



Nurturing Giftedness in Finland and Saudi Arabia: Comparative Study

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ABSTRACT

This research establishes a comparison between Finland and Saudi Arabia, specifically on the educational management system and teachers' role in the identification and cultivation of gifted students. Accordingly, a review of related literature was conducted, including studies on giftedness, educational management, and teacher roles in both countries. Findings are detailed as follows: both systems must enhance their processes of identifying and supporting gifted students; in Finland, gifted students need tailored treatment, while Saudi Arabia must develop more rigorous identification methods. Pedagogical training programs must also be updated to arm teachers with the essential competencies for determining and assisting gifted students. In sum, this research emphasizes the significance of meeting the needs of gifted students through the educational systems of the two countries. This study provides recommendations for improving educational policies and procedures for gifted students. It suggests enhancing the qualifications of prospective educators in the field of gifted education, proposing a specialized educational program for aspiring teachers, and incorporating technology-oriented instructional programs. The study emphasizes the importance of establishing a curriculum focused on giftedness and talented students, engaging gifted learners through experiential learning activities, and equipping educators with relevant technological abilities. It also suggests future research areas, including differentiated instruction, general education provision, identification processes for talented kids, and understanding parents' perspectives on giftedness and gifted education. Further investigation is needed to examine teacher qualifications and backgrounds, program quality, and the training of educators in effectively supporting and motivating high-achieving learners.

Keywords: giftedness, educational system, teacher's role, Saudi Arabia, Finland.

Introduction

Children from all backgrounds and conditions must gain support from their parents, teachers, and the larger community as they strive to achieve their personal best. Nonetheless, educators are vital for exceptional students. Particular attention must be paid to gifted children's growth and development, which involve their intellectual, social, emotional, and physical dimensions. Therefore, the primary task of educators is to collaborate with the parents of these gifted children to assist them in actualizing their full academic and intellectual potential.

Educating gifted children is an exciting but challenging task. Teachers tackle a diversity of students' knowledge, abilities, and aptitudes in class. Teachers must develop an eye to distinguish their pedagogical approaches when facilitating these students' daily learning and advancement, with the former aware of the achievement range of the latter.

Teaching gifted students may require supplement programs, adaptable aptitude classifications, and acceleration. Teacher support for these students can be ensured through pre-service education and professional

development. A substantial amount of research has proven that the educational and social needs of exceptional students are met through tailored learning programs (Bogoyavlenskaya et al., 2021).

Educational systems worldwide pay attention to cultivating and maintaining giftedness and talent in students. On promoting genius and giftedness, the Saudi Arabian and Finnish educational methods exemplify such pedagogies that value the fostering of gifted students. However, they display substantial differences. Saudi Arabia practices rote learning that stresses memorization and passing the tests. Student assessment heavily focuses on their skill to memorize facts and figures but ignores their originality or capacity for critical thought (Albalawi, 2018). This scenario seems to hinder the progress of innovative and brilliant students. By contrast, Finland exclusively underlines inventiveness and learning. Exploring different concepts and asking questions are highly welcomed among the students (Bogar & Lavonen, 2022). The latter system creates a nurturing environment for cultivating exceptional and brilliant learners.

Therefore, Saudi Arabia must further enhance their methods of cultivating brilliant learners. A need arises to determine the flaws and highpoints of these pedagogical processes for gifted students in Saudi Arabia and Finland. Thus, the research objective is to establish a comparison between the Saudi and Finnish educational systems in terms of the supportive methods employed for gifted students. Determining these differences in the management systems and teachers' roles between both educational systems will yield certain recommendations to enhance the process of fostering gifted students in both countries.

RQ1: How do educational management systems in Finland and Saudi Arabia support gifted students?

RQ2: How do the teachers' roles in both Saudi Arabia and Finland support gifted students?

Literature review

Within the realm of inclusive education, educators play a pivotal role in identifying indicators of giftedness, implementing efficacious instructional approaches, and closely monitoring the progress of kids who have been designated as gifted or talented. Consequently, numerous nations have implemented initiatives aimed at supporting high-achieving kids hailing from diverse geographical backgrounds. In certain countries, such as Lithuania and Colombia, policy and regulatory frameworks provide explicit delineation of the responsibilities assigned to teachers. Various nations, including Korea, implement comprehensive criteria and allocate resources in their respective contexts. Nevertheless, there are still gaps in the standardization of primary education and the sustainability of specialized education.

