International Journal of Progressive Education, Volume 20 Number 3, 2024

Analysis of the Gifted's Parents' Awareness in Turkey

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Abstract

This study analyzes the awareness about giftedness of parents of gifted based on various demographic variables. This is a quantitative study done with the screening model, one of the descriptive research methods. The study participants are 187 parents whose children were diagnosed as gifted and talented (6-10 years of age) in 2019. The "Personal Information Form," designed by the researchers, was used to collect data on predetermined qualitative factors (gender, education level, occupation, income, etc). To determine the parents of the gifted's awareness, "The Parent Awareness Scale The Gifted Children Form (PAS- GC) was used. A ready-made statistical program was used in the analysis of the data. Preliminary analyses show that the normality assumption could not be met, so the Mann-Whitney U and Kruskal-Wallis tests have been applied to investigate the differences between the variables. As a result of the analyses, gifted's parents' awareness rate about parenting giftedness needed to be increased for some essential areas of gifted education, such as stress and conflict, perfectionism, motivation-achievement, and responsibility/self-regulated subjects. Also, there was no significant difference between participants because of the demographic factors on awareness of parenting gifted. The results are important in emphasizing the need for all parents of gifted children to develop awareness.

Keywords: Gifted and Talented, Parents of the Gifted, Awareness

DOI: 10.29329/ijpe.2024.664.2

Submitted: 14/02/2023 **Accepted:** 15/03/2024 **Published:** 01/06/2024

* This study is presented at the World Council for Gifted and Talented Children 2019 World Conference.

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INTRODUCTION

There needs to be more studies about gifted families in Turkey having priority in the lives of gifted and talented children. It is considered that the awareness of families should be determined, the interventions appropriate to their needs should be planned, and urgent implementations should be increased. Gifted students need adult guidance more than normal students, and they generally benefit more from a supportive family environment than other students (Deur, 2011). Many gifted students can only succeed with extra support. While they do an average performance without support, they can use their full potential when the necessary support is provided and they can be the people who have the name of the future (Siegelbaum & Rotner, 1983).

The effect of the family on human life begins before birth and lasts until the end of life and the parents become their children's first teachers. Being a parent is one of the most important tasks in the world. For all students and students with special needs, it is important that their families be sensitive to their children's needs and be aware of and support them. Permanent and rapid progress can be seen in education as the cooperation between the school and the family is achieved. The family is so important in the lives of gifted children with many unique characteristics and needs. The development of all children is unique. However, gifteds have physical, cognitive, social and emotional developmental differences compared to their peers (Clark, 2002; Manning, 2006; Renzulli, 2002). Gifteds are distinguished from their peers with different and rare features. Also, their needs differ from their peers. Being gifted requires the power to combat a wide range of internal and external social and emotional experiences for the child and the family.

The family with gifted children seen as a valuable source of power (Watters & Diezmann, 2003) needs more understanding of how to understand and support the child's needs. Families often need more preparation to meet the needs of a gifted child. Especially in the early years, when the parent-child interaction is intense, taking necessary measures and providing support services are critical for the child and the family. Gifted students need adult guidance more than other students, and they generally benefit more from a supportive family environment than other students (Deur, 2011). Many gifted students can only succeed with extra support.

While performing average performances without support, they can use their full potential when necessary support is provided and become the people of the future (Siegelbaum & Rotner, 1983). At this point, to achieve behavioral change in the desired direction, first of all, an awareness should be developed. It was found that supporting families to raise gifted children with appropriate parental approaches is the priority area of study. There needs to be more studies about gifteds' families in Turkey, which has priority in the lives of gifted and talented children. It is considered that the awareness of families should be determined, the interventions appropriate to their needs should be planned, and urgent implementations should be increased.

