The Reality of Services Provided to the Gifted in Saudi Universities from the Students' Point of View

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Abstract:
Attention to young gifted has become a necessity for active participation in meeting the future needs of the kingdom, which justifies talent development and personality building programs, attracting gifted and creative students, and following them up within the university's specializations in proportion to their abilities. The study focused on the reality of the services of caring for gifted students at King Faisal University from the perspective of students. A sample of (310) undergraduate students, including (232) females, during the academic year 2020/2021. The descriptive analytical method was used. The Reality of Services offered to Gifted Students scale was applied (Cronbach Alpha= 0.93). The results of the study showed a medium degree of services provided in five dimensions (Curriculum and courses, characteristics and competencies, enrichment activities, Create a database, exchange of experiences), and the (infrastructure and equipment) dimension came with a high degree, The results also showed a high predictive ability of the variable (Care) in the level of services provided more than other variables. The study recommended the need to increase attention to the infrastructure of services provided at the university in the fields of study.

Keywords: Services, Saudi Universities, Gifted Care, Care Policies, Higher Education, Gender Differences, Regression Analysis

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1. Introduction

Losing societies to the category of gifted students are not compensated, although universities have many advantages and financial and human capabilities and infrastructure, unfortunately, they have not performed their role properly. The study by Al- Ahous (2013) showed that there are shortcomings in the care of the gifted at Saudi universities, whether the organizational aspect or aspects of psychological and scientific care. The study by Abu Nasser et al (2019) showed that gifted university students did not receive the care that public education students enjoyed; although there are some individual attempts of some universities. We consider this category wasted energy unless it is localized inappropriate care programs.

However, some Saudi universities realized the importance of caring for the gifted and launched some caring programs for them; for example, the University of Jeddah has launched three programs to attract and nurture talented people in areas including science and innovation, the Holy Qur'an, sports, and the arts (Jeddah University, 2021). Saud University also launched the Gifted and talented Students Program, which includes three tracks: talented Students, Gifted Students, and discipleship track. The university also opened the Innovation Center, which aims to harness knowledge to serve the development and the national economy in critical areas such as energy, desalination, information technologies, nanotechnologies, biotechnologies, and petrochemical industries (King Saud University, 2021). There have been significant efforts by King Faisal University since the opening of the National Research Center for Giftedness and Creativity as the first research center specialized in gifted and creativity research in 1427 AH (King Faisal University, 2021).

There was also original experience for King Khalid University in caring for the gifted, represented by the opening of the Center for Giftedness, Creativity, and entrepreneurship, which aims to contribute to achieving the education policy in the Kingdom of Saudi Arabia to care giftedness and creativity and providing appropriate environments for caring talent intellectually, scientifically, skillfully and psychologically (King Khalid University, 2021). There was also tangible support for Taibah University in caring for the gifted through the establishment of the Giftedness and Creativity Center, which aims to provide media awareness programs to spread a culture of interest in giftedness, creativity, and excellence in society, it also providing scientific, research and educational consultations in giftedness, creativity, and excellence (Taibah University, 2021). In the Gulf, there was a distinct qualitative contribution to the Arab Gulf University through the launch of the Talent and Mental Superiority

Program. Although it is not directly concerned with the care of the gifted, as an academic institution it plays a founding role for this care by providing scientific information, research, studies, scientific advice, teaching, and rehabilitation services to the various institutions concerned with the gifted. It also provides standards and tests that reveal the gifted, preparing and developing them (Darwish, 2001). However, with those efforts that seek to nurture, support the gifted, and localize them to develop their talent and innovation at the university. The fundamental question comes, is this care? Therefore, this study comes to determine the reality of the services and care offered to gifted and talented students at King Faisal University.

