

COMMUNICATION SKILLS LEVEL FOR GIFTED STUDENTS IN AJLOUN GOVERNORATE IN LIGHT OF SOME VARIABLES AND ACADEMIC ACHIEVEMENT

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Abstract:

The study aimed to reveal the level of Communication skills among gifted students from the school students at Ajloun Governorate in light of some demographic variables (Gender, grade, the educational level of father and mother and the economic level of the family). To achieve the objectives of the study, the researcher used: Communication Skills Scale, depending on the theoretical framework which was developed by Al-Hamidat (2007), and the researcher developed it to suit the study sample. And the indications of validity and reliability were high for this scale, and the sample consists of (127) students from Gifted students, who are chosen randomly stratified from upper primary and secondary classes, and the data was analyzed by finding arithmetic means and standard deviations, the value of (T) and One-way analysis of variance. The results of the study showed that the total level of communication skills and its fields among Talented students was high, and It also showed that there weren't statistically significant differences at the significance level ($\alpha \leq 0.05$) in degrees of communication skills between Gifted students regarding to gender, educational level of parents, and the economic level of the family and class except in the emotional management field. It was shown that there is a Statistical significance positive correlation at the level ($\alpha \leq 0.05$) between total communication skills, speaking skills, emotional management and academic achievement. The results were also discussed in the light of theoretical literature and previous studies and some recommendations were suggested based on the study results.

Keywords: Communication skills, The gifted, Parents' educational level, demographic variables.

INTRODUCTION:

Gifted students' communication skills require continuous development, as they are directly related to their academic performance and social interaction, whereas the level of communication skills of this category of students depends on several factors such as the educational environment, psychological level, and guidance provided by teachers. Developing communication skills among gifted students have a great importance to academic and social success, and this requires continuous focus from their teachers and families to ensure an appropriate learning environment.

Communication skills include listening skills, speaking skills, and the ability to understand others and manage emotions. They can be identified through an individual's behavior and attitudes. As a result of technological development and the huge amount of information that an individual is exposed to, communication skills have become the main part of thinking, which constitutes a motive for investigation in light of the flow of a huge amount of information. And it consists these aspects:

Hearing skills

It includes all of the following:

1. Attention: Focusing on the speaker and listening attentively.
2. Comprehension: Understanding the meaning and significance of words.
3. Interpretation: Interpreting and analyzing information.
4. Remembering: remembering the information heard (Abu El-Nasr, 2012).

listening skills

It includes the following skills:

1. Quietness: Quietness and listening attentively without interrupting.
2. Response: Responding to the speaker with facial and body expressions.
3. Inquiry: Inquiring about unclear information.
4. Empathy: Empathizing with the speaker and understanding his feelings.

And the importance of listening skills and Hearing:

1. Improve communication: Improve effective communication and avoid misunderstandings.
2. Building relationships: Building strong relationships with others.
3. Achieving goals: Achieving goals by accurately understanding information.
4. Avoiding conflicts: Avoid conflicts and problems resulting from misunderstandings.(Al-Sarhan, 2002).

Speaking skills

Speaking skills include:

1. Clarity and accuracy: The speaker's ability to express ideas clearly and accurately, so that the listener can understand the information correctly and without confusion.
2. Organizing and arranging the ability to organize and arrange ideas in a logical and sequential manner, making it easier for the listener to follow the speaker's line of thought.
3. body language and Facial expressions :These elements include the use of body language and facial expressions. To support speech and enhance understanding of content, such as hand gestures, appropriate smiles, and general body language control.
4. tone and vocal stress: The ability to use tone and stress in a way that enhances the understanding of the message and expresses different feelings and meanings.
5. Responding to the public: The ability to deliver the message in a way that suits the needs and expectations of the target audience, which increases the effectiveness of communication.
6. listening skillsThe ability to listen attentively and understand conversations, and interact appropriately with other speakers.
7. Nonverbal communication: This includes the use of gestures, symbols, and images to convey meanings and feelings without using words (Abu El-Nasr, 2012)..