Concepts of Giftedness in Turkey

The concept of "gifted" or "gifted and talented" is used in the academic literature of our country. As a result of the decision taken by the MoNE (which is responsible for all educational activities of the country) in 2013, the concept of "special talent" is preferred because it is less categorizing. According to the MoNE, a person with a special talent performs higher than their peers in intelligence, art, creativity, leadership capacity, motivation, or special academic areas (MoNE, 2013). When we look at the definition of the final form over the years, there have been many changes over the past few years. Although the definition is comprehensive, it does not match the educational practices and is, to a great extent, performance-oriented. For example, although the definition emphasizes creativity or motivation, student identification does not consider these. Despite defining giftedness as a multifaceted phenomenon, we define children primarily by IQ scores.

Diagnosis and Education of Gifted Children in Turkey

Special education aims to meet the educational needs of individuals with different characteristics from the majority. Gifted children also have developmentally different characteristics and needs from their peers in the majority. For this reason, the education of gifted children is also considered within the scope of special education (Tomlinson, 2014). A significant increase can be observed in the 2000s in the studies carried out to meet the educational needs of gifted students with characteristics that differ from their peers (Sak, 2011). Most of these studies focus on the education of gifted children and their teachers rather than parents (Davaslıgil, 2000; Köksal &Gazioğlu, 2007; Leana et al., 2017).

The Republic of Turkey was founded in 1923, but our culture's history of gifted education dates back to the mid-15th century. During the Ottoman Empire, the Palace School, known as Enderun, selected robust and intelligent children from non-Muslim families for specialized education in religion, science, and art. Enderun graduates could pursue careers as senior state administrators, artists, architects, and other esteemed professionals based on their abilities and training. Following the closure of Enderun in the mid-19th century, there was a notable absence of comprehensive initiatives for the education of gifted individuals in the early years of the Turkish Republic until the 1960s. The Republic of Turkey has a centralized management approach. Therefore, it is the responsibility of the Ministry of National Education to take and implement decisions regarding education and training. From the 1960s to the 2000s, some low-impact attempts, such as homogeneous groupings and gifted classes, were tried nationwide. (Eriş Enç, 2004).

As of the 2000s, studies in the field of gifted education have increased in our country. Compulsory education in Turkey is 12 years in total: primary school is four years, secondary school is four years, and high school is four years. Turkey's primary and secondary education institutions are affiliated with the Ministry of National Education. The Special Talented Development Group Presidency, affiliated with the General Directorate of Special Education and Guidance Services within the Ministry, studies gifted children's education. Compulsory education in Turkey is 12 years in total: primary school is four years, secondary school is four years, and high school is four years. When we look at the studies to support the education of gifted and talented individuals in Turkey, it is seen that the enrichment studies in primary and secondary education are limited to SAC's. There are Science and Art Centers in Turkey that implement support programs for gifted and talented students, apart from state-owned public and private sector formal education institutions. There are 279 SAC's in 81 provinces in Turkey. MoNE aims to increase this number to 350 by the end of 2022.

Guidance and Research Centers, consisting of the Department of Guidance and Psychological Counseling Services and the Department of Special Education Services, under the responsibility of the General Directorate of Guidance Services within the same general directorate, determine the needs of the students and guide the educational measures.

Also, the Science and Art Centers (SAC), opened by the General Directorate of Special Education and Guidance Services of the Ministry of National Education (MoNE), are designed to enable gifted and talented students in preschool, primary and secondary education institutions to realize their abilities without interrupting their education at school and to increase their current level to be at the highest level. are independent private educational institutions.

In addition, inclusion and support education activities are carried out to support gifted students at the basic education level, apart from the above-mentioned general directorate. There are high schools affiliated with the General Directorate of Secondary Education where gifted students in science, social sciences, fine arts and sports can continue their education after secondary school (Turkey Grand National Assembly Research Report, 2012). In the last academic year in Turkey, 19 million 155 thousand 571 students received formal education at preschool, primary and secondary education levels. Furthermore, considering the 2%, 380,000 students are gifted. Nevertheless, only 67,000 were identified. (17% of the gifted have been identified).