1.1. Problem study

Universities are considered one of the most important components of development and modernization in society, as they provide society and the economy with human competencies, characterized by giftedness and creativity, and capable of change and innovation, thus contributing to advancing production and transforming society into a knowledge society that effectively contributes to development efforts in all fields. Undoubtedly, university education faces a lot of pressures and challenges resulting from rapid knowledge and technical growth, especially with the information revolution that the world is experiencing today, which affects the way gifted and talented students think, and how they deal with a large amount of information and data spread on the Internet (Bornan, Benmwiza, &Masoud, 2019). Since recent global trends and international best practices in caring for the gifted emphasize the need to continue caring for the talented, move them to the level of creative productivity in adulthood, and harness their talents to serve and lead change in societies. Many researchers in gifted education also confirmed this (Freeman, 2015, Alwiya, &Sahni, 2016). Some observe that there are shortcomings in services for the care of the gifted in the universities of the Kingdom, compared to the distinct care that students receive in public education, which led to a large gap between public education and universities in the care of the gifted. Thus, students who are classified as gifted in public education stages may lose their talents during university studies. In this context, the study by Aboud & Abu Nasser (2018) showed that the detection and proper care programs are still within the framework of the pre-university education stage. A survey study on the reality of caring for the gifted in the United Arab Emirates between 2012-2016 showed that the entities sponsoring the gifted rarely provide grants to specialize in talent, or grants to continue education (Emirates Center for Strategic Studies and Research, 2018). The study by Al-Ahous (2013) showed a weakness in the partnership in gifted care between universities and the Ministry of Education, as well as the concerned institutions. Therefore, the current study seeks to answer the main question that embodies this problem: What is the reality of the services offered to gifted and talented students in Saudi universities from the perspective of students? The following sub-questions derive from this question:

1.2. Research Questions

1- What is the reality of caring for the gifted at King Faisal University in the areas: infrastructure and educational equipment, curricula and courses, characteristics and competencies of faculty members, enrichment activities, creating a database for the gifted?

2- Does the reality of caring for the gifted at King Faisal University differ in the areas: infrastructure and educational equipment, curricula and courses, characteristics and competencies of faculty members, enrichment activities, creating a database for the gifted according to gender, college, academic level, participation in the national program for detection Gifted students, pre-classification as a gifted student, receiving caring in Mawhiba enrichment programs, taking part in Mawhiba competitions?.

3- Does the independent variables (gender, college, academic level, participation in the national program for detection Gifted students, pre-classification as a gifted student, receiving caring in Mawhiba enrichment programs, taking part in Mawhiba competitions) predict and influence the dependent variable (the reality of gifted care at King Faisal University)?.

1.3 Study Significance

Conducting this study justifies the promotion of innovation among talented students by enriching their knowledge and knowing the basic aspects of providing academic and non-academic services to them. Continuing to provide these services increases the feeling of loyalty and belonging to the university.

1.4. Study Objectives

- Define the availability of educational infrastructure and equipment that support giftedness and creativity at the university.
- Define the extent to which curricula and courses contribute to the development of giftedness and creativity at the university.
- Determine the availability of an information base and educational activities for the gifted at the university.

1.5.Study Limitation

The results of the study are determined by the tool used, which is a scale of the reality of caring for the gifted, and with the study sample, which includes King Faisal University students from 18 to 24 years of age from scientific and theoretical disciplines, and its variables determined by gender, specialization, and academic level, besides spatial variables related to King Faisal University with its scientific and theoretical branches. Besides specific time limits for the second semester of the academic year 2020/2021.

1.6. Definition of terms

Gifted: According to Clark's definition, they are those who give evidence of their ability to perform in the mental, creative, artistic, leadership, and academic fields, and who need special services and activities for the integrated development of their aptitudes and abilities (Clark, 1992).

King Faisal University: An official public university in the Kingdom of Saudi Arabia, established in 1973 by order of King Faisal. The University was inaugurated during the reign of his brother Khalid bin Abdul-Aziz Al Saud. The university provides a university education, besides the creation of many diplomas, master and doctoral programs in most disciplines.

