

An Experimental Study on the Psycho-Training Program Intended for the Attitudes of The Parents of Gifted Students

Assist.Prof.Dr.Fatıma Firdevs Adam

Sivas Cumhuriyet University - Türkiye

ORCID: 0000-0003-1765-6287

firdevs@cumhuriyet.edu.tr

Abstract

The family is often considered the primary arena for socialization. In other words, parental attitudes are the basis for children's emotional, personality and cognitive development, and the education of their habits, skills and behaviors, both individually and contextually. The purpose of this study was to investigate the impact of a group psycho-training program for parents of gifted children on their attitudes towards their children's education and personal development. The study used an experimental design, which is a quantitative research method. The research was designed using a pretest-posttest matched control group structure, and the study group was selected through random sampling. The study involved a randomized, controlled trial with eight psycho-educational sessions focusing on different themes such as communication, family functioning, self, resilience, academic motivation, and career planning. The Psycho-Education Program for the Attitudes of Parents of Gifted Students was implemented to address these themes. A total of 40 parents of gifted students participated in the study, with 20 parents assigned to the experimental group and 20 parents assigned to the control group. The Parental Attitude Scale was administered to both groups before and after the counseling sessions to collect data. The results of the study showed that the experimental group had higher scores on the Acceptance/Interest and Psychological Autonomy dimensions of the Parental Attitude Scale after completing the psycho-training program, while their scores on the Supervision dimension decreased. This suggests that the psycho-training program led to a reduction in parental authority over their children. Overall, the study highlights the potential benefits of group psycho-training programs for parents of gifted children in promoting positive attitudes towards their children's education and development. In this study, which examined the effect of the psycho-education program applied to parents of gifted children on parental attitudes, it was seen that the group psychological counseling program was effective on parental attitudes. Parental involvement practices create the parent-school-student triangle, providing parents with routine information about school policies, procedures and activities, and their child's progress.

Keywords: Gifted students, Parents attitude, Parent education, Psycho-training program



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INTRODUCTION

The family is generally considered the primary arena for socialization (Maccoby, 1984). In other words, parental attitudes form both individual and contextual basis in the training of children's emotional and personality development, and in the training of habits, skills, and behaviors. Parents' behavioral styles create a model for children in many different countries such as social development, decision-making, conflict resolution, expectation management, and rule sets, which determine their behaviors and emotions throughout their lives (Jorge & González, 2017; Morris et al., 2021; Toprakçı ve Gülmez, 2018). Maccoby and Martin (1983) developed four parental style typologies; authoritative, democratic, tolerant, and negligent. Despite the four broad styles of attitudinal attitudes, the use of different characteristics by parents in family relationships, such as parental factors, children's gender, and developmental stages. For example, when the mother is in a democratic attitude, the father can be negligent. Or, when the father is more tolerant at a young age, he may be more authoritative during adolescence. The parent-child relationship is bidirectional and in each case, different parenting styles can be seen with only general behavioral tendencies (Ateş, & Sağar, 2022; Bocanegra, 2007; Burke et al., 2008).

In the democratic attitude, parents clearly show care, make appropriate explanations for the age and developmental level of children, meet the physical-emotional needs of children, encourage desired behaviors, and communicate by expressing themselves privately. A democratic atmosphere and emotional warmth prevail in these households. Children who grow up in such a setting also have positive social values, self-control, taking initiative, motivation, belief, and moral values aiming to develop a realistic self-concept, both inside and outside the home, and are generally happy, naturally behaving, reliable, capable of self-sacrifice and are more likely to be sociable, and cooperative (Doinita & Maria, 2015; Newman & Newman, 2020; Miklikowka & Hurme 2011). Authoritarian style is often characterized by elaborate, strict rules, a preference for punishment rather than praise, blaming children for mistakes, and closed and one-way communication (without dialogue), emphasizing parental authority and an autocratic environment. Children raised in such a setting have low levels of autonomy, creativity, self-confidence, psychological well-being, and self-confidence; their social skills are weak, and they tend to be aggressive, impulsive and adopt moral standards to avoid punishment (Bi et al., 2018; Doinita & Maria, 2015; Newman & Newman, 2020; Lavric & Naterer 2020). The tolerant parenting style is characterized by ignoring children's positive or negative behaviors, passivity, ignoring children's inappropriate behaviors, tolerating all impulses of children and not placing any restrictions, advocating authority, and fulfilling children's wishes promptly. In children raised with this attitude, weakness in social skills, self-control, self-responsibility and self-control; low self-esteem, negative self-perception, lack of emotional stability, insecurity, little respect for rules and their environment (other people, environment, nature, etc.), and academic failure can be seen (Calders, et al., 2020; Doinita & Maria, 2015; Newman & Newman, 2020; Kuppens & Ceulemans, 2019). The neglectful attitude is characterized by emotional indifference to children's problems, parents' giving up their responsibilities, and lack of motivation, commitment, and immaturity. As a result of this attitude, children tend to have weak social skills, develop impulsiveness and aggression, and lack motivation, commitment, and maturity (Doinita & Maria, 2015; Newman & Newman, 2020; Torío, 2008; Wong, 2021).

