

Behavioral characteristics of Talented students Palestinian university students according to
the theory of triple intelligence

Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 10, December 2021: 4029-4045

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Associate Professor Prepare by:

Assistant professor: Fadwa Abdallah halabiyah

Department of psychology Al_quds University

Associate Professor : Suheir Sulieman Sabbah

Department of psychology Al_quds University

Abstract

The study aimed to identify the characteristics of Talented students of Palestinian university students according to the theory of triple intelligence according to the analytical, creative and practical dimensions and its relationship with the study variables (gender, college, university), where the study sample to (285) male and female . To the results of the study, shows the total averages of the responses of the study sample members on the behavioral characteristics of the applied analytical and creative abilities of gifted students in Palestinian universities that the mean of the total score is (3.70) and \ with a high degree .The field of behavioral characteristics of creative abilities got the, followed by the analytical abilities , and then the applied abilities . also there are no differences in the behavioral characteristics of gifted students from the point of view of Palestinian university students due to the variable of gender but its statistically significant differences attributed to the college variable in due to of human colleges in favor of the dimension Analytical creative and practical abilities, and with regard to the university variable, it was in favor of Al-Quds University.

Keywords: behavioral characteristics, Talented students, Palestinian university students, triple intelligence theory.

Introduction

One of the loftiest educational goals is to take care of talented students, and because they are a national wealth with which all nations challenge difficulties, the brain race is the most interested in the world and in the Ministry of Education in all countries of the world. Education and learning, which depends on self-education. Those interested and specialists in the field of gifted education have agreed on the need to study the applied talents as a great wealth that must be invested in all different fields and they are rare in society and all educational and educational institutions must take care of them due to the lack of special resources for the development and development of this distinguished category of Our students we did this study to identify and detect this category and direct it to institutions and areas that can benefit from this distinguished category of students. Identifying talented people and choosing them for special educational programs (Jarwan 2012),(Sabbah, 2017; Subaih et al., 2021)

It is noted that the personal and mental characteristics are considered a major focus in the historical definitions of the gifted.

It is an important process because the outstanding people need special educational services, different and diverse that help develop their academic, artistic, social and other talents, and in some cases modify the curricula and teaching methods to suit their special needs(Sabbah & karam karaki, 2021). The task begins first by searching for them and their discoveries and determining their preparations and talents(Sabbah, 2017). It is noted that the behavioral, personal and mental characteristics were a major determinant of historical definitions of the gifted, as they represent a distinguished position in contemporary alternatives to identify them (Al-Quraiti, 2005).

Scientists have presented studies on the gifted and theories of intelligence such as the theory of Gardner, Gilfred and Taylor, which serves as a guide for defining talent and the tools shown in contrast to the image of the gifted and how to nominate them and evaluate tools to measure their talent (Davis, Reem. 2001.1998).

Sternberg's theory (2010) is one of the modern theories that focused on the successful intelligence of the ordinary and the gifted and had a role in the development of successful intelligence and achievement for the gifted. Compared to the traditional method of education, he presented a triple model of creative, analytical and practical abilities so that these abilities are balanced, and affected by the social context and culture of the individual. then the strengths and weaknesses of the individual appear, and the individual corrects by compensating the weaknesses with strengths, and these abilities are considered basic requirements for the detection of talented people (Al-Zoghbi, 2017).

We note from the above that the gifted have different characteristics and they have been studied differently, but we will study some of them, which are the creative, analytical and scientific abilities in line with the relatively modern Sternberg theory. And because these abilities that help us detect talented people in our educational and educational institutions,

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which appear differently from one gifted to another so that Individual differences appear between them, which calls for intensive research to help them invest in these capabilities.

Study Problem

The researchers believe that gifted students should be present in educational institutions and they need to know their creative and behavioral abilities and that they are a national wealth and a rare currency. Therefore, studies must be carried out to uncover these talents, which are considered among the most important components of the educational process in Palestine and contribute to the development of Palestinian society in all respects. Social, psychological, economic, political and cultural, and because this entity does not receive much attention from educational institutions, so that there are no special programs for this distinguished category. In Palestine (Sabbah & karam karaki, 2021), and because most of the studies focus on the age group of children, our studies came to change the course of most of the studies and focused on university students and how they see talented people and know their point of view on their behavioral characteristics, where the problem of the study lies in answering the following questions.