Many institutions and organizations in Turkey evaluate the intelligence potential with the parents' request or with the application of an adult individual. However, only two types of diagnostic procedures are required to take official measures and take advantage of official rights and opportunities. Identifying the gifted is done in two ways Science and Arts Centers (SAC) or Guidance Research Centers (GRC). After SAC diagnostic processes, gifted students can participate in SAC programs. After the GRC diagnostic processes, gifted students training is provided in resource rooms in schools, and inclusive education is in their classrooms.

Frequently used tests in these centers: Wechsler Intelligence Scale for Children-Revised Form (WISC-R) and Stanford Binet Intelligence Tests, as well as the Woodcock-Johnson III Test, Wechsler Nonverbal Scale of Ability (WNV), Kaufman Brief Intelligence Test (Second Edition). Considering the school's and the region's opportunities for gifted students, training is provided in school resource rooms, inclusive education in class and SAC applications.

GRC (Guidance Research Centers): Guidance and Research Centers are the only and most responsible institutions that officially determine gifted children in their educational orientation at the national level. Each school has a GRC that they work in cooperation with. GRCs often do not offer education to students but generally act as testing, identification and parental guidance centers for special education. At all levels of the education system, they must first get a report from GRCs for children to be admitted to resource rooms and inclusive classroom education. Turkey currently provides services in 220 GRCs in 81 provinces (MoNE, 2019).

SAC (Science and Arts Centers): One of the main strategies to support gifted education pursued at MoNE is increasing the number of SACs for extracurricular science and art activities as after-school programs that enable enrichment and grouping (Sak, 2010). The gifted students in 1st, 2nd, or 3rd grade elementary school can participate in SAC. Forty-three thousand students have been registered in 139 SACs (17 SACs in Istanbul) (MoNE, 2019). Gifted students attend SRC simultaneously with their formal education. Gifted students attend SAC simultaneously with their formal education. They can work with their talented peers from other schools and specially trained teachers in their field of talent. While integrating these students with society is done in their formal schools, SACs allow them to realize their talents, develop them, produce products in line with them, and socialize with their peers with similar abilities (Satmaz & Evin Gencel, 2015). SAC's education program contains five modules (1. adaptation, 2. support training, 3. individual talent recognition, 4. special talent development, and 5. Project production) (Sak, 2010). The educational philosophy of SACs is mainly based on project and problem-based learning (MoNE, 2007).

A three-stage evaluation process is used for student admission to SACs. In the first stage, the classroom teacher in formal education nominates the talented student. In the second step, a group test is administered to the nominated students. (there needs to be research on the validity and reliability of this test). Students who perform at or above the level determined in the group evaluation are evaluated individually. The committee performs individual evaluations in one or more of the general mental ability, painting and music fields (MoNE, 2016). Gifteds who qualify for enrollment can continue with SAC until the end of high school. During this period, he receives training consisting of five modules.

SAC training programs are brief:

1-Adaptation Program: The program includes newly registered students for general mental talent, music and visual arts to SAC to recognize the institution, programs, teachers and other students.

2-Support Training Program: It is a training program based on connecting the basic skills required by the students identified from the general mental ability field to all fields/disciplines, such as developing social skills, problem-solving, group studies, and designing scientific research.

3-Individual Talent Recognition Program: This program is designed to help students recognize general mental talent and complete the support training program to realize their abilities.

4-Special Talent Development Program: This training program is designed to improve the special abilities of the students who have completed the adaptation program in the fields of music and visual arts talents and the program of recognizing individual talents in general mental talent.

5-Project Production and Management Training Program: It is a training program carried out in groups or individually in a field/discipline in line with the interests, desires and abilities of the students who completed the previous program and supports the project development.

There are also some nongovernmental organizations (NGOs) striving to fulfill the needs of gifted children (Such as All Gifted Association, Turkey Gifted and Genius Children Education Foundation, and Gifted Institute). In addition, some private schools offer in-school opportunities (such as extracurricular on arts, sports, Olympic gaming, science, math, and hands-on projects) for children identified as gifted through in-house assessment methods. Also in, some universities have Application and Research Centers that carry out studies for gifted students within the scope of "children's university" (Such as Istanbul Sabahattin Zaim University- Special Talented Children Application Research Center, Istanbul University-Cerrahpaşa-Children's University).

