

Cognitive and Emotional Needs of the Gifted Students From Themselves Perspective: Survey

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Abstract

This study aimed at investigate the cognitive and emotional needs for the gifted students and their relationships with variables (sex, place of residence, and stage for talented students) in the Educational Directorate of Salt government schools in Jordan. The study has been applied on a 40 talented students. The results of the study shown that there is an emotional need of the students more than the cognitive needs in general. The results showed that there are emotional needs for students more than the cognitive needs. The mean of students performance on the paragraphs of emotional needs in general is higher than in the post-cognitive needs, The results also showed that there is a significant statistical difference in terms of students' sex and educational stage.

Key words: Cognitive needs; Emotional needs; Gifted students

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INTRODUCTION

The development and advancement of nations depend on their holdings of the qualified human that benefits from the wealth of material and reproduced new forms. There is no doubt that the talented are the real wealth

behind the prosperity and progress of the development of nations, But, they are the real treasure and all hopes holed on them to solve problems, frequenting future horizons, and the development of ways of life in all sectors (Abu Hawash, 2012). Therefore, the talented student must have all support forms, all society institutions and organization must be interested in the development of the talent, because they have special characteristics. They have the ability for making the change in their societies.

The talented students are usually discovered in the early grades, they need special attention and care by their teachers, the provided learning that the teacher gives to their student is connected to the teacher understanding for the special needed knowledge and emotional for this kind of students. Where aware and understanding of these needs significantly contribute to its effectiveness in multiple aspects of teaching process, the talented have the same cognitive and emotional problems like other students, but they need to understand their problems more than others and this is what distinguishes them as excelling students (Needham, 2012). If there is no understanding of the cognitive and emotional problems of students by their teachers, that necessarily would negatively affect their academic performance and their psychological state (Moltzen, 2004).

Until not so long ago the educators did not have wide attention the importance of cognitive and emotional needs of the students and their negative impact on the whole process of learning, However, Maslow (1943) emphasized on how to build a feeling of an individual and how to employ them in the classroom (LeDoux, 1998), the employing of the emotions in the classroom contributes significantly in the building the knowledge for individuals in any educational stance, it affects the entire learning and education process (Schutz & Lanehart, 2002). At the present time, educators and researchers became aware that the process of realization of knowledge, The attention to the education stance and how to store information

mentally, the whole decision-making process mainly depends on the emotional needs of the learner (Silverman, 1993), But that the process of employing the knowledge, whether in school or life process is mainly based on form and nature of the emotions of many students and individuals (Immordino-Yang & Damasio, 2007).

Education process for gifted students require special emotional and cognitive needs; by the nature of the academic and psychological factors, which is characterized by this group of students which requires that the teacher recognizes the individual differences among students, to take account of this particular differences in cognitive and emotional areas, as the talented students are characterized by excessive emotionality allergies that require perceived by their teachers, and this requires the provision of environmental stimuli educational contribute to motivate them toward the learning process, for these stimuli to be consistent with thier emotions (Nordby, 2004).

These emotions that have not been properly employed in the teaching and learning process of the classroom, this would cause the frustration, the weakness of the motivation for the learning process, the importance of knowing the cognitive, emotional problems for this category of students; this study came to interested mainly in knowing the nature of the cognitive and emotional problems of gifted students in all grades, researchers were interested to conduct this study in terms of the importance of knowing the cognitive and emotional problems for this group of students; for teaching process to be effective and achieve the desired results.

Higher education process requiring many properties and qualities of special cognitive and emotional, which requires that the teacher must recognizes the individual differences among students, the teacher shall take into account these differences among students, especially in emotional and cognitive areas, this study is interested mainly in knowing the nature of mind and cognitive emotional needs of the students in the three stages of education school, researcher ware interested to conduct this study in terms of the importance of knowledge needs and emotional for talented students; Because meeting these needs contributes significantly to the make their teaching process more effective.