1 - What is the degree of behavioral characteristics of gifted of Palestinian university students according to the theory of triple intelligence?

2 - Are there statistically significant differences at the significance level ($\alpha \geq 0.05$) in the behavioral characteristics of gifted students from the point of view of Palestinian university students according to the theory of triple intelligence due to the variables (gender, college, university).

Study Objectives

1 - Identifying the creative characteristics of talented students in Palestinian universities

2 - Identifying the theory of triple intelligence :the analytical, creative, applied characteristics of talented students in Palestinian universities.

.Study Importance

The importance of the study summarized by:

1 - The contribution of this study to setting standards and criteria for knowing the behavioral, analytical, practical and creative characteristics of the gifted.

2 - Employing these characteristics in caring for the gifted and meeting their needs in their educational and educational institutions.

3 - Develop programs to invest the capabilities of talented people for the development of society in various fields.

4 - Developing the theory of successful intelligence and applying it in the form of programs in Palestinian institutions.

Study Terminology

Creative abilities: In the theory of successful intelligence, the creative ability is defined as the ability to find unfamiliar and new ideas, and it includes discovery, innovation, imagination, a sense of and identification of problems, developing proposals for solutions to problems, and developing creative solutions that are characterized by fluency, flexibility, originality, and attention to detail. (Aljughaiman & Ayoub, 2012, Sternberg: et.al.2009).

Analytical abilities: defined in the context of the theory of successful intelligence as the ability that is measured by traditional intelligence tests, which include analysis and induction, reading comprehension, analogy, comparison, evaluation, the ability to explain and the ability to analyze in the academic field. (Sternberg, 2005).

Practical abilities: which means the third dimension of talent in the theory of successful intelligence, and include the real context, confronting and solving real problems, and applying these analytical abilities in everyday situations in a successful manner, with the ability and tacit knowledge to solve problems quickly (Sternberg, 2005).

The limits of the study

Time limits: summer semester 2020-2021

Human limits: Palestinian University students (Al-Khalil University, Birzeit University, Al-Quds Al-Maftouha University, Al-Quds University)

Spatial limits: (Hebron, Birzeit, Jerusalem)

Procedural limits: the Sternberg gifted scale.

Previous studies

Al-Qutaish Study (2020) This study aimed to identify the impact of the creative abilities of the leadership centers for the gifted and distinguished in the Sahab Pioneer Center for the gifted and talented in the light of some variables in the seventh, eighth and ninth grades of the Sahab Pioneering Center. The results showed that there are statistically significant differences according to the gender variable on the dimensions of fluency, flexibility and originality, meaning that the performance of males and humans was close, and thus we find that gender has no related effect on creative thinking, and the results did not It reveals the existence of statistically significant differences for the effect of the age variable on students' achievement in the formal or verbal test.

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Gharaibeh Study (2016) The study aimed to reveal the ability of triple intelligence in predicting decision-making. Education, Qassim University, and the results indicated a high level of both successful intelligence and decision-making. The results indicated that the most successful types of intelligence predictive of decision-making ability, followed by practical and then creative.

Ajez and mortada(2012)The present study aimed to indentify reality of gifted and talented students in Gaza governorate and to reveal the differences in responses of study sample due to (gender-scientific qualification-period in service) variable, and to identify the most significant problems which face gifted and talented students in Gaza governorate from teachers point of view and identify some procedures to improve the status of gifted and talented students, the researchers followed the descriptive method, the study sample consisted of (46) teacher male/female working in Arafat schools for gifted for male and female students which followed ministry of education. The following paragraph, scored the highest arithmetic average in questionnaire dimensions: there is suitable canteen in school, there is psychological and social guide in school, the students are selected in gifted school based on their scientific marks, the students are selected after making tests that measure their talents, the school management make contacts with parents to follow upprogress and problems of their sons, the teachers were supervised from school & the ministry of education, the curriculum contain enrichment activities that develop scientific search skills for students, Teaching methodology promote self study, difficult in career choice for study in future, Absence of acceleration system in school. The study concluded that there is no statistically significant differences due to gender and experience variable but there is differences due to scientific qualification, it was for bachelor degree in dimension of curriculums and problems, the researches put some recommendations in the light of study results.