2. Theoretical Framework

Universities seek to provide integrated care for gifted students in various fields, whether inside or outside the classroom, and this care often extends outside the campus. Gifted students should be nurtured by providing support for their talent, developing creative thinking strategies, and helping them to innovate and invent (Al-Dahshan, 2003). There is evidence that failure to adapt to the demands of the university environment hurts the academic performance of gifted students as they transition from high school to university as shown by Almukhambetova& Hernández-Torrano (2020). Accordingly, the following aspects must be taken into account when providing services to gifted students: previous experiences in the public education stage, and experiences at the university level (Kem& Navan, 2006).

There are several options for caring for gifted students after high school, such as early entry programs that serve gifted and with high abilities from high school students, and the honor programs that the gifted enroll in during their studies have proven their efficiency. Another option is the acceleration programs that some universities allow and that are effective with gifted students as shown in The Templeton Report, A Nation Deceived (Colangelo, Assouline& Gross, 2004).Therefore, based on the foregoing, for the gifted to be cared for, it is necessary to take actual and reliable steps to provide care services in the following areas:

- Infrastructure and educational equipment: The infrastructure and equipment used at the university level and its level of development are among the basics in providing services to gifted students. Interest in developing and employing them is also very important in enriching students' learning and supporting their talents (Rabee, 2016; Altahayneh, 2014; Almurshidee, 2017).
- Contributions of faculty members and courses: One of the most important components of caring for the gifted at the university is the qualification of specialists in giftedness and creativity to play their role in developing talent and creative thinking strategies for the gifted (Mansour & Al-Tuwaijri, 2000). Donai&Micheal (2004) Confirm the need for the availability of cognitive experiences related to the field of talent, and a deep understanding of the cognitive, social, and emotional characteristics of gifted students among the faculty member, as well as an awareness of their special needs and problems that may face their practical, scientific and social life. The study of Sastre-Riba, Pérez-Sánchez, &Villaverde, (2018) shows that faculty members have a prominent role in caring for high-ability students ethically and responsibly that helps them deliver useful products and innovations.

- Enrichment Activities: The importance of developing educational programs and enrichment activities for the care of the gifted to develop their mental abilities and creative skills is no less than their detection and identification. Studies vary in their perception of the type of enrichment for gifted students at the university, while Abu Nasser et al. (2019) saw that external enrichment programs are most appropriate for the university level. Rinn&Plucker (2004) also showed that providing enrichment courses in gifted classes and honors programs is the most appropriate option for sponsoring to work on identifying the best ways to support and enhance the talents of gifted college students. In addition, it is necessary to provide information bases for gifted students at the university showing the type of talent they are distinguished to provide services that correspond to their talent field (Abu Nasser et al., 2019).
- Detecting and caring for gifted students: Recent trends in the detection of gifted confirm the need for multiple ways to detect gifted students. Using over one method or tool leads to achieving justice and reduces the possibility of false detection (Al-Ahous, 2013).

3. Methodology

3.1. Research design

A quantitative descriptive analytical approach was used in this study.

3.2. Population and Sample

The population of this study consisted of all gifted students at King Faisal University during the academic year 2020/2021. A sample of 310 students was randomly selected for this study.

3.3. Instruments

An instrument was developed after reviewing previous studies, defining the goal and determining the dimensions of the scale, and then developing the items of the scale. The scale consists of six dimensions (indicators): Infrastructure and educational equipment at the university, Curriculum and courses, Characteristics and competencies of faculty members, enrichment activities, Create a database for gifted students, and Exchange of experiences with other institutions in the field of gifted care

3.3.1. Verifying the Validity and Reliability of the Instruments

To verify the validity and reliability of the instrument, nine experts from the University of King Faisal examined the instrument items. Based on their opinions, the researchers modified and reformulated some of the items. In addition, the instruments were used for a pilot study with 40 students, and the responses and feedback obtained were used to modify the final instruments. The data were analyzed using SPSS version 25.

4. Findings

4.1. Findings about the first research question:

To answer the first question, the dimensions of the scale was analyzed. The means, standard deviation, and response degree of gifted students in the scale was extracted, as shown in Table 1 below.

