



What Is the Meaning of Giftedness? A Qualitative Analysis of Teachers' Perspectives

Abdullah Azizi¹, Jamal Salimi^{2*}, Asra Sajadi³, Ali Amini⁴

ARTICLE INFO

Article history:

Received:
12/11/2022

Accepted:
06/05/2023

Available
online:
Spring 2023

Keyword:
School
Teachers,
Phenomenograp
hy, Gifted
Training,
Giftedness

Abstract

The discussion over human inherent capabilities and talent has long been one of the important challenges of education and has prompted scholars and educators to probe this ongoing issue. This paper aimed to conduct a phenomenographic analysis of the meaning of giftedness from the perspective of school teachers across Sanandaj. In this qualitative study, 30 school teachers were interviewed until theoretical saturation was reached. For this study, a semi-structured interview was conducted using a set of six questions. The data collected from the interviews were analyzed using the MAXQDA 2020 software. The coding method utilized for the interviews was the Colaizzi data analysis method, which is a commonly used approach for qualitative data analysis. The participants believed that giftedness encompasses 'self-direction,' 'moral prosperity,' and self-motivation' among others. Also, the suggested mechanisms to employ gifted individuals include providing supportive atmosphere in schools, supporting and guiding gifted students during their education at university, employing gifted alumni, and establishing and implementing complementary and various programs.

Azizi, A., Salimi, J., Sajadi, A., & Aminibagh, A. (2023). What is the Meaning of Giftedness? A Phenomenographic Study. *Journal of School Administration*, 11(1), 56-74.

1. MA Student In Curriculum Studies, University of Kurdistan, Sanandaj, Iran.

2. Associate Professor Of Curriculum Studies, University of Kurdistan, Sanandaj, Iran

*Corresponding Author: Email: J.Salimi@Uok.Ac.Ir

3. MA In Teaching English As A Foreign Language, University of Kurdistan, Sanandaj, Iran.

4. Phd Student In Higher Education, University of Kurdistan, Sanandaj, Iran.

1: Introduction

The term "giftedness" refers to traits or attributes possessed by a group of people who have advantages in terms of abilities or privileges. According to Shwartz Mantel Mantel (1999), Plato's academy was the first center for education to promote elitism. In his book *The Republic*, Plato describes how gifted individuals were selected, educated, and lived their lives. He believed that those who were more intelligent had a potential gift from God, and they were to be educated to become leaders of society in the future (Sternberg, et al., 2021). Plato believed that students with exceptional talents and capabilities should receive better educational services (Kontostavlou & Drigas, 2021; Stricker, et al., 2020).

Identifying gifted students has been a longstanding challenge for educators, giving rise to the Elitism movement in many developed countries (Sternberg et al., 2021). In response, educational systems have undergone reforms since the 1970s to better identify and educate these individuals. For example, European countries revised their approach to the issue after losing intelligent students to the US through migration, adopting more influential methods of identification (Sternberg et al., 2021). Inspired by Plato, the first gifted center was established in Iran in 1969 and received ample support during the Reza Shah era (Karami & Ghahremani, 2022).

The education system in the modern world is designed to provide formal

education to people from kindergarten through higher education, regardless of their gender, ethnicity, or social status (Metin & Aral, 2020). Among those who receive formal education for more than a decade throughout their lives, there are students who are considered typical, whose efforts, their overall performance seem to be at a medium level. There are also a group of students who due to their superior abilities, do very well in school and their performance is much higher than students of the same age (Papadopoulos, 2021). On the contrary, there are other members of this system whose performance doesn't go so well and who fail most of their tests. The second group are usually called gifted, talented, or intelligent students. These students are usually considered to be more successful in the future because they are on the top list of students whose schools' assessment system called them so (Keser, 2019) But school systems often tend to attach to more incorrect definitions of giftedness (Borland, 2021).

Numerous studies have been conducted in Western countries to explore teachers' and educators' perceptions of giftedness and excellence in students, including their personality traits, social and emotional behavior, and the relationship between teacher beliefs and motivation toward giftedness (Neumeister et al., 2007; Polyzopoulou et al., 2014; Russell, 2018, etc.). Additionally, there has been research aimed at understanding the

potential, abilities, and needs of gifted students, with the goal of developing educational programs that meet these needs and capitalize on their potential (Laine & Tirri, 2021; Kaya, 2020; Baudson & Preckel, 2016; Matheis et al., 2017; Russell, 2018; Akgül & Mehmet, 2021; Miedijensky, 2018; Cross et al., 2018).