1. STUDY PROBLEM

There is an agreement in many of the studies that effective teaching, and academic performance of gifted students mainly linked to the teachers' understanding of the cognitive and emotional problems for talented students (Moltzen, 2004)

The understanding of these problems contribute in the observance of teachers to students' emotional needs during the teaching process, and contributes to challenge

students cognitive abilities, and potential mental category they need special attention by their teachers to meet the requirements of cognitive and emotional (Needham, 2012), as is the cognitive and emotional needs of the most important needs to be taken into consideration when the talented students at all academic levels, due to its positive impact on student performance generally, and the extent of adaptation to the school environment, the lack of Arabic studies, which focused on knowing the nature of these needs; this study came in an attempt to find out the views of talented students cognitive and emotional needs they face in their schools, and this study will try to answer the following questions:

a) What are the knowledge needs facing the talented in all three educational levels of students?

b) What are the emotional needs facing the talented in all three educational levels of students?

c) Is there a statistically significant effect at the significance level ($\alpha = 0.05$) for cognitive and emotional needs of the students belonging to sex variable students?

d) Is there a statistically significant effect at the significance level ($\alpha = 0.05$) for cognitive and emotional needs of teachers due to the variable phase of study?

e) Is there a statistically significant effect at the significance level ($\alpha = 0.05$) for cognitive and emotional needs of the students belonging to the variable place student housing?

2. IMPORTANCE OF THE STUDY

The importance of knowing the cognitive and emotional needs of gifted students is absolutely necessary for many researchers, the importance of this is in increasing the effectiveness of academic achievement have, and raise the efficiencies of students, and abilities of mental and knowledge, and the knowledge of these needs by student teachers of the talented is crucial to the success of the process of learning education within the school, this attention to this group of students helps to increase their motivation; and develop their abilities for the better in their schools, and in their community, also it assists teachers to know the cognitive and emotional needs of the talented for the students interested in the talented programs to evaluate teaching methods use and re-developed it for the advancement of the level of talented students in universities; the importance of this study comes in two dimensions:

2.1 The Theoretical and Applied Importance

a) Provide the researchers with a referenced frame for the nature of the cognitive and emotional needs of the talented students.

b) Illustrate the importance of attention to understanding the cognitive and emotional needs of the talented students by teachers of the talented students; Because it being one of the important issues that have

gained on psychological and educational levels in the field of education and educational psychology and special education specifically specially.

c) This is a study—up to the limits of the researchers—is the first study conducted in Jordan; that deal with the cognitive and emotional needs of the talented students from the perspective of the students themselves; and that tells us the results in how to deal with the talented group either at the level of teaching methods used, or extension programs offered or special programs must be submitted for this category of students.

d) Develop measures to detect the nature of the cognitive and emotional needs of the talented students adequately for the environment of Jordan, and can take advantage of the measures and the results of the study by employing them in the special training programs category the talented; in addition to educational programs applied on this group of students.

2.2 Objectives of the Study

The study aimed to the following:

- To identify the cognitive and emotional needs of gifted students from the perspective of the students themselves in the educational directorate of Salt schools.
- Identify detection of how different cognitive and emotional problems, depending on the variable student sex, and place of residence, and educational stage.

3. CONCEPTUAL DEFINITIONS AND PROCEDURAL TERMINOLOGY

3.1 Cognitive Needs

It refers to the lack of an individual's ability to change the state of mind change position, which is the opposite mental inertia (Al Qatami, 2001), procedurally in this study it is the degree obtained by the student on the knowledge needs scale.

3.2 Emotional Needs

Is lack of an individual's ability to perceive inner emotions; and lack of knowledge of the emotions of others; to manage them, and deal with it positively; and leading to regulate and develop the mental growth on those emotions (Mayer & Salovey, 1997), procedurally in this study it is the degree to which it is obtained by a student on emotional needs scale

3.3 Gifted Students

They are students who have complicated features that qualifies them for high achievement in some of the skills and jobs available (Al Srour, 2010), procedurally in this study they are all students who are in all of the educational directorate in Salt schools.