Communication Skills Theories

There are many theories that explain communication and interaction skills, including:

1. learning theory(Learning Theory)

This theory believes that communication is based on the behavioral model, which is expressed by the stimulus and response, so they are communicative actions that result in reactions, and communicative actions result from changes in the relationships between the living organism and the environment in which it exists (Al-Qahtani, 2009).

2. Information theory

This theory believes that communication results from processing the information that the individual will accept and base on investigating and knowing the information, reducing the degree of ambiguity in the issues raised, decoding symbols, and providing a clear interpretation (Al-Qahtani, 2009).

3. harmonic theory

This theory sees the importance of balance, harmony, and organizing new information and the resulting behaviors and relationships with content and orientations that link members of society and express communicative behavior.

COMMUNICATION SKILLS RIGGIO

A model describing the basic skills of effective communication and it was developed by Ronald Riggio, The model focuses on three main skill fields:

1. Reception: Skills that enable an individual to receive information and interact with others, such as active listening and attention.
2. Responsiveness: Skills that enable an individual to respond to information and interact with others, such as expressing thoughts and feelings.
3. Control: Skills that enable an individual to control communication and interaction with others, such as direction and motivation.

The Reggio Model is a useful tool for improving effective communication skills and is used in many fields, such as training, education, and leadership.(Owen,2002).

Strategies of Communication skills development among gifted students

Communication skills of gifted students can be enhanced through a set of effective educational strategies that contribute to improving their academic and social abilities..

1. Encourage a group of discussions by organizing interactive discussion sessions and workshops, teachers can enhance students' dialogue and listening skills. Students' interaction in discussions allows

them to exchange ideas and build on others' opinions, which enhances the development of their communication skills..

2. Providing a supportive learning environment: A learning environment should be provided that allows gifted students the opportunity to express their opinions and share their experiences. Learning environments that encourage innovation and critical thinking contribute to improving their communication skills, and also enhance motivation and desire to learn..

3. Implementing diverse educational strategies: Use educational strategies such as project-based learning, where students can work in teams and exchange ideas and opinions. Such as activities that enhance their cooperation and communication skills.

Motivating students to express themselves creatively: Students should be encouraged to use the arts and creative activities to express their ideas. Artistic activities such as writing stories or Expressing yourself through it enhances oral and written expression skills(Al-Sarhan, 2002).

Providing constructive feedback: Developing communication skills relies heavily on feedback. Teachers should provide ongoing feedback to students on their communication style, helping them learn from their experiences and improve their performance.(Owen,2002).

So this study came to identify the level of communication skills among gifted students from schools at Ajloun area in the light of some variables Represented by gender, class, parents' educational level, family economic level and level of academic achievement.

STUDY PROBLEM AND QUESTIONS

he great development in information and communication technology has had profound effects on various societies. Here, the importance of studying the communication skills of the gifted emerges, which include adaptation to the school environment, the need for belonging, self-esteem and self-affirmation in adolescence, due to its effects on the psychological, emotional and behavioural aspects of gifted students. The ease of building social relationships also increases the need to study this topic.

Communication skills are one of the elements that influence an individual's behavior. Therefore, human activity and its diversity are primarily due to the motivation and interests of individuals. Their multiplicity and diversity lead to diversification in their behavioral patterns and choices that they make in order to achieve specific goals.(Abd al-Hashemi & Muharramah, 2015).

The previous studies especially Hindi study (2024), A'yesh(2024) and Ali (2019) showed the importance of communication skills among gifted students.

This study attempted to answer the main question: Are there any statistically significant differences at the level of ($\alpha \leq 0.05$) at Communication skills level Among gifted students in Ajloun schools regarding to gender, class and educational level of the family (father, mother) And the level of economicFor the family ?

So the current study came to answer the following questions::

1. What is the level of communication skills among the gifted students in Ajloun schools?
2. Are there any Statistically significant differences at the level ($\alpha \leq 0.05$) of the level of communication skills among gifted students regarding to gender and class variables?
3. Are there any Statistically significant differences at the level ($\alpha \leq 0.05$) of the level of communication skills among gifted students regarding to the parents's educational level (father, mother)?
4. Are there any Statistically significant differences at the level ($\alpha \leq 0.05$) of the level of communication skills among gifted students regarding to the economic level of the family?
5. Is there a correlation relationship between communication skills level and academic achievement of gifted students?