In a genealogical criticism of gifted students in education, Abdullahi, Ghaedi, Zargami and Barkhordari (2018), asserted that the concept of giftedness has suffered a breakdown in its knowledge structure, with social concepts penetrating the field. These various social concepts, combined with different dimensions of intelligence, are reflected in the Shahab and Sampad programs in Iranian Education. According to the authors, these transformations have occurred not because of advances in knowledge, but rather due to historical or marginal events. Montazer, Nazemi, and Mousavi Nasab (2012) also identified a significant problem in the approaches to giftedness, which stems from a "common understanding" of the concept based on attributes such as being a genius or possessing high intelligence.

Despite varying challenges, there is not any righteous understanding of this issue in Iran. In fact, due to varied problems such as the dominance of the inefficient ruling class, favouritism, and lack of accurate understanding of giftedness, the educational institutions are managed by incapable individuals. Furthermore, the genuine abilities and

talents of students in schools often go unrecognized because stakeholders may lack a comprehensive understanding of the concept of giftedness. Therefore, it seemed appropriate to investigate the accurate meaning of giftedness by analysing school teachers' views and insights especially those who are in direct contact with gifted students and by using a phenomenographic approach to gain a deeper understanding of the phenomenon.

2: Review of Related Literature

Measuring concepts such as giftedness is challenging, as there are no precise criteria for evaluating it. Kaufman and Sternberg (2008) argue that giftedness is simply a label and that setting specific criteria for it is useless because everyone has their own opinion on the issue. They also assert that the label of giftedness can be broadly applied or can encompass a limited number of skills, and that it varies over time and place; the criteria set for one hundred years ago doesn't seem to be applicable these days or across different locations around the world.

Throughout history, the unknown sides of human personality traits and concepts have often been overlooked and not fully understood. The concept of giftedness has been the subject of investigation over the years. Decades ago, giftedness was commonly defined as having high IQs or excelling in reading and mathematics (Borland, 2005). This traditional definition reflects the limited knowledge about educational issues at that time.

However, a shift in perspectives towards giftedness can be observed in the pioneering work of Terman and Oden (1940), who introduced new paradigms for understanding gifted children and youth. As more dimensions of personality traits were identified, this definition of giftedness evolved to include additional aspects.

Extensive literature on the issue of giftedness has explored various models that can provide research-based insights. For instance, Renzulli (2011) proposed a "three-ring conception" of giftedness, which suggests that the interaction of three clusters of traits - above-average ability, task commitment, and creativity - contribute equally to giftedness. In other words, while school grades and test scores may determine entrance to special educational programs, individuals who score below the 95th percentile can be just as productive and creative as those who score above it. Thus, scores and grades alone cannot accurately discriminate gifted individuals from non-gifted ones. Later, Gagne (1995) proposed a model that considers two factors that influence the natural ability of giftedness: intrapersonal and environmental factors. Intrapersonal factors refer to physical and psychological factors that are influenced by genetic background, while environmental factors include surroundings, experiences, and events. Compared to earlier models, Gagne's model is more comprehensive.

As seen, later propositions of giftedness have included a broader range of factors in determining giftedness. Additional dimensions such as high intellectual or technical aptitude in a particular area, creativity, novelty, and motivation have been added to the definitions (Renzulli, 2005; Sternberg & Davidson, 2005). The introduction of multiple intelligences by Gardner (1983) opened up many other areas of research on gifted individuals by breaking down general intelligence into different abilities. While advocates of using multiple intelligences for identifying and educating gifted students receive support from further research (Matthews, 1988), other investigators suggest simplicity and egalitarianism, which can prevent appropriate and effective instruction for the gifted (Delisle et al., 1996). In addition, emotional intelligence (EI), which is the ability to perceive, control, and evaluate emotions (Desti & Shanthi, 2015), has been linked to better leadership performance and work-related processes (Cherniss, 2010). Since Emotional Intelligence training can help students improve different types of attributes, the research on the two notions of EI and giftedness sought to help gifted students via EI training. Although the correlation between EI and giftedness is unclear, Zeidner & Matthews (2017) suggest that gifted students can benefit from EI training to promote their optimal development and talent over time. Together, given the importance of this issue to educational

institutions, it cannot be overlooked, even in countries with limited resources or infrastructures. Based on the theories or approaches mentioned, these institutions can take beneficial actions to prevent wasting these valuable human resources.

2.1: context

The study was conducted in Sanandaj, a city located in the northwest part of Iran. In this region, many gifted individuals are not recognized, and they often end up pursuing a typical education path without being able to fully utilize their true talents and capabilities. This results in a loss of potential. Additionally, Sanandaj has a distinct cultural and religious identity that differs from mainstream Iranian culture. Due to ideological policies and political limitations, policymakers in the region often overlook the identification of gifted individuals, and this prevents gifted individuals from demonstrating their true abilities. Therefore, this research aimed to investigate this phenomenon from the perspective of school teachers in order to construct a

direct link with their insights and uncover the true meaning of giftedness.