Teacher Education about Gifteds

Turkey's only undergraduate program gifted education teachers closed in 2016. All undergraduate programs related to the education of special education gathered under one program, Special Education Teaching (containing Mentally Handicapped, Hearing Impaired, Visually Impaired, and Gifted Children by adding the fields of learning disabilities and autism spectrum disorder.). Some universities also offer graduate programs at the master's and doctorate levels. Moreover, some universities also have Talent Education Programs and Research Centers that cater to gifted children and their families in terms of education and guidance. The Education Program for Talented Students program (EPTS) is one of them. EPTS was founded at Anadolu University in 2007. Mathematically and scientifically talented students are offered a university-based after-school program accredited by the European Council of High Ability (ECHA) as a European Talent Center in 2015 (Sak & Karabacak, 2010).

Parents of Gifted Children in Turkey

In Turkey, the family is seen as the most valuable unit of society, which is important in adapting the child to society and preparing for life. Parenting gifted children with their unique characteristics can be difficult under any circumstances. Parents with gifted children also need counseling and support. However, families need sufficient guidance today (Afat, 2013). Parents of gifted students may feel lonely and helpless (Leana-Taşcılar et al., 2016). Unfortunately, there are not enough parent education programs in Turkey (Afat, 2013). There are a limited number of studies in Turkey due to the lack of experience and limited opportunities regarding the education of parents of gifted children (Leana-Taşcılar et al., 2016). Few studies have examined the parents of gifted children and the focus has been on differences in the environments of gifted versus non-gifted children. Little is known about the variations in parenting a gifted and non-gifted child. Existing research suggests that most parents of gifteds face similar problems, but there are differences in parent expectations and confidence in their ability to manage and assist their gifted child. Parents of gifted children often experience additional challenges in their roles as parents, but these challenges are poorly understood and described (Morawska & Sanders, 2008).

In Turkey, as Metin & Saranlı (2014) says, insufficient studies focus on the role of parents, one of the most important parameters of this field towards understanding and satisfying the needs of children who undergo a different developmental process and resolving the challenges they encounter. Even though parents have a lot of different demands and needs about understanding and supporting their children (Afat, 2013; Eriş et al., 2008; Kurtulmuş, 2010), the issue of parents has been one of the least-studied areas among research-based studies conducted on gifted children in our country (Metin et al., 2007). Parents of gifted children need guidance on diagnosis, education and coping with social-

emotional problems about their children (Peyre et al., 2016). To work effectively with gifted children and their families, all parties (such as families, teachers and experts) need to have a common understanding of the basic concepts, such as the characteristics and needs of gifted children (Moon, 2016).

The field of gifted education is growing in Turkey, and parents need to be aware of their children's needs. Because they are also the first diagnostic specialists and teachers, inaccurate information and inappropriate expectations can have a negative impact at the beginning of the diagnostic process and then (Siegle ve Powell, 2004). Levent (2008) found that the family effect is more apparent when there is a gifted child in the family in both directions. That means outcomes and behaviors are apparent in a healthy family with a gifted child, whereas in unhealthy family units, behaviors can be more exaggeratedly problematic (Bulut, 1990; Işıl, 1993).

In order to provide the desired change in behavior, it is necessary to gain awareness and support families to educate gifted students with appropriate parental approaches. Studies on gifteds' families have been focused on discovering parental influence to create giftedness (Bloom, 1985; Silverman & Kearney, 1989), parent perceptions of giftedness and labeled as gifted (Colengole & Brower, 1987), guidance to the gifted child as a parent (Kadıolğu & Mazı, 2017), how to improve parenting skills (Afat, 2013; Leana et al., 2016) or parent satisfaction with gifted programming (Jolly, & Matthews, 2012).

