



Full Length Research Paper

The role of the Jordanian television programs in detecting the talented students at King Abdullah II schools for excellence in Jordan from their teachers' perspectives

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The purpose of this study was to investigate the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives. The sample of the study was selected purposefully. It consisted of (140) teachers, (40) male and (100) female teachers at King Abdullah II Schools for Excellence at Irbid, Madaba, and Karak. This sample was used to investigate the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives and a questionnaire was distributed among them. The findings of the study indicated that there were no statistically significant differences at ($\alpha= 0.05$) in teachers' views about the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence due to Gender variable. Results also showed that there are statistically significant differences at ($\alpha= 0.05$) in teachers' opinion due to qualification variable in favour of Master Degree, there are statistically significant differences at ($\alpha= 0.05$) due to experience variable. To find out Multiple comparisons differences post hoc test using Scheffe Method was conducted, results showed that there were statistically significant differences at ($\alpha= 0.05$) between Less than 5 years and 10 years or above in favor of 10 years or above.

Key words: Talented students, T.V programs

INTRODUCTION

Gifted learners are deprived in the sense that they regularly do not reach their full potential although they are possessing higher levels of intelligence than their peers (Farmer, 1993).

Traditionally, the gifted learner is recognized with a higher-than-average score on an Intelligence Quotient (IQ) test. Krause et al. (2003) reported that the gifted learner is usually within the top 2% of standardized IQ scores. Langrehr (2006) discards the intelligence quotient method through conducting a series of tests that measure

what he terms 'multiple-answer thinking.' According to him the gifted child should be evaluated on how well they display 'creative-critical thinking, in other words how well they can escape the central patterns stored in the brain. Recognizing the gifted student then, is the first area where the education system disadvantages this group.

Actually, gifted children have special learning needs, which if not met, can lead to frustration, boredom, a loss of self-esteem, laziness and underachievement (Crocker, 2004). The gifted child is quickly becomes bored and

disinterested with the content taught if he is not recognized. Diezmann and Watters (2006) stated that 'gifted students have an advanced knowledge base compared to their non-gifted peers... Thus, what is initially new content for non-gifted students might be only practice material for gifted students?' If the gifted student is not identified, they quickly surpass their non-gifted classmates and become accustomed to a relaxed approach to learning, which can create serious learning difficulties when confronted with hard and intricate material in higher studies (Diezmann & Watters, 2006).

Does the Jordanian T.V. have a role in detecting talent?

Jordanian television presented talents in various fields such as acting, singing and playing, dance and other arts. These programs have been of interest to many in Jordan and the Arab world. The presenters of the stars were of the late screen lifter such as Shaheen and Dr. Omar Khatib and others. Even some Arab stations brought to these programs as Syrian television did when hired important illustrious Shaheen Rafi gave contests received considerable attention program. Suddenly, such programs disappeared from the screen of Jordan, and we became to see it differently across the Arab satellite stations such as "future" and "Dubai" and others. But that many of today's well-known pop stars have graduated from those programs, such as Diana Haddad and Osama Jabbour and Siham Safadi, Ghuzlan and Mohamed Khair.

Those programs were the most important competitions programs in the region such as "talents" "amateur program" and "Think and Win" program. Jordanian television is demanded to return these programs, so that it remains ahead of other stations that old age is less than JTV with experience and long history. The Jordanian television was "A University" and deployed its talents in the world. Unfortunately, some of the talented people "fleeing" to the stations and they highlight in their programs.

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Why Did Talent Programs Disappeared from Jordanian T.V?

The reason for the absence of talent programs is due to the presence of satellite television and the dependence on budgets and huge cost, which affected the competition with Jordanian television, not in the traditional sense of competition, and the difficulty of comparison between the Jordanian television capabilities as a stop-governmental or non-commercial and other stations. when talking about the "data bank" program, which was provided by the late Dr. Omar Khatib: you feel the magnitude and importance of the program of preparation and prepare for an

operation. As well as from the budget that put him and was up to 5 million dinars.

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General characteristics of gifted and talented learners

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but they may alert teachers to the need to enquire further into an individual's learning patterns and ability levels.