Table.1. The means, standard deviation and responses degree in scale

Scale Dimension	N	Mean	Std. Deviation	Responses degree
Infrastructure and Equipment	310	3.4697	1.08954	High
Curriculum and Courses	310	3.1123	1.06101	Medium
Characteristics and Competencies	310	3.0172	1.15333	Medium
Enrichment Activities	310	3.1078	1.16033	Medium
Create a Database	310	3.0194	1.23544	Medium
Exchange of Experiences	310	3.1161	1.21455	Medium

Table 1 shows that the items scores in Infrastructure and educational aids dimension with mean of (3.47), and with standard deviation of (1.089). This indicated high responses degree. While, the items scores in dimensions of

Exchange of experiences with the concerned authorities, Curriculum, enrichment activities, Characteristics and competencies of faculty members, Create an informational and educational base for gifted, and with mean of (3.116),(3.112), (3.107),(3.019), and (3.017) respectively, and with standard deviation of (1.21455), (3.1123), (1.16033, (1.23544)and (1.15333) respectively. In general, the mean of these dimensions indicated a medium responses degree.

4.2. Findings about the second research question

To answer the second question: T- Test and one-way analysis of variance are used. Table 2 below shows the results of T- Test of differences between the means of responses of sample about Gifted Care Reality Scale

Table.2. The results of T-Test for differences between means for whole scale according to gender, faculty, Participate, Classification, care, and Competitions

Variables and Dimensions			No.	Mean	S. D.	t	Sig.
whole scale	Gender	Male	78	3.4412	.97768	2.928	.004
		Female	232	3.0393	1.07181		
	Faculty	scientific	186	3.0666	1.00892	5.926	.134
		literary	124	3.2510	1.13179		
	Participate	yes	80	2.8428	1.02394	2.194	.003
		No	230	3.2439	1.05735		
	Classification	yes	152	3.0225	.94705	12.118	.055
		No	158	3.2538	1.15330		
	Care	yes	68	3.2686	.86358	12.415	.261
		No	242	3.1044	1.11013		
	Competitions	yes	86	2.9270	1.01898	2.178	.028
		No	224	3.2223	1.06877		

Table 2 shows that the value of (t = 2.928) for whole dimensions indicated that there were statistically significant differences between the means. Where the significant level is less than (0.05). In other word, there were statistically significant differences between the responses of the sample according to gender. The value of (t = 5.926) for the whole dimensions indicated that there were no statistically significant difference between the means, where the significant level is more than (0.05). In other word, there were no statistically significant differences between the responses of the sample according to faculty. The value of (t = 2.194) for the whole dimensions indicated that there were statistically significant difference between the means,. In other word, there were statistically significant differences between the responses of the sample according to Participation in the national program to detection the gifted. The value of (t = 12.118) for the whole dimensions indicated that there were no statistically significant difference between the means. In other word, there were no statistically significant differences between the responses of the sample according to Pre-classification as a gifted student. The value of (t = 12.415) for the whole dimensions indicated that there were no statistically significant difference between the means. In other word, there were no statistically significant differences between the responses of the sample according to receiving care in Mawhiba enrichment programs. Finally, the value of (t = 2.928) for whole dimensions indicated that there were statistically significant differences between the means. In other word, there were statistically significant differences between the responses of the sample according to Participation in talent competitions.Table 3 below shows the results of one-way analysis of variance in the responses of sample about Gifted Care Reality Scale.

Table.3. The results of analysis of variance of differences between the means of responses of sample about Gifted Care Reality Scale

	variance source		Sum of Squares	df	Mean Square	F	Sig.
Academic Level	Infrastructure and Equipment	Between Groups	29.611	5	5.922	5.339	.000
		Within Groups	337.204	304	1.109		
		Total	366.815	309			
	Curriculum and Courses	Between Groups	37.645	5	7.529	7.378	.000
		Within Groups	310.208	304	1.020		
		Total	347.853	309			
	Characteristics and Competencies	Between Groups	32.878	5	6.576	5.286	.000
		Within Groups	378.142	304	1.244		
		Total	411.019	309			

