

Degree of Applying International Standards for Selecting Teachers of Talented Students in the State of Kuwait from Specialists in talent and Educational Supervisors View Point

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Abstract

This study aimed at identifying the Degree of Applying International standards for selecting teachers of talented students in the state of Kuwait from specialists in talent and educational supervisors view point, and to achieve the study objective; the researcher used a questionnaire consisted of (30) items divided into four dimensions, and a random sample consisted of (102) educational supervisor, and (20) talent specialist were chosen from the seventh educational districts of Kuwait, during the first academic semester 2017/2018. The study findings showed that Degree of Applying International standards for selecting teachers of talented students in the state of Kuwait from specialists in talent and educational supervisors view point was medium, and the dimensions came in descending order as follows: (Research and inquiry, Instructional strategies, evaluation dimension, professional development and ethical practice dimension, Program Development and Organization). And findings showed that there are significant statically differences in Degree of Applying International standards for selecting teachers of talented students in the state of Kuwait attributed to gender variable, in favor of female, and that there are no significant statically differences attributed to either years of experience or career position variables.

1.1 Introduction

The educational policies in the State of Kuwait emphasizes on the Selecting Teachers of Talented Students, as the success of gifted programs are thought to be dependent on teachers with desirable competencies and characteristics.

Not only education is regarded as a key factor in making social and economic changes, but also it has a significant role in the process of preparing the qualified manpower (AL-Massad, 2001), also education achieves its multi goals through its qualified employees, and the educational leaders play a prominent role in achieving the required educational goals (AL-Saoud, 2007). In the education of gifted students, Baldwin, Vialle and Clarke (2000) believed that research into the teachers' role in the management of the learning environment has not received the same scrutiny as has their role in the development of curriculum.

The creators of the nation are regarded as a great wealth, and the developing communities have shown an increased interest in creators since the mid-twentieth century to benefit from their giving (AL-Mosary, 2007), especially that the process of scientific and technical progress is associated with the developing of creators and creative minds, so attention must be paid to the gifted students and the government must qualify a staff for caring for them (Aljgyeman, 2012), so communities sought to invest creative students, highlight their talents and develop them (Zoubi and Abdel-Rahman, 2011), and this investment does not come from a teacher who hasn't the knowledge and educational arts, and if we want to find such a teacher there should be a selection criteria distinguishing him from other traditional teachers (Hassan, 2001), in this regard, global standards for selecting talented student's teachers are set such as (NAGC), and (NBPTS), and (CEC), and some researchers put criteria, such as standards provided by (Newman, Gregg & Dantzelr, 2009), standards provided by Maharma (2010), Shahrani (2011), and Sous (2010), the majority of the studies in the field of selecting teachers of gifted students agreed that the teachers of gifted students should have the characteristics of excellence and intelligence, erudition, experience, training, and openness and flexibility (Al- Sous, 2010).

It is generally acknowledged that identifying the characteristics and competencies unique to effective teachers of the gifted is a challenge (Croft, 2003). Though these teachers might share with effective teachers in general education certain common characteristics such as spontaneity, acceptance, creativity, and self-realization, which are deemed to be important in promoting the development of human potential (Iannon & Carline, 2001). The

researcher notice that not only should teachers take the time to recognize and understand each gifted student's needs, but teachers need to use this information to develop an individualized plan to nurture their above-average abilities. Teachers can easily implement these assignments if they make preparations to differentiate instruction and assignments for these gifted learners. In addition teachers must have the appropriate gifted education training. Therefore, school districts must make it a priority to not only provide gifted education training to teachers, but also encourage all applicable teachers to attend.