3.4 Borders and the Determinants of for the Study

- Locative boundaries: the application of the current study is limited to the public schools of the three academic stages belonging to the educational directorate of Salt.
- Human boundaries: the current study is limited to the talented students in public schools academic stages belonging to the educational directorate of Salt.
- Chronological boundaries: The current study were conducted in the second semester of the academic year 2013/2014.
- Objective limits: The current study is limited to the measurement of cognitive and emotional problems for talented students from the point of view of the talented belonging to the educational directorate of Salt.
- Limits of study tools and the psychometric properties of the study tools as validity and reliability

4. THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

The quiet emotion is one of the main factors that contribute to the performance of mental function and coordinating it systematically, therefore, it enables it to overcoming the mind and take the time with respect to freaks, rushing, and recklessness, in the sense that it helps to exercise restraint and curb it (Baldwin, Vialle, & Clarke, 2000); the person will be more balanced in his thinking and his actions, and less distinctive in his provisions, and the person who has these characteristics would be acceptable to the community, and more successful in influencing others, and establish successful relationships with them, and the balance of emotional increases fiction fertility, and active thinking, and increases the tendency to continue to work, and helps to limit the attention and recognition accuracy (Yunus, 2004).

The learning—educational position includes two main parties: The teacher that regulated the learning process, and the learner that interacts with the teacher, with each party a system of variables that are integrated significantly and contribute to determine what devolved, where the teacher's ability to adapt to the proper the talented requested during teaching depend on the extent on the integrated employment of the mental and emotional abilities, the success in the learning process with this group of students depends on the teacher's ability to think about the emotional experience and information and emotional with the respond ways that are compatible with requested emotionally, as the understanding of the behaviors of gifted students for the ability to help them in solving the educational and behavioral problems in the real life requires the teacher to possess the skills of emotional intelligence, Perry and Ball (2005) emphasized

on the importance of the relationship between the emotional needs of the teachers for the gifted students and their effectiveness in teaching; and recommended in their study on the need to train teachers for the talent students to possess emotional intelligence skills; because gifted students differ from ordinary students in their ability to deal with the problems they face; and even ways they solved them.

Modern trends in thinking has contributed to the understanding of the importance of emotions by the teacher and the learner and their positive impact on classroom learning process, that the organizing the emotions operation which contributes significantly in the advance of the drawn learning outcomes better (Boekaerts, 2002; Gumora & Arsenio, 2002), in contrast, the effect of negative the emotions on the memory the process is clear for the learner and can easily remember (Van & Koole, 2007), That positive emotions can contribute to in the operating memory capacity functionally, and store the information for a long-term memory in an orderly manner facilitates retrieval process for the learner is easier, (Fredrickson, 2001) confirmed on the talented students who have positive emotions are more ability to generate new ideas, and that teachers are better able to use educational strategies than others, The emotions have a direct impact on the thinking of the individual strategies, teacher recruitment of positive emotions contribute significantly to the use of students to think deeply (Linnenbrink & Pintrich, 2000), and ease process classification, and the ability to solve problems, when treating problem of in education position (Sutton & Wheatley, 2003), in contrast, the student was placed under direct pressure during the learning process contribute significantly to disable the use of the upper cognitive processes when he or she handling the position of the educational learning (Weare, 2004), that positive emotions contribute greatly to the student's ability to use higher mental processes at the handling of the position of the educational problem (Parrott & Spackmann, 2000), Hart (1983) has confirmed in her famous book (Human Brain and Human Learning) that the threat hinders the brain works, and thus it contributes in frailer of the classroom learning process for students.

The realization of talented students teachers of cognitive and emotional problems contributes greatly to the effectiveness of classroom teaching process, many studies studied the personality traits of gifted students and what the extent to which teachers have during the teaching process, but the lack of Arabic studies addressed the of cognitive and emotional problems for talented students, especially in the Arab world. (Elisabeth, Katharina, & Franzis, 2014) conduct a study that aimed to find out the academic motivation characteristics of gifted students and talented in Britain, the study sample consisted of (921) students (31%) of them a talented students, were some of the of cognitive abilities variables, the sex and

academic have been adjust. The study has shown that the most prominent results of the study that there is a need for the talented students is larger than ordinary teachers to understand the needs of cognitive in the classroom, and the need to meet the students by teachers.