He or she may:

- be a good reader;
- be very articulate or verbally fluent for their age;
- give quick verbal responses (which can appear cheeky);
- have a wide general knowledge;
- learn quickly;
- be interested in topics which one might associate with an older child;
- communicate well with adults – often better than with their peer group;
- have a range of interests, some of which are almost obsessions;
- show unusual and original responses to problem-solving activities;
- prefer verbal to written activities;
- be logical;
- be self-taught in his/her own interest areas;
- have an ability to work things out in his/her head very quickly;
- have a good memory that s/he can access easily;
- be artistic;
- be musical;

Diezmann, Watters and Fox (2001) claimed that gifted children experience: "socio-emotional problems that include difficulty with social relationships, isolation from peers, pressures to conform, resistance towards authority, refusal to complete routine and repetitious work, and frustration with everyday life." They also note that these problems are frequently not resolved by school-leaving age, and may continue into later studies and life. Berger (2006) addresses the issue of gifted student's self-concept, claiming that due to gifted student's tendency to be a late-bloomer, combined with their sensitivity to higher expectations and uneven social development can create a sense of displacement or dissonance. These feelings can mix in later life beyond school, ranging from underachievement to depression and more serious disorders (Kesner, 2005). 'A student's level of social and emotional maturation may not keep pace with his or her advanced intellectual development' (Berger, 2006) – it is this social experience, attained through peer contact that many primary and secondary Gifted and Talented programs neglect or overlook.

During schooling years, the gifted child is normally undertakes 'unnecessary practice' of content, as they achieve mastery sooner than their 'non-gifted' peers do. (Diezmann & Watters, 2006) The Gifted learner is characterized by an ability to advanced reasoning, higher maturity than age peers, rapidly acquires new content and heightened awareness of their environment and feelings (Deizmann, Watters & Fox, 2001). The unlucky fact is that these capabilities are frequently either not noticed, or not fully utilized in the homogeneous curriculum.

Even if the system successfully identifies the gifted learner, places them in an appropriate Gifted and Talented program, assists them to realize their concept-of-self and brings them through school with excellent results, one major problem still awaits the student. Gifted learners are frequently offered the advice 'You can be anything you want.' This may seem desirable for the learner, but for many, this plethora of opportunities is a major crisis. Berger (1989) raises this issue, coining the term multi-potentiality, where the highly capable student participates in many different activities to satisfy their interest. She states that 'on vocational exploration tests, [gifted students] often show a high, flat profile; that is, high aptitudes, abilities and interests in every area' (Berger, 2006). As Berger points out, attempting to maintain such a busy schedule in college or university life can potentially create a 'destructive academic and emotional environment'.

There are many challenges facing the gifted learner, as well as their educators. The core issue is that gifted students are diverse from their non-gifted peers, and need to be treated and taught using separate, often accelerated, methodology and pedagogy. Kesner (2005) suggests that for the educator 'raising a secure relationship with gifted children is serious and at the same time more difficult than doing so with their non-gifted counterparts.' Teachers of gifted and talented students need to not only create a social relationship, but also a quasi-professional academic relationship with their students. As Kesner notes: "Children are dependent upon their teacher for... provision of appropriate academic challenges [in the classroom]. Gifted students, by virtue of their advanced intellectual capabilities may be even more dependent upon the teacher to provide for their specific academic needs." (Kesner, 2005) Berger (1989) reports that there are many options available to gifted students to explore social interaction with both age and intellectual peers, as well as possibly finding mentors. She states that the broad spectrum of intellectual, academic and social experience required by the gifted student can only be achieved through the coordinated efforts of the family, the school, and supplemental programs.

The trend for gifted students to display multi-potentiality and the tendency for precision can be combated through teaching study skills and academic planning in gifted and

talented programs, alongside course content (Diezmann et al., 2006; Crocker, 2004). In fact, providing gifted students with the chance to explore further study or career options after school may help give them a 'sense of direction' (Berger, 1989).

How to Identify the Talented Students

The very able high flier

These are learners who demonstrate their ability to learn in a variety of ways .

- They soak up challenge and respond with understanding and enjoyment.
- They often have a maturity and insight beyond their years and can cope with being different and ahead of their peers.
- Often they are self-motivated, have very supportive parents and teachers who provide opportunities for extending and enriching experiences.
- They are receiving differentiated and challenging opportunities and they are responding at high levels.

The coaster

Often these children do 'the stint' and conform to teacher expectation. They play the school game well and can show pages of neat work with repetitive practice without an error.

