the presence of challenges that hinder coordination and mutual cooperation between teachers and counselors and the need to overcome them; the necessity of making planned, purposeful and intentional efforts to achieve mutual cooperation between teachers and school counselors [2].

Lee [18] conducted a study on a 146 teachers for the gifted, 30 coordinator working in 20 elementary school for teaching music to talented students in Taipei city the capital of Taiwan for the purpose of investigating teachers' attitudes toward many subjects including counselors role and services they should offer for talented students at school. The researcher applied many scales to measure attitudes and teachers responded electronically.

On the Arabic level, AlSrour [19] conducted a field study to evaluate the reality of attention given to talented students at public schools in Bahrain from the perspective of teachers and parents. To identify the nature of programs specialized for talented students in public schools considering to the components, performance level at programs. Components include: objectives, awareness, screening programs, methods to meet needs, interest, method, place, equipment, evaluation, creative product, counseling and curriculum. The sample includes all special programs for talented students that work under the umbrella of the ministry of education with a number of eight programs distributed on eight schools. Questionnaires were applied on teachers, students and parents. Results indicate that teachers do not know much about the programs' objectives. In addition, the definition of talent was absent from society, awareness was fluctuated and unbalanced between schools. Tests' standards were un-unified and incomprehensive from the perspectives of principals. Programs do not meet the interests of students who are under ambition. Finally there was a clear inconsistency between students' minds regarding their knowledge about curriculum they learnt.

On the other hand, Al Momany [20] study aimed at evaluating programs for nurturing talented and intellectually superior students in Jordan from the perspective of effective parties in those programs based on components and performance level.

The sample included (772) individual, (426) talented students distributed among different programs for nurturing talented in the kingdom, in addition to (93) teacher for talented students and (240) parents of talented students who benefit from those programs' services. The researcher developed four questionnaires for measuring the performance of effective parties in talented students. Results showed that 70.3% of teachers indicated the feasibility of counseling services provided for them. 75% confirmed the presence of educational counselors specialized in working with students' problems in the program. As for teachers working in talented resource rooms, 75% from them see that counseling services presented for students are useful and help them to succeed and differentiate. As for teachers of king Abdullah the second school for excellence, 93.5% of them see that counseling services provided are effective and help them to succeed and differentiate. 77.4% of them see that the program provide specialized counselors in dealing with their problems for students.

Scientific researches that try to investigate teachers' ratings toward counseling services for superior students, which would affect the degree of their willingness to participate and co-work with educational counselors in school on one hand, and motivating superior students to ask for counseling services and taking advantage from it from the other side, is now considered very important. The current study aims to participate scientifically in discovering a side from teachers' role in the life of superior students regarding studying their ratings of counseling services offered by the counselor for superior students.

III. STUDY PROBLEM

Researchers in the field of counseling services and programs offered for superiors call with the importance of participating and coordinating between counselors who

provide counseling services and the rest of employees at school including teachers, principals, students' families and civil society establishments [2]. This is to increase the efficacy of programs and services provided for superior students to the maximum degree, which reflect on the quality of psychological, emotional, social, academic and family life.

Despite the presence of many studies that handle superior students and their teachers, nevertheless, it focused on talented and superior students enrolled in schools, foundations and centers specialized for superior students [11, 19, 20, 21]. It neglected focusing on superior students integrated in regular or general governmental schools. On the other hand, we find that studies and scientific research interested in this category lacked focusing on teachers' attitudes ratings for counseling services in governmental schools and their willingness to participate and co-work with the educational counselor; the importance of providing counseling services for these students and what are the services that should be provided for them- in the limitation of the researchers knowledge- thus the aim of this study is to identify teachers' ratings of counseling services provided for superior students in Jordan.

This study tries to answer the following questions:

1. What are teachers' estimations of counseling services provided for gifted students in Jordan?
2. Are there any significant differences in the teachers' estimations of counseling services provided for superior students in Jordan due to gender?
3. Are there any significant differences in the teachers' estimations of counseling services provided for superior students in Jordan due to academic qualifications?
4. Are there any significant differences in the teachers' estimations of counseling services provided for superior students in Jordan due to years of experience?