3: Methodology

3.1: Study design

The researchers utilized a qualitative and phenomenographic research method to explore different interpretations of the concept of giftedness. Phenomenography is an approach to research that investigates various understandings of reality, as defined by Marton (1986). The researchers employed a purposive sampling method, which is a type of sampling used in qualitative research to select cases that provide rich information in relation to the research objectives, as described by Patton (1990).

3.2: Participants

In this study 30 experienced school teachers, male and female were interviewed out of a total of 50 teachers. These teachers are teaching in different schools across Sanandaj. The demographic information of the participants is shown in table 1.

Table 1. Demographic information of the participants

| P | Gender | Age | Degree | School |
|----------|---------------|------------|---------------|---------------|
| T1 | Male | 48 | PhD | High school |
| T 2 | Male | 45 | PhD | High school |
| T 3 | Male | 52 | MA | High school |
| T 4 | Female | 43 | PhD | High school |
| T 5 | Male | 53 | MA | High school |
| T 6 | Male | 30 | MA | High school |

| | | | | |
|------|--------|----|-----|-------------------|
| T 7 | Male | 27 | MA | Secondary school |
| T 8 | Female | 25 | MA | Secondary school |
| T 9 | Male | 29 | PhD | High school |
| T 10 | Female | 26 | MA | Secondary school |
| T 11 | Female | 25 | MS | Secondary school |
| T 12 | Male | 30 | MA | High school |
| T 13 | Male | 24 | MA | Secondary school |
| T 14 | Male | 34 | PhD | High school |
| T 15 | Female | 32 | PhD | High school |
| T 16 | Female | 23 | BA | Elementary school |
| T 17 | Male | 22 | BA | Elementary school |
| T 18 | Male | 25 | MA | Secondary school |
| T 19 | Male | 28 | MA | Secondary school |
| T 20 | Male | 30 | PhD | High school |
| T 21 | Female | 39 | MA | Secondary school |
| T 22 | Male | 25 | BA | Elementary school |
| T 23 | Male | 28 | MA | Secondary school |
| T 24 | Male | 39 | MA | High school |
| T 25 | Female | 32 | MA | Secondary school |
| T 26 | Male | 50 | MA | High school |
| T 27 | Male | 44 | PhD | High school |
| T 28 | Male | 35 | MA | High school |
| T 29 | Female | 40 | PhD | High school |
| T 30 | Male | 29 | MA | Secondary school |

3.3: Instruments

To collect data, the researchers conducted individual, semi-structured interviews that were digitally audio-recorded. Semi-structured interviews are appropriate for phenomenographic

studies, as noted by Dunkin in 2000. Unlike structured interviews, these types of interviews are not limited or overly specific, and like unstructured interviews, they do not generate excessive amounts of irrelevant data, as stated by Mohammadpour (2011). The

interview protocol consisted of six questions based on the two primary research questions, and the MAXQDA 20 software was used to analyze the interview data. The six protocol questions were designed to address the following two research questions:

- RQ1. What are the teachers' insights toward giftedness?
- RQ2. What are the teachers' suggestions for identifying, guiding, and empowering gifted individuals?

3.4: Procedure

In Colaizzi's (1978) coding method, there are seven steps for analyzing data in phenomenographic studies. Firstly, the audio obtained from the interviews was transcribed, and the transcript for each interviewee was meticulously read to gain a comprehensive understanding of the issue. Secondly, all significant and meaningful concepts, sentences, or expressions were highlighted. Thirdly, all meaningful and important sentences were extracted. Fourthly, data was categorized by collecting extracted meanings under a cluster of similar themes to create sub-themes. Similar themes were grouped under the same cluster. Fifthly, a comprehensive description of the combined sub-themes was created, which was a broad description of the clusters and findings. Sixthly, all extraneous codes were eliminated to obtain the main themes. Finally, the findings were presented to the interviewees to confirm the accuracy of the information provided.

Out of the total of 89 sentences, 72 subthemes were identified after

eliminating irrelevant concepts. These subthemes were then grouped together under 8 main themes based on their similarity of meaning and concept including self-direction, moral prosperity, potential capabilities, self-motivation, providing supportive atmosphere in schools, supporting and guiding gifted students during their education at university, employing gifted alumni, establishing and implementing complementary and various programs.

3.5: Reliability

Triangulation is a method used to increase the validity of qualitative data. There are four types of triangulation that researchers can use across data sources: data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation (Denzin, 1978, as cited in Creswell, 2000). In the present study, the researchers employed investigator triangulation by using three inquirers to collect and analyze the data. This approach allowed for different perspectives to be considered when examining the same phenomenon, and it helped to eliminate possible errors during data collection or interpretation.

Additionally, the researchers used peer debriefing as an additional step to check credibility in this study. Peer debriefing (Creswell and Miller, 2000) involves having peers or other qualified researchers assess the data, methodology, or findings. This approach allowed the researchers to use

the impartiality of their peers to scrutinize the methodology process.