The process of developing criteria for selecting teachers of gifted students is an important process, because it helps to identify individuals who possess the knowledge, experience and capacity to perform tasks successfully (AL- Amian, 2010), so the staff selection process helps to identify the individuals who have a set of attributes and behavioral patterns (Qaryouti, 2000), and if organization wants to protect its culture, it is constantly striving to attract manpower who are compatible with the values and beliefs of the organization and its philosophy (AL- Amian, 2010). The Kingdom of The State of Kuwait realizes like other developing societies the importance of caring for talented students and their teachers, in the Kingdom of The State of Kuwait, different features for the Gifted students emerged, such as building schools and centers, and selecting qualified staff to take care of them (Aljgyeman, 2012). U.S. standards for teaching gifted learners (Van Tassel-Baska & Johnsen, 2007) define the essential knowledge and skills in 10 different areas, covering all aspects of gifted education that teachers need for becoming effective in classrooms, and are to be used to guide program developers in preparing future teachers of the gifted. The standards ensure that teachers acquire knowledge concerning relevant theories, research findings, pedagogy, and management techniques, so that they can identify gifted students, develop programs, and offer gifted students substantial learning opportunities (Mills, 2007).

Despite the Kuwait ministry of education awareness to the importance of educating talented students; the issue of the applying international standards for selecting teachers of talented students in the state of Kuwait is still questionable, so this study comes to identifying the degree of applying international standards for selecting teachers of talented students in the state of Kuwait from specialists in talent and educational supervisors view point.

1.2 Problem and questions of the study

Most people who are interested in learning and teaching of gifted students agree on: the importance of discovering talented student's teachers who work in the field of education, motivating and developing them to increase their performance, so we must select teachers who are able to bear responsibility and carry out the tasks assigned to them adequately and efficiently (Hassan, 2001).

Depending on the conclusions of the previous studies that recommended doing further research in the field of creativity, such as the study of Al- Maharma (2009), which recommend to form a specialized committee in the Ministry of Education containing a number of experts and specialists specialized in the field of talent and excellence to supervise on the selection procedures for talented student's teachers and their training, also the study of Al- Sous (2010), recommended doing further studies to reveal the abilities of the teachers in dealing with gifted students, and the study of Aljgyeman & Abu Nasser (2010), which recommended that the educational policies in the field of gifted education should meet global standards.

After referring to the gifted directorate in the Ministry of Education in the State of Kuwait, and questioning about the criteria of selecting teachers of gifted students, the researcher found that there is no written standards, but there are personal opinions only. So the problem of the study become clear, which is the need to determine the criteria for selecting teachers of gifted students from the point of view of educational leaders in The State of Kuwait, In this context, the problem of the study is represented **in Answering the following questions:**

- 1 - What is the degree of applying international standards for selecting teachers of talented students in the State of Kuwait from specialists in talent and educational supervisors view point?
- 2 - Are there statistically significant differences in the degree of applying international standards for selecting teachers of talented students in the State of Kuwait from specialists in talent and educational supervisors view point attributable to the variables: (Career position, gender, or experience)?

1.3 Importance of the study

The importance of this study emerged from the urgent need to identify the degree of applying international standards for selecting teachers of talented students in the State of Kuwait from specialists in talent and educational supervisors view point because of the rapid educational changes in Kuwait, so the importance of this study comes from its results, and the impact of these results on those in charge of education in Kuwait, and the importance of this study can be shown as follow:

1.3.1.Theoretical importance:

- The importance of enriching the theoretical side of the selection criteria of gifted student's teachers.
- This study is expected to open up new doors in the field of the selection criteria of gifted student's teachers, to conduct new studies to promote or deny the findings of this study.

1.3.2.Applied practical aspect:

- Providing a feedback about the degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education to the educational leaders.
- It hoped to benefit from the findings and recommendations of this study the researchers and those interested in the selection criteria of gifted student's teachers.
- It is hoped that this study findings help decision-makers in the Ministry of Education in Kuwait to identify the degree of applying international standards for selecting teachers of talented students in the State of Kuwait from specialists in talent and educational supervisors view point, to help them making appropriate decisions to improve the educational process.
- The importance of helping Ministry of Education in Kuwait to select the suitable candidates for the post of teacher of gifted students; this will increase the objectivity in the appointment.