Study objectives:

The current study aims at:

1. Identify teachers' ratings of counseling services provided for gifted students in Jordan.
2. Knowing whether teachers' ratings of counseling provided for gifted students in Jordan differ according to teacher's gender, academic, qualifications and years of experience.

Importance of the study

The importance of this study can be highlighted through the following:

The theoretical importance:

- The theoretical importance for the current study lies in being interested in superior students at governmental schools in Jordan who are not enrolled in any special program directed for superior students or in King Abdullah the second school for excellence or in Jubilee school or resource rooms specialized for superior and talented students.

- The theoretical importance also lies in highlighting teachers' role in governmental schools paying attention to these students and working to cooperate and joining counselors in providing counseling services that they need due to their superiority, which increase the value and feasibility of these services.

The empirical importance:

- This study represents a scientific basis for other research and studies related to superior students' teachers in

governmental schools investigating issues that would participate in developing their abilities.

- The importance of this study also lies in the ability to employ its results in putting and designing appropriate plans and programs for integrating teachers and involving them in serving superior students. This is in response to current studies and research related to the necessity for counselors to progress toward participatory and cooperative work style with teachers, principals and families.

- This study provides a tool that can be utilized by administrators and supervisors supervising educational counselors enabling them to reveal domains that the counselor provides counseling services within. In addition, the tool can be used in scientific research by researchers and students in the field of superior students and perceptions related to the services provided to them by educational counselors.

Study limitations:

Generalizing the results of this study outside its statistical population is limited to the extent of which the outside population is similar to the population of the current study and to the availability of psychometric characteristics in the study tool (validity and reliability) in addition to the representation of the study sample.

Definitions of the terms:

Counseling services

It is a group of activities, consultations and contributions provided by a professional in counseling and his assistances (the counseling team) for the student within an organized counseling program that aims to assist the student to discover his energies and to participate in solving his academic, social, psychological and vocational problems to facilitate his life [22]. Counseling services provided by the educational counselor at school are procedurally defined in this study as the individualized and group counseling services, group guidance, vocational orientation, making bulletins, vocational visits, field and home visits, parents interviews, parents meetings and organizing seminars and lectures.

Gifted students

They are the students who provide an evidence for their ability to perform highly in the special intellectual, creative, psychological, leadership and academic areas which confirm their need for special educational program and / or private projects and activities to meet their needs related to their superiority and talent, which are not usually offered by regular schools in order to reach their higher potentials and capabilities (Jarwan, 2016)3.

Superior students are procedurally defined in this study as students with grades of 90% and above which was determined by the ministry of education in Jordan to accept students for their academic superiority in schools and centers specified for the superiors.

Teachers

They work at schools or scientific and literary institute and through them students' characters are built and prepared in specialized educational faculties in different scientific and literary specializations. They are qualified to teach efficiently. They join an association that care for their job and social affairs which is called teachers association [23].

Teachers are procedurally defined in this study as male and female teachers in public schools affiliated to the

educational directorate of Ein Albasha for the academic year 2015/2016 with a number of 1525 male and female teacher working in 54 school including 18 for males and 36 for female students.

IV. METHODOLOGY

A. Study population

The study population consisted of (900) male and female teachers in governmental schools affiliated to the educational directorate of Ein Albasha for the academic year 2015/2016.

B. Study sample

The study sample was selected randomly from five male and five female schools in the directory of Ein Albash, afterwards, ten teachers from each school were selected from all subject teachers in every school. The study tool was distributed on (100) male and female teachers, 80 questionnaires were retrieved, then uncompleted questionnaires or those which were completed incorrectly were excluded making the number of the study sample 62 male and female teacher including 20 male and 42 female teacher.

C. Study tool

A questionnaire to measure teachers' ratings of counseling services provided for superior students in governmental schools was developed after referring to previous literature and related scales such as Wood's scale [2,21] The scale consisted of 50 items distributed on six dimensions including:

1. The psychological dimension represented by items (7, 8, 9, 13, 14, 15, 18, 19, 22, 25, 30, 2, 4, 5).
2. The academic dimension represented by items (1, 3, 6, 10, 12, 16, 17, 24).