- They may well be quiet, sensitive children who perceive that the teacher is always occupied.
- They may be deliberately conforming to peer group expectation and may be loath to draw attention to themselves.
- They seldom ask questions because they always understand or perceive their questions as different from the usual.
- This pattern of low-level response can often become a habit, and responding to the joy of challenge is seldom, if ever, experienced.
- Sometimes, daydreaming or decorating work fills the time when the stint to comply with teacher expectation has been completed.

The disaffected

Sometimes, problem behavior masks potential ability .

- The teacher's attention is understandably absorbed by the confrontational behavior, particularly if the learner is aggressive, disruptive in the classroom, very withdrawn or inclined to be highly active .
- In areas of high social and economic disadvantage, many potentially able children are under-challenged .
- They have few positive outlets for their mental and creative energy and, sadly, too many temptations to engage in anti-social behaviour. Such behaviour becomes a habit and requires intensive cooperative work

between school, home and the learner over a prolonged period of time.

Significance of the Study

In Jordan, society places a heavy emphasis on being "normal". Gifted and talented students with their high vocabularies and different ways of thinking make them different than their peers. They are on a completely different plane mentally than their peers of the same age and physical ability. These gifted students may be rejected by their peers for being different and the gifted student will feel the social pressure to fit in. These students in most cases have talents in more than one area and need that different institutions in the society look after them and encourage their talent. Media has a vital role in detecting talent, and Jordanian T.V has an important role in helping talented students to show their talents.

Statement of the Problem

Talented students in Jordanian schools don't have sufficient support to show and develop their talents. Jordanian T.V has a great role in doing this although the number of programs assigned to detect talent is few and they are unavailable always. The researcher tried to shed light on this issue through questioning a number of teachers from King Abdullah II schools for excellence to see whether the T.V programs really have role in detecting talent.

The Purpose of the Study

The purpose of this study is to investigate the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives.

Questions of the Study

1. What is the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives from their teachers' perspective?
2. Are there any statistically significant differences in teachers' perspectives due to their gender (Male, Female)?
3. Are there any statistically significant differences in the teachers' perspectives due to their qualification (Bachelor degree, or master degree)?
4. Are there any statistically significant differences in the teachers' perspectives due to their experience (Less than 5 years, 5-to less than ten years, ten years or above)?

5. What are the teachers' suggestions to improve the type of programs the Jordanian T.V. assign for gifted students?

The justification of the study

Justifications the study represented in the following:

First, the lack of criteria that is flexible for the detection of gifted and talented students.

Second: the lack of compatibility with the global trends in the detection of making the role of an effective teacher in the identification of gifted and talented students.

Operational definitions

Gifted and talented students: The top two students in the classroom for academic achievement of students enrolled in first grade to twelfth grade for the academic year 2014/2015, according to the nomination of their teachers.

LITERATURE REVIEW

Although gifted students can think critically, pursue topics, and create solutions to problems, but these same young people often are plagued by special learning difficulties that thwart their development and obscure their gifted potential. Faced by educational practices and policies that may confuse and complicate appropriate diagnosis coupled with the prevailing emphasis on remediation over talent development, programs for these students are often inappropriate or lacking (Baum & Olenchak, 2002).

Reis, McGuire, and Neu (2000) extend the theme of identifying and nurturing students' gifts and talents with their presentation of the results of a qualitative study focusing on the strategies bright students with learning disabilities use to achieve success at the university level. These students all attended a program at the university designed to assist students with learning disabilities. This program provided essential support to students including offering appropriate compensation strategies to offset problematic deficits. The findings of the study indicate that these students had not learned compensation strategies in their special education programs during elementary and high school years, nor, in most cases, were they involved in gifted programs. Thus, they had extremely negative attitudes about school. Through their participation in the university program they found multiple strategies that worked for them and developed their ability to focus on their talents rather than being overwhelmed by their deficits. The authors suggest that programs for gifted students with learning disabilities focus on teaching self-regulation rather than remediation.

Another population of twice-exceptional children is students who are gifted and creative but are simultaneously hampered with attention difficulties.

Baum, Olenchak, and Owen, (1998) explore the issues nearby the concurrence of ADHD and giftedness. This dual classification has been increasing in recent years causing some concern about a possible over identification of ADHD among gifted students. This may be due to delicate interaction between characteristics of gifted or creative students and the demands of the learning environment.