Parenting styles play very important roles in the management of personal control and expression throughout the lives of individuals because it is necessary to ensure that parenting styles (depending on their characteristics) have different results for each individual. As Aroca et al. (2012) reported, there is no single correct parenting style that must be adapted to individual characteristics and environmental conditions. Individual differences in parents' child-rearing attitudes are reflected in changes in general parental behavior, and as a result, children with different characteristics are raised. There are studies conducted on the argument that the family setting affects the development of children (Alexander & Malouf, 1983; Clarke-Stewart & Apfel, 1978; Maccoby & Martin, 1983; Ogurlu et al., 2015; Salavera et al., 2022). However, for parental attitudes to affect their children, their attitudes must be maintained, adapted, and reflect the intended behaviors (Holden & Edwards, 1989).

The greatest inheritance of the psychoanalytic approach to behavioral attitudes was most likely in the parental acceptance and rejection study (Rohner, 1986). The basic argument is that the parental

“normal” attitude is compassion (Bakwin & Bakwin, 1940). However, if parents’ emotional needs are not met at some point, such parents will carry these personality needs into their parenting behaviors. As David Levy (1943) theorized, these needs can result in overprotecting or rejecting the child. As well as overprotection and supervision, studies tended towards some other attitudinal excesses such as parental anxiety, tolerance, perfectionism, permissiveness, responsibility, care, and strictness (Bakwin & Bakwin, 1940; Jackson, Klatskin, & Wilkin, 1952; Symonds, 1949). A therapeutic was developed in previous studies focusing on parental attitudes, particularly maternal attitudes (Rogers, 1939), and on modifying parental attitudes using designed attitudes therapy (Bronner, 1936; Garrett, 1936). The experiences, attitudes, and behaviors of the parents affect the character and behavior of the children who transfer it to their later life in marital adjustment and relationships with their own families. Because parental attitudes are common behavior regulators reflecting the atmospheric conditions of the house. The parent-child relationship should be focused on coping with the child’s maladjustment at home, at school, and in social settings. Due to the child’s intense relationship with the school, the presence of other families at the school is an important situation that should be taken into consideration in individual problem behavior solutions (Toprakçı ve Arslan, 2022). On this basis, since the family is the environment where the child’s first social interaction and learning takes place, psycho-educational programs to review parental attitudes that are incorrect or have negative effects on the child are of great importance (Cavkaytar & Pollard, 2009; Tavail, 2005).

Parental attitudes also affect gifted children greatly. Gifted and talented students are generally intellectually superior individuals who perform above average academically compared to their peers in the same age group (Dalzell, 1998; Hamza, Abo Mohamed & Elsantil, 2020). Meador (1996) defined gifted children as individuals who can learn quickly and have advanced creative skills. Gifted children differ from their peers in terms of being independent, highly motivated, and introverted tendencies (Winner, 1996). Parent-child relationship and interaction is the most important element for the development of gifted children (May, 1994) because gifted children affect families and are affected by the family. For this reason, it is important to examine the child-rearing attitudes of families with gifted children to have healthy family relationships and to develop supportive services (Ogurlu et al., 2015).

The purpose of family training, which is a systematic and conceptually based process, is to make parents skilled and to inform them about different aspects of parenting (Schulz, 1987; Varol, 2005). Education geared toward the families of gifted children is crucial for fostering a positive educational environment. Expected outcomes include the development of effective communication skills, competent parenting strategies, and the cultivation of gifted children’s potential. It is believed that this psychoeducational program targeting parents’ attitudes toward gifted students will yield benefits for both families and children, as well as increase general awareness. In light of this information, the effect of the “Family Training Program for Parents of Special Talented Children (2016)”, which was prepared by the General Directorate of Special Training and Guidance Services, on the parental attitudes of families with gifted children was examined in the present study. The following hypotheses were tested in this study:

1. Is there a statistically significant difference between the pre-test scores of the experimental group and the control group?
2. Is there a statistically significant difference between the post-test scores of the experimental group?
3. Is there a statistically significant difference between the post-test scores of the control group?

METHOD

1. Study Design

The experimental design, which is one of the quantitative research methods, was used in the study to examine the effects of the psycho-training program on the attitudes of parents of gifted students regarding Acceptance/Caring, Psychological Autonomy, and Control (Creswell, 2013). The effect of the

technique used on the experimental group can be determined by comparing the pre-test and post-test results in experimental studies (Büyüköztürk et al., 2013). For this reason, the study was structured according to the pretest-posttest matched control group design, and a random sampling method was used to determine the study group (Büyüköztürk et al., 2008). Random sampling is a method used to analyze a sample group chosen randomly from a population, as opposed to studying the entire population. The purpose of random sampling is to guarantee that the outcomes accurately represent the overall attributes of the population (Johnson & Gill (2010). The study design is given in Table 1.

Table 1. Study design (experimental and control group pretest-posttest model)

	Pretest		Posttest
Experimental group	EPr	Group Psychological Counselling Program (GPCP) based on the Contextual Positive Psychology Approach	EPo
Control Group	CPr		CPo

2. Study Group

The study group was formed considering that it is easily accessible and applicable. For this purpose, an Information Form was given to parents of 40 gifted children. In line with the data obtained, a group of 20 people was formed randomly (by drawing lots) among the parents who wanted to participate in the psychological psycho-training program voluntarily. The children of the created (20 people) parent group (20 gifted students) were determined as the experimental group, and the other 20 gifted students were determined as the control group. The Parental Attitude Scale was administered to these 40 gifted students.