3. The family dimension represented by items (11, 29, 32, 37, 38, 41, 43, 48)
4. The vocational dimension represented by items (20, 21, 23, 26, 27, 28)
5. The cognitive dimension represented by items (31, 34, 39, 42, 44, 45, 49)
6. The social dimension represented by items (33, 35, 36, 40, 46, 47, 50)

Validity:

The scale in its primary version that comprised of 55 items was displayed on ten specialized PhD referees in counseling and special education from the University of Jordan, the Hashemite University and the ministry of education to extract validity through their notes about the appropriateness of items for the subject, the degree of its clarity and the accuracy of its language formulation. Referees notes were discussed and their suggestions were viewed including rephrasing a number of items. Items were modified according to the agreement of 80% and more of the referees. The summary was omitting five items, thus the scale in its final version consisted of 50 items answered by teachers according to a five Likert scale ranging between (strongly agree with a degree of 5), (agree with a degree of 4), (neutral with a degree of 3), (do not agree with a degree of 2), (strongly do not agree with a degree of 1). The total degree range (50) to (250), the high degree indicates higher teachers' rates of counseling services presented for superior students.

Reliability:

The internal consistency for scale items was used to extract the scale reliability using Cronbach Alpha. Table 1 shows the results: which were considered convenient for the purposes of the current study.

**Table 1
Cronbach Alpha of the scale**

No.	Dimension	Correlation
1	Psychological	,84
2	Academic	,86
3	family dimension	,83
4	Vocational	,81
5	Cognitive	,73
6	Social	,72
Total		,82

D. Procedures

The researchers developed the study tool, validity and reliability indications were competed then the directorate of education in Ein Albasha was addressed forth purpose of implementing this study tool. The tool was distributed on the 10 schools (5 for males and 5 for females) that were selected randomly. Male and female teachers who were

selected randomly from schools answered the questionnaire. After retrieving the tool from teachers by the third researcher, data was entered electronically to initiate the adequate analysis using SPSS.

Results

The levels of the services were divided to three levels as shown in table (2):

**Table 2
Levels of services**

No.	Means value	The level
1	1-2,33	Low
2	2,34-3,67	moderate
3	3,68-5	High

Research question one

To answer the first question, means and standards deviations of the total score and degrees on sub-domains

were calculated for teachers' ratings of counseling services provided for gifted students in Jordan. Following are the results:

**Table 3
Means and standard deviations for teachers' ratings of the counseling services provided for superior students in Jordan**

Dimension Order	Dimension	Mean	Standard deviation	Service level
5	Cognitive	1.91	0.57	Low
3	Family	1.86	0.58	Low
2	Academic	1.69	0.48	Low

Dimension Order	Dimension	Mean	Standard deviation	Service level
4	Vocational	1.69	0.59	Low
6	Social	1.66	0.40	Low
1	Psychological	1.65	0.40	Low
	Total	1.74	0.42	Low

Table (3) shows that teachers' ratings for counseling services provided for superior students in Jordan were low with a mean of teachers' responses on the scale as a whole (1.74) and a standard deviation (0.42). Teachers' ratings of the services were low in all dimensions; the highest rating was for services in the cognitive dimension with a mean of (1.91) and a standard deviation of (0.57) then the family dimension with a mean of (1.86) and a standard deviation of (0.58). The least rating of services was the psychological dimension with a mean of (1.65) and a standard deviation of (0.40) then the social dimension with a mean of (1.66) and a standard deviation (0.40).

The results of question one, which related to teachers' ratings of counseling services provided for gifted students in Jordan from the perspectives of teachers, they provide low level of counseling services for those students in general. This could be interpreted in light of lack of awareness teachers working in governmental schools have regarding counseling services, which are provided by the counselor for superior students inside the school. This might be connected with counselors excluding teachers from counseling services aimed towards this category of students. This result is congruent with Wood's [2] in her study on teachers of superior students. This result is

different than Al Momany's [20] with regard of differences in the sample in this study that dealt with teachers that teach superior students integrated in regular school compared to his study on teachers of talented and superiors in schools and centers of the gifted and talented.