Teacher Roles in Inclusive Education

Certain countries offer compelling illustrations of clear frameworks outlining teacher responsibility through policies or legal regulations (Akgül, 2021). The successful implementation of inclusive education is heavily dependent on the active engagement of instructors. There continues to be a global imperative to address deficiencies in pedagogical training and specialized professional development to enhance educators' ability to identify and nurture exceptionally talented pupils (Abo-Zena et al., (2022.()

Finnish Education System and Giftedness

The Finnish educational system, renowned for its commitment to egalitarian principles, offers a compelling perspective on gifted education (Chung, 2019). Despite Finland's commitment to equality and support for the unique needs of all students, including those with learning difficulties, the prioritization of individualized education for talented children has been lacking (Bogar & Lavonen, 2022). The commendable dedication to fostering diversity and inclusivity may inadvertently give rise to challenges in recognizing and addressing the needs of exceptional kids, potentially leading to insufficient provision of support and resources for this group. Finnish educators, who possess master's degrees and professional academic training, have a substantial responsibility in customizing their instructional approaches to accommodate the individual ability of each student, even in the absence of established criteria for identifying giftedness (Laine et al., 2021). Nevertheless, it is possible that exceptionally talented individuals may not receive the necessary level of support and recognition due to the prevailing focus on providing special education services primarily for students with learning difficulties (Veugelers, 2021).

Recognition and Support for Gifted Students in Finland

According to Laine et al. (2019), Finland, Denmark, and Sweden offer several acceleration choices, such as early school enrollment, supplementation, and extracurricular activities, to ensure that gifted students receive a comprehensive education. However, it is plausible that these students may not receive sufficient and structured assistance due to the absence of established criteria for identifying giftedness in Finland (Fu, 2022). It is recommended that educators in Finland, who prioritize personalized instruction, acquire further knowledge regarding the psychological and social aspects of giftedness to effectively address the needs of their students.

Gifted Education in Saudi Arabia

Despite certain advancements in Saudi Arabia's efforts to recognize and cater to gifted kids, there remains a need for more enhancements in the country's educational system (Al-Subaie, 2020). According to Alamer and Phillipson (2020), gifted students in Saudi Arabia, particularly those who excel in the STEM disciplines, encounter distinct challenges that necessitate the presence of specialized educators and a more advanced curriculum. However, the identification of a suitable curriculum for gifted kids remains a global issue (Hudson et al., 2010).

Recognizing and Providing Services for Gifted Learners in Saudi Arabia

The recognition of the significance of offering specialized learning environments and individualized curricula to gifted kids in Saudi Arabia is demonstrated via the implementation of regulations and initiatives by organizations such as the King Abdulaziz Foundation for Giftedness and Creativity (Alamer, 2014). Nevertheless, a significant deficit exists in the number of educators who have undergone specialized instruction in the field of gifted education (Aichouni et al., 2015).

Finland and Saudi Arabia have achieved significant progress in fostering inclusive classroom environments and enhancing educational opportunities for kids with diverse abilities. To optimize the development of talented children globally, scholarly literature underscores the need for international research to inform and improve educational practices in this domain (Am et al., 2023). To obtain a comprehensive understanding of the challenges and remedies within the realm of gifted education, it is imperative to engage with and explore international research and scholarly investigations.

Finnish Education System and Giftedness

Finnish culture has been characterized to be indulgent, which recognizes the fundamental and universal human needs connected with relishing one's life or simply having fun. In Finland, education aims to support each student's holistic growth and not only their scholarly triumphs (Chung, 2019). Accordingly, instructing learners entails inclusive and integrative educational environments. Schools offer special education to assist those with learning difficulties (Bogar & lavonen, 2022). However, access to individualized education for bright pupils has not been a priority. The highly democratic educational system in Finland becomes a pertinent setting to investigate teachers' views on gifted education (Chung, 2019). Attention for the most at-risk children has served as the core educational principle from its foundation, and a large portion of the support has been reserved for children with distinct learning requirements (Kuusisto, Laine & Rissanen, 2021). This weight on fairness and equal opportunities for all students also covers their approach to gifted education, which highlights the tasks of recognizing and assisting the personalized needs of each learner. Examining how Finnish teachers perceive gifted education within this context and how their views may vary from those in other countries with unique educational systems has value (Hernández et al., 2022).