Enrichment Activities	Between Groups	22.640	5	4.528	3.499	.004
	Within Groups	393.388	304	1.294		
	Total	416.028	309			
Create a Database	Between Groups	38.172	5	7.634	5.354	.000
	Within Groups	433.462	304	1.426		
	Total	471.634	309			
Exchange of Experiences	Between Groups	29.253	5	5.851	4.170	.001
	Within Groups	426.566	304	1.403		
	Total	455.819	309			
AvTOT	Between Groups	29.097	5	5.819	5.541	.000
	Within Groups	319.304	304	1.050		
	Total	348.401	309			

Table 3 shows that there were statistically significant differences in all dimensions of the scale based on academic level where the significant level is less than 0.05. In other word, there were statistically significant differences between the responses of the sample according to academic level. To know the direction of the differences in the academic level, or to find out in favor of any of the six academic level, the Tukey test of the post-comparisons was used.

Table.4. The results of Tukey test for differences between the periods of academic level of responses students

Dependent Variable	(I) Level	(J) Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
AvTOT	Preparatory year	first year	.73323	.37777	.379	-.3502	1.8167
		second year	1.16593*	.38003	.028	.0760	2.2559
		third year	1.15790*	.39138	.039	.0354	2.2804
		fourth year	1.40871*	.39693	.006	.2703	2.5471
		five year	1.37136*	.39535	.008	.2375	2.5052
	First year	second year	.43270	.15667	.067	-.0166	.8820
		third year	.42467	.18248	.186	-.0987	.9480
		fourth year	.67548*	.19410	.008	.1188	1.2322
		five year	.63813*	.19085	.012	.0908	1.1855
	Second Year	third year	-.00803	.18711	1.000	-.5447	.5286
		fourth year	.24278	.19846	.825	-.3264	.8120
		five year	.20543	.19529	.900	-.3547	.7655
	Third Year	fourth year	.25081	.21941	.863	-.3785	.8801
		five year	.21346	.21654	.922	-.4076	.8345
	Fourth Year	five year	-.03735	.22642	1.000	-.6867	.6120

Table 4 shows that there were statistical significant differences in all dimensions of the scale based on academic level in favor of preparatory year.

4.3. Findings about the third research question

To answer the third question, the Regression Analysis for the variables, pearson correlation coefficient were used. Table 5 below showed that the relationship between the dependent variable and independent variables. Table 5 below show that the linear correlation for whole scale.

Table.5. Linear Correlation for whole motivation scale

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.377[a]	.142	.122	.99495

Table 5 showed that the linear correlation coefficient between overall scale and the variables was 0.38. It also showed the accuracy in estimating the dependent variable (whole scale) was 14.2%.

Table.6. Regression Analysis for Whole scale

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.441	7	7.063	7.135	.000[b]
	Residual	298.960	302	.990		
	Total	348.401	309			

a. Dependent Variable: AvTOT
b. Predictors: (Constant), Competitions, Level, Branch, Gender, Care, Classification, Participate

Table 6 showed the appropriateness of the regression line of the data and the null hypothesis which states that "the regression line does not fit the data given" and showed the value of analysis of variance test for regression line was 462.419 at significant level 0.000 that is less than 0.05. Therefore, regression line fit the data, and there is a relationship between the dependent variable and the independent variables. Further, there is an influence of the independent variables on the dependent variable, and we can predict the dependent variable through the independent variables.

Table.7. Coefficients for Whole scale

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.680	.453		8.128	.000
	Gender	-.293	.135	-.120	-2.168	.031
	Branch	.094	.119	.043	.792	.429
	Level	-.162	.040	-.219	-4.014	.000
	Participate	.505	.169	.208	2.992	.003
	Classification	.052	.143	.024	.362	.717
	Care	-.547	.175	-.214	-3.127	.002
	Competitions	.243	.142	.103	1.714	.088

Table 7 showed that there were statistically significant differences on the total score for study. There were statistically significant differences in whole scale. It also showed that the form of prediction equation, which is:

Reality Care = 3.680 + 0.293 (Gender) + 0.162 (Level) + 0.505 (Participate) + 0.547 (Care).