So, the purpose of this study is to evaluate parents' awareness of gifteds in terms of some demographic variables. This is a quantitative study that employs the screening model, which is one of the descriptive research methods. The study will seek answers to the following questions;

1. What is the level of awareness about parenting gifted among parents of the gifted in Turkey?

2. Do parents’ levels of awareness significantly vary according to being a mother or a father?

4. Do parents’ levels of awareness significantly vary according to parents’ age level?

5. Do parents’ levels of awareness significantly vary according to the level of education?

6. Do parents' levels of awareness change according to having a child, a boy or a girl?

METHODOLOGY

This section gives information about the research model, research sample, data collection tools and data analysis, research publication ethics and contribution level of the researchers.

Research Model

This study analyzes the awareness about giftedness of parents of gifteds' based on various demographic variables. For this purpose, the study was designed as a descriptive survey model to determine the presence and degree of a change between two or more variables (Karasar, 2013).

Research Sample

The universe of the research study consists of 6000 gifted students' parents within the borders of İstanbul province. The study sample has been chosen through the "criterion sampling" method, a non-random purposeful sampling method. The basic understanding of the criterion sampling method is to study all cases that meet a predetermined set of criteria. (Yıldırım & Şimşek, 2011). The study

participants are one hundred eighty-seven volunteer parents whose children were diagnosed in GRC as gifted and talented, ages 6-10, in 2018. The data of the participants are presented in Table 1.

Table 1. Demographic Information of the Participants.

	Valid	Frequency	Percent
Education Level of Parents	Associate degree	42	22,7
	Bachelor	114	61,6
	Master and PhD	29	15,7
Gender of child	Female	108	58,4
	Male	77	41,6
Age of Parents	35 and younger	41	22,2
	35-45years	131	70,8
	46 years and older	13	7,0
Parent	Mather	124	67,0
	Father	61	33,0

As seen in Table 1, participants' parents of gifted 15% have completed their master's or doctorate, 61% have a bachelor's degree, 22% have received high school education, 58% have girls, 41% have boys; 22% are younger than 35 years old, 70% are between 35 and 45 years old, 7% are older than 46 years; 67% of the participants were mothers, 33% were fathers.

Data Collection Tools and Procedure

The "Personal Information Form" and "Parent Awareness Scale-The Gifted Children Form were used to collect data. The description of the measurement tool is given below.

Personal Information Form: The form prepared by the researcher was used to determine some of the characteristics of the participants (gender of parent, education level, age and child's gender)

Parent Awareness Scale-The Gifted Children Form: The scale created by Afat & Konik (2013) aims to determine the level of awareness of Gifted children about their needs. The scale consists of 4 sub-dimensions and 39 items are organized as a 5-item Likert-type scale. The Confirmatory Factor Analysis of the scale showed that there are four different sub-scales: Stress and Conflict (15 items), perfectionism (7 items), motivation-achievement (9 items), and responsibility/self-regulated (8 items). The highest score is 195 points, and the lowest score is 39. According to the factor analysis, the scale explains 36.879% of the total variance. Comparative and confirmatory factor analysis and similar scale validity analysis were performed to determine the scale's construct validity. In the reliability studies of the scale, item analysis was performed. Cronbach α reliability coefficient is α= .833. As a result of confirmatory factor analysis, the RMSEA value of the scale was calculated as .090. The total Cronbach's alpha of the scale was found as α =.83. The Cronbach's alpha for each subscale was .85, .67, .71, and .52, respectively. The results of test-retest reliability analysis were r= .71 and the split half r=1.00, with a significant significance level of p<.01. In the present study, the total reliability result was .95, and the reliabilities of sub-scales were .92, .62, .94 and .65 respectively. Findings revealed that the Parent Awareness Scale-The Gifted Children is a valid and reliable measurement tool (Afat & Konik, 2013).