Tannous et al. (2012) conducted a study aimed to identify to characteristics of gifted students from ordinary students depending on the variable sex, study sample consisted the 462 students, the results of the study showed that the talented students are characterized by a higher intelligence level, and more inclined to control, and adventure and renewal for their counterparts from ordinary students who have shown that they are less intelligent, and are subject, and shy, and less inclined to renew, as well as gifted students was marked by realism, and the process, and the lack of tension. The results also show that the talented students are characterized as more nervous, and they have a flexible mindset, and a higher tendency to doubt, and they are less conservative, and quieter than normal students, regarding the differences between the sexes have the results of the study indicated the presence of significant differences in the personal factors that characterize the differences between gifted students based on sex.

Abu Hawash (2012) aimed to find out the problems faced by the talented students in the courtyard area of the Kingdom of Saudi Arabia, the study sample consisted of 107 students from the talented students enrolled in the public sector, the results of the study the study has shown that the problems relating to non-challenging curriculum for mental capabilities of the students first place, and the problems high expectations of talented, then the problems related to poor school adjustment. The fear of failure, and the results indicated also to the different nature of the problems between female talented, their is difference in the problem dealing in the case of female an male, the male is the pursuit of perfection, the high expectations, while the that the most highlighted female problems talented is the frustration, low self-worth, and the inability to bring about change.

Brown and Talley (2011) conducted a study for comparison between the University of New York, which has no fund to support the talented, whether they are students or teachers; and the University of Northern California and allocated millions of dollars annually to support the talented, the basic hypothesis for the study that the teacher for the talented students who receive support will have positive perceptions about teaching the talented students, study sample consisted the intentional sample from the two states to verification the objectives of the study, the results of the study indicated a lack of consideration of talented teachers of in both states for the emotional needs of gifted students during their teaching in the classroom, and teachers need to be trained on the development of emotional thinking skills continuously.

Shibli (2011) conducted a study to detected the social and emotional needs of gifted students, and assess how

to meet these needs of the students in the schools of His Majesty King Abdullah II for Excellence, as well as to identify the impact of the variables of sex and stage of study to meet the social and emotional needs, the study sample consisted of 304 students where the researcher choosing a simple random sample of the original study population spread over two phases seminars high school grades first secondary and second secondary, basic stage grades the seventh and eighth grade, and the researcher has built a tool aimed to detect the most important social and emotional needs, and evaluate the extent to which social and emotional needs of a talented, where the connotations sincerity and high stability, and the results showed that the most prominent social needs was the the need of talented to leadership skills and dealing with others and their need for motivation and invest their time well and rest and recuperation and practical volunteering, and highlighted emotional needs of gifted students represented their need to understand and self-esteem and the need to reduce problems such as feelings of emotional bored and failure, anger and the need to plan for the future, and that the level of assessment of the extent to which social and emotional needs of gifted students was mean, as well as means for each of the dimensions shown that the level of assessment in the extent to which social and emotional needs was mean as well.

Froman (2005) explained in a study that aimed to know the effectiveness of teaching services provided by teachers for gifted students, the study sample included 513 teachers for gifted students, a measure such services have been applied, taking into account the teachers emphasize the failure to exercise any of the (25) service during any week with the students, the study has shown the results of the study the importance of providing emotional needs of gifted students continuously through teaching inside the classroom, definitely recommended study on the importance of emotional intelligence for teachers of talented succeed in their careers better.

Ahmadi (2005) clarified in a study that aimed identify the most common problems with the teacher for the talented students in Saudi Arabia, the study sample included 149 students, the results of the study showed that emotional problems are the second most important problems of the leisure problem, the results of the study indicated the presence of effect student sex on the nature of emotional problems among the teacher for the talented students in favor of female.

Greene (2003) explained in a study aimed to know perceptions of talented knowledge and emotional needs of gifted students at the secondary level in America from their point of view, the researcher used quantitative and qualitative approaches in the study; the study sample consisted amount of (132) teachers, measure of have been applied a questionnaire to measure emotional intelligence and social gifted teachers, were also interview (15), a teacher of gifted students, the results of the study

has shown the inability of teachers to meet the needs of cognitive and emotional for gifted students; which negatively affects their academic performance in the classroom, and most emotional problems are solved by _ outside of school for students of talented.