Abod and samody(2014)Your answers are in talentSo that the maximum possible of the individual is identified and disclosed. On it, appearedbuildingOthers for gifted selection such as test criteria, evaluative scales, and achievement testsSchool grades, teacher, parent and peer ratings, and personal letter list. In this context, there is a consensus on this Solve behavioral problems between cognitive tests and frenzy of nonsense. For the above, noAccording toThe current, but the modern betrayal, through a scheme of environmental characteristics and put it in the framework of the studyIntegrated functions and rules in line with modern theories in the detection of gifted students at the undergraduate level, so that we cannurture their talentTherefore, the study is presented on the GSI-for-IBC scale "to identify talented students at King's University."Faisal and its psychometric properties, composed of different dimensions, are the dimensionCognitive, emotional, motivational, domain, and environmental media. The results showed that the scale that was built is characterized byIts value is high.As for academic achievement, it also presents results from analyzing the relationships between several variables such as gender, specializationacademic year, and academic year. And last as long as youIscar's recommendations are the system for identifying the talented at the university..

Method and Procedure

This deals with a detailed description of the methods and procedures followed by the two researchers in implementing the study, including defining the study's curriculum, describing the study population, defining the study sample, preparing the study tool (the questionnaire), ensuring its validity and reliability, and a statement of the study procedures, and the statistical methods that were used in addressing the study. The results, the following is a description of these procedures.

Study Approach

In order to achieve the objectives of the study, the two researchers used the descriptive analytical method. It is defined as the method that studies an existing phenomenon, event or issue from which information can be obtained that answers the research questions without interference from the researcher. Through which the researcher tries to describe the phenomenon under study, analyze its data, and clarify the relationship between the components and opinions raised about them, the processes they contain and the effects they cause.

3.2 study community

The study population included (285) students from all regular students in Palestinian universities (Al-Quds, Birzeit, An-Najah) who are registered and enrolled in the study during the academic year 2021/2022.

3.3 Study sample

The study sample included (285) students, i.e. approximately 5% of the total population.

to study. And tables (1.3), show the distribution of the study sample members.

3. 4 Describe the variables of the sample members

Table (1.3) shows the distribution of the study sample members according to the gender variable: 26% for males, and 74% for females. The school year variable shows that 37% for a first year, 24% for a second year, 12.6% for a third year, and 25.3% for a fourth year or more. The college variable shows that 58.9% are scientific, and 41.4% are human and humanistic. The university variable shows that the percentage of An-Najah University is 79.7%, Al-Quds is 47.4%, and Birzeit University is 24.9%. It shows the place of residence variable at 45.5% for the city, 51.6% for the village, and 3.2% for the camp. Table (1.3): Distribution of study sample members according to study variables.

Variable	Level	Number	Ratio
Gender	Male	74	26
	female	211	74

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Year	first year	107	37.5
	Second Year	70	24.6
	third year	36	12.6
	Fourth year or more	72	25.3
College	Scientific	168	58.9
	Human sciences	117	41.4
University	An-Najah University	79	27.7
	Quds University	135	47.4
	Birzeit University	71	24.9
Living Place	city	129	45.5
	village	147	51.6
	camp	9	3.2

Study Tool

A questionnaire was used to identify the behavioral characteristics of the analytical, creative and applied abilities of gifted students in Palestinian universities. The tool is a questionnaire that was built according to Steinberg's Triple Successful Intelligence Theory, and it consists of 28 items, distributed on the following dimensions: The first dimension: Behavioral indicators of analytical abilities from (9 Paragraphs 1-9). The second dimension: Behavioral indicators of creative abilities (13 paragraphs, which are: 10-21). The third dimension: behavioral indicators of applied capabilities (7 paragraphs, which are from: 22-28). They were distributed according to Likert scale (Very High 5, high 4, Medium 3, Low 2, does not apply to 1)