Data Analysis

In order to test the normality of the distribution, firstly the scales' descriptive, skewness, kurtosis, and Cronbach Alpha reliability values were calculated. Because the kurtosis and skewness values of the scales are not in the range of +1 to -1, it has not been observed to have a normal distribution (Hair, Black, Babin, Anderson & Tatham, 2013). So, data were analyzed using non-parametric tests.

The parents' awareness levels were calculated using arithmetic means and standard deviation. The Mann-Whitney U-test was conducted to determine whether the awareness levels of the parents differ according to the parent gender and child gender variables. Kruskal-Wallis H was conducted to determine whether the awareness levels of the parents differ according to the parent's educational status and age level variables.

Ethical

The data of the study were collected in 2019. Necessary permissions were obtained to use data collection tools applied within the scope of the research. Data collection tools were administered to the participants to be used in the research, and no additional information that would not be used in the research was included.

FINDINGS

This part of the research includes the findings obtained after the data analysis.

Findings Regarding the First Research Question

The first question of the study is, "What is the level of awareness about parenting gifted among parents of the gifted in Turkey?" The values of the mean score ($\bar{x}$) and standard deviation (S) of this problem are given in Table 2

Table 2. Descriptive Statistics Findings

Valid		s.s
Stress and Conflict	33,04	11,903
Perfectionism	19,15	5,358
Motivation-achievement	18,38	9,028
Responsibility/self-regulated	24,84	4,203
PAS- GC Total	95,41	21,658

The average scores given by the parents on the PAS-GC scale are given in Table 2. The highest score is 195 and the lowest score is 39. According to the total score ($\bar{x}$ = 95), we can say that the parents' awareness of the gifted is medium level. Parent awareness about Responsibility/self-regulated ($\bar{x}$ =24) and Stress and Conflict ($\bar{x}$ =33) are better than perfectionism ($\bar{x}$ =19) and Motivation-achievement ($\bar{x}$=18).

The study's second, third, fourth, and fifth questions are, "Do parents' awareness levels significantly vary according to being a mother or a father, parents' age level, level of education, and having a child, a boy or a girl." The results show that parent awareness level does not vary according to this various. The relationships between various variables and parents' awareness levels are shown in the tables below.

The results of the Kruskal-Wallis H conducted to measure the effect of the Level of Education on the parents' level of awareness are given in Table 3.

Table 3. Parents' Level of Awareness (Kruskal-Wallis H) According to the Level of Parent Education

Ranks						
	Level of Education	N	Mean Rank	Kruskal-Wallis H	df	Asymp. Sig.
Stress and Conflict	Associate degree	42	99,11	2,57	2	0,277
	Bachelor	114	88,13			
	Master and/or Doctorate	29	103,31			
	Total	185				
Perfectionism	Associate degree	42	90,67	0,419	2	0,811
	Bachelor	114	94,95			
	Master and/or Doctorate	29	88,71			
	Total	185				
Motivation-achievement	Associate degree	42	85,17	2,404	2	0,301
	Bachelor	114	92,80			
	Master and/or Doctorate	29	105,12			
	Total	185				
Responsibility/self-regulated	Associate degree	42	91,56	1,632	2	0,442
	Bachelor	114	90,58			
	Master and/or Doctorate	29	104,59			
	Total	185				
PAS- GC Total	Associate degree	42	91,00	1,739	2	0,419
	Bachelor	114	90,68			
	Master and/or Doctorate	29	105,03			
	Total	185				

*p>0.05

It was found that there was no statistically significant difference in parents' level of awareness in terms of parents' level of education (p=0.41, p>0.05). The Kruskal-Wallis H results conducted to measure the effect of the parent's level of awareness changing according to parents' age level are given in Table 4.