5. Discussion

The results for the first question showed that all the means for the dimensions of the scale came with a medium degree ranging from 3.1078 to 3.1161 except for the first dimension (Infrastructure and educational equipment), Which came with a high response score (3.4697). These results represent a convergence in the responses of the study sample about the study dimensions in general. It also indicates the level of average services provided by the university from the perspective of participating students regarding the programs of gifted students. This result is very exciting, which means that the infrastructure that motivates and encourages gifted students is available at the university on a wide range. On the contrary, other areas that support talented students and complement their programs do not reach this level of infrastructure, especially concerning curricula and courses that are an essential element in Stimulating giftedness and creativity at the university level, which qualifies them to be future leaders (Tam, 2017). The characteristics and competencies of the faculty members as the human element implementing these programs. Qualifying and preparing them appropriately highlights university talents and maximizes students' abilities, especially with their ability to manage talents. Reducing the role of enrichment activities in refining the talents of gifted students and highlighting their abilities in various fields, and obtaining an average degree indicates an aspect that the university must pay attention to and develop to suit the gifted abilities. The creation of information and educational bases for the gifted complements the gifted service system, facilitates dealing with them, and manages them in a way that ensures the development and benefit of their abilities, and increases their loyalty to the university and society. In addition, benefit and exchange of experiences with the concerned institutions in the field of gifted care. These institutions have an integrated system and modern means and methods for detecting and caring to the gifted. Collaboration with it is essential for the professional growth of faculty members who are responsible for gifted programs. Noting that the lack of this exchange reduces the benefit of gifted programs and negatively affects their talents. In conclusion, the university system for caring talent and creativity involves providing integrated services and organizing programs for the visits of gifted and talented students to prestigious international institutions. In addition to providing them with local and external practical training grants. Furthermore, to organizing forums, seminars and workshops related to excellence, talent

and creativity. Participation in international conferences and events related to the sponsorship of gifted and talented students. This requires the educational institution's awareness of the stimulating and supportive environment for gifted students' programs in a manner that spreads a culture of talent and creativity among them and their fellow students in different colleges. This can only be achieved by adopting a system of procedures that begins with the detection of gifted students in various fields, the development of an integrated system and a comprehensive methodology to identify them, achieving justice when choosing and taking care of them, raising the awareness of the community and its participation in providing care services to them, and enriching the sources of scientific research for them in an integrated service environment.

The results for the second question showed that there were statistically significant differences according to the gender of the participant towards the services offered to gifted students as shown in Table 2. While there were no statistically significant differences due to college, academic level, participation in the national program for detection Gifted students, pre-classification as a gifted student, receiving caring in Mawhiba enrichment programs, participating in Mawhiba competitions. The differences according to gender may be due to the nature of the university community, which is controlled by male students. They are the ablest to move and interact with others in the university environment, the most familiar and exploited about the potential of the university environment. Therefore, the differences came in favor of male students, unlike female students who are restricted to part of the university environment, and they have a special academic environment based on the isolation of females on the campus, as well as the fact that some female students are shy about moving and exploiting the potential of the university.

There were no statistically significant differences according to the college, participation, classification, caring and competition. This result can be explained within the framework of the existing education system at the university level, especially for gifted students, which enables them to enroll in the academic programs they prefer. Because almost all students from all faculties went through the same training programs and the same experiences in the field of talent and creativity, and everyone participated in the same activities and events that exist before and after the university stage. Because of the gifted programs in public education, and because the activities available to the gifted in the university context are the same. In addition, the admission and participation of all students for gifted programs in public education, as well as university activities, is carried out according to the same standards. This may also be attributed to the presence of convergence in the characteristics of the students and the similar conditions in which they live, the convergence of the age group for them and they are passing through the same psychological and social experiences, and the convergence of academic experiences for them despite the diversity of fields.

