

# Journal of King Abdulaziz University: Arts and Humanities

---

Volume 33 | Issue 4

Article 19

---

8-31-2025

## The Effectiveness of Parents` Nomination for their Gifted Children at Primary Schools in Light of Gender Differences: A Mixed Study

Abdulhamid Alarfaj

*King Faisal University, Kingdom of Saudi Arabia*, [Abdarfaj@kfu.edu.sa](mailto:Abdarfaj@kfu.edu.sa)

Al-Bandary A. Al-Hassan

*King Faisal University, Alahsa, Saudi Arabia*, [222402915@student.kfu.edu.sa](mailto:222402915@student.kfu.edu.sa)

Norah Saad Aldossary

*King Faisal University, Alahsa, Saudi Arabia*, [norah.aldossary88@gmail.com](mailto:norah.aldossary88@gmail.com)

Zainab Alsafar

*King Faisal University, Alahsa, Saudi Arabia*, [zain.a.al.safar@gmail.com](mailto:zain.a.al.safar@gmail.com)

Follow this and additional works at: <https://kauj.researchcommons.org/jah>



Part of the **Arts and Humanities Commons**

---

### Recommended Citation

Alarfaj, Abdulhamid; Al-Hassan, Al-Bandary A.; Aldossary, Norah Saad; and Alsafar, Zainab (2025) "The Effectiveness of Parents` Nomination for their Gifted Children at Primary Schools in Light of Gender Differences: A Mixed Study," *Journal of King Abdulaziz University: Arts and Humanities*: Vol. 33: Iss. 4, Article 19.

DOI: <https://doi.org/10.64064/1658-4295.1055>

This Article is brought to you for free and open access by King Abdulaziz University Journals. It has been accepted for inclusion in Journal of King Abdulaziz University: Arts and Humanities by an authorized editor of King Abdulaziz University Journals.

# The Effectiveness of Parents' Nomination for their Gifted Children at Primary Schools in Light of Gender Differences: A Mixed Study

**Abdulhamid Alarfaj<sup>1</sup>**

**Al-Bandary A. Al-Hassan<sup>2</sup>**

**Norah Saad Aldossary<sup>3</sup>**

**Zainab Alsafar<sup>4</sup>**

<sup>1</sup> Associate Professor, <sup>2, 3, 4</sup> PhD Candidate in Gifted Education, Department of Special Education, College of Education, King Faisal University, Alahsa, Saudi Arabia

<sup>1</sup>Abdarfaj@kfu.edu.sa, <sup>2</sup>222402915@student.kfu.edu.sa, <sup>3</sup>norah.aldossary88@gmail.com, <sup>4</sup>zain.a.al.safar@gmail.com

**Abstract.** The purpose of this research project was to examine the effectiveness of parents nominating their gifted children in primary schools, considering gender differences. This mixed-method study involved a quantitative component that utilized a scale to assess parental nomination efficiency, with a sample of 41 parents of gifted primary students, and a qualitative component featuring semi-structured interviews with 34 parents, both male and female. Data analysis was conducted using SPSS, applying mean and Pearson correlation coefficient for the quantitative results, while qualitative data underwent content analysis. Findings from the quantitative analysis indicated no statistically significant relationship between parents' nominations and the gender variable. However, qualitative results demonstrated various levels of parental engagement regarding their children's nomination. The study concluded with several recommendations, particularly emphasizing the necessity of raising parental awareness about the significance of nominating gifted children.

**Keywords:** Gifted Students; Parents' Nominations; Mawhiba Scale; The National Program for Gifted Identification

## Introduction

One of the latest tendencies in the educational field, and in the gifted educational field in particular, is the importance of early observing the earliest signs and indications of the giftedness in children in childhood. These early years build for the emerging of the gifted's characteristics and attributes of the giftedness in present for future gifted adults (Saranlı, 2017). Hence, several studies underlined the importance of early identification and nomination in the early childhood to empower the gifted children with the capabilities of developing their hidden qualities and abilities which will eventually affect positively the gifteds' total development (Saranlı, 2017; Saranlı, Er & Deniz, 2017; Koç & Saranlı, 2017; Kroesbergen et al., 2016). While it is extremely important to enable the early identification and develop reliable tools and standard tests as well as appropriate early educational intervention programs for the gifted children, yet these studies pointed out that there is a lack of reliable tools and tests to identify the gifted children at the preschool and the primary school level (Saadu et al., 2024; Bakhit et al, 2017; Saranlı, 2017).

From this perspective, the greatest focus in the gifted education field should be on nominating and detecting gifted students among primary school students, since it is considered a vital stage for nurturing gifted students. The most common methods used to identify gifted students in schools are intelligence tests, academic achievement tests, creativity scale, behavioral rating scale, nominations by teachers, parents, and peers, as well as nominations of gifted students themselves (Kroesbergen et al., 2016; Keli & Mojca, 2021). Consequently, schools and educational institutions are required to ensure diversity in using multiple methods to identify gifted students, and include several nominations, standardized measures and tests. However, the important issue that must be taken into account is that nominations in the gifted education field are carried out in different ways, each of which has its advantages and disadvantages. Equally important, parental nomination is considered one of the most effective methods of identifying gifted students especially in early stages. Accordingly, awareness of the significance of parental nomination and its major role in identifying their children's giftedness has a fundamental impact in the field.

The essential role of the parents in forming, shaping, and even discovering the distinct and exceptional skills and abilities of their gifted children cannot be denied. The parents are the first incubator and founder, and they may notice and discover the early indications of giftedness, talent, and latent exceptional abilities (Keli & Mojca, 2021), and early awareness of these will smoothly facilitate and pave the way for the rest of the educational process that their gifted children will undergo. Additionally, the role of parents is certainly important in demonstrating the latent abilities and skills of their children by supporting and assisting them, and creating appropriate circumstances inside and outside home (Borges & Hernández-Jorge, 2018; Keli & Mojca, 2021). Therefore, it is necessary for parents to be fully aware of the most main traits, characteristics, and early indicators of giftedness that can be discovered and distinguished in their gifted children in early childhood. Correspondingly, the parents should take responsibility in playing their effective role in developing and enhancing these traits, characteristics, and indicators once they are discovered.