Study objective

This study aims to:

- Reveal level of communication skills For gifted students at Ajloun Governorate / Jordan.
- Detect the presence of statistically significant differences at the level of ($\alpha \leq 0.05$) at level of communication skills among gifted students regarding to gender and class variables.
- Detect the presence of statistically significant differences at the level of ($\alpha \leq 0.05$) at level of communication skills among gifted students regarding to the parents' educational level (father, mother).
- Detect the presence of statistically significant differences at the level of ($\alpha \leq 0.05$) at level of communication skills among gifted students regarding to the economic level of the family.
- Reveal the relationship between communication skills level and academic achievement of gifted students.

OBJECTIVE LIMITS OF THE STUDY:

- This study is limited to revealing the level of communication skills among gifted students in schools at Ajloun Governorate and its relationship to some variables.

- The results of this study are generalized based on the psychometric implications provided by the research tools, such as validity and reliability.
- The generalizability of the results depends on the characteristics of the sample and the degree to which it represents the population from which it was taken.

Study time limits:

The study sample consists of (127) student from seventh grade and the first secondary from gifted students enrolled in King Abdullah Schools for Excellence/Ajloun at Ajloun Education Directorate 2024/2025.

Spatial limits of the study:

This study was applied in King Abdullah Schools for Excellence/Ajloun at Ajloun Education Directorate 2024/2025

Conceptual boundaries and operational definitions:

This study was applied based on the definition of inventory developed by Al-Humaidat (2007), that the researcher developed it for the purposes of the study, and procedurally it is the score that the gifted student obtains on the communication skills scale.

IMPORTANCE OF THE STUDY

The importance of this study is to reveal the level communication skills among gifted students, in the light of some variables, Which were represented by gender, class , educational level of the parents and the economic level of the family among gifted students in primary, higher and secondary schools which helps researchers to Know and learn about communication skills among gifted students that give a great importance help them achieve academic and social success, as the importance of studying demographic variables because they overlap with the pattern of civilization and the pattern of family and society as a whole, so studying the age stage helps in knowing the extent of mental development and the individual's influence on the surrounding values in society, as well as that cultural level of the family and the type of activity that practices by father And the mother affects the way of their children thinking.

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

- Caring for the gifted is the goal of any society in order to advance and prosper its individuals.
- Standing on a level of communication skills among gifted students have a part of the national wealth and the educational process and it has a great importance to educators and counselors in the light of some variables, which were represented by gender, class, and educational level of parents and the economic level of the family.

Studying the individual differences between individuals at the level communication skills have a great importance to direct and invest their capabilities, and confront the psychological problems and disorders they suffer from them. This disparity in social variables varies according to gender (males and females) and class level, which indicates the student's chronological age, and social upbringing, including differences in the cultural environment (educational level of the father and mother), social environment, values, customs, beliefs and the economic level of the family and its impact on the family.

The importance of studying the differences in the level of communication skills among gifted students to realize the extent of the difference between demographic variables levels, The practical importance of the research is also evident in the following aspects:

- Explaining the importance of revealing communication skills because of its close relationship in psychological state and Social relationships and professional future.
- This study provides a test to measure the level of communication skills that has psychometric properties suitable for the Jordanian and Arab environment in general.

So this study came to reveal the level of communication skills for gifted students, in light of some variables, which were represented by gender, class and educational level of the parents and the economic level of the family.

Study terminology:

The gifted(US Bureau of Education definition as mentioned in (Jarwan, 2015, p. 42): Gifted children: Those who show evidence of high performance in intellectual, creative, artistic, leadership and special academic areas, and need services and activities not normally provided by the school. This is in order to fully develop such preparations or encounters.

The operational definition of a gifted child: He is a child who has been diagnosed as gifted by the Ministry of Education, and studies at King Abdullah Schools for Excellence./Ajloun (His academic achievement is high, and he undergoes a collective intelligence test.)