Tool Validity

The two researchers designed the questionnaire in its initial form, and then the validity of the study tool was verified by displaying it by a group of specialized and experienced arbitrators. The researcher distributed the questionnaire to a number of arbitrators. Where they were asked to express their opinion on the paragraphs of the questionnaire in terms of: the extent of the clarity of the language of the paragraphs and their linguistic integrity, the extent to which the paragraphs include the studied aspect, and the addition of any information, modifications or paragraphs they deem appropriate, and according to these observations, the questionnaire was taken out in its final form. On the other hand, the validity of the tool was also verified by calculating the Pearson correlation coefficient for the paragraphs of the questionnaire with the total score of the tool, and it was found that there was statistical significance in all the paragraphs of the questionnaire and indicated that there was internal consistency between the paragraphs. The following table shows this: Table (2.3): Results of the Pearson Correlation

Coefficient for the Paragraph Correlation Matrix to identify the behavioral characteristics of the applied and creative analytical abilities of gifted students in Palestinian universities

3.7 The stability of the study

The two researchers verified the reliability of the tool, by calculating the stability of the total score of the reliability coefficient, for the fields of study according to the stability equation Cronbach's alpha, and the total degree of the behavioral characteristics of the analytical, applied and creative abilities of gifted students in Palestinian universities was: (0.87), and this result indicates the enjoyment of this The instrument steadily satisfies the purposes of the study.

3.8 study procedures

The researchers applied the tool to the study sample members, and after the process of collecting questionnaires from the sample members was completed after they answered them correctly, it was found that the number of valid retrieved questionnaires that were subjected to statistical analysis: (285) questionnaires.

3.9 Statistical processing

After collecting the questionnaires and ensuring their validity for analysis, they were encoded (giving them certain numbers), in preparation for entering their data into a computer to perform the appropriate statistical treatments, and analyzing the data according to the study questions. Resolution, t-test, one way ANOVA, Pearson correlation coefficient, and Cronbach Alpha stability equation, using SPSS (Statistical Package For Social Sciences).

Results

This part includes a presentation of the results of the study, which were reached by the two researchers on the subject of the study, which is "the behavioral characteristics of the analytical, applied and creative abilities of talented students in Palestinian universities" and a statement of the impact of each of the variables through the response of the sample members to the study tool, and the analysis of the statistical data obtained . In order to determine the degree of response averages of the study sample, the following degrees were adopted:

Arithmetic Average range	Degree
Less than 2.33	Low
2.34 – 3.67	Medium
More than 3.68	High

The results of the study questions

Results related to the first question: What is the degree of behavioral characteristics of gifted students from the point of view of Palestinian university students according to the theory of triple intelligence.

To answer this question, the researchers calculated averages and standard deviations of the responses of the study sample members to the questionnaire items that express the behavioral

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characteristics of the applied and creative analytical abilities of gifted students in Palestinian universities.

Table 2 averages and standard deviations of the responses of the study sample members .

No	Items	arithmetic Average	standard deviation	Degree
2	Behavioral indicators of creative abilities	3.7482	0.53965	high
1	Behavioral indicators of analytical abilities	3.6897	0.47894	High
3	Behavioral Indicators of Applied Abilities	3.6591	0.62025	Medium
Total Degree		3.696	0.477317	High

It is noted from the previous table, which shows the averages and standard deviations of the responses of the study sample members on the behavioral characteristics of the applied analytical and creative abilities of gifted students in Palestinian universities that the mean of the total score is (3.70) and standard deviation (0.48) with a high degree.

The field of behavioral characteristics of creative abilities got the highest arithmetic mean of (3.75), followed by the field of behavioral characteristics of analytical abilities with a mean of (3.69), and then the field of behavioral characteristics of applied abilities with a mean of (3.66), and to a medium degree. The researchers calculated the averages and standard deviations The responses of the study sample members to the questionnaire items that express the behavioral indicators of creative abilities. Table (2.4): Arithmetic averages and standard deviations of the responses of the study sample members to the field of behavioral indicators of creative abilities.