Since the parents are often the first identifiers who notice and discover the early signs of emerging giftedness in their gifted children, they are primarily responsible for developing their skills and traits, with a focus on the psychological, physical, emotional, and academic needs of their gifted children in early stages (Mun et al., 2021), in order to fulfill these needs, to

overcome many development obstacles and challenges, and to enhance and achieve better outcomes in all life aspects in the future (Keli & Mojca, 2021).

To effectively identify the latent indicators of giftedness, parents should first comprehend the concept of giftedness and the characteristics of gifted individuals as acknowledged by the educational institutions in their country. In the Kingdom of Saudi Arabia, this understanding is guided by the General Administration for the Gifted and the King Abdulaziz and His Companions Foundation for Giftedness and Creativity, which supports and sponsors gifted students throughout the Kingdom's regions and adopts the concept of giftedness from the Marland report:

"Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas: (general intellectual ability - specific academic ability - creative or productive thinking - leadership ability, visual and performing arts, psychomotor ability" (Jolly & Robins, 2016).

Furthermore, certain behavioral characteristics can be recognized and discovered by parents, who should focus on nurturing them in gifted children during their childhood. This investment and empowerment can lead eventually to positive academic, social, and professional outcomes in their future. These characteristics include generating diverse ideas, keen observation, experimenting with new concepts, asking numerous questions, and offering quick and intuitive responses. (Behavioral characteristics of gifted people - Mawhiba Foundation, 2023). For this reason, this study emphasizes the significance of parental responsibility in identifying and fostering their children's giftedness and their major role in nominating them at primary schools.

### **Problem**

Since the mechanism for nominating gifted students in the Kingdom's schools requires a very small number of students – one student from each educational stage – i.e. only three students (according to the official circulars of the Ministry of Education), this leads to the neglect of countless gifted students by not discovering them because they did not enter the detection stage through official tests. Therefore, support for this neglected group comes from parents. Notwithstanding there is a group of parents who lack awareness of the importance of nominating their gifted children, which negatively affects their discovery and consequently the provision of appropriate care for them. On the other hand, there is a group of parents who misunderstand the true meaning of giftedness and view it as a characteristic of the elite, so they tend to nominate their children even if they are below the level.

Many researchers in the educational field and the field of gifted education have proven that teachers and parents possess important and valuable knowledge about the potential of gifted children since they often notice the first indicators of giftedness, its growth and development (Chan, 2000; Davis and Rimm, 2004). Nominations are one of the most prominent criteria used to identify those with giftedness, and this can be attributed to the possibility that teachers usually tend to nominate students with high academic achievement, or those who are characterized by calmness, obedience, and discipline (Al-Yasijin, 2021). For that reason, parents' nominations can be an alternative choice, since they have an exceptional perspective to estimate the talent

traits and evidence of their children that may not be clearly visible to teachers and others in the school environment, so an integrative approach in nominations is possible in order to support teachers' nominations with parents' nominations (Alamer, 2010). However, it is not possible to rely entirely on the nominations of teachers and parents because there is no conclusive proof of the veracity and effectiveness of these nominations, and this due to several reasons, including the lack of clarity of the concept of giftedness for the candidates of teachers and parents, as well as their lack of awareness and understanding of the characteristics and behavioral traits of people with giftedness, which is considered one of the indicators that candidates can base their nominations on.

One of the serious issues that raises widespread controversy in the field of educational research is the issue of the extent of the validity, reliability, and effectiveness of nominations, whether nominations by teachers, parents, peers, or people with giftedness themselves, and to what extent can the reliability and effectiveness of these nominations be measured? What are the foundations on which these nominations were based? And other questions that need clear answers can be addressed during this study, specifically shedding light on the issue of measuring the veracity and effectiveness of parents' nominations based on their interest in discovering the initial indicators of giftedness and behavioral traits of gifted children during their early formative years and their physical, cognitive, and mental development.

## **Objectives**

General objective:

- To reveal the effectiveness of parents' nomination of their gifted children in the primary stage in light of the gender variable.

● Sub-objectives:

- To reveal the effectiveness of parents' nomination of their gifted children in the primary stage from their point of view?
- To reveal the differences in parents' nomination of their children due to the gender variable?
- To reveal the perceptions of parents regarding the nomination of their gifted children for the primary stage?

## **Questions**

- What is the degree of efficiency of parents' nomination of their gifted child in the primary stage from their point of view?
- Is there a difference in parents' nominations for their children due to the gender variable?
- Is there a statistically significant relationship between parents' nomination of their children and the gender variable?
- What are parents' perceptions of nominating their gifted child for primary school?

## **Importance**

### **Theoretical Importance:**

The theoretical importance of this study stems from the fact that it is one of the most prominent and important issues in the field of gifted education, which is related to discovering and identifying gifted children and students in the early stages of their lives, and bridging the research gap that was formed due to the scarcity of published research on parents' nomination of their gifted children globally and its scarcity at the local level, which helps researchers and those interested in developing the field of detection.

### **Practical significance:**

Using a mixed research approach helps in understanding and interpreting quantitative results in a realistic way.

## **Limitations**

- Time Limitation: The third academic term of the Academic Year 2022-2023M.
- Objective Limitation: To reveal the effectiveness of parents' nomination of their gifted children in the primary stage in light of the gender variable.
- Human Limitation: Parents of gifted students in the primary stage whose children are enrolled in the following private and international schools (Al Anjal Private Primary Schools - Al-Kifah Academy Primary Schools - Jawatha National Primary Schools - Future Vision Primary Schools - Dohat Al Ibdaa International Primary Schools - AlNukhbah National Primary Schools)
- Space Limitation: Al-Ahsa Governorate - Kingdom of Saudi Arabia.