Communication skills as stated by (Parkinson, 2004): It is a set of skills through which a set of ideas, values, feelings, experiences and behaviors are transmitted from one person to another; with the aim of reaching

an understanding about a set of common issues. This understanding facilitates the processes of persuasion and influence..

It is operationally defined as: the score that gifted students obtain on the communication skills scale that was developed for the purposes of this study..

Academic achievement: a cognitive mental activity of the student that is inferred from the total grades he obtains in his performance of study requirements (Al-Dahri, 2011).

It is procedurally known as the average grade a student gets in school.

Previous studies

A large number of studies have been carried out in the field of communication skills over the past decades .Here are some of them:

In a study conducted by Hindi (2024) aimed to identify the communication skills of a sample of gifted kindergarten children using the descriptive approach. The sample consisted of 20 children (10 males and 10 females) aged between 4-6 years. the researcher used the communication skills Test and the Gifted Kindergarten Diagnostic Checklist. The results indicated that there were no statistically significant differences between the average ranks of gifted children based on communication skills. And there is a positive correlation relationship was found between communication skills and talent in kindergarten children. In a study conducted by A'yesh (2024) a study aimed to identify the role of e-learning in developing communication skills among students of Al-Quds Open University from their point of view in the Jenin branch. The study sample consisted of (200) male and female students from Al-Quds Open University, Jenin branch, who were selected in a stratified random manner. The researcher followed the descriptive analytical approach. The study tools consisted of a list of communication skills, a questionnaire consisting of (23) paragraphs, and an interview form. Validity and reliability were examined. The study showed that the arithmetic average values of the sample members' response to the overall questionnaire field had an arithmetic average of (3.48) with a good response degree. And that there is no difference between the averages of students' estimates of the role of e-learning in developing communication skills from their point of view attributed to (gender, college). However, there is a difference between the averages of students' estimates attributed to the variable of academic level.

In a study conducted by Kocak, Kizilkaya & Koclar (2023) aimed to examine the communication skills of students with special abilities in the light of different variables (gender, parents' education status, number of siblings, birth order, enjoying to participate in group activities, and parents' occupational groups). The descriptive survey model was taken as a basis for the study. The study participants consisted of (160) gifted students studying at the Science and Art Center the Com. According to the results of the research, the scores of male students on the communication scale are significantly higher than the average score of female students. While there was a significant difference in the mean of communication scores according to the variables of the education status of the mother and father and the profession of the father, no significant difference was found according to the other variables. The results indicate that in determining and developing the communication skills levels of students with special abilities, variables such as the gender of the students and the educational status of their parents should be taken into consideration.

In a study conducted by Eskicumali & Kora (2020) aimed to investigate the communication skills of gifted students in terms of various variables in order to form a program model to support their interpersonal communication skills. After determining the interpersonal communication skills of the students in Science and Art Center (BİLSEM), it is aimed to improve the communication skills of these gifted students by applying programs that support the communication skills. The quantitative part of the study was applied to a total of 338 gifted students aged between 13 and 18 years through a scale adaptation to determine communication skills. The 23-item 6-dimensional model was found to be consistent in confirmatory factor analysis. As a result of the study, the scale was found to be reliable and valid. According to the findings, a significant difference was found in communication skills of gifted students according to gender and school type. There was no significant difference according to grade level. In a study conducted by Ali (2019), aimed to reveal the impact of demographic factors on human communication skills among Arab adults, the sample consisted of (943) students who were randomly selected, and the researcher used the communication skills scale. The results indicated that the level of communication skills was high among sample members, and there were statistically significant differences in the level of communication skills attributed to the variables of gender, age, and educational level. Al-Qarni's study (2015) also aimed to determine the level of social communication skills among students at King Abdulaziz University. The sample consisted of (434) male and female students. The descriptive approach was used and the social communication skills scale was used. The results showed that the level of social communication skills among the sample members was medium. There were also statistically significant differences in the gender variable in favor of males. There were also no statistically significant differences in the academic achievement variable.