It is noted from the previous table, which expresses the arithmetic averages and standard deviations of the responses of the study sample members on the field of behavioral characteristics of creative abilities, that the arithmetic mean of the total degree is (3.75) and standard deviation (0.54), with a high degree.

The results in Table (2.4) also indicate that (7) items came with a high score and (5) items came with a medium score. The paragraph "Attention to detail" got the highest arithmetic average (4.11), followed by "I am confident in myself and my capabilities" with an average of (4.04). The paragraph "I have original new creative ideas" obtained the lowest arithmetic average (3.48), followed by the paragraph "The best open-ended works" with an arithmetic average (3.20). Behavioral Analytical Abilities. Table (3.4): Arithmetic averages and standard deviations of the responses of the study sample members to the field of behavioral characteristics of analytical abilities.

No	Items	arithmetic	standard	Degree
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		Average	deviation	
1. 6	I have the ability to make judgments and evaluate	3.71	0.72	High
2. 4	Able to establish a relationship between cause and effect	3.92	0.705	High
3. 2	Fast learning and comprehension	3.86	0.733	High
4. 1	Very observant	3.98	0.813	High
5. 5	Use critical thinking	3.41	0.882	Medium
7. 3	I think logically and quickly	3.88	0.72	High
8	I have a lot of information	3.38	0.762	Medium
9	I have the ability to solve problems	3.72	0.783	High
Total Degree		3.6897	0.47894	High

It is noted from the previous table, which expresses the arithmetic averages and standard deviations of the responses of the study sample members on the behavioral characteristics of the analytical capabilities, that the arithmetic mean of the total degree is (3.69) and a standard deviation (0.48), and this indicates that the level of the behavioral characteristics of the analytical abilities came to a high degree. The results in Table No. (3.4) indicate that (7) items came with a high degree and three items came with a medium degree. The paragraph "very observant and attentive" got the highest arithmetic average (3.98), followed by the paragraph "able to link the relationship between cause and effect" with an arithmetic average (3.92). The paragraph "Have a large sum of information" obtained the lowest arithmetic average (3.38), followed by the "best independent (self) learning" paragraph with an arithmetic mean (3.35). The field of behavioral characteristics of applied capabilities.

Table (4.4): Arithmetic averages and standard deviations of the responses of the study sample members to the field of behavioral characteristics of applied abilities

It is noted from the previous table that expresses the arithmetic averages and standard deviations of the responses of the study sample members on the field of behavioral characteristics of applied abilities that the arithmetic mean of the total degree (3.66) and standard deviation (0.62) and this indicates that the level of behavioral characteristics of applied abilities came in a medium degree.

The results in Table (4.4) also indicate that (3) items came with a high degree and (4) items came with a medium degree. The paragraph "I can convince others of my ideas" got the highest arithmetic average (3.78), followed by the "I know the ways and means that lead to success" with a mean of (3.72). The paragraph "I have the ability to transform ideas into practical and studied reality" got the least My arithmetic average is (3.47), followed by the paragraph "I am interested in developing practical plans to reach the product or solution." With an arithmetic average of (3.67).

We note that the degree of creative abilities came at a high level, and the degree of confidence and capabilities was taken at a medium degree, and this indicates that creative abilities need certain characteristics, which confirm the existence of creativity, including

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originality, which came to a medium degree, which indicates that the environment and social context do not raise the concept of creativity in its true meaning, which is to depart from The traditional view of things glorifies university students. They do not give creative abilities the greatest luck, as well as self-confidence, which came to a medium degree and is an important factor for deepening creativity, and this can be attributed to the lack of awareness in the Palestinian society of the concept of creativity and encouragement to break the norm.

As for the dimension of analytical abilities, which came to a high degree, because these abilities are ordinary abilities used by most traditional people, which need some attention and critical thinking that we need in evaluating some situations and that this result is realistic because most of the mentioned characteristics are available in ordinary people and they do not necessarily have to be talented

As for the practical abilities, it came to a medium degree, which is an objective result because most students face different problems in different areas of life and cannot deal with them with high efficiency. and successful. This result agreed with the study of globalization (2013).