1.4 Terminology

The study adopts identifying the following terms:

1.4.1. Selection criteria:

- Al-Qudah and AL-Salem (2008) pointed out that the selection criteria is: "a set of rules, conditions, basis and regulations which is used to select the candidate among his peers who had prepared in a appropriate way for the task".
- This study defines it as the criteria for selecting teachers of gifted students.

1.4.2. Teachers of gifted students:

- Hassan & Bakhit (2011) cleared that the concept of teachers of gifted students means: "the teachers who are specialized in teaching gifted students".
- This study identifies the concept of teachers of gifted students as: "the teachers who work in governmental schools and centers for gifted students in the State of Kuwait for the academic year 2017/2018".

1.4.3. Gifted students:

- Qatami (2010) pointed out that "the talented students are students who show a high level of performance and creative production or have distinguished preparations in one or more areas of student activity".
- The present study identifies the concept of gifted students as the students who have talents and potentials exceeded the capacity of their peers, and determined by his school as talented students.

1.5 Study limitations

The results of this study are determined by the nature of the sample and the tool of the study, as follows:

- The sample: it is limited to specialists in talent and educational supervisors.
- The temporal boundary: it is limited to the academic year 2017/2018.
- Objective limit: it is limited to identify the Degree of Applying International standards for selecting teachers of talented students in the state of Kuwait from specialists in talent and educational supervisors view point.

1.6. Independent variables:

The study includes three independent variables, namely:

Gender has two levels; male and female.

Years of experience has two levels; ten and less, and more than ten.

Job position has two levels; specialists in talent and educational supervisors.

2. Previous studies

many of the previous studies dealt with talented students, but the researcher did not find any study focused on the degree of applying international standards for selecting teachers of talented students in the State of Kuwait

from specialists in talent and educational supervisors view point, so that the researcher will review some previous studies which concerned this study, including:

The study of (Johnston, 2007) which aimed to identify the training needs of the teachers of gifted students of the basic stage, the sample consist of (122) teachers, and the study showed that there is a large need for these training needs in the areas of using technology and media and a medium need in the rest of needs, The study also showed statistically significant differences between the teachers in assessing the importance of these needs according to the variable of specialization. Also the study showed no statistically significant differences due to gender and qualification and experience.

The study of AL- Maharma (2009) aimed at assessing the programs of the schools of King Abdullah for excellence in the light of international standards for teaching talented students, and to achieve its goal the study used descriptive analytical method and selected sample consisted of all managers, teachers and students of the schools of King Abdullah for excellence, the study tool consists of three questionnaires prepared by the researcher to investigate the views of the sample and to collect data, the study found that there is absent in the role of teachers and administrators in revealing gifted and talented students, and the study show that just qualified teachers should participate in gifted teaching, and the study recommended that the Ministry of Education should form a specialized committee containing a number of experts and specialists in talent and excellence to supervise the process of selecting the gifted students' teachers.

The study of AL- Sous (2010) aimed to explain the strategies which is used to deal with the excellent students in public secondary schools from the point of view of teachers and managers, the sample of the study consist of (457) teacher and director, and the descriptive analytical method was used, the study found that there weren't statistically significant differences among teachers of the talented students in dealing with excellent students attributable to the variables: career position, academic qualification, educational experience, and gender, the study recommended to develop the programs of teacher training, and the researcher set a list of qualities that must be met by teachers of talented students such as, superiority in intelligence, the maturation of personal, erudition, experience, training, feeling of personal security , and openness and flexibility.

The study of AL- Shahrani (2011) aimed at revealing the efficiencies of discovering talented students, The study showed the most important qualities that must be met with teachers of the talented students, these qualities are divided into four themes and falls under each a set of criteria, and these qualities are unavoidable to those who wanted to be a teacher of the gifted students, these qualities are: the teacher must be a trainer, the teacher must be humble, the teacher must be a director, and the teacher must be school psychologists.

The study of Aljgyeman (2012) aimed at identifying the teaching performance of the teachers of talented students, The study sample consisted of (43) participants, the researcher used the descriptive method, The most important results was that the teaching performance of the teachers did not achieve a high averages in analytical thinking skills and research skills.