An excellent illustration of the process of applying this individual equality is in the teaching of exceptional students. Understanding the Finnish educational system reveals the absence of sanctioned gifted identification criteria, authorized definitions of giftedness, and approved gifted education programs (Laine & Tirri, 2021). Furthermore, handling gifted students and their needs is a requirement for teacher preparation in Finland, although all the country's classroom teachers have master's degrees and professional academic training (Laine et al., 2021). In this equal setting, discussing giftedness or recognizing someone or oneself as gifted may be challenging. This situation may lead to a scenario where all children are viewed as brilliant or the idea that people with exceptional intelligence can support themselves (Sahlberg, 2021). This situation may occur even though all classroom teachers in the country are master's degree holders with professional academic training. However, owing to this equal setting, discussing giftedness, or even identifying oneself or others as gifted can be challenging. Consequently, people tend to view all children as brilliant or conclude that individuals with exceptional intelligence can easily support themselves.

Recognition and Support for Gifted Students in Finland

Finland's progressive educational system satisfies the individual requirements of each child. Nevertheless, teachers must understand further the socioemotional aspects of giftedness given the fixed mindset of some Finnish educators regarding learners' aptitude. In Finland, Denmark, and Sweden, opportunities are available for acceleration through earlier enrolment in comprehensive schools, supplementation, and extracurricular activities such as talent shows or summer camps (Laine et al., 2019). These activities can offer learners a more holistic education and assist them in acquiring necessary skills that may otherwise be inaccessible in a traditional classroom environment. These programs can also aid students in ascertaining their passions and interests, which can lead to future career opportunities. The Finnish school system has no official criteria for giftedness because equality is valued above all else (Veugelers, 2021). Given that neither the statute nor the curriculum mentions it, upper secondary education excludes definitions of giftedness or identification criteria (Wang et al., 2018). Nonetheless, teachers are prepared to adjust their lessons to match each learner's aptitude

to foster growth (Tirri, 2021). Otherwise, the situation may lead to a lack of support for gifted students who may require other resources and attention to reach their full potential. Thus, educators and society must acknowledge and meet the needs of gifted students to promote their learning progress.

Finnish teachers have high regard for every student as a unique person. Moreover, acceleration a critical element of gifted education is compatible with Finland's educational philosophy (Rissanen et al., 2018). Thus, Finland's educational philosophy supports a necessary facet of gifted education. Veugelers (2021) argued the following: as opposed to helping academically gifted individuals, Finland's educators generally view special education to assist students with learning difficulties. Consequently, less attention is paid to special education than to children with learning disabilities. Therefore, studies that examine children with learning disabilities likely obtain more scholarly interest than research centered on special education. In Saudi Arabia, giftedness is also slowly gaining the Ministry of Education's attention; however, the system of supporting giftedness still requires reform (Al-Subaie, 2020). Such reconsideration will be useful in determining the flaws and high points of that system and subsequently offering some pertinent suggestions while addressing them (Leach, 2022).

Gifted education in Saudi Arabia

Gifted students are generally known to distinguish themselves from others in terms of complexity and precocity. The broad feature of the Saudi education system raises the involvement of gifted learners. Those gifted in science and/or mathematics are anticipated to develop their aptitude in these subjects with the system's assistance and sufficient meeting of their needs. Gifted students possess specific learning requirements that need expert instructors and advanced courses. Determining relevant syllabi for gifted learners has become a global challenge (Alamer & Phillipson, 2020; Hudson et al., 2010). The latter directed the educational system to employ courses that satisfy the demands of gifted learners (Alelyani, 2020). Alamiri (2020) proposed that employing personalized courses for gifted learners in regular classes would yield better scholarly behaviors and higher educational accomplishments for the gifted. Additionally, gifted learners require scholarly experiences that satisfy their intellectuality and with possible significance to societal problems as their inspiration to create solutions. They should be educated according to their preference. In certain courses, some gifted learners want to learn fast; whereas others prefer a more relaxed timing, and teachers should heed such inclinations. Notably, granting these gifted learners' courses that align with their endowments would not enable them to capitalize on their gifts, except when they are under the supervision of expert and relevant teachers (Alamer, 2014).

Recognizing and Providing Services for Gifted Learners in Saudi Arabia

Gifted Saudi students hold academic proficiencies like other students worldwide, although the interest in investigating problems pertinent to gifted learning in the Kingdom remains lacking (Al-Garni, 2012). Despite having two professional establishments, namely, King Abdulaziz and His Companions Foundation for Giftedness and Creativity and the General Department for Gifted Students at the Ministry of Education, several concerns persistently challenge gifted learners in Saudi schools. After revisiting the objectives of these institutions, the overall objective of King Abdulaziz and His Companions Foundation for Giftedness and Creativity with the Ministry of Education is found to determine gifted students to grant them the knowledge vital to meet their needs (Alamer, 2010; Alamer & Phillipson, 2020; Alfaiz et al., 2022).