2.2.4 Results related to the second question: To answer this question, it was transformed into the following hypotheses: Results of the first hypothesis

There are no statistically significant differences at the significance level ($\alpha \geq 0.05$) in the behavioral characteristics of gifted students from the point of view of Palestinian university students according to the theory of triple intelligence due to the gender variable.

The first hypothesis was examined by calculating the results of the t-test, the arithmetic averages, and the standard deviations of the response of the study sample members in the following table (Table 5.4).

Domain	Gender	Number	arithmetic Average	standard deviation	Freedom Degrees	T values	Significance level
Behavioral indicators of analytical abilities	Male	74	3.7823	0.46433	283	1.943	0.053
	Female	211	3.6572	0.48082			
Behavioral indicators of creative abilities	Male	74	3.795	0.51355	283	0.867	0.387
	Female	211	3.7318	0.54875			
Behavioral	Male	74	3.7645	0.62981	283	1.703	0.09

1							
Indicators of Applied Abilities	Female	211	3.7318	0.61408			
Total marks	Male	74	3.7806	0.46499	283	1.715	0.088
	Female	211	3.6704	0.47936			

It is clear from the previous table that the T-value for the total score (1.715), and the significance level (0.088), that is, there are no differences in the behavioral characteristics of gifted students from the point of view of Palestinian university students due to the variable of gender, as well as to the domains, , so that the result was that there were no statistically significant differences between males and females in all dimensions due to the nature of the social, cultural and economic conditions of the students and that there was no theory that the male possesses mental abilities more than the female in the creative, analytical and practical dimensions from the point of view of university students. This result agreed with a study (Mishary, 2013).

It differed with Al-Awalameh (2013) and Al-Murshidi and Al-Khalidi (2016).

The results of the second hypothesis

There are no statistically significant differences at the significance level ($\alpha \geq 0.05$) in the behavioral characteristics of gifted students from the perspective of university students according to the theory of intelligence due to the college variable. The third hypothesis was examined by calculating the results of the “t” test and the arithmetic averages for the response of the study sample members according to Table (6.4): Results of the “t” test for independent samples of the response of the sample members in the behavioral characteristics of the applied and creative analytical abilities of gifted students in Palestinian universities according to the college variable

domain	Academic Specialization	Number	arithmetic Average	standard deviation	Freedom Degrees	T value	Significance level
Behavioral indicators of analytical abilities	Humanity	117	3.71	0.4699	283	0.636	0.526
	Scientific	168	3.68	0.486			
Behavioral indicators of	Humanity	117	3.9	0.545	283	4.077	0.000*
	Scientific	168	3.64	0.512			

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creative abilities							
Behavioral Indicators of Applied Abilities	Humanity	117	3.81	0.637	283	3.541	0.000*
	Scientific	168	3.55	0.552			
Total marks	Humanity	117	3.81	0.486	283	3.266	0.001*
	Scientific	168	3.62	0.458			

It is clear from the previous table that the value of “T” for the total score is (3.266), and the level of significance is (0.001), that is, there are differences in the behavioral characteristics of gifted students due to the variable of the college, as well as the two domains of behavioral characteristics of creative and applied abilities in favor of humanistic colleges, and thus were rejected. Hypothesis, there are statistically significant differences at the significance level ($\alpha \geq 0.05$) in the behavioral characteristics of gifted students from the perspective of Palestinian university students according to the theory of triple intelligence due to the college variable, meaning that there are differences in the behavioral characteristics of gifted students due to the college variable on the two dimensions of creative abilities. and applied in favor of the humanities faculties and thus the hypothesis was rejected. This is due to the fact that the humanities faculties focus in their plans and courses on studying the nature of the human personality, thinking skills, communication skills, and problem solving.