In this article the authors suggested that in some cases the environment for gifted students can be somewhat hostile, exacerbating the appearance of ADHD-like behaviors. One example is teachers' reluctance to adapt to the pace and depth of learning for gifted students. This article provides guidelines and approaches for determining appropriate diagnosis and offers suggestions for helping these twice-exceptional youngsters succeed. Again, appropriate diagnosis will depend on first assuring that the learning environment aligns to the students' gifts and talents.

There are another population of gifted students that is drawing attention, they are gifted students with Asperger's Syndrome. Neihart (2000) discusses suitable diagnosis of this special group of teenagers. She posits that these students may appear like highly gifted children who are a bit "strange." She suggests that their behavior, however, can be confused with learning disabilities or attention deficits precluding suitable diagnosis and appropriate interventions. Neihart presents typical characteristics of students with Asperger's Syndrome and distinguishes them from gifted behaviors. Neihart concludes that these students, like learning disabled students, benefit greatly from social skills training and other kinds of strategies that will help them to compensate for learning difficulties. Finally, similar to the needs of all twice-exceptional youngsters, these individuals with the appropriate support can rise to eminence because of their exceptional gifts and talents.

Reis (1998) described the factors contributing to the underachievement of gifted females and suggested that underachievement for gifted girls can be regarded as a failure to meet expectations in school and later in life. For gifted women, underachievement may equate with an inability to reach professional benchmarks set by men in myriad professions or the perception that achievement, as defined by men, equates with successful careers, without taking into account that giftedness in women may need to be redefined. Unsuitable standards provide improper comparisons. She identifies cultural stereotyping, fear of success, lack of planning, perfectionism, and the need to prioritize goals in accordance with values as contributing factors to a pattern of underachievement in women of high potential. This study concludes with the call for future research to define the specific emotional, social, and cultural influences affecting achievement and happiness for gifted females so that appropriate interventions and guidance programs can be provided.

Some of the challenges faced by students who are gifted and gay were summarized by Peterson and Rischar (2000) and they describe the emotional turmoil faced by these young people whom they describe as "doubly different". The world is particularly hostile for these youngsters. First admitting their sexual preferences to self and others is really difficult. They may find no safe haven where they can explore their feelings in a nonjudgmental forum. Next, their giftedness itself can make them even more sensitive to the trials and tribulations they must face to find peace. In a qualitative study with 18 gifted young adults who identify themselves as being gay/lesbian/bisexual, the authors found that these students feel alienated and marginalized by both their giftedness and sexual orientation. They describe mostly negative school experiences where the attitudes of both teachers and peers were hurtful. They admitted to severe depression and thoughts of self-destructive behavior. Peterson and

Rischar (2000) explain how sexual development identity may impact normal development in other areas. The article concludes with specific strategies for aiding these students in accepting and acknowledging who they are and for establishing a school climate of acceptance, compassion, and appreciation of diversity.

Renzulli and Park (2000) argue that poverty is a major characteristic of the gifted dropout population. The authors claim that gifted students who leave school most often had parents with low levels of education and came from families with low social economic status. In addition, gifted students who leave school tended not to participate in extracurricular activities, left school primarily for school-related or personal problems and had low educational aspirations. Most of these teenagers did not like school, were failing, or had personal problems that required their attention like being pregnant or having to work. The authors recommend that schools and teachers need to identify probable gifted dropouts in the early grades so that they can provide challenging curriculum that aligns to students' styles, strengths, and interests. Schools need to provide enriched opportunities, counseling services, and opportunities for communicating with the families.

In the framework of a program for the detection of talented people in Saudi Arabia, Abdullah Alnafea et al. (2000) pointed among the results of their studies on the ability of teachers to recognize students who demonstrate innovative capabilities based on the study of standard questionnaire factors of nominate teacher and other tools used in the study, also the majority of teachers pointed that social characteristics are most important characteristic of talented people.

Powell and Siegel (2000) study aimed to know the bias of teachers to identify talented and gifted students, , Where profel prepared a (graph) for (12) students based on the definition (Tenenbaums', 1997) for producers and non-producers gifted students, and the results indicated a

bias of teachers to readers students, and to student who have the ability to solve problems in mathematics, and , and teachers didn't give students the importance of using logical to infer, as the study showed the need for teacher training effectively to help them recognize the stereotypical beliefs about gifted students, and change which leads to the development of their abilities to detect and therefore the effectiveness of gifted programs.