Table 4. Level of Parents' Awareness According to Parents' Age Level

	Parent Age Level	N	Mean Rank	Kruskal-Wallis H	df	Asymp. Sig.
Stress and Conflict	35 years and under	41	86,12	0,944	2	0,624
	35-45 years	131	95,34			
	46 and older	13	91,12			
	Total	185				
Perfectionism	35 years and under	41	90,16	0,223	2	0,895
	35-45 years	131	93,43			
	46 and older	13	97,65			
	Total	185				
Motivation-achievement	35 years and under	41	87,68	0,771	2	0,68
	35-45 years	131	93,82			
	46 and older	13	101,54			
	Total	185				
Responsibility/self-regulated	35 years and under	41	94,09	1,363	2	0,506
	35-45 years	131	91,07			
	46 and older	13	109,04			
	Total	185				
PAS- GC Total	35 years and under	41	90,20	0,148	2	0,929
	35-45 years	131	93,71			
	46 and older	13	94,65			
	Total	185				

*p>0.05

It was found that there was no statistically significant difference in parents' level of awareness in terms of parents' age level (p=0.92, p>0.05). The Mann-Whitney U-test results show the effect of the parents' level of awareness changing according to parents' being mother or father are given in Table 5.

Table 5. Level of Parents' Awareness According to Being a Mother or a Father

	Mother or father	N	Mean Rank	Sum of Ranks	U	Z	p
Stress and Conflict	Mother	124	89,06	11043,00	3293	-1,43	0,153
	Father	61	101,02	6162,00			
	Total	185					
Perfectionism	Mother	124	88,11	10926,00	3176	-1,773	0,076
	Father	61	102,93	6279,00			
	Total	185					
Motivation-achievement	Mother	124	93,01	11533,50	3780,5	-0,004	0,996
	Father	61	92,98	5671,50			
	Total	185					
Responsibility/self-regulated	Mother	124	87,80	10887,50	3137,5	-1,889	0,059
	Father	61	103,57	6317,50			
	Total	185					
PAS- GC Total	Mother	124	89,35	11079,50	3329,5	-1,322	0,186
	Father	61	100,42	6125,50			
	Total	185					

*p>0.05

According to the study's findings, there was no statistically significant difference in parents' awareness level regarding being a mother or a father (Z= 1,32, p>0.05). The Mann-Whitney U-test results show the effect of the parents' level of awareness changing according to parents' having a boy or girl are given in Table 6.

Table 6. Level of Parents' Awareness According to Having a Boy or a Girl?

	Boy or Girl	N	Mean Rank	Sum of Ranks	U	Z	p
Stress and Conflict	Girl	108	89,69	9687,00	3801	-0,995	0,32
	Boy	77	97,64	7518,00			
	Total	185					
Perfectionism	Girl	108	90,24	9746,00	3860	-0,832	0,406
	Boy	77	96,87	7459,00			
	Total	185					
Motivation-achievement	Girl	108	89,72	9690,00	3804	-0,99	0,322
	Boy	77	97,60	7515,00			
	Total	185					
Responsibility/self-regulated	Girl	108	91,32	9863,00	3977	-0,506	0,613
	Boy	77	95,35	7342,00			
	Total	185					
PAS- GC Total	Girl	108	89,38	9653,50	3767,5	-1,088	0,277
	Boy	77	98,07	7551,50			
	Total	185					

*p>0.05

It was found that there was no statistically significant difference in parents' level of awareness in terms of the gender of the children (boy or girl) (Z= 1,088, p>0.05).

CONCLUSION AND DISCUSSION

The present study aimed to contribute to the current literature on gifted children's parents' awareness about their children. A descriptive survey model was used to examine the awareness of gifteds' parents based on various demographic variables. As predicted, the study's results revealed that the awareness level of gifted' parents is not enough to encourage their children about all the different issues about giftedness. Also, the results show that parent awareness level does not significantly vary according to being a mother or a father, parents' age level, level of education, and having a child a boy or a girl".