3. Data Collection Process

The purpose of the study was to examine the effectiveness of a group psycho-training program with parents of gifted children on parental attitudes. The Parent Attitude Scale was applied to 40 gifted students, 20 of whom were in the experimental group and 20 in the control group. Before starting the group counseling sessions, a researcher pre-interview was conducted with all the participants in the study. The scale was then applied to gifted students as a pre-test before the program started to be applied to parents with gifted children. After the program was implemented, the same scales were applied again as a posttest. The results obtained will be used to evaluate the effectiveness of the group psycho-training program on parental attitudes. The composition of both the experimental and control groups was determined through the voluntary participation of parents. This deliberate arrangement aims to assess the advantages and transformations that the family education program can offer to the enrolled individuals. The utilization of a random selection process seeks to enhance the sample's representation, thus rendering the comprehensive findings more universally relevant to the entire population. This methodology is poised to provide a more intricate understanding of the program's real-world implications and influence. Data were collected using an informed consent form.

3.1. Data Collection Tools: The Parenting Style Scale: The Parenting Style Scale was created by Lamborn, Mounts, Steinberg, and Dornbusch (1991) and adapted into Turkish by Yilmaz (2000). The scale was prepared by making use of the dimensions of sensitivity and demand in responding to the environment and the scales related to parent groups. The scale consists of 3 factors (acceptance/interest, management, and psychological autonomy). The acceptance/interest dimension consists of 9 items, the dimensional dimension consists of 8 items, and the psychic dimension consists of 9 items. The items are in the 4-point Likert style, and people are evaluated as their parents are democratic, permissive-neglect, regulating, and permissive-tolerant, depending on whether the subscales are above or below the median value. The Cronbach Alpha Internal Consumption Value of the reliability of the scale was determined to be 0.81. In the context of this study, the reliability value of the scale was 0.79.

3.2. Determination and Implementation of the Psycho-Training Program for the Attitudes of Parents of Gifted Students: Firstly, both Turkish and foreign literature and studies related to the determined subject were searched and experimental studies were examined for the program applied to

examine the effectiveness of the group psycho-training program applied to parents with gifted children on parental attitudes (Afat, 2013b; Fornia & Frame, 2001; Kelley et al., 1992; Morawska & Sanders, 2009b; Ogurlu, 2016; Saranlı, 2011; Steinberg et al., 1991). As a result of the literature review, "General Directorate of Special Training and Guidance Services Family Training Program for Parents of Gifted Children (2016)" consisting of 8 modules was applied in this study. No video/audio recording was taken during the sessions, considering that video or audio recording would harm the therapeutic process for the group of parents with gifted children during the application process.

Eight modules were applied to the parents of the gifted students in the experimental group, and no study was performed on the parents of the students in the control group. Two weeks after the last session, the same set of measuring instruments was applied to the experimental and control groups as a post-test. The Family Training Program (2016) application was performed for 90 minutes once a week for 8 weeks. The flow of the process in the weekly sessions is presented below.

Session 1: It is an orientation session to group counseling in which an acquaintance activity was held and a discussion was made about the introduction of the group process and group rules. Also, information was exchanged on the general and unique characteristics of gifted children. Parents were informed about the answers given by presenting suggestions to support the cognitive and social-emotional development of gifted children.

Session 2: This session is communication-themed. By using communication and communication barriers, dominant requirements in communication, establishing quality communication with the child and other family members using Effective Communication Skills and "I" language, appropriate approach studies were performed when there was a communication problem. The activities of "Communication Barriers" and "Communication but Which?" were implemented and the session ended with questions and answers.

Session 3: This session is also themed on family functions. Skill-building activities were performed to know the acceptance messages cycle with functional and dysfunctional parenting attitudes, recognizing the relationship between self-worth and dominant child-rearing attitude, knowing and applying the right child-rearing attitude, providing functional feedback to the child and other family members. "Child-Rearing Attitudes?" activity was also applied. The session ended with questions and answers.

Session 4: This session had the "self" theme. Activities were performed to know the approaches that support the self-development of gifted children such as knowing the concepts of self-image, perception, and esteem, realizing the necessity of realistic self-perception and high self-esteem in gifted children, learning the concept of focus of control, realizing that control should be internal in gifted children. The activities of "What's S/He Like According to Whom?" and "I think so?" were also implemented. The session ended with questions and answers.

Session 5: This session focused on the phenomenon of psychological resilience. Activities were conducted to recognize the indicators of resilience, to know the factors that protect and strengthen resilience by knowing the stress and the factors that cause stress, knowing the strategies used to cope with stress, and learning the concept of psychological resilience. "Coping with Stress" and "Strengthening Psychological Resilience" activities were also implemented. The session ended with questions and answers.