In a study conducted by (Al-Anzi, 2014) aimed to identify the level of linguistic communication skills and their relationship to learning motivation among gifted students, the descriptive approach was used. To achieve the objectives of the study, a scale of learning motivation and a scale of linguistic communication were developed. The sample included (105) gifted male and female students in the city of Tabuk/Saudi Arabia. The results showed that the degree of written communication skills, reading linguistics, verbal communication skills, and listening communication skills were high among gifted students. It also showed that there were no statistically significant differences according to the gender and grade variables.

Manal and Shadia (2010) conducted a study aimed to reveal the correlation relationship between: self-confidence, and communication skills with others (life partner, friends, and members of society in general). The study used the descriptive correlational approach, and relied on the communication skills scale, and the self-confidence scale in others as two tools. The study concluded: There is a significant correlation between self-confidence, and communication skills related to building relationships with others.

Comments on previous studies

It is clear from previous studies that there are studies communication skills of normal and gifted students were investigated in light of some variables. Which were represented by gender, class, educational level of the father and mother, and the economic level of the family. Some studies have shown that the sample was of gifted school students like: Hindi Study (2024) and Kocak, Kizilkaya & Koclar (2023) and Eskicumali & Kora (2020), Al-Anzi Study (2014). Some studies were sampled from students from universities such as A'yesh study (2024), Ali's study (2019), Al-Qarni's study (2015), and Manal and Shadia's study (2010). All studies followed the descriptive and analytical approach in revealing communication skills among gifted students and university students.

So the current study came to reveal the level communication skills for gifted students, in light of some variables (Gender (male), Females), (class (the seventh grade and the first secondary) and parents' educational level (father, mother) and the economic level of the family and academic achievement between gifted students, noting that the study sample consists of secondary and upper primary school students from gifted students at Ajloun Governorate/Jordan.

Study community and sample

The study community includes all gifted students in the Ajloun Education Directorate/Jordan for the year (2024/2025) from primary and secondary school and the number of students reached (368) from gifted students. The study sample consisted of (127) student, were chosen by stratified random method. It consisted of (69) Seventh grade student and (58) students from First secondary from King Abdullah School for Excellence/Ajloun at Ajloun Education Directorate/Jordan as in Table (1).

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

variable	Level	Repetition	percentage
gender	male	55	43.3
	female	72	56.7
class	Seventh	69	54.3
	the first Secondary	58	45.7
The Educational Level of father	High school General and below	46	36.2
	University	45	35.4
	Postgraduate studies	36	28.3
The Educational Level of mother	High school General and below	18	14.2
	University	71	55.9
	Postgraduate studies	38	29.9
Economic Level of Family	500 or less	26	20.5
	more From 500 dinars	101	79.5
Total		127	

It is clear from Table (1) that the total number of gifted students (127) students, including (55) Males and (72) Females, and They are distributed according to the class. (69) seventh grade student, (58) students from the first secondary grade, who are also distributed according to the father's educational level (46) student whose parents from High school General and below, and (45) student whose parents from the University, (36) students whose fathers are postgraduate studies. They are also distributed according to

educational level of mother to (18) student whose mothers were High school General and below, and (71) students whose mothers were University and (38) Their mothers are postgraduate studies.

Study tool (Communication skills scale)

In this study, the researcher used a communication skills scale depending on the theoretical framework of the foundations of guidance and counseling Psychological. The definition of Aljardi referred to Asaad (2014), Which developed by Al-Hamidat (2007), the researcher adapted it to suit the Jordanian environment and for the purposes of the current study, and it Measures the total level of communication skills And its fields. Each paragraph of the scale was answered according to a gradual fifth Likert which is (always, often, sometimes, rarely, very rarely) on a scale of (1-5), where the total mark from (5) The cut-off point is higher than (3.7) High, between (2.5-3.7) medium, and less than (2.5) low. The total mark was also found from 5. The total scale includes (32) Paragraphs, divided into four areas (Listening skills speaking skills, skills of Ability to understand others, management Emotions). The validity of construct implications of the scale were extracted, the correlation coefficients of each paragraph and the total degree, and between each paragraph and its connection with the field which it belong to and between Dimensions and the total degree were extracted. In a survey sample from outside the study sample, consisted of (30) student. The field 's correlation coefficients ranged with the tool as a whole between (0.457-0.853). The following table shows this.