## **Terminology**

### **Gifted Students:**

#### **Concept of Giftedness according to Marland's Report:**

"Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas: (general intellectual ability - specific academic ability - creative or productive thinking - leadership ability, visual and performing arts, psychomotor ability"(Jolly & Robins, 2016; Marland, 1972).

## **The National Program for Gifted Identification:**

"The beginning of the strategic partnership was in 2011 with "Mawhiba," the "Ministry of Education," and the "National Center for Assessment" to establish and implement "The National Program for Gifted Identification" through codified tools and standards, where the model was developed to identify the gifted with an advanced scientific methodology based on the most important scientific foundations and educational best practices to ensure the adequate selection of promising students. Through this model a large database of gifted public education students in the Kingdom was created, and continues to grow". (Mawhiba, 2023).

### **Nomination Mechanisms for the National Program for Giftedness Identification:**

At the King Abdulaziz and His Companions Foundation for Giftedness and Creativity (2023):

- Through the student's nomination by his school.
- Through the student's self-nomination by himself or his guardian.

Procedural definitions:

Effectiveness of parents' nomination: The score obtained by parents on "The Scale of Efficiency of Parents' Nomination" for their gifted child in primary schools.

### **Theoretical Framework and Previous Studies**

As a matter of fact, the effectiveness of parents' nomination of their gifted children to primary school in light of gender differences is a complicated issue that has been the subject of several studies. A mixed study by Marsili, & Pellegrini (2022) found that parental nomination was an effective way to identify gifted children, but there were some gender differences in the results, since boys were more likely to be nominated than girls. Similarly, another study was consistent with this finding which has shown that teachers are more likely to nominate boys than girls for gifted programs (Bianco et al., 2011).

Indeed, there are a number of possible explanations for the gender differences in parental nomination. One possibility is that parents tend to recognize talent in their sons more than in their daughters according to the differences between boys' and girls' nature, ability, and personality in early stages. Another possibility is that parents have different expectations for their sons and daughters. For instance, parents may expect their sons to be more academically successful than their daughters. This difference in expectations may increase the opportunities that parents will nominate their sons for gifted programs more than their daughters.

Gifted programs can provide valuable opportunities for students to develop their talents and skills. Yet, it is obvious that gender differences in parental nomination is such a source of concern, since it may lead to underrepresentation of girls in gifted programs. The underrepresentation of girls in gifted programs may mean that girls do not get the same opportunities as boys to reach their full potential. In this matter, the mixed study conducted by Pellegrini, & Marsili, (2022) provided important evidence about the effectiveness of parental nomination to identify gifted children. The study also highlighted the need to address gender differences in parental nomination, by taking steps to educate parents about giftedness and the importance of identifying gifted children, regardless of their gender.

Moreover, there are a number of qualitative studies that have examined the effectiveness of parents' nominating gifted children. These studies have found that parental nomination can be an effective tool to identify gifted children, yet there are some limitations to this tool. In light of the strengths of parent nomination, it can be noticed that it allows parents to share their own insights into their children's giftedness, abilities, and potentials. Parents are often the first to realize that their child is gifted, and they can provide valuable information about their child's strengths and interests. In addition, parent nomination can help identify children who may not be identified through other tools, such as teachers' nomination or standardized tests.

However, there are also some limitations on parental nomination. One limitation is that parents may not be accurate in their assessment of their children's giftedness. Additionally, parents may be more likely to nominate their children for gifted programs if they have high expectations for their children's academic success. This can lead to an overrepresentation of children from high-income families in gifted programs.

To put it another way, parent nomination can be an effective way to identify gifted children, yet it is essential to educate parents about the concept of giftedness and its indicators as well as the importance of identifying gifted children, regardless of their academic, social, and financial background. Likewise, schools should use a variety of methods to identify gifted children, including parents' nomination, teachers' nomination, and standardized tests. With this in mind, Solow (2001) conducted a qualitative study to investigate how parents perceive giftedness. The study found that parents often have a broad definition of giftedness, and that they believe that giftedness can manifest itself in a variety of ways. In addition, parents often believe that gifted children have special needs that must be met.

Similarly, another study was conducted by Frazier & Paulson (2007) aimed to investigate the use of parental nomination in identifying gifted students. The study was conducted in a school district in the United States, where researchers collected data from a sample of 1,200 students in grades 1-5, students were nominated by their parents as gifted students. The researchers compared the students nominated by their parents to the students who were not nominated. As a result, the researchers found that students who were nominated by their parents were more likely to be identified as gifted than students who were not nominated.

While the study conducted by McBee, Bartell, and Little (2016) examined the use of multiple sources of information in identifying gifted students. The study was a literature review, and the researchers collected data from a variety of sources, including journal articles, books, and government reports. The researchers found that there is agreement among experts that multiple sources of information should be used to identify gifted students.

In the same matter, Al-Mahrouqi, & El-Khodary, (2018) studied the role of participation of Emirati parents for gifted students. The study used qualitative methodology, including semi-structured interviews and focus groups. The results of the study revealed that Emirati parents of the gifted play a variety of roles in their children's education, including: identifying their children's talent, advocating for their children, providing enrichment opportunities, and supporting their children's emotional well-being. Among the study's findings is that parents of gifted students have high expectations regarding their children's academic achievement and feel a sense of responsibility to assist their children achieve their goals.