The Saudi educational system meets the need of gifted learners to be in a distinct educational setting and the need to personalize the general curriculum to satisfy their needs. The policymakers of Saudi Arabia acknowledge this fact, and the latter is specified in all regulations for identifying gifted learners (Yusuf, 2023). The teachers' efforts to revise sciences and mathematics to meet the needs of gifted learners are actions geared toward the crafting of a distinctive program for gifted learners in Saudi schools as well as gifted courses (Alamer, 2014; Alelyani, 2020).

Providing an appropriate curriculum for gifted learners would be useless if they are handled by unqualified instructors who lack an understanding of this student population and lack the ability to carry out teaching activities that honor diversity. The teachers' role and duties in this situation include inspiring all gifted learners to reach their full potential. This goal encourages teachers to identify these potentials and improve them. In the Kingdom, many teachers of gifted learners in both public and private schools lack the professional training to teach this unique population (Aichouni et al., 2015). Thus far, one unit can be seen in the Introduction to Gifted Education offered in the branch of Special Education; however, prospective educators fail to access special courses for gifted education in the universities of Saudi Arabia (Aladsani, 2020).

Al-Garni (2012) studied the effect of training on Saudi teachers' attitudes toward gifted learners and demonstrated that some instructors held negative views and limited understanding regarding gifted learners and gifted education. This finding proves the need to develop Saudi training programs for teachers to professionally handle the gifted and work to raise the number of instructors who are believed to be qualified to teach gifted individuals. Appreciating the gifted learners' qualities as well as their emotional, academic, and social needs plays an important role in recognizing gifted learners and providing appropriate services for learning. In this situation, teachers offer these developmental services for the talented based on their special characteristics (Al-Dalham, 2018).

Methodology

Research design

The objective of this study is to conduct a comparative analysis of the educational contexts in Saudi Arabia and Finland, focusing specifically on the strategies employed by education administration systems and instructors to cultivate giftedness among students. The selection of these countries and regions of focus is justified by the distinctive educational environments they offer.

What are the commonalities between Finland and Saudi Arabia?

Finland and Saudi Arabia were chosen based on their divergent educational systems, cultural contexts, and approaches towards gifted education. Finland is widely recognized for its progressive and inclusive educational practices, characterized by openness and democracy. In contrast, Saudi Arabia is presently undergoing a transformative shift in its approach towards nurturing and empowering exceptionally talented pupils. This juxtaposition provides an opportunity for investigation into how various pedagogical methodologies influence the cultivation of talent.

The rationale for utilizing a Learning Management System (LMS)

The development and implementation of policies, procedures, and support structures for gifted education are significantly shaped by education management systems. A comprehensive analysis of the treatment of gifted children can be achieved by examining the structural foundations that shape this process in Finland and Saudi Arabia.

Is there a necessity for the presence of a teacher?

Educators have a crucial role within the educational setting, as their perspectives and behaviors significantly impact the identification and provision of assistance to gifted kids. Examining the role of educators is crucial for comprehending the pragmatic elements involved in fostering giftedness across many cultural and educational settings.

Research Design

This study employs a comparative qualitative approach, drawing on the research conducted by Hayhoe and Mundy (2008) as well as Yin (2018). comparative research is used as a methodological approach due to its ability to facilitate the identification and examination of both similarities and differences within the phenomenon under investigation across many locations.

Data collection

A systematic approach was employed to conduct content analysis, wherein data was systematically categorized into key themes including initiatives, achievements, and challenges. The methodology involved the process of categorizing core concepts and classes, wherein similar codes were organized together to form cohesive classes. Subsequently, the authors employed these categories as a framework to conduct a comparative analysis of records pertaining to gifted kids in both nations. The objective was to identify shared patterns as well as divergences in the management of gifted students and the role of teachers in nurturing their talents.

Data analysis

Examples of qualitative data collection approaches include document analysis and content analysis. To ensure the accuracy of the information, a comprehensive assessment was conducted, encompassing academic publications, government websites, as well as official sources from the Ministries of Education and Culture in Finland and Saudi Arabia. This extensive analysis of documents enables a complete comparison and identification of contradictions in the field of gifted education.