As for (Ficici and Judith, 2004) study aimed to identify the similarities and differences in the perception teachers of the United States, Turkey and South Korea to recipes talented students in mathematics, where study included 947 maths teacher at the secondary level. The result of the study showed that the study tool Saturation in three factors which are:

1. School Smart Mathematics.
2. Mathematics Perspective for the Real World
3. Creative Problem Solving.

As for Hodge and Kep's (2006) Longitudinal study for (14) Australian children has been identified as gifted at an early age - before their enrollment in school around (3) years at least- where the researcher collected data by interviewing (26) teachers in addition to the parents of these children, also has a review of the standard grades, the study results showed that the most important factors in identifying the talent of these children from the teachers and parents consider are reading, they are more important than the spelling skills or math, and the results also indicated that children's attitudes and behavior of the very important factors in identifying talent.

Endepohls-Lupe and Ruf (2006) in his attempt to see the properties on which teachers identifying gifted students, then the researchers asked (384) German teacher at the primary stage to describe the talented students in their own words in addition to the mobilization of a questionnaire consisting of (90) items, and the results of the study showed that more properties in identifying gifted students when teachers who have never taught gifted students are: imagination, while the rest of the teachers referred to the concerns of the students especially the love of adventure and exploration, regardless of their achievement.

Neumeister, et al. (2007) studied the relationship between recognizing the talent and procedures detected at (27) teachers with experience in teaching gifted students from minority groups in the United States. Results indicated the study to the limited awareness of teachers to the influence of culture and declining economic situation on the talent,

results of the study also showed that teachers are paying interest in talented people who face difficulties in specific skills or behavioral problems or those who lack the habits of good work , and simultaneously most of the teachers do not pay attention to the characteristics of talent when these students even though their choice for talented students build on it.

DESIGN AND METHODOLOGY

The purpose of the study is to investigate the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives.

Methodology

This study was considered one of the descriptive survey studies in the light of the nature of the study questions and the objectives it seek to achieve, where the study is based on the descriptive survey method, which aims to describe and analyze the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives.

The population of the study

The population of the study consisted of all male and female teachers at King Abdulla II schools for excellence in Irbid, Madaba, and Karak, who are (376) teachers (163 in Irbid, 91 in Madaba, and 122 in Karak) during the second semester 2015/2016.

The sample of the study

The sample of the study was selected purposefully. It consisted of (140) teachers: (40) male and (100) female teachers at King Abdullah II School for Excellence in Irbid, Madaba, and Karak. This sample was used to investigate the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives. **Table 1** shows the distribution of the sample.

Table 1: Distribution of the sample of the study

Variables	Categories	Frequency	Percentage
Gender	Male	67	48%
	Female	73	52%
	Total	140	100%
Experience	Less than five years	32	23%
	Five – to less than 10 years	39	28%
	Ten years or above	69	49%
	Total	140	100%
Qualification	Bachelor degree	123	88%
	Master	17	12%
	Total	140	100%

The Instruments of the Study

A Questionnaire

A questionnaire was distributed among the teachers in the three schools of King Abdullah II School for Excellence in Irbid, Madaba, and Karak and this questionnaire was designed by the researcher himself, it consisted of 24 items. Many variables were included such as the gender of the teacher, experience and academic qualification.

Statistical Criterion

Likert scale was used to correct the study tool, by giving each item one grade of the five grades:

1. (Strongly agree) represents (5 grades)
2. (Agree) represents (4 grades)
3. (Neutral) represents (3 grades)
4. (Disagree) represents (2 grades)
5. (Strongly disagree) represents (1 grade)

The length of the cells of five-grade scale was calculated (lower and upper limits) relying on the following methods:

- The extent of the scale was calculated: $(5-1=4)$
- Divide the number of categories in the scale for the accurate length of the cell: $(4/5=0.80)$

This value was added to a lower value in the scale (or the beginning of the scale, which is number one) and up to the upper limit of the scale, as follows:

1. Arithmetic mean range between (1 to 1.80) and indicates a "very low"

2. Arithmetic mean range between (1.81 to 2.60) and indicates a "low"

3. Arithmetic mean range between (2.61 to 3.40) and indicates a "moderate"

4. Arithmetic mean range between (3.41 to 4.20) and indicates a "high"

5. Arithmetic mean range between (4.21 to 5) and indicates a "very high"

Taking into account that the arithmetic means the study reaches for the general trend of dimension after the overall values will be dealt with to explain the arithmetic means as follows:

High	Moderate
Low	
(3.68-5)	(2.34-3.67)
1-2.33)	

Interview

The researcher made interview with (15) teachers from those whom he distributed the questionnaires among them. The researcher asked the teachers to give their suggestions about how to improve the kind of programs assigned through the Jordanian T.V. to detect talent among students at King Abdullah II School for Excellence.