Another mixed study aimed to identify the views of experts, teachers, and parents on the mechanisms for detecting gifted students in the early basic stages, from the first to the fourth grades. The study found that experts were interested in multiple mechanisms for detecting gifted students. It's significant to mention that experts gave the greatest attention to parental nominations, then detection through intelligence and creativity tests, then detection of gifted students through teacher nominations. A number of experts underestimated the importance of the mechanism of detecting gifted students through academic achievement and peer nomination (Abu Hanoud and Affouna, 2021).

A study by Kukanja, & Ule. (2021) aimed to find out to what extent parents perceive potential talents in their pre-school children and whether they encourage them to develop their potential in different areas of talent. The study was conducted in Slovenia and included a sample of 201 parents. For preschool children, the study found that parents were more likely to nominate their children for gifted programs if they were older, had higher educational levels, and were viewed as having outstanding strengths in one or more areas. Parents were also more likely to nominate their children for gifted programs if they believe that talent is important and that their children would benefit from being in a gifted program. The study also found that parents were more likely to encourage their children to develop their potential in areas where they were seen as

having notable strengths. The study concluded that parents play an important role in recognizing and nurturing talent in their children.

Keli and Mojca (2021) explored the neglected area of gifted children in Slovenia, focusing on the role of parents in identifying and nurturing giftedness. The study employed a mixed-method, descriptive, non-causal, and non-experimental approach. It highlighted the importance of parental involvement in recognizing and promoting gifted traits in preschool children. The findings are crucial for enhancing the recognition and development of gifted potential in both kindergarten and family settings, addressing gaps in programmatic and legislative support for gifted education in Slovenia.

Overall, it is clear from previously mentioned studies that there is a positive effectiveness in parents' nominations for their children, and it shows the parents' keenness to develop their children's potential. As for studies that examined the effectiveness of parental nomination according to the gender of children, they indicated an increase in the nomination of males versus females (Marsili, & Pellegrini, 2022).

The rarity of old studies and the fact that there is a long gap between its publication and current research make it important to include these references to support the current study. Other studies are conducted in foreign communities, while this current study focuses on local samples. However, all the studies employ mixed research methodology, which can heighten the accuracy and detailedness of findings. This type of research will then be employed in examining the effectiveness of parental nomination based on gender in the local context as to determine whether the outcome will match previous results. This study will then try to expound on the impact of the gender variable in the effectiveness of parental nomination in the local context.

## **Methodology**

This study adopts a mixed methods approach, combining quantitative and qualitative research methods to provide a more rounded view of the topic. This study used a parallel convergent design where all data was collected and analyzed separately but compared and integrated during the discussion phase. Such an approach serves to mitigate possible limitations of single methods of research, and render data more credible and meaningful (Creswell, 2018).

In this study, quantitative data was gathered to examine the efficiency and effectiveness of parental nominations of gifted children. It also evaluated parents' understanding of their role in supporting and developing their children's talent from an early age. By combining these methods, the research aims to provide a comprehensive perspective that addresses both numerical data and personal insights, thus enhancing the validity and depth of the findings.

In a mixed-methods approach, quantitative data collection helps in selecting a target sample for further explorations of the qualitative stage. This stage allows in depth exploration of parents' perceptions of their children's giftedness. It explores the observed talents and the role of family and school, in support. The process is in line with the nomination procedures of King Abdulaziz and His Companions Foundation for Giftedness and Creativity. It enhances the reliability of the quantitative findings by identifying the characteristics and giftedness potential of children, ensuring a sound base for giftedness identification and support activities.

## **Study Population**

Parents of gifted students in the primary phase whose students are enrolled in the following private and international schools: 1) Al Anjal Private Primary Schools. 2) Al-Kifah Academy Primary Schools. 3) Jawatha National Primary Schools. 4) Future Vision Primary Schools. 5)

Dohat Al Ibdaa International Primary Schools. 6) AlNukhbah National Primary Schools at Al-Ahsa governorate, Kingdom of Saudi Arabia (323 parents) According to statistics from the Al-Ahsa Education Department.

### **Study Sample (Study Participants)**

In the study, 41 parents were reached and a quantitative questionnaire was applied to them about the effectiveness of nomination based on the parents' perspective, and 34 of these parents participated in a qualitative interview to share their experiences and feelings about nomination.

\*This number is very acceptable in qualitative studies to reach saturation

### **Characteristics of the Study Sample**

The sample selection focused on parents of primary school students, both male and female, who were nominated for the giftedness scale. These students successfully passed the scale, confirming their gifted status. This criterion ensures that the sample represents parents who have firsthand experience with the identification process of giftedness in their children, providing valuable insights into the challenges and considerations involved in nurturing gifted students. This approach aims to gather diverse perspectives from parents actively engaged in supporting their children's advanced educational needs (Table 1, 2, 3).

Table 1. Respondents Gender

Respondents Gender	The number	The ratio
Fathers	7	17%
Mothers	34	83%
Total	41	100%

Table 2. Candidates Gender

Candidates Gender	The number	The ratio
Males	21	51%
Females	20	49%
Total	41	100%

Table 3. Grades Registration

Grades Registration	The number	The ratio
Third primary grade	6	14%
Fourth primary grade	13	32%
Fifth primary grade	7	17%
Sixth primary grade	15	37%
Total	41	100%

## Study Procedures

After presenting the theoretical literature related to the variables of the study, building the study tools and judging them, the target sample was selected through the scale, then the interviewees were contacted to fix the time of the interview with them. Then the qualitative data was analyzed to reach the results. This process helped in analyzing the study variables and arriving at the results which helped in reaching the final results of the study.