Concerning the academic level variable, the results showed that there were statistically significant differences in the students' responses to the study scale as shown in Table 3. These differences are due to the preparatory year variable as shown in Table 4. This result can be explained by the fact that the preparatory year students are the most homogeneous and most experienced in gifted programs as they are the closest to the public education stage, in which gifted programs are officially and systematically activated. They are the most familiar about the aspects of gifted care, in contrast to students from the first to the fifth year level, whose experiences have changed and their performance and knowledge of gifted programs have varied due to their distance from engaging in these programs. It may also be due to the strong desire of the preparatory year students to explore the university environment due to their new enrollment in it, and thus they became more familiar with the services, activities and events available in this environment, as well as the convergence of the level of curricula and extracurricular activities with what they have learned about at the university level, so the differences came in response to the study scale.

As for the third question, the results showed that there is a predictive ability for the variables of gender, academic level, participation in programs, and care programs that gifted students undergo in the level of services provided by the university to gifted students as shown in Tables 6 and 7. It also showed that the most predictive variable is the "care variable" with a percentage of (0.547) and that the least predictable variable is the academic level variable for students with a percentage of (0.162). This result is interesting, where the diversity of care received by students was the influential factor in determining the services and this is logical. When a student receives care, he is immersed in the university environment and its various services. Thus, he recognizes its various aspects and becomes compatible and able to judge it. On the contrary, the student's academic level indicates a disparity in the knowledge of the university's potentials and its supportive environment for gifted students, the activities provided, and the level of services. It is logical, predictive ability is lower than other factors. The results pointed out that there is a high impact on students' participation in enrichment programs (0.505), and this result comes in the context that the participation deepens the participating student's understanding of the quality and level of services provided. Thus, he can judge these enrichment programs.

6. Recommendations

Based on the results of the study, it is recommended to work on attracting gifted students from public education by requirements that comply with international standards, and the need to pay attention to the areas of services provided to gifted students in Saudi universities to improve the university environment and motivate the gifted, as well as focus on providing appropriate care programs for them within the various disciplines.

7. Closing Remark

Attracting gifted students to universities and providing care services to them is one of the strategic directions of King Faisal University in caring for the gifted. A program has been adopted to attract gifted students, care for and educate them within the university's specializations in proportion to their abilities. Further, to provide them comprehensive care, guidance and benefits that meet their needs before joining the university during the study and after graduation. This program constitutes one of the basic stages in the history of the development of gifted care in the Kingdom of Saudi Arabia. It is possible to benefit from this experience regionally and globally, as it constitutes a general framework for the care of education at the level of higher education. It also the results of this study are useful in reviewing the existing experiences in various international universities.

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Appendix

Appendix.1.The results of T-Test for differences between means according to gender, faculty, Participate, Classification, care, and Competitions.

Variables and Dimensions			No.	Mean	S. D.	t	Sig.
Gender	Infrastructure and Equipment	Male	78	3.7846	.99389	2.989	0.03
		Female	232	3.3638	1.10178		
	Curriculum and Courses	Male	78	3.3795	1.05515	2.595	.010
		Female	232	3.0224	1.05001		
	Characteristics and Competencies	Male	78	3.3205	.97471	2.712	.007
		Female	232	2.9152	1.19210		
	Enrichment Activities	Male	78	3.3333	1.09032	1.994	.047
		Female	232	3.0320	1.17549		
	Create a Database	Male	78	3.4551	1.15639	3.673	.000
		Female	232	2.8728	1.22893		
	Exchange of Experiences	Male	78	3.3744	1.12509	2.184	.030
		Female	232	3.0293	1.23338		
	Whole dimension	Male	78	3.4412	.97768	2.928	.004
		Female	232	3.0393	1.07181		
Faculty	Infrastructure and Equipment	scientific	186	3.4409	1.04703	4.393	.569
		literary	124	3.5129	1.15336		
	Curriculum and Courses	scientific	186	3.0473	.97732	8.017	.187
		literary	124	3.2097	1.17282		
	Characteristics and Competencies	scientific	186	2.9659	1.13412	1.030	.339
		literary	124	3.0941	1.18200		
	Enrichment Activities	scientific	186	3.0307	1.09047	9.214	.152