4: Results

Based on the research questions, in this section, we discuss main themes extracted from participants viewpoints along with relevant sub-themes summarized in tables 2 to 3. Following the tables, the thematic network has been illustrated using MAXQDA based on each research question (Figure1).

Table 2. Main themes and sub themes of the first research question

| Main theme | Sub themes |
|---------------------------------------|--|
| Self-direction | The power of imposing personal determination on the unorganized majority |
| | Intellectual competence and arrangement of various tasks |
| | Structurally competent in personal relationships |
| | The ability to obtain knowledge-based sources |
| | Being innovative and creative |
| | The power of coping with restrictions |
| | Questioning individual abilities to attain the desired goals |
| | The ability to manage time |
| | Exploring different solutions for problems |
| | Making use of skills and knowledge to promote community goals |
| | Comprehensive management |
| | The power of alteration and renovation |
| | Competent in communication skills |
| | Endowed with strategic competencies and attitudes |
| Moral prosperity | education and competence |
| | Insight and virtue |
| | individually accountable |
| | Quest for knowledge rather than being utilitarian |
| | Priority of group over individual interests |
| Setting perfect goals throughout life | |

| | |
|------------------------|---|
| | <p>morally committed</p> <p>Awareness of social circumstances</p> |
| | <p>Self-assessment</p> <p>Ongoing enhancement of individual resolution</p> <p>Recognition of personal limitations, gaps, and capabilities</p> <p>Ignorance of prejudice and neutrality in addressing matters in question</p> <p>High IQ and EQ</p> <p>Personal and collective expectations</p> <p>Following individual maturation and promotion</p> <p>Examination and evaluation of matters in question</p> <p>An enriching and ameliorative look at surrounding issues</p> <p>High learning capabilities and skills in analysis, perception, and integration of information and knowledge</p> <p>Priority of organizational over personal goals</p> |
| Potential capabilities | <p>Time management abilities</p> <p>Regulation of internal emotions and feelings</p> <p>Discovery of talents and development of relevant abilities</p> <p>Self-management</p> <p>Interest in risk-taking and the ability to do so</p> <p>Morally and scientifically brave</p> <p>Having a purpose and adherence to certain goals and plans throughout individual and occupational life</p> <p>Great motivation and determination</p> |
| | <p>Inner enthusiasm</p> <p>Heuristic and knowledge-based tendencies</p> |
| Self-motivation | <p>Individual and scientific commitment</p> <p>A multi-dimensional perspective toward the circumstances</p> <p>Seeking opportunities</p> |

Table 3. Main themes and sub themes of the second research question

| Main theme | Subthemes |
|--|---|
| Providing supportive atmosphere in schools | <p>Applying of scientific and novel strategies to find gifted students and their intellectual features</p> <p>Guiding gifted students educationally, academically, and spiritually</p> <p>Support for student Olympiads, along with the identification and guidance of winners of such events</p> <p>Seeking to find talented students by specific tests, including Gardner's Multiple Intelligence Test</p> <p>Providing scholarship for students of special fields</p> |
| Supporting and guiding gifted individuals during studying at university | <p>The National Elite Foundation's job proposal according to master's and doctoral theses</p> <p>Providing gifted students with spiritual support</p> <p>Significant respect for the gifted students' viewpoints</p> <p>Consideration of the efforts made by gifted student</p> <p>Providing top student with the necessary support in university entrance examinations</p> <p>Providing Olympiad winners with the required support</p> <p>Providing opportunities to support university students' initiatives throughout their academic education</p> <p>Encouraging university students to continue their studies</p> |
| Employing gifted alumni | <p>Employment of gifted people in executive positions</p> <p>Performance maintenance, promotion, and improvement for gifted people in executive positions.</p> <p>Employment of gifted people in public universities as research and academic faculty members</p> <p>Support for the creation and development of knowledge-based institutions by gifted people</p> <p>Seeking and financially and morally supporting gifted people</p> |
| The development and implementation of diverse and complementary programs | <p>Designing appropriate programs to find gifted people in the field of social sciences</p> <p>Designing special events to identify gifted students in rural and marginal schools</p> |

Educating families in special classes to bring up gifted children

Identification of gifted people with the help of NGOs

Designing scientific meetings for more communication with gifted people

Establishment of suitable diagnostic techniques to find gifted people

Support for entrepreneurs

Simulating programs devised b developed countries to raise gifted children

4.1: Teachers' insight towards giftedness

4.1.1: Self-direction

Self-direction can be seen as an ability that distinguishes gifted people from others. According to the participants, self-direction encompasses such capabilities as innovation, creativity, the ability to organize diverse activities, and use one's knowledge and skills to advance society's issues. As one of the participants referred:

'I think such abilities as self-direction can actively provoke individuals to employ their abilities and self-manage their own behaviour as well as others' manners. Creativity and intellectual innovation usually lead to self-direct one's own and others' actions.' (T12)

4.1.2: Moral prosperity

The pursuit of human prosperity and happiness involves directing gifted individuals, as a privileged class within society, towards achieving the highest human good, true prosperity, and bliss. Referring to the participants' perspectives, the most prominent goal of the gifted individuals at the frontier are

achieving human virtue and insight, retaining social responsibility, and ultimately having moral obligations for humankind. Therefore, due to appointing gifted individuals as rulers of society, Plato appraises their duties as salient and vital. He believes that gifted individuals should never deviate from the policy and moral norms (McAleer, 2020).

Nevertheless, most participants remarked that having humane virtues and moral commitment in planning and analysing social issues and understanding the deplorable conditions of the masses are considered the primary duties of gifted individuals. One participant maintained that:

'Regarding various dimensions, gifted people have such characteristics, traits, and virtues that can be distinguished from others. They can grow and flourish like flowers and trees, strengthen their roots and leaves and support society in many dimensions, such as cultural, literary, political, social, psychological, medical, and engineering. They can pioneer diverse supports, transformations, and great

changes in their own society.' (T1)

4.1.3: Potential capabilities

There are inherent differences among human beings, and what amplifies these differences is the degree of access to resources and the natural talents that are intertwined with their nature. According to the participants, the characteristics which distinguish gifted individuals in a society include being perfectionist, insightful, brave, purposeful, and also being able to manage time, and discover their own talents and abilities. The following participant clearly reflects the idea. She said:

'First, they possess a coherent personality or a strong moral character. Next is superiority and being distinct from others. Then self-management and internal control over one's qualities can be referred to as condescension, not in its negative meaning, but positive, in line with its grand visions....' (T10)

4.1.4: Self-motivation

Gifted individuals are often intrinsically motivated rather than inspired by external pressures, or rewards. Self-motivation as part of capabilities they possess means an internal drive to do actions in order to achieve goals. In this regard, another participant said: *'The true meaning of talent encompasses characteristics such as alacrity and intelligence. These types of characteristics inspire the individual and provoke intrinsic actions.'* (T2).

4.2: Suggested mechanisms for identifying gifted individuals

4.3.1: Providing supportive atmosphere in schools

Part of the essential duties of the Elite Foundation or any other organizations or communities set for helping gifted individuals in various countries including Iran is to identify the gifted students at the beginning of their studies in educational institutes. Thus, according to the participants, supporting students Olympiads monitoring, and guiding winners of those events and trying to identify gifted individuals through using methods such as Gardner multiple intelligences psychological tests were some of their suggestions. The following participant asserted:

'If I were to imagine myself as an educational manager or leader who is in charge of an entire organization and has the power to implement any program, first of all, the actions I would take at the school level would be, for instance, organizing tours for middle school and high school students, so that several people who are experts, would be identified....' (T22)

4.3.2: Supporting and guiding gifted individuals during studying at university

The notion of guidance and support should be primarily viewed at the heart of big institutions. In the distant past, there have always been joined groups of people so firmly anchored in love and sympathy who enjoyed the emotional and spiritual support of others around them without being driven by pride or ego. They have strengthened their

potential and creativity by building proper and effective settings rather than eliminating eligible individuals to achieve the pinnacles of knowledge and perfection (Atkinson, et al., 2017). Therefore, National Elite Foundation will be able to hinder the isolation and detachment of the gifted individuals through moral symbols, such as the cases mentioned earlier, utilizing the main channel of virtue, which is respect for the attitude and wisdom of the gifted individuals. One of the participants remarked:

'Why would an outstanding student who has just entered a university and is now enrolled in his/her very first semester declares that he/she is seeking an application to study abroad? Why? Is he/she receiving unpleasant and unfriendly treatment? This is an apparent problem. I just emphasized that we shall be friendly to them first, and this generosity itself can make the gifted individuals satisfied. More importantly, though, we should provide them with spiritual as well as other kinds of support.....' (T3)

4.3.3: The development and implementation of diverse and complementary programs

The Elite Foundation needs a comprehensive and accurate understanding of the nature of the programs in order to establish effective ones. In fact, every organization at the heart of society can hold many meetings and gatherings but the National Elite Foundation should focus on the effectiveness and quality of the methods

that oversee their meetings and activities. The participants stated that developing suitable programs to recognize gifted individuals across diverse fields through non-governmental communities and institutions is a must. Therefore, it will provide a golden opportunity to challenge ineffective meetings and, as a result, to identify the gifted individuals through several helpful programs. One participant maintained:

'If planning is to be done from the beginning, it should be integrated. The presidents and chiefs of the organizations should be in charge of putting this into action more than anybody else. For the gifted individuals to flourish and feel valued by society, they should be more tenacious in their movements. The establishment of the gifted individuals' communities can also help an organization to recognize and utilize the knowledge of the gifted individuals and to identify marginalized scholars in humanities, ...' (T15)

4.3.4: Employing gifted alumni

In this rapidly changing world, no one can predict what the future will hold, and this lack of knowledge must be traced back to the complexity of the modern world. In the same way, the existing organizations in society act like living organisms during these changes; any of them has a functional weakness, the execution of their operational tasks will be affected. Therefore, to create administrative rules for this organization, the government must take the appropriate legal measures to

employ those with sufficient competence and qualifications. According to the participants, gifted individuals can be quickly identified and recruited for employment in executive positions within the country's organizations due to their expertise and broad range of experiences gained over the years. The participants claimed that this is possible because experts possess the necessary knowledge to recognize gifted individuals and their potential contributions to society, which sets them apart from ordinary individuals. A participant said:

'As I previously stated, training the gifted is crucial, but it is also essential to keep these individuals inside the boundaries of the country, this can be accomplished by hiring experts. I believe helping these individuals and preventing them from readily leaving the country is the Foundation's most essential mission and task. All these efforts and hard work are made inside the country, but others steal the fruits and profits. That is why skilled veterans will only understand such a gift...' (T 13).

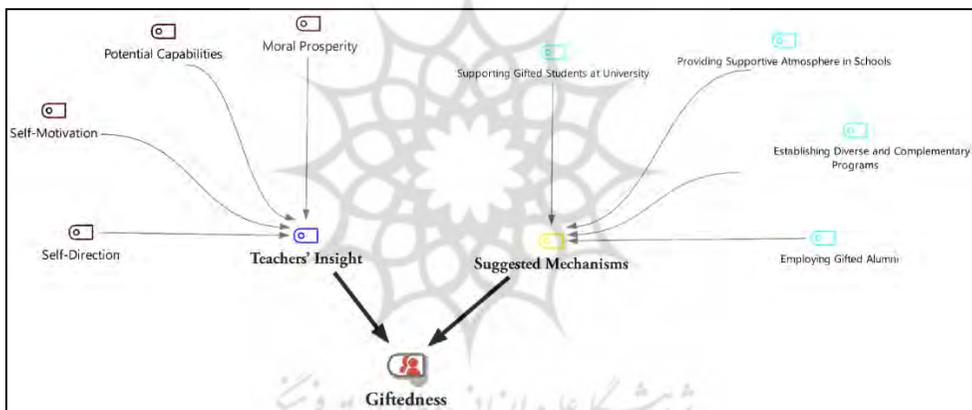


Figure 1. Thematic network for the concept of giftedness

5: Discussion

Because the practices and deliberations might lead to the developmental processes in educational systems, this study aimed to investigate the teachers' perspectives on the concept of giftedness in Sanandaj. In this changing world, competence and wisdom, intellect, skills, and expertise possessed by gifted individuals are considered to be the human capital of a society. In order to keep up with

universal progress, gifted collaboration and consultation, and the impacts they create on society seem to be inevitable. Thus, developing and maintaining this human capital can directly determine the fate of a society in terms of scientific progress.

The findings indicated that gifted individuals can pursue diverse levels of national and international, social, scientific, and cultural issues through self-direction, moral commitment, and

strategic abilities. Further, through understanding the social situations and holding multi-faceted insight, they can initiate progress in a changing community. In fact, the future of a society, can be greatly determined by adopting their deep insight, and also through fulfilling moral obligations.

The mechanisms of identifying and empowering gifted individuals were another important issue observed by the teachers. Among the missions and goals of a society, providing an appropriate context for gifted individuals to be properly identified and employed is a must. Creating opportunities for growth and prosperity based on their diverse talents and abilities can, even more, flourish their ingenuity and help them with their thorough progress. In addition to providing diverse facilities, comprehensive educational and occupational planning is inevitable in order to gain optimal use of their abilities. As an example, persistent connections with gifted individuals and also identifying them can be through scientific meetings and NGOs. In Fact, identifying and empowering gifted individuals requires comprehensive and sustained support that involves establishing meaningful connections with them.

These findings are in line with the results of a study conducted by Kaya (2020) which highlighted the need for conducting 'comprehensive evaluation' of gifted students and the importance of providing comprehensive support from educational systems in addition to

prioritizing gifted activities. Also, according to Dai (2020) the concept of giftedness is multidimensional therefore any types of facilitative support should be implemented according to the number and variety of intelligences gifted individuals possess.

The findings of the present study and also the previous researches conducted on giftedness bring some valuable information on the concept of gifted individuals and practices of identifying them. Because investigating all dimensions of the issue cannot be conducted just through one research, more investigations are needed to further explore and understand the phenomenon.