This result could be also explained in light of what some studies interested in teachers of talented and intellectually superiors integrated in regular schools and classrooms indicate such as the study of Hossein Khan Zadeh et al [24] which shows that those teachers have negative attitudes toward the presence of talented and intellectually superior students in regular schools. In addition, it indicates that they have more attitudes that are positive and higher ratings for students studying in schools and centers specialized for talented and superior students. This might reflect in their low perceptions of services provided for them such as counseling services.

Research question two:

To answer the second question, means and standard deviations for teachers' ratings of counseling services provided for superior students in Jordan on the total score and the scale's sub-domains. T test was used to investigate differences between male and female teachers' ratings.

Table 4

Results of t test for differences indications between male and female teachers for teachers' ratings of counseling services provided for superior students in Jordan

Dimension	Gender	Number	Total Mean	Standard deviation	t	df	Significant level																																																																				
Psychological	male	20	1.75	0.38	1.261	60	0.212																																																																				
	Female	42	1.61	0.41				Academic	male	20	1.84	0.50	1.716	60	0.091	Female	42	1.62	0.46	Family	male	20	2.16	0.73	2.902	60	0.005	Female	42	1.73	0.43	Vocational	male	20	1.83	0.53	1.215	60	0.229	Female	42	1.63	0.61	Cognitive	male	20	2.08	0.58	1.662	60	0.102	Female	42	1.83	0.55	Social	male	20	1.84	0.31	2.613	60	0.011	Female	42	1.57	0.41	Total	male	20	1.90	0.42	2.131	60	0.037
Academic	male	20	1.84	0.50	1.716	60	0.091																																																																				
	Female	42	1.62	0.46				Family	male	20	2.16	0.73	2.902	60	0.005	Female	42	1.73	0.43	Vocational	male	20	1.83	0.53	1.215	60	0.229	Female	42	1.63	0.61	Cognitive	male	20	2.08	0.58	1.662	60	0.102	Female	42	1.83	0.55	Social	male	20	1.84	0.31	2.613	60	0.011	Female	42	1.57	0.41	Total	male	20	1.90	0.42	2.131	60	0.037	Female	42	1.66	0.41								
Family	male	20	2.16	0.73	2.902	60	0.005																																																																				
	Female	42	1.73	0.43				Vocational	male	20	1.83	0.53	1.215	60	0.229	Female	42	1.63	0.61	Cognitive	male	20	2.08	0.58	1.662	60	0.102	Female	42	1.83	0.55	Social	male	20	1.84	0.31	2.613	60	0.011	Female	42	1.57	0.41	Total	male	20	1.90	0.42	2.131	60	0.037	Female	42	1.66	0.41																				
Vocational	male	20	1.83	0.53	1.215	60	0.229																																																																				
	Female	42	1.63	0.61				Cognitive	male	20	2.08	0.58	1.662	60	0.102	Female	42	1.83	0.55	Social	male	20	1.84	0.31	2.613	60	0.011	Female	42	1.57	0.41	Total	male	20	1.90	0.42	2.131	60	0.037	Female	42	1.66	0.41																																
Cognitive	male	20	2.08	0.58	1.662	60	0.102																																																																				
	Female	42	1.83	0.55				Social	male	20	1.84	0.31	2.613	60	0.011	Female	42	1.57	0.41	Total	male	20	1.90	0.42	2.131	60	0.037	Female	42	1.66	0.41																																												
Social	male	20	1.84	0.31	2.613	60	0.011																																																																				
	Female	42	1.57	0.41				Total	male	20	1.90	0.42	2.131	60	0.037	Female	42	1.66	0.41																																																								
Total	male	20	1.90	0.42	2.131	60	0.037																																																																				
	Female	42	1.66	0.41																																																																							

Results in table (4) show significant differences in the total degree of the scale regarding counseling services provided for gifted students in Jordan. T value was (2.131) which is statistically significant at $\alpha \leq 0.05$. There are also significant differences in the family and social dimensions were T value (2.902 and 2.613) which are statistically significant. In all situations, differences were in favor of males, teachers' ratings were higher than females.