5. DISCUSSION OF PREVIOUS STUDIES

With the scan of the researcher previous studies like Elisabeth, Katharina and Franzis (2014) and Tannous (2012) studies, a lack of studies focused on the knowledge and emotional needs of gifted students is noted; most previous studies have focused on the personality traits of this group of students. This is what distinguishes this study from previous studies, in the uniqueness in the study of the knowledge and emotional needs of gifted students is noted, from the viewpoint of the students themselves, and the relationship of these problems variables sex student and place of residence, level of study, and this adds importance of the quality of this study from other previous studies.

6. METHOD AND PROCEDURES

This section deals with a description of the community and the study sample, and the identification of the study, which was prepared; in terms of its objective, and how to respond to it and the mechanism to correct them, also addresses the method of verification from validity and reliability of the study tool, in addition to the measures that have been implemented according to the design followed the study, and finally presenting the statistical treatment that has been used to reach results of this study.

7. STUDY POPULATION AND SAMPLE

The study population consisted of all public schools basic phase in the educational directorate of Salt schools consists of (96) School, as well as ensure that the study population (120) gifted student fall within the study population, regardless of sex the student, the application of resolution to (40) students (22 male, and 18 female), were randomly selected from a total talented students in all of the educational directorate of Salt schools.

8. STUDY TOOL

In order to develop a questionnaire that measure the knowledge and emotional needs for use in this study:

a) Review of psychological and cognitive and educational literature that talks about the knowledge and emotional needs for art teachers.

b) Preparation questionnaire paragraphs: In order to achieve the objectives of the study the researchers

have access to the educational literature and previous studies concerning the importance of the knowledge and emotional needs of art education, and the he researcher drafted paragraphs resolution by Likert scale; which is between the corresponding strongly to non-strongly disagree, the questionnaire has been drafting (40) items that measure the knowledge and emotional needs minimum essential phase, the paragraphs of the questionnaire was divided into two dimensions:

- The dimension knowledge needs: consists of twenty paragraph.
- The dimension of emotional needs: consists of twenty paragraph.

9. RELIABILITY AND VALIDITY

To make sure the veracity of a questionnaire for the study, the researchers are viewing on a group of the arbitrators who specialize in the field of measurement and evaluation, in the talent and creativity, the Arabic language; to ensure the appropriateness of the paragraphs to the subject of the study, and the clarity of paragraphs. Accuracy of language and drafting, in determine the type of paragraph positive or negative, (8) arbitrators out of (10) has been restored arbitration, each arbitrator been asked to express his opinion in terms of the questionnaire paragraphs:

- a) The clarity of the wording of paragraph linguistically.
- b) Suitable formulation paragraphs.
- c) Appropriate paragraphs scale technically.
- d) The degree of paragraph affiliation.

It was relying on two fundamental dimensions, the opinions the arbitrators and the suitable paragraph or lack of fitness, and the second dimension is the proposed by the linguistic adjustments, a number of the arbitrators suggested the need to make adjustments for some of the paragraphs, delete some paragraphs which unanimously approved by the arbitrators, and it's become a semi-final questionnaire consists of (35) items out of 40 items.

10. DISCRIMINATORY SEMANTIC FOR THE QUESTIONNAIRE PARAGRAPHS

In order to verify the for semantic of discriminatory paragraphs of questionnaire, Cronbach's alpha coefficient correlation was used, to calculate the correlation of each paragraph totally primarily for a questionnaire at the level of significance ($\alpha = 0.05$), and Table 1 shows the correlation coefficients paragraphs overall class as a whole to a questionnaire final image.

The careful examination for the previous table noted that the presence of significant statistical correlation at the level of significance ($\alpha = 0.05$) between the of paragraph and the degree to total questionnaire, where the correlation coefficients between the of paragraph and the

degree total ranged questionnaire (0.111-0.779), and the researcher delete (5) paragraphs of the paragraphs of the questionnaire was a link each paragraph mainly totally coefficient is statistically significant, and paragraphs are (1, 13, 15, 21, 23) to become final form questionnaire containing (30).