Based on the discussions presented in this paper, the following practices can be suggested:

1. Establishing comprehensive infrastructures across educational institutions to train, identify and empower gifted students.
2. Train school teachers on how to identify and support gifted students in classrooms as the first step.
3. Identifying and employing new technologies and social networks to present valued programs to make better connections with gifted individuals.

6: Declaration of interest statement

We wish to confirm that there are no known conflicts of interest associated with this publication and there has been no significant financial support for this work that could have influenced its outcome.

Ethical Considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

Sponsorship

The present study was funded by the authors of the article.

Conflict of Interest

According to the authors of the present article, there was no conflict of interest.

This article has not been previously published in any journal, whether domestic or foreign, and has been sent to the Journal of School Administration Quarterly for review and publication only.

References

Abdollahi Khaneghah, Sh., Ghaedi, Y., Zargami Hamrah, S., & Barkhordari, R. (2018). naghdi tabarshenasaneh bar mafhoum danesh amouze nokhbeh dar amouzesh va parvareshe moasere Iran [A genealogical Criticism of the Concept of Gifted Student in the Contemporary Educational System of Iran]. *Journal of Education Sciences*, 25(1), 5-22.

AKGÜL, G., & Mehmet, O. R. A. N. (2021). Sosyal bilgiler öğretmenlerinin, ortaokul öğrencilerinin ve öğrenci

velilerinin pandemi sürecindeki uzaktan eğitime ilişkin görüşleri. *Eğitimde Yeni Yaklaşımlar Dergisi*, 3(2), 15-37.

Atkinson, R., Parker, S., & Burrows, R. (2017). Elite formation, power and space in contemporary London. *Theory, Culture & Society*, 34(5-6), 179-200.

Baudson, T. G., & Preckel, F. (2016). Teachers' conceptions of gifted and average-ability students on achievement-relevant dimensions. *Gifted Child Quarterly*, 60(3), 212-225.

Borland, J. H. (2005). Gifted education without gifted children. *Conceptions of giftedness*, 1-19.

Borland, J. H. (2021). The trouble with conceptions of giftedness. *Conceptions of giftedness and talent*, 37-49.

Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and organizational psychology*, 3(2), 110-126.

Colaizzi, P. F. (1978). Psychological Research as a Phenomenologist Views It. In R. S. Valle & M. King (Eds.), *Existential Phenomenological Alternatives for Psychology* (pp. 48-71). New York: Oxford University Press.

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.

Cross, T. L., Cross, J. R., & O'Reilly, C. (2018). Attitudes about gifted education among Irish educators. *High Ability Studies*, 29(2), 169-189.

Dai, D. Y. (2020). Assessing and accessing high human potential: A brief history of giftedness and what it means to school psychologists. *Psychology in the Schools*, 57(10), 1514-1527.

- Delisle, S., Blondel, O. L. I. V. I. E. R., Longo, F. J., Schnabel, W. E., Bell, G. I., & Welsh, M. J. (1996). Expression of inositol 1, 4, 5-trisphosphate receptors changes the Ca²⁺ signal of Xenopus oocytes. *American Journal of Physiology-Cell Physiology*, 270(4), C1255-C1261.
- Denzin, N.K. (1978). *The research act: A theoretical orientation to sociological methods* (2nd ed.). New York: McGraw-Hill.
- Desti, K., & Shanthi, R. (2015). A study on emotional intelligence at work place. *European Journal of Business and Management*, 7, 147-154.
- Dunkin, R. (2000). Using phenomenography to study organisational change. *Phenomenography*, 137-152.
- Gagné, F. (1995). From giftedness to talent: A developmental model and its impact on the language of the field. *Roeper review*, 18(2), 103-111.
- Gardner, H. (1983). *Multiple intelligences: the theory in practice*. New York: Basic Books.
- Karami, S., & Ghahremani, M. (2022). Starting Over: An Iranian Conception of Giftedness and How It Can Transform Societies and the World. In *The Palgrave Handbook of Transformational Giftedness for Education* (pp. 251-265). Cham: Springer International Publishing.
- Kaufman, S. B., & Sternberg, R. J. (2008). Conceptions of giftedness. In S. I. Pfeiffer (Ed.), *Handbook of giftedness in children: Psychoeducational theory, research, and best practices* (pp. 71-91). Springer Science + Business Media. https://doi.org/10.1007/978-0-387-74401-8_5
- Kaya, G. (2020). Supporting of Gifted Children's Psychosocial Developments in the Pre-school Period. *Psychol. Res. Educ. Soc. Sci*, 1, 25-30.
- Keser, S. C. (2019). The effectiveness of plastic arts education weighted creative drama in the education of gifted/talented children. *Contemporary Educational Research Journal*, 9(1), 32-37.
- Kontostavrou, E. Z., & Drigas, A. (2021). How Metacognition Supports Giftedness in Leadership: A Review of Contemporary Literature. *International Journal of Advanced Corporate Learning*, 14(2).
- Laine, S., & Tirri, K. (2021). Finnish conceptions of giftedness and talent. *Conceptions of giftedness and talent*, 235-249.
- Mantel, Shvartsn. (1999). Power structures, Translated by N. Jamalzadeh, Tehran, Islamic Revolution Documents Center.
- Marton, F. (1986). Phenomenography A research approach to understanding different conceptions of reality. *Journal of Thought*, 21, 29-49.
- Matheis, S., Kronborg, L., Schmitt, M., & Preckel, F. (2017). Threat or challenge? Teacher beliefs about gifted students and their relationship to teacher motivation. *Gifted and Talented International*, 32(2), 134-160.
- Matthews, B. W. (1988). Structural basis of the action of thermolysin and related zinc peptidases. *Accounts of Chemical research*, 21(9), 333-340.
- McAleer, S. (2020). *Plato's Republic': An Introduction*. Open Book Publishers.
- Metin, S., & Aral, N. (2020). The Drawing Development Characteristics of