3. Method and procedures

3.1. Methodology

This study aimed at investigating the degree of Applying International standards for selecting teachers of talented students in the state of Kuwait, and its relationship to some variables, so the study used the descriptive method which describes the phenomenon as it's in reality.

3.2. The study population: The study population consists of all specialists in talent and educational supervisors, who working in the seven educational districts in the State of Kuwait for the year 2017/2018.

3.3. The study sample: In the light of previous data, the researcher decided taking a random sample, consists of (122) participant as follows:

Table (1): Distribution of respondents according to study variables

variables	Variable level	number	Total
gender	male	81	122
	female	41	
Career position	educational supervisors	89	122
	specialists un talent	33	
Experience years	10 and less	47	122
	More than 10	75	

3.4. Study tool: To investigate the degree of applying international standards for selecting teachers of talented students in the State of Kuwait from specialists in talent and educational supervisors view point, the researcher review many global standards for selecting teachers of gifted students such as (NAGC), and (NBPTS), according to them a questionnaire was developed.

3.4.1. Validity of the study tool

To ascertain the validity of the study tool, content validity was used by viewing the questionnaire to (10) arbitrators of the faculty members who specialize in talent, so as to take their opinions on the content of the tool, and the adequacy of paragraphs, and the need to modify or delete any paragraph, and any comment they think it is necessary, in the light of the observations of the arbitrators, some items were modified, but no item deleted, and the researcher found that the paragraphs were correlated to their dimensions, as the agreement degree between the arbitrators reached (95%), and this percentage is regarded suitable for the purposes of this study.

3.4.2. Reliability of the study tool

Research tool reliability was assured reliability by using the (Test- retest), and by applying it on (20) specialists in talent and educational supervisors, from outside the Research sample, and Pearson correlation coefficient was calculated, and the value of reliability coefficient was (0.92), and this is an acceptable value for the purposes of the Research.

Degree of applying international standards for selecting teachers of talented students in the State of Kuwait from specialists in talent and educational supervisors view point was determined by dividing the degrees to three levels (high, medium, low) based on the following equation:

The highest value – the lowest value / number of levels = $(5-1) / 3 = 4/3 = 1.33$.

Thus it was adopted the following Criterion to determine the degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education:

- Low degree: represent grades between (1- 2.33).

Medium degree: represent grades between (2.34- 3.67).

.(High degree of exercise: represent grades between (3.68- 5.00).

3.5. Statistical treatment

To answer the questions of the study the appropriate statistical methods were used as follow:

- To answer the first question, the averages and standard deviations were used.
- To answer the second question the independent samples t- test was used.

4. Study results and discussion

The results of the study are organized and discussed, as follows:

4.1. First question: "What is the degree of applying international standards for selecting teachers of talented students in the State of Kuwait from specialists in talent and educational supervisors view point?"

This question was answered as follows:

The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education for the tool as a whole and each of its dimensions were calculated, and table (2) shows that.

Table (2): The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education for the tool as a whole and each of its dimensions

no.	The dimension	arithmetic average	standard deviation	rank	degree
3	Research and inquiry dimension	3.49	0.31	1	medium
5	Instructional strategies dimension	3.01	0.24	2	medium
2	Evaluation dimension	2.73	0.29	3	medium
4	Professional development and ethical practice dimension	2.67	0.22	4	medium
1	Program Development and Organization	2.44	0.42	5	medium
	The whole degree	2.75	0.22		medium

It can be seen from Table (2) that the degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education for the tool as a whole was medium, and the arithmetic average was (2.97) with a standard deviation (0.40), this finding means that there are some deficiencies in applying international standards for selecting teachers of talented students at Kuwait ministry of education; This result may be attributed to the weakness of the Kuwaiti Ministry of Education to adopt comprehensive criteria for the selection of the teachers of gifted students. This finding may be attributed also to the fact that the selection of the teachers of gifted students depends on the graduate's graduation date and the academic qualification, without paying attention to academic skills, Level of technical and personal skills. These findings are agreed with the results of AL- Sous (2010), AL- Shahrani (2011), and the study of Aljgyeman (2012) studies.