They were asked the following question: What are your suggestions to improve the type of programs the Jordanian T.V. assign for gifted students?

Validity of the Instrument

The researcher designed a questionnaire about the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives. The researcher validated the instrument by submitting it to a jury of supervisors and professors of special education. They omitted five items of the questionnaire

The researcher followed the recommendations of the referees and made amendments accordingly.

To extract the construct validity, correlation coefficients of the items of the questionnaire with the total score were extracted in the pilot sample outside the study sample consisted of 15 teachers, since the correlation coefficient here is a sign of validity for each item in the form of correlation coefficient between each paragraph and the total score, Correlation coefficients of the items with the tool as a whole ranged between (0.32-0.63) (Table 2).

Table 2: Correlation coefficient between items and total score

Item	The correlation coefficient with the tool	Item	The correlation coefficient with the tool
1	.59**	14	.40**
2	.48**	15	.56**
3	.48**	16	.38*
4	.35*	17	.45**
5	.44**	18	.59**
6	.45**	19	.32*
7	.48**	20	.48**
8	.51**	21	.49**
9	.32*	22	.41**
10	.48**	23	.55**
11	.43**	24	.46**
12	.48**		
13	.43**		

* 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 accepted and statistically significant, and therefore, none of these paragraphs were deleted.

Reliability of the Instrument

To ensure the questionnaire reliability, the researcher used (test-retest) technique by applying the test, and re-applied it after two weeks on a pilot sample outside the study sample consisting of (15) teachers, then Pearson correlation coefficient was calculated between their

estimates on both times. Reliability was also calculated using internal consistency by Cronbach's alpha equation, and Table 3 shows the internal consistency according to Cronbach's alpha coefficient and repetition reliability and this was considered appropriate values for the purposes of this study.

Table 3 shows that the internal consistency coefficient was (0.89) and repetition reliability was (0.91) and these values are considered appropriate for the purposes of this study.

Table 3: Internal consistency coefficient Cronbach's alpha and repetition reliability

Rank	Repetition reliability	Internal consistency
Effect of training on performance	0.091	0.089

Procedures of the Study

To achieve the purpose of the study, the following procedures were used:

A questionnaire about the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives was given to 140 teachers (40 male, and 100 female). After that the researcher collected the questionnaires and the collected data, and then this data was analyzed statistically. Then the researcher made interviews with the same teachers to ask them about their suggestions to improve the quality and kind of the programs produced by the Jordanian T.V. to detect talents among students.

The researcher did the following:

1. Reviewing the literature review
2. Assigning the population and sample of the study.
3. Preparing the questionnaire.
4. Validity and reliability were insured.
5. Applying the pilot study.
6. Applying the questionnaire on the sample of the study.
7. Collecting the questionnaires.
8. Analyzing the collected data.
9. Results were found.
10. Discussing the results.
11. Recommendations were proposed to the concern.

Statistical Analyses

The results were analyzed for the items in the questionnaire using means and standard deviations. The researcher also used figures to clarify the results more.

The researcher used the following statistical methods:

1. Frequency and percentages, was used to show the distribution of study sample.
2. Pearson correlation, was used to show the correlation coefficient between each paragraph and the total score
3. Cronbach's alpha. Reliability was calculated using internal consistency by Cronbach's alpha equation
4. Means and standard deviation, used to show the teachers' responses on questionnaire items
5. Independent sample t-test, was to find out whether there are statistical significant differences in views of the teachers due to, gender and qualification variables.
6. One-way ANOVA, one way ANOVA was conducted to find out whether there are statistical significant differences in the means according to experience variable.
7. Post hoc comparison using scheffe method, was used to show if there are statistically significant differences at ($\alpha= 0.05$) in the teachers' perspectives due to experience variable

FINDINGS OF THE STUDY

The purpose of this study is to investigate the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives. It also aims at investigating the effects of teachers' gender, academic qualification, and experience on the teacher's point of view.