Table (2) Correlation coefficients between fields and Total degree

The field	Listening skills	Speaking skills	Skills of Ability of understanding Others	Emotions managing	Contact skills
Listening skills	1				
Speaking skills	.497(**)	1			
Skills of Ability of understanding Others	.492(**)	.639(**)	1		
Emotions managing	.457(**)	.710(**)	.555(**)	1	
Total communication skills	.661(**)	.853(**)	.818(**)	.846(**)	1

* Statistically significant at the significance level (0.05).

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

It is shown that all correlation coefficients were acceptable and statistically significant, and therefore none of these paragraphs were deleted.

Communication Skills Scale's Stability

To ensure the reliability of the study tool, it was verified by the test-retest method by applying the scale, and reapplying it two weeks later to a group outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates in the two times. It was (0.86).

Study variables

The study included the following variables:

- Independent variable: gender, class and educational level of the father and mother (High school or below, university), The economic level of the family and academic achievement.
- Dependent variable: the level of Communication skills.

Statistical processing

Data were prepared and statistically analyzed using the program SPSS, in order to:

- Calculate the reliability coefficient of the total study scale by re-application, using Pearson's correlation coefficient.
- Arithmetic averages and standard deviations for performance degrees at the total communication Skills scale and its fields were also calculated.
- It was also used (T.Test) to identify the level of statistical significance of the differences between the arithmetic means according to gender variables. (male, female), the class (Seventh and first secondary), and the educational level of the parents.
- It was also used one-way analysis of variance to identify the level of statistical significance of the differences between the arithmetic means according to the Parents' educational level variables.
- The correlation coefficient was also found between the performance of the sample (gifted) on the total communication Skills scale and Academic Achievement.

RESULTS AND DISCUSSIONS

RESULTS RELATED TO FIRST QUESTION

The first question states:(**what is the level of communication skills among the gifted students in Ajloun schools?**).

To answer this question, arithmetic means and standard deviations were extracted at the communication skills Table (3) shows this

Table (3)Arithmetic means and standard deviations at communication skills and its fields Sorted in descending order by arithmetic averages

The field	Arithmetic mean	Standard deviation	Level
Listening Skills	3.70	.627	high
Speaking Skills	3.80	.682	high
The Skills of ability of understanding others	3.81	.749	high
Emotions managing	3.77	.655	high
Total Contact skills	3.77	.549	high

The table arithmetic

shows (3)The averages

ranged between (3.70-3.81),Where it came the skills of ability of understanding others at First place ,with an arithmetic average was(3.81) is high, while Listening skills at the last place, with an arithmetic mean of (3.70) as a high degree, the level of total communication skills and its fields was high, and the result of this study is consistent with Hindi study (2024), A'yesh(2024),Ali (2019),Al-Qarni (2015) , (Al-Anzi, 2014)and Manal and Shadia (2010) which indicated a high and above average level of communication skills among gifted students, while there is no study that contradicts the results of this study (to the best of the researcher's knowledge).

The researcher attributes this result to the fact that gifted students have high abilities in the art of listening, speaking, understanding others, and managing emotions more effectively than others. Their mental abilities also motivate them to work and exploit their potential in order to achieve the desired goals. The school environment in King Abdullah II Schools for Excellence also includes competition and enrichment programs that stimulate group activities and effective communication skills with others.

RESULTS RELATED TO QUESTION 2

Question 2 states:(**Are there any statistically significant differences at ($\alpha \leq 0.05$) at the level of communication skills among gifted students regarding to gender and class variables?**).

To answer this question, the total level of communication skills and its fields at gender variable (male and female)was extracted as shown in table(4).