And below the findings and the discussion for each dimension:

4.1.1. Program Development and Organization

The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students for Program Development and Organization as a whole and for each of its items were calculated, and table (3) shows that.

It can be seen from Table (3) that the degree of applying international standards for selecting teachers of talented students for Program Development and Organization as a whole, came medium, and the arithmetic average was (2.44) with a standard deviation (0.42), This result may be attributed to the lack of tests that measure the skills of teachers before they are appointed as teachers of talented students, especially in evaluating their skills in Analyzing literature skills and developing systematic program and curriculum models. The results also showed that the (11), which states "Realizing the effects of the culture and environment of the individuals with gifts and talents and the family on behavior and learning" came in the first rank with a mean (3.19), and standard deviation (0.83), and medium degree, perhaps this finding is attributable to the traditional educational system in Kuwait, which does not stimulate communication with the family and society, making this criterion less important to be a basic criterion. And item (3), which states " Educating students about the importance of the Arabic language " came in the last rank with a mean (2.08), and standard deviation (1.05), and low degree, This result may be attributed to a general weakness in the training of teachers on the skill of analysis in general and in particular the skill of curriculum analysis, and the weakness of teacher training in the construction of educational programs, which makes this criterion less important than being a basic criterion. These findings are agreed with the results of AL- Sous (2010), AL- Shahrani (2011), and the study of Aljgyeman (2012) studies.

Table (3): The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students for Program Development and Organization as a whole and for each of its items

no.	The dimension	arithmetic average	standard deviation	rank	degree
11	Realizing the effects of the culture and environment of the individuals with gifts and talents and the family on behavior and learning.	3.19	0.83	1	medium
5	Realizing theories and methodologies of teaching and learning, including acceleration, adaptation and modification of curriculum.	3.05	0.64	2	medium
4	Realizing continuum of program options and services available to individual with gifts and talents.	2.64	0.89	3	medium
6	Realizing early intervening processes and strategies that relate to individuals with gifts and talents along with disabilities.	2.59	0.82	4	medium
3	Realizing developmentally appropriate acceleration strategies for modifying instructional methods and the learning environment.	2.53	0.56	5	medium
8	Realizing Key features, similarities, and differences in program development practices for general, gifted and talented, and special education.	2.21	1.01	6	low
7	Developing programs including the integration of related services for individuals with exceptional gifts and talents based upon a thorough understanding of individual differences.	2.18	0.95	7	low
2	Connecting specialized instructional services to educational standards.	2.16	1.02	8	low
1	Improving instructional programs using principles of development and learning theory.	2.14	0.94	9	low
9	developing systematic program and curriculum models for enhancing talent development in multiple settings.	2.11	0.81	10	low
10	Analyzing the current literature on evidence-based practices for comprehensive curriculum and program development for individuals with gifts and talents.	2.08	1.05	11	low
	The whole degree	2.44	0.42		medium

4.1.2. Evaluation dimension

The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students for evaluation dimension as a whole and for each of its items were calculated, and table (4) shows that.

Table (4): The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students for evaluation dimension as a whole and for each of its items

no.	The dimension	arithmeti c average	standard deviation	rank	degree
15	Evaluating process and determination of eligibility for gifted programs.	3.71	0.62	1	high
14	Using variety of methods for assessing and evaluating the performance of individuals with	3.55	0.87	2	medium
16	Using variety of strategies for identifying individuals with gifts and talents	3.51	0.91	3	medium
13	Monitoring the progress of individuals with gifts and talents in the general education curriculum.	3.36	0.93	4	medium
17	Designing and using methods for assessing and evaluating gifted and talented education programs.	2.63	0.80	5	medium
19	Advocating for evidence-based practices in assessment.	2.42	0.70	6	medium
12	Reviewing and selecting psychometrically sound, nonbiased, qualitative and quantitative instruments to assess abilities, strengths, and interests of individuals with gifts and talents.	2.22	0.69	7	low
20	Interpreting data from multiple assessments in making eligibility, program, and placement decisions for individuals with gifts and talents.	2.01	0.94	8	low
18	Review and select psychometrically sound, nonbiased, qualitative and quantitative instruments that can be used to show the value added by programs in gifted and talented education.	1.98	0.66	9	low
21	Designing and implement culturally-responsive evaluation procedures.	1.91	0.38		low
	The whole degree	2.73	0.29		medium