Session 6: This session focused on academic motivation. Skill-building activities were performed to recognize the factors that strengthen and weaken academic motivation (knowing the difference between being smart and hardworking, analyzing the academic abilities and achievements of gifted children, knowing the limits and responsibilities of academic assignments). The "Academic Talent Analysis" activity was also applied. The session ended with questions and answers.

Session 7: This session focused on career planning. Their contents included helping gifted children with their career planning, knowing the difference between the concepts of profession, job, and career in the study, being able to recognize the career needs of gifted children, knowing the steps of career

planning, knowing the effects of individual and social characteristics and system-related features in the choice of profession. "Career Line" and "Career Story" activities were also applied. The session ended with questions and answers.

Session 8: This session was the finalization (evaluation) session. Evaluation of the applied sessions was made. Then, the participants' ideas were shared about the group process.

4. Data Analysis

The analysis employed a dependent sample t-test. This test was chosen to assess the participants' measurements both before and after the training, as well as to evaluate individual performance across varying conditions.

FINDINGS

1. The distinction between the experimental and control groups' pre-test scores

To determine the difference between the pre-test scores of the experimental and control groups, a t-test was conducted, and the results are presented in Table 2.

Table 2. The comparison of acceptance/interest, psychological autonomy, and control pretest scores of experimental and control groups

	N	\bar{X}	Ss	t	p
Experimental G. Pretest Acceptance/Interest	20	3.2222	.36408	.761	.456
Control G. Posttest Acceptance/Interest	20	3.1056	.58292		
Experimental G. Pretest Psychological Autonomy	20	2.6944	.55716	.170	.867
Control G. Posttest Psychological Autonomy	20	2.6611	.52547		
Experimental G. Pretest Control Dimensions	20	2.3938	.32260	-.286	.778
Control G. Posttest Control Dimensions	20	2.4250	.32036		

According to the results of Table 2, there were no statistically significant differences between the Experimental and Control groups in terms of total scores in the following dimensions: Acceptance ($t = .761$, $p = .456$), Psychological Independence ($t = .170$, $p = .867$), Control ($t = -.286$, $p = .778$). According to these results, it was seen that the attitudes of both groups were similar before the training program was applied.

2. The difference between the experimental group and the control group on the post-test

To compare the pre-test and post-test scores of the Control Group on the dimensions of Acceptance/Interest, Psychological Autonomy, and Control, a t-test was conducted, and the results are presented in Table 3.

Table 3. The comparison of acceptance/interest, psychological autonomy, and control dimensions pretest and posttest scores of the control group

	N	\bar{X}	Ss	t	p
Pretest Acceptance/Interest	20	3.1056	.58292	-1.347	.194
Posttest Acceptance/Interest	20	3.3111	.41823		
Pretest Psychological Autonomy	20	2.6111	.51394	-1.530	.867
Posttest Psychological Autonomy	20	2.7667	.57442		
Pretest Control Dimensions	20	2.4025	.30348	.034	.143
Posttest Control Dimensions	20	2.4000	.32343		

According to the results given in Table 3, there were no statistically significant differences between the pretest and posttest total scores of the control group in the following dimensions: Acceptance/Interest ($t = -1.347$, $p = .194$), Psychological Independence ($t = -1.530$, $p = .867$), Control ($t = .034$, $p = .143$). According to these results, there was no difference in the attitudes of the control group.

3. The difference between pre- and post-test scores in the experimental group

To compare the pre-test and post-test scores of the Experimental Group on the dimensions of Acceptance/Interest, Psychological Autonomy, and Control, a t-test was conducted, and the results are presented in Table 4.

Table 4. The comparison of pretest and posttest scores of acceptance/interest, psychological autonomy, and control dimensions of the experimental group

	N	\bar{x}	Ss	t	p
Pretest Acceptance/Interest	20	31.44	.34596	-4.666	.000
Posttest Acceptance/Interest	20	35.06	.17071		
Pretest Psychological Autonomy	20	25.20	.46959	-4.208	.000
Posttest Psychological Autonomy	20	29.62	.36444		
Pretest Control Dimensions	20	25.71	.13961	5.466	.000
Posttest Control Dimensions	20	21.93	.25928		

According to the results given in Table 3, the acceptance/interest posttest mean score (\bar{x} = 35.06) of the experimental group was statistically and significantly higher than the pretest mean score (\bar{x} = 31.44) (t = -4.666, p = .000). The psychological autonomy posttest mean score of the experimental group (\bar{x} = 29.62) was statistically significantly higher than the pretest mean score (\bar{x} = 25.20) (t = -4.208, p = .000). According to another result given in Table 3, the control posttest mean score (\bar{x} = 21.93) was statistically and significantly lower than the pretest mean score (t = 5.466, p = .000). According to these results, the training program applied increased the acceptance/interest and psychological autonomy scores of the experimental group, and decreased the scores of the control dimension. In other words, it can be argued that the control of parents over students decreased.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In the present study, in which the effect of the psycho-training program applied to parents with gifted children on parental attitudes was examined, it was found that the group psycho-training program was effective on parental attitudes.