## Study Tools

### Quantitative Data Collection

The Scale of the Efficiency of Parents' Nomination for Their Gifted Child in Primary Schools, which was developed by the researchers through a review of the literature and the use of their own experience in giftedness, were developed in a constructive manner highly accurate and according to their goals, and the reliability of this scale was approved for the accurate identification of the giftedness of children, and it is also one of the important tools for teachers and parents to facilitate their nomination of children, which will improve the accuracy of the identification of gifted children by:

#### 1. Arbitrators' Sincerity and Reliability:

In this study, agreement level of the specialists who rated the same scale is discussed in order to eliminate researcher bias. A five-member panel consisting of specialists in the field of gifted education conducted a reliability and validity study on the scale. Some statements were modified in terms of language, but there was no deletion of statements. Such steps are vital to ensure consistent interpretation by arbitrators and to build credibility in the process.

#### 2. Stability and Internal Consistency:

To ensure the reliability and stability of the scale, the researchers used Cronbach's alpha as a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance.

The results were as follows:

Table 4. Factor Consistency alpha Cronbach

Factor Consistency alpha Cronbach	0.89
-----------------------------------	------

It is an approved value in humanities and social studies and research.

#### 3. Internal Consistency Reliability:

Internal consistency reliability was determined by item interrelations and score correlations. A pilot study sample of 20 respondents, separate from the main study sample, was given the scale. The data were analyzed using SPSS, and Pearson Correlation Coefficient was used to determine the reliability. This approach ensures that the test items consistently measure the same construct, thus providing a reliable scale for further use. The data as shown in the following table:

Table 5. Internal Consistency Reliability

Item	Correlation coefficient	Item	Correlation coefficient
I believe in my son/daughter's abilities and potential as a gifted child	.813**	I provide my son/daughter with the necessary tools to develop his/her skills	.767**
I talk with my son/daughter at the level I expect from him/her	.744**	I give my son/daughter an opportunity to learn from his/her mistakes	.799**
I make sure to know everything about the process of enrolling in gifted programs	.866**	I guide my son/daughter to find sources of information that help him develop his skills	.870**
I support my son/daughter and help him/her enter gifted programs	.855**	I am in constant contact with my son/daughter's school	.856**
The school helped me provide appropriate support for my son/daughter to enter gifted programs	.885**	I cooperate with my son/daughter's school in developing his/her skills	.842**
I encourage my son/daughter to develop his/her skills	.813**	-	-

All items had a high correlation coefficient, which indicates the effectiveness of the scale and its validity.

### **Qualitative Data Collection Semi-Structured Interviews**

A semi-structured interview card was designed to search for responses that enrich the depth and interpretation of the sample of parents participating while it included the set of questions that were useful in understanding the orientation and behavior of the participants, and not to abandon the prior hypotheses of the researcher on them, which benefits the research in the depth and interpretation of the researcher on the study sample of the participants' responses.

#### **Arbitrators' Sincerity and Reliability:**

Due to the nature of the study and the nature of the method, the researcher was eager to construct the qualitative interview questions in a way that is compatible with the scale and the study

questions in order to achieve the aims of the study and interpret its results. After preparing the suitable interview questions, they presented to a panel of specialized arbitrators experienced in the field of education of the gifted to make observations and suggestions, which they agreed on the questions, and they thought that the importance of each question of the interview and therefore they did not add or detract.

The questions were:

- What were the signs of your child's talent and giftedness?
- When did you notice these signs?
- How did you develop them?
- How did you know about the mechanism of nominating the gifted program?
- How eager were you to enroll your child in the gifted program?
- How did the school help you enroll your child in the gifted program?

Credibility and Reliability:

Using face-to-face interviews to obtain reproducibility of the result and a rough stability of the result, the interview was done by three researchers to three people (one by one), interviews took an average time of 40 minutes, and then were repeated after a week, and the results proved the convergence of the answers. To avert the study from bias, interviews were recorded upon the acceptance of the participants. The results of the interviews were presented to experts in the field of talent and gifted education. In the interviews, they were asked to express their opinions and finally the triangulation strategy was used to increase the credibility of data collection, analysis, and interpretation, using multiple interviewers and in the analysis and interpretation process.

Qualitative Analysis Methods:

- The transcribing of qualitative data involves transferring audio to text using a transcription software and reviewing for accuracy.
- Researchers listen to interviews a second time making corrections and filling in gaps.
- Next, the data is coded, initially using open coding, and then themes are narrowed down to specific categories.
- Researchers take turns viewing the information to ensure different perspectives are used.
- The last step is writing up the data, integrating the qualitative data with the quantitative data, and presenting the results. This method provides a systematic approach to capture qualitative data and conduct analysis.

## **Discussion and Results Analysis**

### **First: Analysis of Quantitative Results**

Results of the first question: What is the degree of efficiency of parents' nomination of their gifted child in the primary stage from their point of view?

First, we calculated the arithmetic means and standard deviations of the sample's responses to the dimensions of the parents' nomination scale for their children. Note the following table:

Table 6. Results of the arithmetic means and standard deviations of the sample's responses on the scale of parents' nomination of their children:

#	Items	M	A	The level
1	I believe in my son/daughter's abilities and potential as a gifted child	4.71	.512	High very
2	I talk with my son/daughter at the level I expect from him/her	4.63	.536	High very
3	I make sure to know everything about the process of enrolling in gifted programs	4.29	.680	High very
4	I support my son/daughter and help him/her enter gifted programs	4.54	.596	High very
5	The school helped me provide appropriate support for my son/daughter to enter gifted programs	4.27	.837	High very
6	I encourage my son/daughter to develop his/her skills	4.76	.435	High very
7	I provide my son/daughter with the necessary tools to develop his/her skills	4.66	.480	High very
8	I give my son/daughter an opportunity to learn from his/her mistakes	4.66	.480	High very
9	I guide my son/daughter to find sources of information that help him develop his skills	4.56	.550	High very
10	I am in constant contact with my son/daughter's school	4.41	.706	High very
11	I cooperate with my son/daughter's school in developing his/her skills	4.46	.840	High very

The study showed that parents were positive and proactive about identifying and developing their children's giftedness by nominating them for the gifted program and endorsing the need for educational screening to ensure that their children had the opportunity for enrichment activities that enabled them to develop to their full potential as gifted students. Their strong positive rating for their children's educational inclusion also indicated their desire to see a fair and equitable education for all children regardless of giftedness. This is in line with the overarching goal of the education system to ensure that all children are given the opportunity

to develop to their full potential, thereby supporting the holistic development and growth of gifted students.