It can be seen from Table (4) that the degree of applying international standards for selecting teachers of talented students for evaluation dimension as a whole, came medium, and the arithmetic average was (2.73) with a standard deviation (0.29), probably this finding may attributed to the nature of the Kuwaiti educational system, which is largely imitative, as the evaluation criteria and their tools are limited and given with each lesson, which limits the teacher's skills in creating evaluation tools. And the findings showed that item (15), which states "Evaluating process and determination of eligibility for gifted programs" came in the first rank with a mean (3.71), and standard deviation (0.62), and high degree, This result may be attributed to the lack of adoption the Department of Educational Supervision training teachers on the skill of discovering talented students, evaluating them, and evaluating programs related to talented students, which weakens their abilities in this field.

And item (21), which states "Designing and implement culturally-responsive evaluation procedures" came in the first rank with a mean (2.17), and standard deviation (0.79), and low degree, Perhaps this finding, is attributed to the lack of training plans and programs that qualify talented teachers to build assessment tools. These findings are agreed with the results of AL- Sous (2010), AL- Shahrani (2011), and the study of Aljgyeman (2012) studies.

4.1.3. Research and inquiry dimension

The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students for research and inquiry dimension as a whole and for each of its items were calculated, and table (5) shows that.

Table (5): The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students for research and inquiry dimension as a whole and for each of its items

no.	The dimension	arithmetic average	standard deviation	rank	degree
23	Identifying and using the research literature and professional standards to resolve issues of professional practice.	3.63	0.81	1	medium
24	Evaluating and modifying instructional practices in response to ongoing assessment	3.49	0.8	2	medium
22	Using educational research to improve instruction, intervention strategies, and curricular materials.	3.48	0.72	3	medium
25	Planning, conducting, and disseminating research to inform practice in education of individuals with gifts and talents.	3.37	0.87	4	medium
	The whole degree	3.49	0.31		medium

It can be seen from Table (5) that the degree of applying international standards for selecting teachers of talented students for research and inquiry dimension as a whole, came medium, and the arithmetic average was (3.49) with a standard deviation (0.31), probably these findings may be attributed to the fact that the universities did not adopt training teachers on building research skills and conducting procedural research within the classroom, which weakened the skills of talented students' teachers in this field. And item (23), which states "Identifying and using the research literature and professional standards to resolve issues of professional practice" came in the first rank with a mean (3.61), and standard deviation (0.81), and medium degree, this finding maybe attributed to the existence of deficiencies in the role of educational supervision in the development of teachers' skills in identifying problems related to their exact specialization, and in developing appropriate solutions to these problems. And item (25), which states "Planning, conducting, and disseminating research to inform practice in education of individuals with gifts and talents" came in the last rank with a mean (3.37), and standard deviation (0.87), and medium degree, and this finding may attributed to lake of programs, and courses that adopted by the ministry of education in Kuwait, to educate teachers how to develop their skills in disseminating research to inform practice in education of individuals with gifts. These findings are agreed with the results of AL- Sous (2010), AL- Shahrani (2011), and the study of Aljgyeman (2012) studies.

4.1.4. Professional development and ethical practice dimension

The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students for professional development and ethical practice dimension as a whole and for each of its items were calculated, and table (6) shows that.