As for the results of question two, results indicate significant differences in male teachers' ratings of counseling services provided for superior students in Jordan compared to female teachers' ratings in favor of males. There is a need for a qualitative study through which male and female teachers can reveal their

experience with educational counselors and their motives that can be explained in light of the nature of responses required by the scale used in this study from self-judgments thus this result appeared and from their personal experience with educational counselors at their schools.

Research question three.

To answer the third question, means and standard deviations of the total and sub-scores of teachers' ratings for counseling services provided for superior students in Jordan according to academic qualifications. One way ANOVA were used to investigate differences between means of categories according to the academic qualification. Following the results:

Table 5
Total means and standards deviations of teachers' ratings for counseling services provided for superior students in Jordan according to the academic qualification

Dimension	Experience	Number	Total Mean	Standard deviation
Psychological	Bachelor	50	1.64	0.40
	High diploma	7	1.83	0.44
	Masters	5	1.51	0.32
	Total	62	1.65	0.40
Academic	Bachelor	50	1.66	0.47
	High diploma	7	2.00	0.56
	Masters	5	1.65	0.50
	Total	62	1.69	0.48
Family	Bachelor	50	1.85	0.56
	High diploma	7	2.05	0.84
	Masters	5	1.75	0.41
	Total	62	1.86	0.58
Vocational	Bachelor	50	1.69	0.63
	High diploma	7	1.64	0.37
	Masters	5	1.77	0.40
	Total	62	1.69	0.59
Cognitive	Bachelor	50	1.89	0.55
	High diploma	7	2.04	0.79
	Masters	5	1.94	0.42
	Total	62	1.91	0.57
Social	Bachelor	50	1.63	0.41
	High diploma	7	1.84	0.42
	Masters	5	1.69	0.33
	Total	62	1.66	0.40
Total	Bachelor	50	1.72	0.42
	High diploma	7	1.90	0.49
	Masters	5	1.69	0.36
	Total	62	1.74	0.42

Table (5) shows apparent differences between means of teachers' ratings for counseling services provided for superior students in Jordan according to the academic

qualification. One way ANOVA was used to investigate whether there were any significant differences. Following are result.

Table 6
Results of ANOVA for teachers' ratings of counseling services provided for superior students in Jordan according to the academic qualification

Dimension	Source of contrast	Sum of squares	Degrees of freedom	Average squares	F	Significant level
Psychological	Qualification	0.311	2	0.155	0.977	0.383
	Error	9.385	59	0.159		
	Total	9.696	61			
Academic	Qualification	0.741	2	.371	1.620	0.207
	Error	13.499	59	.229		
	Total	14.240	61			
Family	Qualification	0.326	2	0.163	0.481	0.621
	Error	20.027	59	.339		
	Total	20.353	61			
Vocational	Qualification	0.045	2	0.022	0.062	0.940
	Error	21.188	59	0.359		
	Total	21.233	61			
Cognitive	Qualification	0.154	2	0.022	0.235	0.791
	Error	19.401	59	0.329		
	Total	19.555	61			
Social	Qualification	0.263	2	0.131	0.815	0.447
	Error	9.507	59	0.161		
	Total	9.770	61			
Total	Qualification	0.218	2	0.109	0.597	0.554
	Error	10.777	59	0.183		
	Total	10.995	61			

Table (6) indicates no significant differences at ($\alpha \leq 0.05$) in the total score and the sub- scores (psychological, academic, family, vocational, cognitive and social) of teachers' ratings of counseling services provided for superior students in Jordan attributed to the academic qualification.

The results of the third question show no significant differences in teachers' ratings of counseling services

provided for superior students in Jordan according to the teacher's academic qualification. Their ratings reflect their perspectives to what is practiced by the educational counselors from counseling services provided for superior students and connected to their experience as noted to the counselor's services within the school environment. This can be noted and appreciated despite the academic qualification of the teacher.