It can be seen from the results of the table that the highest item was "I encourage my son/daughter to develop his/her skills," which it obtained an arithmetic means of (4.76) and a standard deviation of (435), while the lowest item was "I am in constant contact with my son/daughter's school" which it obtained an arithmetic means of (4.41) and standard deviation of (0706).

Results of the second question: Is there a difference in parents' nominations for their children due to the gender variable?

First, the arithmetic means and standard deviations of the sample's responses to the dimensions of the parents' nomination scale for their children were calculated, as shown in the following table:

Table 7. Results of the arithmetic means and standard deviations of the sample's responses on the scale of parents' nomination of their children by the gender variable

Responde nt	A	M
Father	.488	1.29
Mother	.507	1.53

It is clear from the results of the table that there are no statistically significant differences between mothers' nominations and fathers' nominations. This is the opposite result of the mixed study conducted by Marsili (Marsili, & Pellegrini, 2022) that parental nomination was an effective way to identify gifted children, but there were some gender differences in the results.

Results of the third question: Is there a statistically significant relationship between parents' nomination of their children and the gender variable?

To answer this question, Pearson correlation coefficient was calculated as shown in the following table:

Table 8. Results of Pearson correlation coefficient on the relationship between parents' nomination of their children and the gender variable

Gender	Levene's Test for Equality of Variances	
	F	Sig.
Equal variances assumed		
	6.301	.016
Equal variances not assumed		

It is clear from the results of the table that there is no statistically significant relationship between mothers' nominations and fathers' nominations.

## Second: Analysis of Qualitative Results

Results of the fourth question: What are parents' perceptions of nominating their gifted child for primary school?

Results of the interview first question: What are the indicators of your child's talent and giftedness?

Table 9. Results of the Interview First Question

Q1: What are the indicators of your child's talent and giftedness?	Intelligence and Quick Wit	High intelligence, Quick understanding, Love of intelligence games and Smart behavior in social situations.
	Memorization	High ability of memorization, Understanding information and linking it together, Speed memorization.
	Curiosity, Love of Exploration	High curiosity, Logical questions, Passion for experimenting, Asking a lot of questions and inquiries.
	Mathematical Skills	Mental arithmetic, Speed in arithmetic operations. Dealing with numbers in creative ways. Understanding mathematical problems.
	Creative Thinking and Problem Solving	Logical and out-of-the-box answers, Finding smart solutions, Finding solutions quickly.
	Language Skills	Linguistic mastery, Understanding synonyms and antonyms, Correct pronunciation and reading at an early age, Understanding symbolic metaphors and similes.
	Wisdom	Imitating and keeping up with adults, Behave with wisdom.
	Technical skills	Ease of working with computers, Love of electronic games, Love of photography and photo editing, Designing presentations
	Multi-talented	Physical talents, Artistic talents, Mental talents, Other talents.
	Academic Achievement	Academic excellence, High academic achievement.

The Effectiveness of Parents' Nomination for their Gifted Children at Primary Schools in Light of Gender Differences: A Mixed Study

Results of the interview second question: What are the indicators of your child's talent and giftedness?

Table 10. Results of the Interview Second Question

Q2: When did you start noticing these indicators? What did you do to develop them?	Noticing the indicators	Early childhood	Two years, between 3-4 years, early stage, kindergarten stage
		School Stages	First primary stage and early stages of schools in general
		Use multiple activities	Exploratory trips, scientific trips: (Scitech Center, Aramco Exhibition, FabLab) Summer courses.
		Improving thinking skills	Realistic educational games, intelligence games, electronic games.
		Wide knowledge and Information Development	Printed books, electronic books, scientific encyclopedias, educational videos.

Results of the interview third question: How did you know about the nomination mechanism for gifted programs?

Table 11. Results of the Interview Third Question

Q3: How did you know about the nomination mechanism for gifted programs?	Schools	Social media in school, Mawhibah program coordinators in schools, Mathematics and Science Teachers
	Mawhiba's website	Announcements in Mawhiba's websites
	Personal experience	Registered a family member before, a family member is school teacher or administrator, a family member is specialized in Psychology
	Social media tools	Twitter, Social media news

Results of the interview fourth question: How keen were you for your child to enroll in the gifted program?

Table 12. Results of the Interview Fourth Question

Q4: How keen were you for your child to enroll in the gifted program?	Very Keen	Register for competitions	School competitions and Mawhiba competitions
		Practice Mawhiba's scale	School courses and other courses
		Nomination for Mawhiba's scale	Schools' nomination or Self-nomination

Results of the interview fifth question: What kind of assistance did the school provide to you in enrolling your child in the gifted program?

Table 13. Results of the Interview Fifth Question

Q5: What kind of assistance did the school provide to you in enrolling your child in the gifted program?	Advertising campaign	Definition of talent, Announcement of registration dates, Reminders of the test dates, Distribution of leaflets and brochures about the test
	Guidance and mentoring	Mentoring students, Training on Mawhiba's scale skills, Explaining the registration process for Mawhiba program, Parents councils
	Encouraging talent	Extracurricular activities, Providing opportunities for creativity, Holding competitions
	Extra efforts	Scientific trips
	Nothing	

**The results of the content analysis revealed the following major themes:**

**Direct Indicators of Giftedness:**

Gifted children often have strong verbal skills, they learn to speak early and use a large vocabulary. They can communicate clearly, solve problems creatively, quickly identify patterns, and are curious about the world, always asking questions and trying to learn new things. Their strong curiosity and motivation help them acquire skills quickly and learn with enthusiasm. Such characteristics distinguish gifted children, who exhibit unique intellectual and emotional development. Understanding these characteristics helps parents and teachers provide

appropriate support, nurturing their potential and addressing any social or emotional problems they may experience.