Table 1
The Totally Correlation Coefficients for Paragraphs of the Semi-Final Questionnaire

Paragraph No.	Correlation coefficient	Paragraph No.	Correlation coefficient
1	0.125	19	0.743*
2	0.632*	20	0.541*
3	0.570*	21	0.111
4	0.653*	22	0.575*
5	0.647*	23	0.215
6	0.569*	24	0.741*
7	0.596*	25	0.627*
8	0.525*	26	0.587*
9	0.746*	27	0.669*
10	0.779*	28	0.560*
11	0.555*	29	0.562*
12	0.750*	30	0.654*
13	0.146	31	0.629*
14	0.697*	32	0.561*
15	0.152	33	0.568*
16	0.383*	34	0.478*
17	0.488*	35	0.379*
18	0.614*		

Note. Number of paragraphs = 35.

11. QUESTIONNAIRE CONSTANCY

The researchers find the reliability coefficient in a way of repatriation through application of questionnaire to author sample consists of 25 students and a teacher from outside the study sample; where steadiness account returns way time-interval between application period of two weeks, and using the Pearson correlation coefficient, as the value of the correlation coefficient (0.82), which is an appropriate value for purposes of constancy the study tool.

11.1 Procedures

After the study was to determine the researchers clarify the purpose of the study of talented students included within the study sample, and in a demonstration of the answer to paragraphs of questionnaire; and of reading each paragraph of the questionnaire, identify and point of view in every paragraph, by choosing the alternative that it deems appropriate ladder answer contrast paragraphs, this was the mean application time to talented students (20-25) minutes.

11.2 Tool Correction

The answer consist of five alternatives, namely, (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree), the researcher given a of the researcher positive paragraphs five degrees to answer that represent alternative Strongly Agree, and four degrees to answer that represent alternative Agree, and three degrees to answer that represent alternative Neutral and two notches to answer that represent alternative is Disagree, and the degree of one to answer that represent alternative is Strongly Disagree, this has been confined to questionnaire scores between subjects (30-150).

11.3 Statistical Methods

The study tool has been applied on the study sample (40) teachers, which has been using the following statistical methods:

Firstly, means and standard deviations of the relative

importance of the paragraphs of that measure the knowledge and emotional needs of talented students.

Secondly, “T” Test to find the differences between male and female students in the knowledge and emotional needs.

Thirdly, the test of variance to see the impact of place student housing analysis, educationand stage the knowledge and emotional needs of talented students.

12. STUDY RESULTS

After applying the tool of the study male and female students the researchers find the means and standard deviations of the relative importance of the paragraphs of that measure the knowledge and emotional needs of talented students, and Table 2 shows the means and standard deviations of the relative importance of after the knowledge needs.

Table 2
The Mean and Standard Deviations of and the Relative Importance of the Dimension of Knowledge Needs in Descending Order According to the Mean of the Paragraph

No.	Rank	Paragraph	Mean	Standard deviation	Importance
11	1	I have a knowledge of concepts and terminology related educational material	3.99	0.93	79.8%
2	2	I know how to bring the attention of the teacher during the lesson process	3.88	1.11	77.6%
10	3	I have cultural information related to educational material	3.88	0.98	77.6%
3	4	I mastered the educational the given material in good way	3.84	0.87	76.8%
1	5	I know a good of learning outcomes for the material previously	3.83	0.90	76.6%
9	6	I make sure for the self continuously develop cognitive ability	3.81	1.13	76.2%
5	7	I am able to reduced the given information correctly	3.8	0.95	76%
6	8	I have the capacity to enrich the given educational material	3.79	1.05	75.8%
7	9	I have the ability to remove the padding and repetition in the educational material	3.76	1.07	75.2%
4	10	I have the capacity to follow up on new information for material	3.75	0.98	75%
12	11	I feel that the various evaluation methods used fair	3.74	1.15	74.8
8	12	I have a high motivation to learn	3.60	0.88	72%
14	13	I can organizing my time properly when the study I'm studying	3.55	1.08	71%
13	14	I own multiple cognitive strategies to for the study material	3.50	1.03	70%