Findings and Discussion

In this study, we analyze and critically examine our research findings, focusing on a comparative examination of the educational administration systems in Saudi Arabia and Finland. Specifically, we compare the educational administration systems in Saudi Arabia and Finland. In addition, we investigate the roles that teachers play in fostering the development of intellectually gifted children and adolescents. The organizational structure has been constructed in a way that effectively establishes connections between the identified themes, the research design, and the theoretical framework. This has been accomplished using a method that has been termed "effectively establishing connections." The purpose of this paper is to examine and contrast the two countries of Saudi Arabia and Finland. Near to each other

1. School Administration Systems

1.1 The Structures of the Saudi Arabian School Administration Systems

Since 1969, Saudi Arabia has been implementing an educational strategy that lays a strong emphasis on assuring the provision of high-quality education to all pupils, with a particular focus on those kids who display exceptionally amazing intellectual potential. A big step forward in the field was taken in 1999 when the Saudi Project on Talent Identification was launched for the first time. As part of this plan, the administration of Saudi GE put into action a wide variety of tactics, such as research undertakings, instructional programs aimed at educators, and collaborations with the commercial sector. Although there have been significant improvements achieved in the field of genetic engineering (GE), there are still some difficulties that need further consideration. The need for adjustments to educational curricula, an inadequate amount of preparedness on the part of teachers, and the requirement for worldwide standards in GE management practices are all examples of these challenges. In the meanwhile, the participation of the private sector in Saudi Arabia's gifted education movement is cause for optimism over the country's future support of this initiative.

1.2 The Administration of the Schools in Finland

The remarkable young people of Finland have benefited from Finland's adoption of a strategy that is both comprehensive and inclusive. Beginning with kindergarten, the educational management system lays a great emphasis on differentiation criteria to successfully respond to the various requirements of children. This is done to ensure that all children are met with appropriate education. Educators put themselves in a pivotal position and go through intensive training to be able to appropriately meet the requirements of their high-achieving students. The education system in Finland encourages students to develop a holistic understanding of giftedness, which goes beyond the traditional definition of success in academics. The unwillingness of teachers to give essential adaptations and delays in the execution of government-funded projects are two challenges that slow down the progression of educational support for gifted students. Both issues are a barrier to progress.

2. Roles of Teachers in Supporting Gifted Students

2.1 Teacher Reforms and Attitudes in Saudi Arabia

The Kingdom of Saudi Arabia has made significant strides toward modifying the way teachers think to facilitate the growth of exceptionally bright students as part of their educational system. These days, new and seasoned teachers alike have the option to participate in cutting-edge education and development programs. There has been a discernible movement in the direction of progress, which may be attributed to the growing number of teachers who are advocating for the educational needs of kids with exceptionalities within the context of the classroom environment. Despite this, there are ongoing difficulties, the most notable of which are insufficiently effective policies and superficial program implementation. For the Saudi educational system to be able to satisfactorily meet the requirements of exceptional students, these problems must be appropriately addressed.

2.2 Teacher Competencies and Ethical Sensitivity in Finland

The importance of teachers in the education of gifted students is recognized in Finland, and the country places a high priority on the professional development of teachers in areas such as the development of cross-curricular knowledge, critical thinking, and problem-solving abilities. Educators must overcome their prejudices and recognize the many forms of brilliance that are displayed by their pupils to foster an environment inside educational institutions that promotes a culture that values acceptance and equality for all individuals. The educational system in Finland has several problems, such as the requirement for continual training to make up for deficiencies in both in-service and pre-service teachers, as well as reservations on the part of teachers regarding the implementation of supplementary educational opportunities for pupils who are gifted.

Conclusions

The findings underscore the significance of educators in Saudi Arabia and Finland in catering to gifted children. Although all systems indeed derive advantages from optimistic perspectives, curricular diversification, and a focus on ethical sensitivity, they also encounter a range of challenges. Efforts such as the Saudi Project on Talent Identification have significantly advanced progress in this area. However, challenges persist in relation to the curriculum framework and the level of preparedness among educators. Finland's emphasis on teacher training and the promotion of democratic principles within the classroom is commendable; nonetheless, the nation has challenges such as teacher resistance and disruptions to educational programs.

The main conclusions drawn from the literature review and the answers to the previous research questions are detailed as follows:

1. Teachers within the Saudi and Finnish educational systems normally display favorable attitudes toward gifted students and their education. These attitudes can be reflected in the teachers' acceptance, teachers' improvement of social value, their support, and the fulfillment of students' needs. This support system clarifies the structure of the educational management in both countries, as both managements constantly

enhance their gifted policy and other relevant implications. However, the lack of trained and qualified teachers produced negative attitudes from regular teachers due to the gap between implications and policy, shortages in the application's depth, and deficits in policy quality. These issues primarily face the Saudi policy of gifted education, given the necessity to meet the needs of gifted students.