When the literature was reviewed, training and developmental psychologists work to better understand the interactive socialization process in which parents try to convey their values, aims, skills, and attitudes to their children (Grusec, Rudy & Martini, 1997; Parke & Buriel, 1998). It shows that parental attitudes have important effects in many areas such as friendship relations, psychological well-being, marital satisfaction, and problem-solving skills in children and even in adult life (Çakır, 2017; Oğuz, 2016; Özkan, 2014). As a result of the study that was conducted by Kelley et al. (1992), in which they examined parental discipline styles and attitudes, younger, less educated mothers who raised their children alone, older, educated parents who raised their children in a two-parent family were more likely to exhibit authoritarian attitudes than other parents. In the study of Steinberg et al. (1991) in which they investigated the effect of parental attitudes on adolescent behaviors, although the academic success and self-confidence of adolescents with accepting and democratic families were found to be higher, it was reported that depression, delinquency, and anxiety levels were lower. Adolescents who were exposed to authoritarian parenting attitudes had lower levels of confidence and achievement and were more prone to depression and crime. Similarly, in the findings of Lamborn et al.'s (1991) study that was conducted on the effect of parental attitudes on children, it was found that children with overprotective parenting attitudes may be immature, have negative personality traits, and be prone to substance use because of over-indulged and excessive financial support. It was also found that the children of families with authoritarian parenting attitudes had higher psychological adjustment and higher feelings of achievement and self-confidence when compared to the children of authoritarian, over-tolerant, or negligent families.

Parents acquire skills, motives, attitudes, and behaviors through psycho-education, teaching, observation, and practice experiences (Ladd & Pettit, 2002). Psycho-educational programs intended for families guide parents to enrich and strengthen their parenting skills and support their children's mental, physical health, social and emotional development (Sanders, Markie-Dadds & Turnr, 2003). It was found that there is a need for family training programs to intervene appropriately for gifted children who differ from their peers and to enlighten families with gifted children (Davaslğil, 2004; Forna & Frame, 2001). In this sense, the importance of family guidance for families with gifted children has great importance (Cross, 1998). Studies also reported positive results of psycho-education for families with gifted children

(Adler, 2006; Forna & Frame, 2001; Morawska & Sanders, 2009b; Moon, Kelly & Feldhusen, 1997; Webb & DeVries, 1998). It was also concluded that the training for the families of gifted children makes a positive contribution to the families (Kurtulmuş, 2010; Saranlı & Metin, 2014).

When the literature was reviewed, it was found that the 10-week psycho-training program developed by Afat (2013) to improve the awareness of the parents of gifted students caused a positive change in the awareness of the parents. Also, as a result of the study that was conducted by Oğurlu (2016) in which he investigated the effects of the family training program developed for the families of gifted children on the parents' self-efficacy and awareness of their gifted children, it was reported that the parents' parental self-efficacy and awareness of their gifted children increased positively. In the family training study of Kurtulmuş (2010) in which parents with gifted/talented children participated, it was found that the training had positive effects on their perception of family relationships and on children's perfectionism characteristics. In the study of Saranlı and Metin (2014), which investigated the effects of the Gifted Family Training Program on families with gifted children and their children, it was found that families' perceptions of their gifted children's social-emotional and spiritual adjustment changed positively. In the study of Leana-Taşçılar, Özyaprak, and Yılmaz (2014), it was reported that parents' awareness increased at the end of the 8-session psycho-training program on parental awareness for families with gifted children.

Limitation and Recommendations

The present study had some limitations. In the study, the Information Form was applied to 40 parents with gifted children, and the Parent Attitude Scale was applied to 40 gifted students who were the children of these parents. As the experimental group, the children (20 gifted students) of the parent group formed (20 people), and the other 20 gifted students were determined as the control group. The Family Training Program (2016) was limited to 90 minutes per week for 8 weeks. Conducting a study on longer-term psycho-educational programs will contribute to the literature. Parental attitudes are defined as certain behaviors that parents use to socialize their children (Durbin, Darling & Steinberg, 1993). In other words, while parents socialize their children to be successful in school, they can implement some practices such as doing homework with their children, providing time for their children to read, and participating in their children's school activities. To achieve this, parent involvement practices such as volunteering for leadership roles within the school and/or participating in children's extracurricular activities may be planned by schools. Parent engagement apps also form the parent-school-student triangle, providing parents with routine information about school policies, procedures and activities, and their child's progress.

Üstün Zekâlı Öğrencilerin Ebeveynlerinin Tutumlarına Yönelik Psiko-Eğitim Programı Üzerine Deneysel Bir Çalışma