It can be seen from Table (31) that the degree of applying international standards for selecting teachers of talented students for research and inquiry dimension as a whole, came medium, and the arithmetic average was (2.67) with a standard deviation (0.22), probably this finding may attributed to the fact that This finding may be attributed to the nature of the traditional educational system in Kuwait, which focuses mainly on providing students with cognitive skills and completing the curriculum on time, without adopting theoretical and practical programs that aim to train teachers to take into account individual differences between students and paying attention to students' characteristics. And item (31), which states "Modeling ethical behavior and promoting professional standards" came in the first rank with a mean (2.59), and standard deviation (0.66), and medium degree, and this finding may be attributed to a general weakness in the development of teachers' skills in understanding student behavior, behavior modeling and evaluation. And item (36), which states "Engaging in ongoing professional development to maintain knowledge of research and practice in gifted education and related discipline" came in the last rank with a mean (2.20), and standard deviation (0.75), and low degree perhaps this result may attributed to the absence of adequate material incentives, coupled with vocational training courses and programs for teachers, as well as weak cooperation between the Kuwaiti Ministry of Education and Kuwaiti universities in the after-service teacher training. These findings are agreed with the results of AL- Sous (2010), AL- Shahrani (2011), and the study of Aljgyeman (2012) studies.

Table (6): The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students for professional development and ethical practice dimension as a whole and for each of its items

no.	The dimension	arithmetic average	standard deviation	rank	degree
31	Modeling ethical behavior and promoting professional standards.	2.59	0.66	1	medium
32	Implementing practices that promote success of individuals with exceptional gifts and	2.52	0.55	2	medium
34	Using ethical and legal discipline strategies.	2.29	0.75	3	medium
33	Disseminating information on effective school and classroom practices.	3.19	0.71	4	medium
26	Creating an environment that supports continuous instructional improvement.	3.14	0.53	5	medium
28	Developing and implementing a personalized professional development plan.	2.99	0.68	6	medium
29	Planning and providing professional development in gifted and talented education for varied audiences.	2.83	0.88	7	medium
27	Applying knowledge of diversity and practice to enhance outcomes across diverse groups of individuals with gifts and talents.	2.70	0.84	8	medium
30	Promoting opportunities to increase diversity at all levels of gifted and talented education.	2.5	0.66	9	medium
35	Advocating in support of education for individuals with gifts and talents at the local and national levels.	2.43	0.55	10	medium
36	Engaging in ongoing professional development to maintain knowledge of research and practice in gifted education and related discipline.	2.20	0.75	11	medium
The whole degree		2.67	0.22	medium	

4.1.5. Instructional strategies dimension

The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students for instructional strategies dimension as a whole and for each of its items were calculated, and table (6) shows that.

Table (7): The arithmetic averages and the standard deviations of the degree of applying international standards for selecting teachers of talented students for instructional strategies dimension as a whole and for each of its items

no.	The dimension	arithmetic average	standard deviation	rank	degree
44	Applying higher-level thinking and metacognitive models to content areas to meet the needs of individuals with gifts and talents.	3.36	0.61	1	medium
43	Using information and/or assistive technologies to meet the needs of individuals with exceptional learning needs.	3.3	0.55	2	medium
50	Selecting, adapting, and using instructional strategies to promote challenging learning opportunities in general and special curricula.	2.96	0.39	3	medium
42	Modifying learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents.	2.86	0.47	4	medium
52	enhancing the learning of critical and creative thinking, problem solving, and performance skills in specific domains.	2.81	0.68	5	medium
49	Emphasizing the development, practice, and transfer of advanced knowledge and skills.	2.78	0.71	6	medium
The whole degree		3.01	0.24	medium	

It can be seen from Table (7) that the degree of applying international standards for selecting teachers of talented students for instructional strategies dimension as a whole, came medium, and the arithmetic average was (3.01) with a standard deviation (0.24), probably this finding may attributed to the fact that teachers still rely heavily on chalkboard in the implementation of lessons, the lack of use of technology in education, and if technology is used in education it is used on a small scale and in some subjects only. And item (49), which states "Emphasizing the development, practice, and transfer of advanced knowledge and skills" came in the first rank with a mean (2.78), standard deviation (0.71), and medium degree, perhaps this results may attributed to the weakness of training courses and rehabilitation programs adopted by the Department of Educational Supervision, which aim to develop the skills of teachers in the implementation of the curriculum and knowledge transferring. These findings are agreed with the results of AL- Sous (2010), AL- Shahrani (2011), and the study of Aljgyeman (2012) studies.