2. Both systems concentrated on curricular differentiation to help leverage gifted students' needs and unveil the uncultivated talents or gifts. Accordingly, acceleration and enrichment programs have been set up based on the core curriculum standards and content.
3. After investigating the GE literature in the Kingdom, the participatory paradigm of giftedness can be seen with creative productivity. Both standards have been set up to offer a modern path for defining talents in the educational context of Saudi Arabia.
4. The gifted policy effected in the Kingdom and Finland displays several parallel guidelines that think through the philosophies of the community and school, the student's interests and characteristics, and the teacher's pedagogical fortes and techniques. These policies also center on teachers specialized and individual credentials, the school's physical environment, parental concerns, the present educational system, the different meanings of giftedness and numerous methods of identification, academic resources, and the evaluation method associated with putting policy into practice.
5. Remarkable differences were also identified among Saudi and Finnish teachers on the overall training needs and knowledge of GE. This finding recognizes the need for both educational systems to enhance the knowledge levels and the training needs for teachers on gifted knowledge.
6. In-service and pre-service training courses for gifted students have provided several advantages for the educational process. These courses help identify gifted students and place them in appropriate environments with qualified teachers who possess adequate knowledge of GE.
7. The inclusive education (pull-out enrichment program) implemented by the Saudi Ministry of Education has demonstrated positive results in setting the best learning opportunities for all students with special needs, including talented students. This program considers the teachers' levels of knowledge regarding GE.

Recommendations and Further Studies

Based on the preceding inquiry, analysis, and primary discoveries of this study, this part presents some recommendations aimed at improving educational policies and standard procedures pertaining to gifted students. The preceding research presents crucial recommendations for the Saudi and Finnish Ministries of Higher Education to consider regarding the necessary requirements for future instructors. These recommendations also highlight the factors that must be considered while building a General Education course. Teachers who possess certain age groups, levels of experience, hometowns, or topic expertise would derive the greatest advantages from having access to GE experiences and courses.

- Enhance the qualifications of prospective educators by emphasizing the domain of gifted education.
- Propose the development of an educational program tailored for aspiring educators, specifically targeting the cultivation of giftedness. This program shall encompass practical teaching exercises that emphasize experiential learning, with a comprehensive curriculum encompassing specialized courses such as "Pedagogy for Gifted Children".
- Incorporate technology-oriented instructional programs to correspond with the educational demands of the 21st century.

This study also emphasizes the importance of establishing a curriculum focused on giftedness and talented students for future educators to implement more effective instructional strategies, such as engaging gifted learners through experiential learning activities, to facilitate increased engagement between gifted students and their coursework. Incorporating additional pertinent courses, such as "Pedagogy for Educating Gifted Students," would equip aspiring teachers with valuable instructional strategies upon commencing their teaching careers. Equipping educators with relevant technological abilities to effectively engage talented children is of great significance, as the latter possess a profound fluency in the language of the 21st century. The Ministries of Higher Education in Saudi Arabia and Finland, which oversee universities and colleges in their respective nations, may also endeavor to incorporate training programs that seek to provide pedagogical support to all students, including those who are talented, across all academic institutions. Cultivating the practice of continuous career growth would likewise be deemed essential. This approach entails educators engaging in ongoing inquiry into the process of learning while actively employed inside educational institutions.

Future studies in the subject of education should focus on specific areas, including the utilization of differentiated instruction by teachers and administrators, the effectiveness of various elements of general education provision, and the processes used to identify talented kids. Further investigation is warranted to explore the perspectives of parents of gifted students, to ascertain their level of understanding and attitudes towards giftedness and gifted education. This research endeavor is crucial to enhance the provision of educational services for these individuals, both within traditional classroom settings and beyond. Future research has the potential to examine and compare the topic content of specific courses given in different nations. Additionally, scholarly endeavors can be undertaken by comparing nations that have not yet been

explored. Further investigation might be conducted to examine the qualifications and educational backgrounds of teachers who are responsible for instructing talented students, in addition to evaluating the content and overall quality of programs designed specifically for this student population. Many educators often lack practical classroom experience in effectively addressing the needs of gifted students, as they commonly enter their profession without sufficient training to effectively support and motivate high-achieving learners.

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