Awareness level of parenting gifted could be the first step toward positive parenting of gifted. Parents have critical roles in the solution processes gifted children deal with (Eris et al., 2009). Research revealed that parents of gifted children play an influential role in talent development (Witte

et al., 2015). Conversely, Solow (1995) and Delisle (2002) reported in their studies that parents need more information about the developmental factors affecting their children and must learn how to react to their children's various behaviors. However, Solow (2001) stated that parents' raising their gifted children is very much related to how parents perceive their children's characteristics. A difference is reflected in the parent's behavior between perceiving giftedness as a gift that needs to be developed and perceiving it as an unusually maladaptive trait. So Welsh (2014) argued that the first need of parents about their gifted children is to have accurate information about giftedness characteristics. In this way, myths and prejudices about giftedness can be prevented.

Families show a high level of performance to support and develop their gifted children. However, the strategies families adopt are sometimes insufficient, and families fall into despair due to a lack of information and support. Hence, first of all, it is necessary for families to develop awareness about the characteristics and needs of their children. For this reason, the necessary units should carry out guidance and psychological counseling activities that will respond to the differing needs of the families of our gifted children. Intervention programs helped to increase the awareness of gifted children's parents (Ben Artzy, 2020; Afat, 2013; Leana et al., 2017).

Providing an enriched atmosphere for gifted children in the family environment will significantly contribute to their development. Previous research has revealed potential problems concerning teacher nomination of gifted students, including teachers' misconceptions concerning the characteristics of gifted students (Achenbach, 1997; Kadıoğlu, 2018). According to these results, misconceptions concerning the characteristics of gifted students' family-oriented nominations could also be problems. So, families must be aware of the characteristics of gifted students. Parents' knowledge of the development of their children has a positive impact on all children, not only gifted children. It is advocated that the family members who have a significant impact on the development and education of the children should be well informed on all issues of their child. They should be trained under a program or at least participate in their children's education and interact with them (Üstünoğlu, 1990). Many studies on the effects of parent education on children have shown that family education is effective (Üstünoğlu, 1990; Bildiren, 2018). However, giftedness has different concerns that differ from general education. So, parent awernesss about the gifted is not significantly different from the parent education level. Bildiren's Study about the "developmental characteristics of gifted children" (2018) showed that the performances of gifted children were much higher than the opinions of the teachers and families. The parents can cause a lack of awareness about the characteristics of giftedness. Winner (2012) emphasizes that parents do not necessarily have to be rich to raise a gifted child well, but they must be knowledgeable. This knowledge can be thought to be about being aware of what giftedness is, its special characteristics, and what the gifted needs.

According to the research results, it was understood that parental awareness did not differ significantly according to variables such as being a mother or a father, parents' age level, level of education, and having a child a boy or a girl. Similar to what the study found, Kalem & Şentürk (2019) also found no significant difference in parental awareness regarding being a mother or father of parents with gifted children. Contrary to the research findings, Morawska & Sanders (2008) found that child gender and the mother's education level are significantly related to child behavior.

As a result, the awareness rate about the gifted's parenting needs to be increased. All parents with gifted children from different demographics should be more aware of the parenting of gifted children. The support of experts working in this field should increase. This study contributes to raising awareness of families and increasing the number of studies in the field about providing support to gifted children.

Limitations and Recommendations

This study has some limitations. First, the data was limited to Istanbul, Turkiye. The study did not include other cities, such as the North, South, and east of Turkiye. Second, the data was collected in 2018. Although many factors interest parenting, it has used the PAS-GC to understand parents'

awareness. Contribute data that could include around the country, with the combined method has been recommended for further studies. Thus, further studies on parents of gifted can contribute to the existing literature, explain the needs clearly and advocate the rights of gifted and their parents.

Conflicts of Interest: No conflict of interest has been declared by the author.

Funding Details: This research was not funded by any organization.

CRediT Author Statement: This is a single author article. The author accepts all the responsibility for introduction, method, data collection, data analysis, discussion and conclusion.

Ethical Statement: This research was conducted in accordance with ethical principles and rules. This article is an original article that has not been published anywhere before. Data of the respective research were collected in 2019. The participants voluntarily took part in this study. The participants were informed about the research topic and it was stated that they could withdraw from the research at any time.

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