Table (4): The Total level of communication skills and its fields at gender variable

Variable	The field	sum of squares	degrees of freedom	squares Mean	value f	Statistical significance
gender	Listening skills	.087	1	.087	.215	.644
	Speaking skills	.981	1	.981	2.190	.142
	Skills of the ability to understand others	1.242	1	1.242	2.234	.138
	Emotions managing	1.365	1	1.365	3.495	.064
	Total Communication Skills	.792	1	.792	2.719	.102

Table (4) showed that the Total level of communication skills and its fields among gifted students at gender variable was high either at males or females, and there aren't any statistically significant differences at ($\alpha \leq 0.05$)at the Total level of communication skills and its fields among gifted students at gender variable, The results of this study are consistent with A'yesh(2024) and Al-Anzi(2014) which indicated that there weren't any differences at the total level of communication skills and its fields among gifted students at gender variable, while the result of this study does not agree with Kocak, Kizilkaya & Koclar (2023) Which indicated the existence of differences in male communication skills and Eskicumali & Kora (2020) Which indicated the existence of differences in female communication skills

and Ali (2019) Al-Qarni (2015) Which indicated the existence of differences at the total level of communication skills and its fields among gifted students at gender variable in favor of males.

This result can be explained by the fact that gifted students whether males or females, they have a high ability in the art of listening, speaking, managing dialogue, solving problems, the ability to be creative, and the enthusiasm to follow up, achieve, and acquire.

The Total level of communication skills and its fields among gifted students at class variable (seventh ,The first secondary) was calculated, As shown in table(5).

Table (5): The total level o communication skills among gifted students at class variable

variable	The field	sum of squares	degrees of freedom	squares Mean	value f	Statistical significance
class	Listening skills	.053	1	.053	.131	.718
	Speaking skills	.998	1	.998	2.228	.138
	Skills of the ability to understand others	.000	1	.000	.000	.986
	Emotions managing	1.548	1	1.548	3.962	.049
	Total Communication Skills	.326	1	.326	1.119	.292

Table (5) showed that the total level communication skills among gifted students at class (Seventh and the first secondary) was at a high level, and there aren't any statistically significant differences at ($\alpha \leq 0.05$) of the total level of communication skills among gifted students class variable Except in the dimension of emotions managing in favor of males, and the results of this study are consistent with A'yesh(2024) and Eskicumali & Kora (2020) and Al-Anzi(2014) while the result of this study does not agree with Ali (2019).

The results of this study can be interpreted as that gifted students from the seventh grade were at the beginning of the upper basic stage going through a stage of maturity and change in interests and ambitions as they move to King Abdullah II Schools for Excellence at the beginning of the seventh grade until the end of the secondary stage, which increases their ability to communicate skills that include the art of listening, speaking, managing dialogue, solving problems and understanding others.

RESULTS RELATED TO QUESTION 3

Question 3 states : (Are there any statistically significant differences at ($\alpha \leq 0.05$) at the level of communication skills among gifted students regarding to the parents' educational level (father, mother)?).

To answer this question, the total level of communication skills and its fields at educational level For father(High school General and below, university and Postgraduate studies) was extracted as shown in table(6).

Table (6): the total level of communication skills and its fields at educational level of father among gifted students

variable	The field	sum of squares	degrees of freedom	squares Mean	value f	Statistical significance
Educational level of father	Listening skills	.299	2	.150	.369	.692
	Speaking skills	.053	2	.026	.059	.943
	Skills of the ability to understand others	.205	2	.102	.184	.832
	Emotions managing	.325	2	.162	.416	.661
	Total Communication Skills	.106	2	.053	.182	.834

Table (6) showed that there aren't any significant statistically differences at ($\alpha \leq 0.05$) at the total level of communication skills and its fields among gifted students at the father's educational level, The researcher did not find (as his knowledge) any study that agreed or did not agree with the current study except for Ali's study (2019), which indicated the existence of differences in the level of communication skills based on the father's educational level variable in favor of the general secondary educational level.

The results of this study can be interpreted as parents, whether they have a postgraduate education, university education, or a secondary school education or less, seeking to find new methods help their children practice communication skills that include the art of listening, speaking, managing dialogue, solving problems, and understanding others.

The total level of communication skills and its fields at educational level of mother (High school General and below, university and Postgraduate studies) was extracted as shown in table (7).