It is very clear from Table 2 that the means of cognitive needs of talented have ranged from (3.99 to 3.50), and ranged from the relative importance of all values between (79.8%-70%); that the mean performance of the paragraph “I have a knowledge of concepts and terminology related educational material,” in the first rank; a mean (3.99); and the mean performance for the second paragraph, which states, “I know how to bring the attention of the teacher during the lesson process” came in second with a mean (3.88), and the paragraph which states that “I have cultural information related to educational material” ranked third with a mean (3.88), while the lowest mean for the dimension of the knowledge needs of the paragraph, “I own multiple cognitive strategies to for the study material”,

with a mean (3.50), followed by of paragraph which states, “I can organizing my time when the study properly,” with a mean (3.55), followed by a of paragraph which states “I have a high motivation to learn” a mean (3.60).

The researcher adopted the threshold point for the paragraph which is less than mean of (3.60), when develop a training program to develop the knowledge needs of talented students, the amount of needs that at the least mean performance of teachers it was less than the threshold point (3) of the knowledge needs.

However, the emotional needs of talented students, had previously been calculating the means and standard deviations of and the relative importance of the dimension of emotional needs, and Table 3 shows that.

It is clear from Table 3 that the means of the emotional needs of gifted students have ranged from (4.86 to 4.55), and ranged from the relative importance of all values between (97.2%-91%); That the mean performance of the paragraph, “I trust myself and I am responsible for what I do,” ranked first, with mean (4.86), and mean performance on the second paragraph, which states, “I realize my feelings and I directed it in a positive way,” came in second with a mean (4.85), the paragraph that states, “I am able to manage my emotions well

in school” ranked third arithmetic mean (4.82), while the lowest mean for after the cognitive needs of the paragraph: “I have the ability to control the emotional fluctuations of others” with a mean (4.55), followed by a paragraph which states “I can adjust the emotions of others easily,” a mean (4.58), followed by paragraph which states, “I can aside my emotions aside when others assess” a mean (4.60).

For impact of the variable sex student needs the researcher “T” test, and Table 4 illustrates this.

Table 3
Calculating the Means and Standard Deviations of and the Relative Importance of Emotional Needs the Dimension of Descending Order According to the Mean of the Paragraph

No.	Rank	Paragraph	Mean	Standard deviation	Importance
26	1	I trust myself and I am responsible for what I do	4.86	1.55	97.2%
16	2	I realize my feelings and I directed it in a positive way	4.85	1.22	97%
22	3	I am able to manage my emotions well in school	4.82	1.25	96.4%
21	4	I have the ability to understand the emotional signals emitted by teachers	4.80	1.43	96%
24	5	I demonstrated my emotions with teachers properly	4.78	1.29	95.6%
30	6	I owned the ability to employ a positive emotional knowledge during my dealings with colleagues and teachers	4.76	1.33	95.8%
15	7	I enjoy when I study material	4.74	0.79	94.2%
17	8	I have the ability to positively influence others	4.70	1.33	94%
25	9	I use my emotions in commensurate with the educational situation appropriately	4.70	1.25	94%
28	10	I understand the feelings of others and I respect them and I try to direct them correctly	4.69	1.40	93.8%
18	11	I can avoid the negative feelings that I feel when I deal with others	4.69	1.29	93.8%
29	12	I sympathize with the feelings of others on an ongoing basis	4.62	1.45	92.4%
20	13	I characterized by calm when I deal with others	4.62	1.33	92.4%
19	14	I aside my emotions aside when others assess	4.60	1.13	92%
23	15	I can adjust the emotions of others easily	4.58	1.13	91.6%
27	16	I have the ability to control the emotional fluctuations of others	4.55	1.05	91%

Table 4
Differences in Cognitive Needs Depending on the Student Sex Variable

Dimension	Sex	No.	Mean	Standard deviation	T value	Significant
Knowledge needs	Male	22	3.77	0.86	3.22	0.006
	Female	18	3.65	0.89		

From the above table there is a statistically significant difference in knowledge needs in for the male students, it reached the mean of the performance of a cognitive need (3.77), while the mean female student performance

(3.65).

For the impact of a changing student sex on the emotional needs of gifted students, the researcher test “T”, and Table 5 illustrates this.