Research question four

To answer the fourth question, means and standard deviations for the total score and the sub-scores of teachers' ratings of the counseling services provided for

superior students in Jordan according to experience. One way ANOVA was used to investigate the significance of means differences for experience, Following are the results:

Table 7

Means and standard deviations for teachers' ratings of counseling services provided for superior students in Jordan according to experience

Domain	Experience	Number	Means	Standard deviations
Psychological	Less than Five years	8	1.73	0.46
	5- 10	24	1.61	0.38
	More than 10 years	30	1.67	0.41
	Total	62	1.65	0.40
Academic	Less than Five years	8	1.88	0.52
	5- 10	24	1.60	0.44
	More than 10 years	30	1.72	0.50
	Total	62	1.69	0.48
Family	Less than Five years	8	2.06	0.62
	5- 10	24	1.69	0.48
	More than 10 years	30	1.95	0.62
	Total	62	1.86	0.58
Vocational	Less than Five years	8	1.83	0.67
	5- 10	24	1.70	0.60
	More than 10 years	30	1.65	0.57
	Total	62	1.69	0.59
Cognitive	Less than Five years	8	2.05	0.60
	5- 10	24	1.76	0.52
	More than 10 years	30	1.99	0.59
	Total	62	1.91	0.57
Social	Less than Five years	8	1.77	0.41
	5- 10	24	1.55	0.41
	More than 10 years	30	1.72	0.39
	Total	62	1.66	0.40
Total	Less than Five years	8	1.87	0.50
	5- 10	24	1.65	0.40
	More than 10 years	30	1.77	0.43
	Total	62	1.74	0.42

Table (7) shows significant apparent differences between means of teachers' ratings of counseling services provided for superior students in Jordan according to

experience. To investigate whether these differences are statistically significant, one way ANOVA was used. Following are the results:

Table 8

Results of ANOVA to investigate significance of teacher's ratings of services provided for talented and superior students in governmental school according to experience

Domain	Source of variance	Sum of squares	Degrees of freedom	Average squares	F	Significant level
Psychological	Experience	0.094	2	0.047	0.288	0.751
	Error	9.602	59	0.163		
	Total	9.696	61			
Academic	Experience	0.500	2	0.250	1.075	0.348
	Error	13.739	59	0.233		
	Total	14.240	61			
Family	Experience	1.307	2	0.653	2.024	0.141
	Error	19.046	59	0.323		
	Total	20.353	61			
Vocational	Experience	0.215	2	0.107	0.301	0.741
	Error	21.018	59	0.356		
	Total	21.233	61			
Cognitive	Experience	0.863	2	0.431	1.362	0.264
	Error	18.692	59	0.317		
	Total	19.555	61			
Social	Experience	0.501	2	0.250	1.594	0.212
	Error	9.269	59	0.157		
	Total	9.770	61			
Total	Experience	0.380	2	0.190	1.055	0.355
	Error	10.615	59	0.180		
	Total	10.995	61			

Table (8) shows no significant differences at ($\alpha \leq 0.05$) in the total score and the sub-scores (Psychological, academic, family, vocational, cognitive and social) of teachers' ratings of counseling services provided for

superior students in Jordan attributed to experience.

Results of the fourth question indicated no significant differences in teachers' ratings of counseling services provided for superior students in Jordan according to years

of experience. It is expected that teachers' ratings of the degree of which educational counselor provide counseling services for superior students are connected with what is provided by counselors in schools they work in. Thus, the teacher who knows notices and participate in providing these services for students will express that when responding to the scale provided in this study. Meanwhile, the teacher who did not notice any of these practices and counseling services performed by the school's counselor and did not participate in will express the lack of these services. Thus, the issue is connected with what is provided by counselors' experience.

V. RECOMMENDATIONS

The researchers recommend the following:

1. Conducting qualitative research regarding counseling services provided superior students by the educational counselor. This includes counselors, teachers and principals.
2. The necessity of organizing training courses for teachers about counseling services provided by the educational counselor for superior students.
3. The importance of involving male and female teachers in services provided by the educational counselor for superior students.