		literary	124	3.2235	1.25353		
	Create a Database	scientific	186	2.9086	1.16409	9.449	.053
		literary	124	3.1855	1.32283		
	Exchange of Experiences	scientific	186	3.0065	1.13193	10.339	.051
		literary	124	3.2806	1.31654		
	Whole dimension	scientific	186	3.0666	1.00892	5.926	.134
		literary	124	3.2510	1.13179		
Participate	Infrastructure and Equipment	yes	80	3.2800	1.14454	.146	.071
		No	230	3.5357	1.06441		
	Curriculum and Courses	yes	80	2.8050	1.04432	.041	.003
		No	230	3.2191	1.04801		
	Characteristics and Competencies	yes	80	2.7583	1.08626	3.030	.020
		No	230	3.1072	1.16457		
	Enrichment Activities	yes	80	2.7821	1.11817	1.239	.003
		No	230	3.2211	1.15561		
	Create a Database	yes	80	2.6813	1.17326	1.238	.004
		No	230	3.1370	1.23727		
	Exchange of Experiences	yes	80	2.7500	1.07043	8.210	.002
		No	230	3.2435	1.23777		
	Whole dimension	yes	80	2.8428	1.02394	2.194	.003
		No	230	3.2439	1.05735		
Classification	Infrastructure and Equipment	yes	152	3.4263	1.04182	2.876	.493
		No	158	3.5114	1.13530		
	Curriculum and Courses	yes	152	2.9763	1.00223	3.509	.027
		No	158	3.2430	1.10202		
	Characteristics and Competencies	yes	152	2.9211	1.05565	7.216	.150
		No	158	3.1097	1.23636		
	Enrichment Activities	yes	152	2.9812	1.08991	3.948	.059
		No	158	3.2297	1.21527		
	Create a Database	yes	152	2.8882	1.11090	10.943	.067
		No	158	3.1456	1.33582		
	Exchange of Experiences	yes	152	2.9421	1.04916	18.653	.013
		No	158	3.2835	1.33683		
	Whole dimension	yes	152	3.0225	.94705	12.118	.055
		No	158	3.2538	1.15330		

Care	Infrastructure and Equipment	yes	68	3.7706	.91048	11.584	.010
		No	242	3.3851	1.12199		
	Curriculum and Courses	yes	68	3.1529	.92341	4.942	.721
		No	242	3.1008	1.09806		
	Characteristics and Competencies	yes	68	3.2206	.97712	7.937	.100
		No	242	2.9601	1.19377		
	Enrichment Activities	yes	68	3.2689	1.00426	5.915	.196
		No	242	3.0626	1.19854		
	Create a Database	yes	68	3.0515	1.04699	8.239	.809
		No	242	3.0103	1.28525		
	Exchange of Experiences	yes	68	3.1471	.98017	17.201	.813
		No	242	3.1074	1.27433		
	Whole Dimension	yes	68	3.2686	.86358	12.415	.261
		No	242	3.1044	1.11013		
	Infrastructure and Equipment	yes	86	3.3860	1.09019	.316	.403
		No	224	3.5018	1.09003		
	Curriculum and	yes	86	2.9302	1.03572	.343	.061

Competitions	Courses	No	224	3.1821	1.06457		
	Characteristics and Competencies	yes	86	2.7946	1.13001	.753	.035
		No	224	3.1027	1.15324		
	Enrichment Activities	yes	86	2.8372	1.14142	.424	.011
		No	224	3.2117	1.15322		
	Create a Database	yes	86	2.7674	1.17122	1.854	.026
		No	224	3.1161	1.24829		
	Exchange of Experiences	yes	86	2.8465	1.13704	4.435	.015
		No	224	3.2196	1.22981		
	Whole Dimension	yes	86	2.9270	1.01898	2.178	.028
		No	224	3.2223	1.06877		