Dr. Öğretim Üyesi Fatma Firdevs Adam

Sivas Cumhuriyet Üniversitesi - Türkiye

ORCID: 0000-0003-1765-6287

firdevs@cumhuriyet.edu.tr

Özet

Aile genellikle sosyalleşme için birincil arena olarak kabul edilir. Yani ebeveyn tutumları çocukların duygusal, kişilik, bilişsel gelişiminde, alışkanlıkları, becerileri ve davranışlarının eğitiminde hem bireysel hem de bağlamsal olarak temel teşkil etmektedir. Bu çalışmanın amacı, üstün yetenekli çocukların ebeveynlerine yönelik grupla psikolojik danışma programının, çocuklarının eğitimine ve kişisel gelişimine yönelik tutumlarına etkisini incelemektir. Araştırmada nicel bir araştırma yöntemi olan deneysel desen kullanılmıştır. Araştırma, ön test-son test eşleştirilmiş kontrol gruplu yapıya göre tasarlanmış ve çalışma grubu seçkisiz örnekleme yoluyla seçilmiştir. Çalışma, iletişim, aile işlevleri, benlik, psikolojik sağlamlık, dayanıklılık, akademik motivasyon ve kariyer planlama gibi farklı temalara odaklanan sekiz psiko-eğitim oturumlarıyla randomize, kontrollü bir deney içermektedir. Bu temaları ele almak için Üstün Yetenekli Öğrencilerin Ebeveynlerinin Tutumlarına Yönelik Psiko-Eğitim Programı uygulanmıştır. Araştırmaya, deney grubuna atanan 20 ve kontrol grubuna atanan 20 ebeveyn olmak üzere toplam 40 üstün yetenekli öğrenci velisi katılmıştır. Veri toplamak için her iki gruba da danışma oturumlarından önce ve sonra Anne-Baba Tutum Ölçeği uygulanmıştır. Araştırmanın sonuçları, deney grubunun psiko-eğitim programını tamamladıktan sonra Anne-Baba Tutum Ölçeği'nin Kabul/İlgi ve Psikolojik Özerklik boyutlarında daha yüksek puanlar aldığını, Denetim boyutunda ise düştüğünü göstermiştir. Bu, psiko-eğitim programının çocukları üzerindeki ebeveyn otoritesinde bir azalmaya yol açtığını göstermektedir. Genel olarak, çalışma, üstün zekâlı çocukların ebeveynleri için, çocuklarının eğitimi ve gelişimine yönelik olumlu tutumları teşvik etmede grupla psikolojik danışma programlarının potansiyel faydalarını vurgulamaktadır. Üstün zekâlı çocuğa sahip ebeveynlere uygulanan psiko-eğitim programının anne-baba tutumları üzerindeki etkisinin incelendiği bu çalışmada, grupla psikolojik danışma programının ebeveyn tutumları üzerinde etkili olduğu görülmüştür. Ebeveyn katılım uygulamaları veli-okul-öğrenci üçgenini oluşturarak ebeveynlere okul politikaları, prosedürleri ve etkinlikleri ile çocuklarının ilerlemesi hakkında rutin bilgiler sağlar.

Anahtar Kelimeler: Üstün yetenekli öğrenciler, Ebeveyn tutumu, Ebeveyn eğitimi, Psiko-eğitim programı



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Genişletilmiş Özet

Problem: Aile genellikle sosyalleşme için birincil arena olarak kabul edilir. Ebeveyn tutumları üstün zekâlı çocukları da fazlasıyla etkilemektedir. Üstün zekâlı ve yetenekli öğrenciler genellikle aynı yaş grubundaki akranlarına göre ortalamanın üzerinde bir akademik performans sergileyen, entelektüel olarak üstün bireylerdir (Dalzell,1998; Hamza, Abo Mohamed, & Elsantil, 2020). Meador (1996) üstün zekâlı çocukları hızlı öğrenme yeteneğine ve ileri düzeyde yaratıcı beceriye sahip birey olarak tanımlamıştır. Üstün zekâlı çocuklar; bağımsız, yüksek motivasyona sahip olma ve içe dönük olma eğilimleri bakımından akranlarından farklılık gösterir (Winner,1996). Ebeveyn- çocuk ilişkisi ve etkileşimi üstün zekâlı çocukların gelişimi için en önemli unsurdur (May, 1994). Çünkü üstün zekâlı çocuk aileden etkilendiği gibi aileyi de etkilemektedir. Bundan dolayı üstün zekâlı çocuğa sahip ailelerin çocuk yetiştirme tutumlarının incelenmesi, bu çocukların aile ilişkilerinin sağlıklı olması ve destekleyici hizmetlerin geliştirilmesi önemlidir (Ogurlu vd.,2015).

Sistemik ve kavramsal temelli bir süreç olan aile eğitiminde amaç, ebeveynleri beceri sahibi yapmak, anne-babalığın değişik yönleriyle bilgilendirmektir (Schulz, 1987; Varol, 2005). Üstün yetenekli çocukların ailelerine yönelik eğitimler, bu çocukların eğitimini olumlu anlamda desteklemesi bakımından önem arz etmektedir. Özellikle ailelerin çocuklarıyla etkili iletişim becerilerine sahip olmaları, yetkin ebeveyn tutumlarını benimsemeleri, üstün yetenekli çocukların potansiyellerini gerçekleştirmede katkı sağlayacağı beklenmektedir. Üstün yetenekli öğrencilerin ebeveynlerinin tutumlarına yönelik yapılan bu psiko-eğitim programının hem üstün yetenekli çocuklara hem de ailelerine bir katkıda bulunacağı hem de onlara dair farkındalığın artmasını sağlayacağı düşünülmektedir. Bu bilgiler ışığında mevcut çalışmada, Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü tarafından hazırlanan "Özel Yetenekli Çocukların Ebeveynleri İçin Aile Eğitim Programı (2016)" nın üstün zekâlı/yetenekli çocuğa sahip ailelerin ebeveyn tutumlarına etkisi incelenmiştir. Bu çalışma kapsamında aşağıda yer alan hipotezler sınanmıştır:

1. Deney grubu ve kontrol grubunun ön-test puanlarında anlamlı düzeyde bir fark var mıdır?
2. Deney grubu son-test puanları arasında anlamlı düzeyde bir fark vardır mıdır?
3. Kontrol grubunun son-test puanları arasında anlamlı bir fark vardır mıdır?