Table (7): the total level of communication skills and its fields at educational level of mother among gifted students

variable	The field	sum of squares	degrees of freedom	Mean squares	value f	Statistical significance
Educational level of mother	Listening skills	.094	1	.094	.232	.631
	Speaking skills	.143	1	.143	.320	.573
	Skills of the ability to understand others	.034	1	.034	.060	.806
	Emotions managing	.114	1	.114	.292	.590
	Total Communication Skills	.472	2	.236	.811	.447

Table (7) showed that there aren't any significant statistically differences at ($\alpha \leq 0.05$) at the total level of communication skills and its fields at educational level of mother among gifted students, The researcher didn't find (as his knowledge) any study that agreed or disagreed with the current study.

The results of this study can be interpreted as mothers, whether they have a postgraduate education, university education, or secondary education or below, seeking to find new methods that help their children practice communication skills that include the art of listening, speaking, managing dialogue, solving problems, and understanding others.

RESULTS RELATED TO QUESTION 4

Question 4 states : **(Are there any statistically significant differences at ($\alpha \leq 0.05$) at the level of communication skills among gifted students regarding to economic level of the family?).**

To answer this question, the total level of communication skills and its fields at the economic level for family (Less than 500 dinars, 500 or more) was extracted as shown in table (8).

Table (8): the total level of communication skills and its fields at the economic level for family among gifted students

Table (8) showed there aren't any significant statistically differences at ($\alpha \leq 0.05$) at the total level of

variable	The field	sum of squares	degrees of freedom	squares Mean	value f	Statistical significance
Economic level of the family	Listening skills	.094	1	.094	.232	.631
	Speaking skills	.143	1	.143	.320	.573
	Skills of the ability to understand others	.034	1	.034	.060	.806
	Emotions managing	.114	1	.114	.292	.590
	Total Communication Skills	.008	1	.008	.028	.867

communication skills and its fields at economic level of the family, The researcher did not find (as his knowledge) any study that agreed or disagreed with the current study..

The results of this study can be interpreted as gifted students, whether from families with a high economic level, Y below (500 dinars) or 500) or more Their families tend to help them find new ways to

practice communication skills that include the art of listening, speaking, managing dialogue, solving problems, and understanding others.

Results related to the question 5

Question 5 states: **(Is there a correlation relationship between the level of communication skills and Academic achievement among gifted students?)**

To answer this question, Pearson's correlation coefficient was calculated for the relationship between the total level of motivation and academic achievement of gifted students, as shown in Table (9).

Table (9): Pearson's correlation coefficient for the relationship between the total communication skills and its fields and academic achievement among gifted students

The field	used Statistician	Average
Listening skills	Correlation coefficient	.096
	Statistical significance	.281
Speaking skills	Correlation coefficient	.186(*)
	Statistical significance	.036
Skills of ability to understand others	Correlation coefficient	.142
	Statistical significance	.111
Emotions managing	Correlation coefficient	.198(*)
	Statistical significance	.026
Total communication skills	Correlation coefficient	.195(*)
	Statistical significance	.028

Table (9) showed that there is a Statistically Positive correlation significant at ($\alpha \leq 0.05$) between the level total Communication Skills, Speaking Skills, Emotional Management, and Academic Achievement among the gifted. This is consistent A'yesh(2024) that indicates a positive relationship between the level of communication skills and academic achievement among gifted students, and Manal and Shadia(2010) indicates a positive relationship between the level of communication skills, academic achievement, self-confidence and building relationships with others.

The existence of a positive correlation relationship can be explained between the total level of Communication skills, Speaking Skills, Emotional Management, and Academic Achievement among gifted because practicing communication skills that include the art of listening, speaking, managing dialogue, solving problems, understanding others, realizing self-efficacy and mental awareness is very important towards learning, achieving a high level of academic achievement, performing tasks and practicing school activities that they are assigned, which increases their ability to process information and learn.

RECOMMENDATIONS

In light of the research results, the researcher recommends:

- The necessity of Building guidance programs that work to improve and develop communication skills and areas among gifted students.
- The need to take into account individual differences among students and The impact of environmental factors and Graphic among the talented among them, as the study indicated.
- The necessity of including in the curricula chapters that develop communication skills and areas among gifted students.

Suggestions

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

- The need to conduct more studies on Communication skills at other categories of people with special needs.
- Conduct a study on the relationship Communication skills and its relationship with family upbringing patterns and self-concept for the gifted.

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