The results of the third hypothesis

There are no statistically significant differences at the significance level ($\alpha \geq 0.05$) in the behavioral characteristics of gifted students from the perspective of university students according to a theory attributed to the university variable. The third hypothesis was examined through the t-test calculating the arithmetic averages of the response of the study sample according to the following table (7.4): Arithmetic means and standard deviations of the response of the sample members

Domain	University	Repetition	arithmetic average	standard deviation
Behavioral indicators of analytical abilities	An-Najah	79	3.6535	0.4484
	Al-Quds	135	3.67078	0.5116
	Birzeit	71	3.754304	0.453
Behavioral indicators of	An-Najah	79	3.754304	0.4887
	Al-Quds	135	3.693827	0.56609

creative abilities	Birzeit	71	4.00939	0.46109
Behavioral Indicators of Applied Abilities	An-Najah	79	3.567669	0.5211
	Al-Quds	135	3.605291	0.6726
	Birzeit	71	3.873239	0.5788
Total marks	An-Najah	79	3.606621	0.40384
	Al-Quds	135	3.656633	0.52078
	Birzeit	71	0.42904	0.43141

It is noticed from Table No. (7.4) that there are apparent differences in the behavioral characteristics of gifted students due to the university variable, and to find out the significance of the differences, one-way ANOVA was used as shown in Table No. (8.4)

Table (8.4): Results of the one-way analysis of variance test for the response of the sample members to the behavioral characteristics of gifted students in Palestinian universities due to the university variable

	Contrast Source	Squares Sum	Freedom Degrees	average squares	F Value	Significance level
Analytical indicators	between groups	0.612	3.000	0.204	0.888	0.448
	within groups	64.534	281.000	0.230		
	Total	65.146	284.000			
creative indicators	between groups	6.952	3.000	2.317	8.595	*0.000
	within groups	75.736	281.000	0.270		
	Total	82.707	284.000			
Applied indicators	between groups	4.600	3.000	1.533	4.117	*0.007
	within groups	104.656	281.000	0.372		
	Total	109.256	284.000			
Total degree	between groups	3.191	3.000	1.064	4.859	*0.003
	within groups	61.513	281.000	0.219		
	Total	64.704	284.000			

It is noticed that the value of q for the total degree is (4.859) and the level of significance is (0.003) which is less than the level of significance ($\alpha \geq 0.05$), meaning that there are statistically significant differences in the total degree of behavioral characteristics of gifted students due to the university variable” and in the areas of behavioral indicators of the applied and creative abilities of the students. Talented students are attributed to the university variable. Thus, the hypothesis is rejected.

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To find out the significance of the differences, the table of behavioral characteristics of the applied and creative analytical abilities of gifted students and the total score was used:

The binary comparisons at the top using the Tukey table indicate that there are differences between the creativity indicators and the overall score based on the university in which the student is studying. They were between An-Najah and Al-Quds University students in favor of Al-Quds University students, and between Birzeit University students and success in favor of Birzeit University students. And between Birzeit University and Jerusalem students in favor of Birzeit University, there are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the behavioral characteristics of gifted students from the point of view of Palestinian university students according to the theory of triple intelligence due to the university variable Binary comparisons at the top using Tukey's table to the presence of Differences between the creative indicators and the overall score based on the university in which the student studies, were between An-Najah and Al-Quds University students in favor of Al-Quds University students, and between Birzeit University students and success in favor of Birzeit University students. and between Birzeit University and Jerusalem students for Birzeit University. The existence of a difference in the creative abilities from the perspective of university students is a natural thing because there is a difference in the residential areas and the different cultures in the Palestinian social classes about the concept of creativity, which came to the benefit of the students of Al-Quds University by comparing it to An-Najah University. A student with an open vision that deviates from the norm more than the environment available at An-Najah University. Also, the vision of Birzeit University students surpassed that of Abu Dis University students for the same reason, which is the presence of a more open cultural and social environment, especially that Birzeit University is alien to the city from Al-Quds University, which is surrounded in a confined area. The character of the town is more dominant than the city. There are no studies that discussed this variable.

Recommendations :

1. Directing an invitation to universities and colleges to study mental superiority and conduct awareness sessions to detect the gifted.
2. 2- Directing research students to do studies in theses and messages of Palestinian universities
3. 3- Detecting and caring for the talented at the university stage and designing a scout battery to detect their different characteristics
4. 4- Contribute to encouraging the Ministry of Education to adopt talented students in Palestinian universities
5. 5- Doing extensive scientific research and measurements to reveal the characteristics of the different talents
6. 6- Developing a scale to measure the analytical, practical and creative characteristics of the gifted

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