

Giftedness and Gender: A Review Study

Estefanía Lema-Moreira

University of a Coruña (Spain)

Abstract

The study of and intervention with students with high abilities continues to be one of the great challenges facing educational centers around the world. At the same time, there are gender differences in giftedness, mainly in aspects related to their emotional and social development. Thus, to establish a theoretical framework, the present study aims to determine these gender differences in students with high abilities based on a bibliographical review. For this purpose, a study was carried out using the PRISMA procedure, analyzing a total of 44 studies published from 2019 to 2024. The results show significant differences in the published studies on how these gender differences affect students with giftedness. However, there is a greater identification of the male gender with students with giftedness, without this being due to objective reasons.

Keywords: gender, giftedness, learning disabilities, literature review, students