Method: Psiko-eğitim programının üstün yetenekli öğrencilerin ebeveynlerinin Kabul/Önemseme, Psikolojik Özerklik ve Kontrol tutumlarına etkisini inceleyen bu çalışmada nicel araştırma yöntemlerinden biri olan deneysel desen kullanılmıştır (Creswell, 2013). Deneysel çalışmalarda uygulanan ön test ve son test sonuçları karşılaştırılarak kullanılan tekniğin deney grubuna etkisi belirlenebilir (Büyüköztürk vd., 2013). Bu nedenle çalışma deneysel desenlerden öntest sontest eşleştirilmiş kontrol gruplu desene göre yapılandırılmış ve çalışma grubunu belirlemek için seçkisiz örnekleme yöntemi kullanılmıştır (Büyüköztürk vd., 2008).

Kolay ulaşılabilir ve uygulama yapılabilir olması göz önünde bulundurularak araştırmanın çalışma grubu oluşturulmuştur. Bu amaçla, 40 üstün zekâlı çocuğa sahip ebeveynlere bir Bilgi Formu verildi. Elde edilen veriler doğrultusunda, psikolojik danışma programına gönüllü olarak katılmak isteyen ebeveynlerden seçkisiz bir şekilde (kura ile) 20 kişilik bir grup oluşturuldu. Oluşturulan (20 kişilik) ebeveyn grubunun çocukları (20 üstün zekâlı öğrenci) deney grubu, diğer 20 üstün zekâlı öğrenciler ise kontrol grubu olarak belirlendi. Bu 40 üstün zekâlı öğrenciye Anne-Baba Tutum Ölçeği uygulandı.

Bu araştırmanın amacı, üstün zekâlı çocuğa sahip ebeveynlerin katıldığı grupla psikolojik danışma programının anne-baba tutumları üzerindeki etkililiğini incelemektir. Araştırmada, 20 deney ve 20 kontrol grubu olmak üzere toplamda 40 üstün zekâlı öğrenciye Anne-Baba Tutum Ölçeği uygulanmıştır. Grupla psikolojik danışma oturumlarına başlamadan önce, tüm katılımcılarla araştırmacı bir ön görüşme yapılmıştır. Üstün zekâlı çocuğa sahip ebeveynlere program uygulanmaya başlamadan önce bahsi geçen ölçek üstün zekâlı öğrencilere öntest olarak uygulanmıştır. Program uygulandıktan sonra ise aynı ölçekler sontest olarak tekrar uygulanmıştır. Elde edilen sonuçlar, grupla psikolojik danışma programının anne-baba tutumları üzerindeki etkililiğini değerlendirmek için kullanılacaktır.

Anne-Baba Tutum Ölçeği: Anne-Baba Tutum Ölçeği, Lamborn, Mounts, Steinberg ve Dornbusch (1991) tarafından oluşturulmuş ve Yılmaz (2000) tarafından Türkçeye uyarlanmıştır. Ölçek, çocuğa tepki vermede duyarlık, talepkârlık boyutlarından ve anne-baba tutumuyla ilgili yapılmış olan ölçeklerden

yararlanılarak hazırlanmıştır. Ölçek, kabul/ilgi, denetleme ve psikolojik özerklik olmak üzere 3 faktörden oluşmaktadır. Kabul/ilgi boyutu 9 madde, denetleme boyutu 8 madde ve psikolojik özerklik boyutu 9 maddeden oluşmaktadır. Maddeler 4 dereceli Likert tipindedir ve alt boyutların ortancanın üstünde veya altında olmasına bakılarak çocukların anne-babaları demokratik, izin verici-ihmkâr, otoriter, izin verici-hoşgörülü olarak değerlendirilmektedir. Ölçeğin güvenilirliği için yapılan Cronbach Alpha iç tutarlılık katsayısı 0.81 olarak belirlenmiştir.

Üstün zekâlı çocuğa sahip ebeveynlere uygulanan grupla psikolojik danışma programının anne-baba tutumları üzerindeki etkililiğinin incelenmesi amacıyla uygulanan program için öncelikle belirlenen konu ile ilgili hem Türkçe hem de yabancı alanyazın ve çalışmalar taranarak yapılan deneysel çalışmalar incelenmiştir. Yapılan literatür taraması sonucunda bu araştırma için 8 modülden oluşan "Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü Özel Yetenekli Çocukların Ebeveynleri İçin Aile Eğitim Programı (2016)" uygulanmıştır. Uygulama sürecinde uygulamanın yapılacağı üstün zekâlı çocuğa sahip ebeveynler grubu için video veya ses kaydının terapötik sürece zarar vereceği düşünülerek oturumlar esnasında video/ses kaydı alınmamıştır. Deney grubu olan üstün zekâlı öğrencilerin ebeveynlerine 8 modül uygulanmış olup kontrol grubu öğrenci ebeveynlerine herhangi bir çalışma yapılmamıştır. Oturumların bitişinden (son oturumdan) iki hafta sonra deney ve kontrol gruplarına aynı ölçme aracı seti, son-test olarak uygulanmıştır. Aile Eğitim Programı (2016) uygulaması 8 hafta boyunca haftada bir 90 dakika sürecek şekilde gerçekleştirilmiştir.