Table 5
Differences in Emotional Needs Depending on the Student Sex Variable

Dimension	Sex	No.	Mean	Standard deviation	T value	Significance level
Emotional Needs	Male	22	3.77	0.86	3.22	0.006
	Female	18	3.65	0.89		

From the above table there is a statistically significant difference in emotional needs in for the female students, it reached the arithmetic mean of the performance of a cognitive needs (3.75), while the mean female student performance (3.66).

For the differences in cognitive and emotional needs depending on the variable place student housing, we have been conducting variance analysis, Table 6 shows that.. It is clear from the Table 6 that the value of calculated "F" amounted is (2.24), a statistically significant at

the alpha level of 0.05, which indicates that there are significant differences in cognitive and the emotional needs depending on the variable place student housing, and thus we can say that there are differences fundamental in cognitive and emotional needs depending on the variable place student housing (city, village, rural), and to find out the statistical differences in favor of any group that has been conducting a posteriori comparisons test (Scheffe' Test), and table (7) shows that:

Table 6
Results of Variance for Differences in Cognitive and Emotional Needs of Gifted Student's Variable Depending on the Student's Place of Residence

Source of variation	Sum of squares	Degrees of freedom	Mean of squares	The value of calculated "F"	Significance level
Between groups	6,819,144	2	3,409,572	2.24	0.048
Within groups	56,419,312	37	1,524,847		
Total	63,238,456	39			

Table 7
Results of Variance for Differences in Cognitive and Emotional Needs of Gifted Student's Variable Depending on the Student's Place of Residence

Source of variation	Sum of squares	Degrees of freedom	Mean of squares	The value of calculated "F"	Significance level
Between groups	7,523,223	3	2,507,741	1.36	0.078
Within groups	66,543,250	36	1,844,423		
Total	74,066,473	39			

It is clear from the Table 7 that value of calculated "F" amounted is (1.36) which is not statistically significant at the alpha level of 0.05, which indicates a lack of statistically significant differences in cognitive and emotional needs depending on the variable place student housing, and this can be said that there are no significant differences in

cognitive and emotional needs depending on the variable place the student residence (city, village, rural).

For the differences in cognitive and emotional needs depending on the variable level of education, the researchers have been conducting variance the analysis, and the Table 8 Shows That.

Table 8
Test Results Scheffe Test Differences Depending on the Educational Stage of Cognitive and Emotional Needs of Gifted Students

Group	Mean	Less than 200	200-500	500-1,000	More than 1,000
Basic	3,256		0.867	0.602	0.00**
Medium	2,917			0.756	0.532
Secondary	3,716				0.00**

It is clear from the Table 8 that the average performance of gifted student's needs cognitive, emotional variable depending on the level of education (core) is the highest averages; and was statistically significant at the alpha level (0.05); followed by the secondary stage, then medium.

more than females; where the male students than among female students, while the emotional needs of females is higher than in males, and this is clear evidence that there are emotional and cognitive problems experienced by the talented students in the school phase and this needs not necessarily affect the performance of students in the classroom, and this necessitates the attention of the relevant field of Education to hold specialized training courses for talented students in order to meet the cognitive and emotional needs they have, and the inclusion of the curriculum of the positions of educational enhance cognitive and emotional problems among students and teachers alike.

CONCLUSION

When the researchers scan results of the study, they note that there are statistically significant differences for each of the cognitive and emotional needs depending on the sex of the student, and educational phase, this clearly refers to the difference in the cognitive needs of males

The study results evidenced by the difference in the cognitive and emotional needs, depending on the stage of the school, where she was the highest among students at the intermediate level higher than other grades, and this emphasizes the need to pay attention to meet the cognitive and emotional needs of the students at the beginning of adolescence because the actual need at this stage more than other grades.

RECOMMENDATIONS

Researchers recommend to make the following studies:

a) Develop guidance training programs to meet the cognitive and emotional needs of gifted students in multiple grades.

b) Action surveys in the Kingdom to find out the negative effects of emotional and cognitive problems on the performance of students in the classroom.

c) The study of cognitive and emotional needs of gifted students in Jordanian universities and linked to variables such as the type of specialty, grade, and sex of the student.

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