Results of the first question

Question one: What is the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives from their teachers' perspective?

To answer the first question of the study, means and standard deviations of the students' responses on questionnaire items were computed as presented in

Tables 4.

Table 4: Means and standard deviations for items in the questionnaire, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation
1	12	Jordanian T.V. offer sufficient programs for detecting the talent	4.12	.812
2	2	Jordanian T.V. programs for the talents focus on all stages	4.05	.748
3	10	Different types of talents are taken into consideration	4.04	.734
4	7	Students are familiar with such programs offered by Jordanian T.V	4.03	.852
5	6	Jordanian T.V. produce programs for talents annually	3.99	.890
6	8	After they explore the talent among students, they continue taking care of them	3.97	.942
7	24	There is cooperation between the Jordanian T.V team and teachers in the schools	3.95	.864
8	15	Most students have not a chance to develop their talents	3.93	.834
9	14	Students feel shy	3.91	.845
10	3	T.V team encourage students to give their best	3.90	.884
11	5	Students do not have all parts of a well-organized activity	3.90	.850
12	17	Students are afraid of being appear in T.V	3.89	.852
13	20	Students are unable to train continuously	3.89	.855
14	23	Students face difficulty developing and their talents	3.89	.745
15	9	T.V programs for the talented students are professional	3.86	.893
16	21	T.V programs for the talented students are short	3.86	.835
17	22	Students face problems in introducing their talent in front of the Camera	3.86	.867
18	18	Students sometimes don't cooperate with the T.V team	3.85	.877
19	11	The T.V team are not professional	3.83	.855
20	1	The T.V team encourage students	3.82	1.013
21	13	Students face problem in using the musical instrument offered by the T.V team	3.82	.911
22	4	Jordanian T.V programs for the talented are not sufficient in number and quality	3.78	.903
23	16	There is no consequence in T.V programs so they may not follow the talent tell the end	3.72	1.008
24	19	Students face problems in dealing with such programs	3.70	.991
		Total	3.90	.428

Table 4 shows that the means and standard deviations of the whole answers were 3.90,428. it also shows that Item 12 " Jordanian T.V. offer sufficient programs for detecting the talent" receives the highest mean (4.12) regarding the degree of agreement with a standard deviation of (0.812), then the second item 2 comes next (Jordanian T.V. programs for the talents focus on all stages) with a mean of (4.05) and standard deviation of (0.748). This result may be due to the fact that students in higher

stages are not always concerned with improving their talents, because most of them concerns with having higher marks only.

Meanwhile, the lowest was item number 19 " Students face problems in dealing with such programs " with a mean of (3.70) and standard deviation of (0.428), then item number 16 " There is no consequence in T.V programs so they may not follow the talent tell the end " with a mean of (3.72) and standard deviation of (0.991).

Results of the second question

Question two: Are there any statistically significant differences in teachers' perspectives due to their gender (Male, Female)?

To find out whether there are statistical significant differences in views of the teachers due to Gender variables, t-test analysis was conducted and the results are shown in Table 5.

Table 5 shows that there are no statistically significant differences at ($\alpha = 0.05$) in teachers' views towards the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence due to Gender variable. This is because all male and female teachers work in similar conditions in schools and all teach talented students.

In addition, since the majority of the teachers (whether male or female) possess similar experience and they teach under the same environment, it is expected to find no significance differences in their opinions.

Results of the third question

Question three: Are there any statistically significant differences in the teachers' perspectives due to their qualification (Bachelor degree, or master degree)?

To find out whether there are statistical significant differences in views of the teachers due to qualification variables, t-test analysis was conducted and the results are shown in Table 6.

Table 6 shows that there are statistically significant differences at ($\alpha = 0.05$) in teachers' perspectives towards

the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence from their teachers' perspectives due to qualification variable in favor of Master Degree. This is because teachers who hold Master degree are more qualified than those who hold Bachelor degree, that's why they are more aware of the students' needs. When teachers finish their higher education they are exposed to more information and strategies in teaching and dealing with students.

Results of the fourth question

Question four: Are there any statistically significant differences in the teachers' perspectives due to their experience (Less than 5 years, 5-to less than ten years, ten years or above)?