Bulgular: Üstün zekâlı çocuğa sahip ebeveynlere uygulanan psiko-eğitim programının anne-baba tutumları üzerindeki etkisinin incelendiği bu çalışmada, grupla psikolojik danışma programının ebeveyn tutumları üzerinde etkili olduğu görülmüştür.

Deney ve kontrol grupları arasında kabul ($t = .761$, $p = .456$), psikolojik özerlik ($t = .170$, $p = .867$), denetim ($t = -.286$, $p = .778$) toplam puanları yönüyle istatistiksel açıdan anlamlı bir farklılık yoktur. Bu sonuçlara göre her iki grubun tutumlarının eğitim programı uygulanmadan önce benzer olduğu görülmektedir. Kontrol grubunun kabul/ilgi ($t = -1.347$, $p = .194$), psikolojik özerlik ($t = -1.530$, $p = .867$), denetim ($t = -.034$, $p = .143$) öntest ve sontest toplam puanları arasında istatistiksel açıdan anlamlı bir farklılık yoktur. Bu sonuçlara göre kontrol grubunun tutumlarında bir farklılık olmamıştır. Deney grubunun kabul/ilgi sontest puan ortalaması ($\bar{x} = 35.06$) öntest puan ortalamasından ($\bar{x} = 31.44$) istatistiksel olarak anlamlı şekilde yüksektir ($t = -4.666$, $p = .000$). Deney grubu psikolojik özerlik sontest puan ortalaması ($\bar{x} = 29.62$) öntest puan ortalamasından ($\bar{x} = 25.20$) istatistiksel olarak anlamlı şekilde yüksektir ($t = -4.208$, $p = .000$). Denetim sontest puan ortalaması ($\bar{x} = 21.93$) öntest puan ortalamasından istatistiksel açıdan anlamlı bir şekilde düşük çıkmıştır ($t = 5.466$, $p = .000$). Bu sonuçlara göre uygulanan eğitim programı, deney grubunun kabul/ilgi ve psikolojik özerklik puanlarını artırırken denetim boyutunun puanlarını düşürmüştür. Diğer bir ifade ile velilerin öğrenciler üzerindeki denetimi azalmıştır denilebilir.

Alan yazın tarandığında, eğitim ve gelişim psikologları, ebeveynlerin değerlerini, amaçlarını, becerilerini ve tutumlarını çocuklarına aktarmaya çalıştıkları etkileşimli sosyalleşme sürecini daha iyi anlamaya yönelik çalışmalar yapmaktadır (Grusec, 1997; Parke & Buriel, 1998). Ebeveyn tutumlarının çocukların hatta yetişkin yaşamında da arkadaş ilişkileri, psikolojik iyi oluş, evlilik doyumu-uyumu, problem çözme becerisi gibi birçok alanda önemli etkilere sahip olduğunu göstermektedir (Çakır, 2017; Oğuz, 2016; Özkan, 2014).

Öneriler: Bu çalışmada 40 üstün zekâlı çocuğa sahip ebeveyn Bilgi Formu ve bu ebeveynlerin çocukları olan, 40 üstün zekâlı öğrenciye de Anne-Baba Tutum Ölçeği uygulanmıştır. Oluşturulan (20 kişilik) ebeveyn grubunun çocukları (20 üstün zekâlı öğrenci) deney grubu olarak; diğer 20 üstün zekâlı öğrenciler ise kontrol grubu olarak belirlenmiştir. Aile Eğitim Programı (2016) uygulaması 8 hafta boyunca haftada bir 90 dakika ile sınırlıdır. Daha uzun süreli uygulanan psiko-eğitim programlarına yönelik araştırmaların yapılması alana katkı sağlayacaktır. Ebeveyn tutumları, anne-babaların çocuklarını sosyalleştirmek için kullandıkları belirli davranışlar olarak tanımlanır. Yani ebeveynler çocuklarını okulda başarılı olmaları için sosyalleştirirken, çocuklarıyla ev ödevi yapmak, çocuklarına okumaları için zaman sağlamak ve çocuklarının okul etkinliklerine katılmak gibi bazı uygulamaları hayata geçirebilirler. Bunu sağlamak için de okullar tarafından okul içinde liderlik rolleri için gönüllü olmak ve/veya çocukların ders

dışı etkinliklerine katılmak gibi ebeveyn katılımı uygulamaları planlanabilir. Ebeveyn katılım uygulamaları veli-okul-öğrenci üçgenini oluşturarak ebeveynlere okul politikaları, prosedürleri ve etkinlikleri ile çocuklarının ilerlemesi hakkında rutin bilgiler de sağlar.

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