4.2. The findings and discussion of the second question: Are there significant statically differences at the level of significance ($\alpha \leq 0.05$) in degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education from specialists in talent and educational supervisors view point attributed to (gender, educational qualification, and career position) variables?

To investigate if there are statistically significant differences in degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education from specialists in talent and educational supervisors view point attributed to (gender, educational qualification, career position) variables, the researcher calculates averages, standard deviations, and independent samples (t- test), and Table (8) shows that.

Table (8):The (t- test) findings for the differences between the averages of the Research sample responses attributed to (gender, educational qualification, and career position) variables

Variable	Variable levels	No.	arithmetic averages	Standard deviation	Degree of freedom	The value of T	The level of significance
gender	male	81	2.82	0.39	120	2.607	0.000
	female	41	2.60	0.32			
Career position	educational supervisors	89	2.69	0.47	120	2.317	.614
	specialists in talent	33	2.91	0.39			
Experience years	10 and less	47	2.69	0.32	120	.587	.326
	More than	75	2.79	0.38			

It can be seen from Table (8) that there are significant statically differences at the level of significance ($\alpha \leq 0.05$) in degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education from specialists in talent and educational supervisors view point attributed to (gender) variable, in favor of female, as the value of (T) was (2.607), at level of significance (0.000), which is a statistically significant value, Perhaps this finding attributed to the nature of Kuwaiti society which gives greater opportunity for males to travel and learn, and this earned them a wider experiences, so the degree of their responses came higher than of the females. And this findings is differ with the findings of (Johnston, 2007) study findings which showed no significant statically differences attributed to (gender) variable.

It can be seen from Table (8) that there aren't significant statically differences at the level of significance ($\alpha \leq 0.05$) in degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education from specialists in talent and educational supervisors view point attributed to career position, as the value of (T) was (2.317), at level of significance (0.614), which isn't a statistically significant value, this means that: despite the difference in career position the specialists in talent and the educational supervisors have the same vision, because the two category take the same qualifying courses and the same training programs, which reduced the differences between their point of view about the degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education, which caused the non-appearance of clear differences due career position variable, and this findings is agree with the finding of AL- Sous (2010) study which showed that there aren't significant statically differences attributed to (qualification) variable.

It can be seen from Table (8) that there aren't significant statically differences at the level of significance ($\alpha \leq 0.05$) in degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education from specialists in talent and educational supervisors view point attributed to Years of experience variable, as the value of (T) was (.587), at level of significance (.326), which isn't a statistically significant value, perhaps this finding is attributed to the fact that all of the specialists in talent and educational supervisors have the same opportunity in learning and trained, and in using the same technological tools, and both of the two category are in a direct contact with school affairs and problems, which reduced the differences between their point of view about the degree of applying international standards for selecting teachers of talented students at Kuwait ministry of education, which caused the non-appearance of clear differences due years of experience, and this finding is agreed with the finding of (Johnston, 2007) study which showed that there aren't significant statically differences attributed to years of experience.

5. Recommendations and suggestions

In the light of the findings of this study, the researcher recommends the following:

- Adopting the Kuwait ministry of education new program that focuses on Developing programs including the integration of related services for individuals with exceptional gifts and talents based upon a thorough understanding of individual differences.
- Adopting principals and department heads courses developing systematic program and curriculum models for enhancing talent development in multiple setting.
- Adopting the Kuwait ministry of education courses in analyzing the current literature on evidence-based practices for comprehensive curriculum and program development for individuals with gifts and talents.

-Adopting the Kuwait ministry of education new program that focuses on designing and implement culturally-responsive evaluation procedures.

- Adopting principals and department heads courses that focuses on reviewing and selecting psychometrically sound, nonbiased, qualitative and quantitative instruments to assess abilities, strengths, and interests of individuals with gifts and talents.

- Conducting Further studies, and comparing their findings with the findings of the this Research.

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