To answer this question, means and standard deviations of teachers' responses due to their experience were computed as presented in Tables 7.

Table 7 shows a slight variance in the means according to experience variable; experience proves to have a great role on teachers' perspectives because they interpret the surrounding environment and the whole educational process in a scientific way. The more time the teachers spend in teaching, the more educational situations they experience and the more problems they face and solve, so experience is very important. To find out whether there are statistical significant differences in these means, one way ANOVA was conducted; results are shown in Table 8.

Table 5: T-test results of teachers' response related to their gender

Gender	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Male	40	3.90	.417	-.021	186	.983
Female	100	3.90	.436			

Table 6: T-test results of teachers' response related to their qualification

Academic Qualification	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Bachelor Degree	123	3.86	.423	-2.478	186	.014
Master Degree	17	4.04	.422			

Table 7: Means and standard deviations of teachers' responses due to their experience

	N	Mean	Std. Deviation
Less than five years	32	3.75	.482
Five - to less than ten years	39	3.88	.339
Ten years or above	69	4.00	.427
Total	140	3.90	.428

Table 8 shows There are statistically significant differences at ($\alpha= 0.05$) in the teachers' perspectives towards the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence due to experience variable, to find out Multiple Comparisons differences post hoc test using Scheffe Mehod was conducted as shown in **Table 9**.

Table 9 shows There are statistically significant differences at ($\alpha= 0.05$) in the teachers' perspectives towards the role of Jordanian T.V. programs in detecting talents among the students at King Abdullah II schools for excellence between Less than 5 years and 10 years or above in favor of 10 years or above. No one can deny the role of experience especially in the educational field. Teachers whose experience is more than 10 years definitely know all types of challenges that face talented students, and most of them could reduce of completely overcome most of these challenges.

Results of the fifth question

Question five: What are the teachers' suggestions to improve the type of programs the Jordanian T.V. assign for gifted students?

Here, the researcher interviewed some teachers and ask them about their suggestions to improve the type of programs assigned to detect talent among the students. Most teachers advise to add at least one period a week for training students on different activities and talents. Others claimed that the environment is poor and doesn't support talented students, and they said that the only solution is that students practice and train themselves in their talents more and more.

The following are the responses from 15 teachers that the researcher interviewed them and ask them about their suggestions to improve the types of programs assigned for the talented students in the Jordanian T.V.:

Table 8: One way ANOVA results of teachers' perspectives due to their experience.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.880	2	.940	5.865	.003
Within Groups	29.654	185	.160		
Total	31.534	187			

Table 9: Multiple Comparisons post hoc test using Scheffe Method due to experience

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
Less than five years	Five - to less than ten years	-.13	.083	.318
	Ten years or above	-.24(*)	.076	.006
Five - to less than ten years	Less than five years	.13	.083	.318
	Ten years or above	-.12	.072	.265
Ten years or above	Less than five years	.24(*)	.076	.006
	Five - to less than ten years	.12	.072	.265

* The mean difference is significant at the .05 level.

Table 10: Suggestions and frequency of teachers' suggestions

N	Suggestions:	Number of teachers
1	Increasing the number of programs for detecting talent among students	2
2	Training teachers of special education in the King Abdullah II Schools for excellence to explore talents among students and encourage them	6
3	Presenters of programs at T.V must have an effective role and visit schools to help students to enhance them to be better in the talents they have.	1
4	T.V team must always visit schools and explore talents.	3
5	Providing teachers with computer programs to help talented students improve their talents	1
6	Equipping schools with technological equipment and tools for different activities such as musical instruments and drawing equipment....etc	2

It is clear that all teachers agree on the point that students must be encouraged. Some of them said that students also must train and practice more.

As noticed, although the respondents' are teachers but they admit that there is weakness in themselves and that they need training on the effective strategies to explore talent.

RECOMMENDATIONS

The researcher suggests the following recommendations based on the result of this investigation:

- 1- Students should be trained intensively on the talents they have
- 2- Teachers should have additional training on strategies to explore talented students.
- 3- Increase the number of classes of extra activities outside the curriculum.
- 4- Conduct more studies on the ways of detecting talent among students on the rest of public schools and not only King Abullah II Schools for excellence.
- 5- Jordanian T.V must produce more programs for detecting talented students because the current programs are not sufficient.

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