### **Indirect Indicators of Giftedness:**

Often the signs of giftedness come through indirect signs. For example, a characteristic of gifted child tends to be high self-discipline and ability to concentrate for long periods on a particular task. The child loves a challenge and often can be seen playing electronic games. The observation of a child's technical skills can hint at his latent talents, and these signs do point to a child's potential for giftedness. Identifying these traits will help foster the development of such children. Identifying the signs early on will be of enormous use in the education and development of the child.

### **Early Detection of Giftedness:**

Participants indicated that they noticed their children's giftedness and talents at different stages of life, such as early childhood, age of 4 and age of 7 years. Most participants confirmed the importance of early detection for their gifted child, which essentially helps parents and teachers to provide the child with an educational environment that is properly suited to his or her advanced abilities and learning needs. Solow (2001) conducted a qualitative study to investigate how parents perceive giftedness. The study found that parents often have a broad definition of giftedness, and that they believe that giftedness can manifest itself in a variety of ways. In addition, parents often believe that gifted children have special needs that must be met.

### **Self-inquiry for Parents:**

Parents who discover that their child is gifted can often feel a range of emotions, including excitement, relief, and even a sense of responsibility. It is important to remember that talent is a gift, and it is up to parents to help their children reach their full potential (Frazier & Paulson, 2007).

### **Inquiry in Cooperation with Other Parties:**

Participants mentioned the importance of the school support through the awareness provided, the distribution of leaflets, and training courses. It was also mentioned that school should play a special role in awareness raising through distributing leaflets and organizing training courses, because only when both the student and the teacher are aware can they modify their behavior and have healthy life styles. If these are achieved, schools can become supportive sites in order to develop healthy behaviors.

### **Parental Care:**

Gifted children manifest certain characteristics, including advanced language and problem-solving skills, high curiosity, and motivation to learn. These traits are typically noticed by both parents and teachers who play a pivotal role in helping gifted children reach their potential. The role of schools and teachers is considered significant because they provide the means and opportunities that help these students to grow. The support of the parents is also highly important because they can assure that gifted children are taken care of and encouraged to develop their unique talents (Al-Mahrouqi & El-Khodary, 2018).

## Recommendations

- Enhance public awareness regarding the characteristics of gifted individuals and the crucial role that parents play in nominating their children.
- Conduct workshops and information sessions aimed at educating parents about the nomination process and its significance in nurturing gifted talent.
- Expand the study to include diverse geographical regions, seeking to understand how different environments influence parental decisions to nominate their gifted children.
- Encourage collaboration among educational professionals, parents, and community organizations to foster a supportive atmosphere for identifying and nurturing giftedness among children.
- Develop resources and tools that assist parents in recognizing and documenting their children's gifted traits, thereby facilitating a more effective nomination process.

## Arabic References

Abū Hinūd, rubā (2021). ālīyāt al-kashf ‘an al-ṭalabah al-Mawhūbīn fī al-marḥalah al-asāsīyah min wijhat naẓar al-khubarā’ wa-al-mu‘allimīn wa-awliyā’ al-umūr. (Risālat mājistīr ghayr manshūrah Jāmi‘at al-Najāh al-Waṭanīyah Nābulus. mstrj‘ min <http://search.mandumah.com/Record/1237449>

Al-Simāt al-sulūkīyah lil-Mawhūbīn. al-Barnāmaj al-Waṭanī lil-kashf ‘an al-Mawhūbīn. (2023).  
[https://www.mawhiba.org/Ar/programs/selection/Pages/Behavioral\\_Traits.aspx](https://www.mawhiba.org/Ar/programs/selection/Pages/Behavioral_Traits.aspx)

Alyāṣjyn, Farhān Muḥammad. (2021). Asālīb al-Taqyīm wa-al-kashf ‘an al-Mawhūbīn. Risālat al-Mu‘allim, Majj 57, ‘A 1, 2, 104-110. mstrj‘ min 1244523/Record/com.mandumah.search//:http

Bakhīt, Ṣalāḥ al-Dīn, wa Allāh, wifāq. (2017). al-Khaṣā’iṣ alsykwītryh lqā’mh al-Ābā’ wa-al-ummahāt li-taqdīr Khaṣā’iṣ al-afṭāl al-Mawhūbīn wa-al-Mutafawwīqīn fī Riyād al-afṭāl bi-Wilāyat al-Khartūm. Majallat al-ṭufūlāt al-‘Arabīyah, Majj 18, ‘A 70, 9-28. mstrj‘ min <http://820804/Record/com.mandumah.search>

## English References

Alamer, S. (2010). Views of giftedness: The perceptions of teachers and parents regarding the traits of gifted children in Saudi Arabia (Doctoral dissertation, Monash University).

Al-Mahrouqi, S., & El-Khodary, A. (2018). Emirati parents of gifted students: A study of role construction and involvement. *Gifted Child Quarterly*, 62(2), 105-117. doi:10.1177/0016986217744297

Bianco, M. V., Blanco, F. C., Imperiale, B., Forrillad, M. A., Rocha, R. V., Klepp, L. I., & Guimarães, M. A. (2011). Teachers' gender bias in the identification of gifted students. *Gifted Child Quarterly*, 55(2), 111-121. doi:10.1177/0016986211404278

Borges, A.; Hernández-Jorge, C. (2018). Gifted child in the family: Early detection of giftedness. *TALINCREA: Talento, Inteligencia y Creatividad*, 40-48.

Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design choosing among five approaches. SAGE.

Chan, D. W. (2000). Exploring identification procedures of gifted students by teacher ratings: Parent ratings and student self-reports in Hong Kong. *High Ability Studies*, 11(1), 69-82.

Davis, G. A., & Rimm, S. B. (1989). *Education of the gifted and talented* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Davis, G. A., & Rimm, S. B. (2004). *Education of the gifted and talented* (5th ed.). Boston: Pearson/Allyn & Bacon.

Frazier, K., & Paulson, S. (2007). The use of parent nomination in the identification of gifted students. *Journal for the Education of the Gifted*, 30(2), 177-201.

Jolly, J. & Robins, J. (2016). After the Marland Report: Four decades of progress?. *Journal for the Education of the Gifted*, 39(2), 132-150.

Keli, G., & Mojca, K. (2021). Parents Nominating Gifted Children in Their Early Years - The Case of Slovenia. *The New Educational Review*. <https://doi.org/10.15804/tner.21.66.4.14>.

Koç, F., & Saranlı, A. (2017). Erken çocukluk dönemindeki üstün yetenekli çocuklara ilişkin Türkiye'de gerçekleştirilen lisansüstü çalışmaların çok boyutlu analizi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 41, 163-183.

Kroesbergen, E., Hooijdonk, M., Viersen, S., Middel-Lalleman, M., & Reijnders, J. (2016). The psychological well-being of early identified gifted children. *Gifted Child Quarterly*, 60(1), 16-30.

Kukanja Gabrijelčič, M., & Ule, A. (2021). Parents nominating gifted children in their early years – The case of Slovenia. *New Educational Review*, 66(4), 14-25. doi:10.15804/tner.21.66.4.14

Marland, S. (1972). *Education of the gifted and talented: Report to the Congress of the United States by the U.S. Commissioner of Education and background papers submitted to the U.S. Office of Education*. 2 vols (Government Documents, Y4.L 11/2: G36). Washington, DC: U.S. Government Printing Office

McBee, M. T., Bartell, T., & Little, S. (2016). The use of multiple sources of information in the identification of gifted students: A review of the literature. *Journal for the Education of the Gifted*, 39(3), 247-272

Marsili, M., & Pellegrini, A. D. (2022). M., & Pellegrini, A. The effectiveness of parent nomination for identifying gifted children in light of gender differences: A mixed-methods study. *Gifted Child Quarterly*, 66(1), 45-57. doi:10.1177/00169862211064107

Mun, R., Ezzani, M., & Yeung, G. (2021). Parent engagement in identifying and serving diverse gifted students: What is the role of leadership? *Journal of Advanced Academics*, 32(4), 533–566. <https://doi.org/10.1177/1932202x211021836>

Saranlı, A. G. (2017). A different perspective to the early intervention applications during preschool period: Early enrichment for gifted children. *Egitim Ve Bilim*, 42(190).

Saranlı, A. G., Er, S., & Deniz, K. Z. (2017). Okul öncesi dönemindeki üstün yetenekli çocukların dil gelişimlerinin analizi. *Yaşadıkça Eğitim* (in-press).

Saadu, U., Obafemi, K., & Oluwakemi, A. (2024). Primary school teachers' competence level in the early identification of gifted children. *Indonesian Journal of Community and Special Needs Education*, 4(1), 1-10.

Solow, R. M. (2001). *Growth Theory: An Exposition*. New York: Oxford University Press.

## فاعلية ترشيح أولياء الأمور لأبنائهم ذوي الموهبة في المرحلة الابتدائية في ضوء متغير الجنس: دراسة مختلطة

عبدالحميد العرفة ١

زينب آل صفر ٢

نوره سعد الدوسري ٣

البندرى الحسن ٤

١ أستاذ مشارك، ٢، ٣، ٤ باحثة دكتوراه تخصص تربية الموهوبين، قسم التربية الخاصة، كلية التربية، جامعة الملك فيصل، الاحساء، المملكة العربية السعودية

<sup>١</sup>Abdarfaj@kfu.edu.sa, <sup>٢</sup>222402915@student.kfu.edu.sa, <sup>٣</sup>norah.aldossary88@gmail.com, <sup>٤</sup>zain.a.al.safar@gmail.com

المستخلص. كان الغرض من هذا المشروع البحثي هو دراسة فاعلية ترشيح أولياء الأمور لأطفالهم الموهوبين في المدارس الابتدائية، مع مراعاة الاختلافات بين الجنسين. تضمنت هذه الدراسة متعددة الأساليب مكوناً كمياً استخدم مقياساً لتقييم كفاءة ترشيح الوالدين، مع عينة من ٤١ والدًا (آباء وأمهات) لطلاب موهوبين في المرحلة الابتدائية، ومكوناً نوعياً يتميز بمقابلات شبه منظمة مع ٣٤ والدًا، من الذكور والإناث. تم إجراء تحليل البيانات باستخدام برنامج SPSS، مع تطبيق المتوسط ومعامل ارتباط بيرسون للنتائج الكمية، بينما خضعت البيانات النوعية لتحليل المحتوى. أشارت نتائج التحليل الكمي إلى عدم وجود علاقة ذات دلالة إحصائية بين ترشيحات أولياء الأمور ومتغير الجنس. ومع ذلك، أظهرت النتائج النوعية مستويات مختلفة من مشاركة الوالدين فيما يتعلق بترشيح أطفالهم. وخلاصت الدراسة إلى العديد من التوصيات، مع التأكيد بشكل خاص على ضرورة زيادة وعي الوالدين بأهمية ترشيح الأطفال الموهوبين.

**الكلمات المفتاحية:** الطلبة الموهوبون؛ ترشيحات أولياء الأمور؛ مقياس موهبة؛ البرنامج الوطني لاكتشاف الموهوبين.