REFERENCES

- [1] Abu Bakar, A., & Ishak, N. (2010). Counseling of gifted students attending a school holiday residential program: A Malaysian experience. *Procedia social and Behavioral sciences*, 7,568-573.
- [2] Wood, S.(2012). Rivers' Confluence: A Qualitative Investigation into Gifted Educators' Experiences with Collaboration with School Counselors. *Roeper Review*, 34, 4, 261-274.
- [3] Jarwan, Fathi. (2016). Talent, superiority and creativity. Dar Alfiker. Amman, Jordan.
- [4] Qatanany, Hussain., and Almadat, Saed. (2009). Counseling talented and superior children: The teacher and caregiver manual. Amman: Dar Jareer for publication and distribution, Jordan.
- [5] Chan, D.W. (2005). Emotional intelligence, social coping, and psychological distress among Chinese gifted students in Hon Kong. *High Ability Studies*,16(2), 163-178.
- [6] Speirs- Neumeister, K., Williams, K., & Cross, T. (2009). Gifted high school perspectives on the development of perfectionism. *Roeper Review*, 31,198-206.
- [7] Vialle, W, Heaven, P., & Ciarrochi, J. (2007).On being gifted, but sad and misunderstood: social, emotional, and academic outcomes of gifted students in the Wollongong youth study. *Educational Research & Evaluation*, 13, 569-586.
- [8] Tomlinson, S. (2008). Gifted, talented and high ability: selection for education in a one dimensional world. *Oxford Review of Education*, 34, 59-74.
- [9] Berlin, J. (2009).It's all a matter of perspective students perceptions on the impact of being labeled gifted and talented. *Roeper Review*, 31,217-223.
- [10] Hebert, T. P., & Neumeister, K. L. S. (2011). Guided viewing of film: A strategy for counseling gifted teenagers. *Journal for Secondary Gifted Education*, 12, 224-235.
- [11] Ishak, N., & Abu Baker, A. (2010).Psychological issues and the need for counseling services among Malaysian gifted students. *Procedia Social and Behavioral Sciences*, 5, 665-673.
- [12] Greene, M. (2005). Teacher as counselor: Enhancing the social, emotional, and career development of gifted and talented students in the classroom. *Gifted Education International*, 19 (3), 226-235.
- [13] Cross, T., Cassady, J., Dixon, F., & Adams, C. (2008).The Psychology of gifted adolescents as measured by MMPI. *A Gifted child Quarterly*, 52, 326-339.
- [14] Al Qady, Adnan (2009). A view on the project of Arabic strategy for talent and creativity in general education. Retrieved in 23 may 2014, from: www.tarbawya.maktoobblog.com
- [15] Reis, S. M., & McCoach, D. B. (2000). The underachievement of gifted students: What do we know and where do we go?. *Gifted Child Quarterly*, 44, 3, 152-170.
- [16] Kerr, B., & Sodano, S. (2003). Career Assessment with Intellectually Gifted Students. *Journal of Career Assessment*, 11, 168- 186. DOI: 10.1177/1069072703011002004.
- [17] Watters, J. (2010). Career Decision Making Among Gifted Students: The Mediation of Teachers. *Gifted Child Quarterly*, 54, 3, 222-238. DOI: 10.1177/0016986210369255
- [18] Lee, J. S. (1992). Problem-solving strategies of different types of gifted students on three types of problems. Unpublished doctoral dissertation, University of Georgia, USA.
- [19] Alsrouf, Nadia (2002). Evaluating the reality of gifted and talented students in governmental schools in the kingdom of Bahrain. A field study. Ministry of Education. Manamah, Bahrain.
- [20] AL Momany, Samar (2006). Evaluating talented students' education programs in Jordan. Unpublished doctorate dissertation, the University of Jordan
- [21] Wood, S. (2010). Best Practices in counseling the gifted in schools: what's really happening. *Gifted Child Quarterly*, 54, 42-58.
- [22] Alzarad, faysal. (1998). Psychotherapy and behavioral disorders therapy. Dar Alelm for melions, Beirut.
- [23] Ministry of education (1999). Educational activities manual. Jordan.
- [24] Hossein khazadeh, H., Yeganeh, M., & Taher, M. (2013).Investigate Attitudes of Parents and Teachers about Educational Placement of Gifted Students. *Procedia - Social and Behavioral Sciences* 84, 631 – 636.