Gifted and Children of Normal Development. *Cypriot Journal of Educational Sciences*, 15(1), 73-84.

Miedijensky, S. (2018). Learning environment for the gifted—What do outstanding teachers of the gifted think?. *Gifted Education International*, 34(3), 222-244.

Mohammadpour, A. (2011). *Method of qualitative research (steps and practical procedures in qualitative methodology)*. Vol. 2. Tehran: Publications of Sociologists (in Persian).

Montazer, Gh., Nazemi, A., & Mousavi Nasab, M., (2012). Payamadhaye bazandishi dar mafhoum nokhbegi [Consequences of Rethinking in Elite Concept]. *Journal of Science and Technology Policy*, 5(2), 17-33.

Neumeister, K. L. S., Adams, C. M., Pierce, R. L., Cassady, J. C., & Dixon, F. A. (2007). Fourth-grade teachers' perceptions of giftedness: Implications for identifying and serving diverse gifted students. *Journal for the Education of the Gifted*, 30(4), 479-499.

Papadopoulos, D. (2021). Parenting the Exceptional Social-Emotional Needs of Gifted and Talented Children: What Do We Know?. *Children*, 8(11), 953.

Patton, M. (1990). *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage.

Polyzopoulou, K., Kokaridas, D., Patsiaouras, A., & Gari, A. (2014). Teachers' perceptions toward education of gifted children in Greek educational settings. *Journal of Physical Education and Sport*, 14(2), 211.

Renzulli, J. S. (2005). Applying gifted education pedagogy to total talent development for all students. *Theory into practice*, 44(2), 80-89.

Renzulli, J. S. (2011). Theories, actions, and change: An academic journey in search of finding and developing high potential in young people. *Gifted Child Quarterly*, 55(4), 305-308.

Russell, J. L. (2018). High school teachers' perceptions of giftedness, gifted education, and talent development. *Journal of Advanced Academics*, 29(4), 275-303.

Sternberg, R. J., & Davidson, J. E. (Eds.). (2005). *Conceptions of giftedness* (Vol. 2). New York, NY: Cambridge University Press.

Sternberg, R. J., Chowkase, A., Desmet, O., Karami, S., Landy, J., & Lu, J. (2021). Beyond transformational giftedness. *Education Sciences*, 11(5), 192.

Stricker, J., Buecker, S., Schneider, M., & Preckel, F. (2020). Intellectual giftedness and multidimensional perfectionism: A meta-analytic review. *Educational Psychology Review*, 32, 391-414.

Terman, L. M., & Oden, M. (1940). The significance of deviates. III. Correlates of adult achievement in the California gifted group. *Yearbook of the National Society for the Study of Education*.

Zeidner, M., & Matthews, G. (2017). Emotional intelligence in gifted students. *Gifted education international*, 33(2), 163-182.

Author 1 Name: Abdullah Azizi

Email: abdolaazizimarivan@gmail.com

MA student in Curriculum Studies, University of Kurdistan,
Sanandaj, Iran.



Author 2 Name: Jamal Salimi

Email: j.salimi@uok.ac.ir

Associate Professor of Curriculum Studies, University of
Kurdistan, Sanandaj, Iran.



Author 3 Name: Asra Sajadi

Email: asrasajadiuok@gmail.com

MA in Teaching English as a Foreign Language, University of Kurdistan,
Sanandaj, Iran.

Author 4 Name: Ali Amini

Email: aliamini7401@gmail.com

PhD student in Higher Education, University of Kurdistan,
Sanandaj, Iran.

