

Guidance Needs of Gifted and Talented Children's Parents

Ebeveynlerin Üstün Zekâlı ve Yetenekli Çocuklarıyla İlgili Rehberlik İhtiyaçları

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Abstract

Gifted children can face some social and emotional difficulties resulting from their unique characteristics. Gifted children's high intellectual functioning sometimes can camouflage their social and emotional problems and because these problems are not recognized their guidance and counseling needs can be overlooked too during their psychosocial development. The aim of this study was to determine gifted children's parents' beliefs about their children's counseling needs. A counseling needs questionnaire was conducted to 133 parents of gifted children (1st-5th grade). Research results showed that counseling areas were oversensitivity, perfectionism, lack of talent development programs, participation in too many activities, disorganized in life and adherence to rules. Besides these findings, some counseling needs differed according to children's gender and parents' sex.

Keywords: gifted children, parents, guidance and counseling

Öz

Üstün zekâlı çocukların bilişsel özelliklerinden dolayı yaşadıkları zorluklar zaman zaman fark edilememekte ve bu nedenle gelişimlerinde gerekli olan bazı rehberlik ihtiyaçları göz ardı edilebilmektedir. Bu çalışmada ailelerin üstün zekâlı ve yetenekli çocukları için rehberliğe ihtiyaç duydukları problem alanları tespit edilmeye çalışılmıştır. Bu amaçla 1.-5. sınıfa devam eden 133 üstün zekâlı ve yetenekli öğrencinin ailesine yönelik çocuklarıyla ilgili rehberlik desteğine ihtiyaç duydukları alanları tespit etmek amacıyla bir rehberlik ihtiyaç anketi uygulanmıştır. Araştırma sonucunda ailelerin üstün zekâlı ve yetenekli çocuklarıyla ilgili ihtiyaç hissettikleri rehberlik alanları arasında aşırı duyarlılık, mükemmeliyetçilik, yetenek geliştirme programlarının eksikliği, çok fazla aktiviteye katılma, düzensizlik, kurallara aşırı bağlılık olduğu görülmüştür. Ayrıca hem çocukların cinsiyetine göre hem de anne veya babaya göre de rehberlik ihtiyaçlarında bazı değişiklikler gözlenmiştir.

Anahtar Sözcükler: üstün zekâlı ve yetenekli çocuklar, aileler, rehberlik ve danışmanlık

Summary

Purpose and significance: Guidance and counseling issues in gifted education sporadically are investigated. Some of gifted and talented children's parents, teachers and counselors state that gifted children need special counseling services during their school life. Gifted children may face some social and emotional difficulties in their life generating from their unique characteristics. However, gifted education programs seem to ignore social and emotional aspects of giftedness. The standard school program and psychological services may not meet the needs

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of these students. There is a high need for different types of counseling services address gifted and talented students' academic, social and emotional needs. Determining guidance and counseling areas of gifted students is crucial for parents, teachers and counselors. The aim of this study was to determine gifted children's counseling needs from their parents' perceptions.

Method: The sample was consisted of 133 parents of gifted children who were attending a summer school in Istanbul. Parents were administered a guidance needs questionnaire to determine their guidance needs about dealing with their gifted children's needs. The questionnaire was a likert-type consisting of 37 possible problems that gifted children may face in their life.

Results: Majority of parents had positive feelings about having gifted children. Among guidance services parents needed the most were oversensitivity, perfectionism, lack of talent development programs, participating in too many activities, untidiness, and adherence to rules. On the other hand guidance services parents needed the least included suicide, conflict with teachers, undesirable friendship, and fear of going to school. In the study both mothers and fathers had mostly similar guidance needs. There was a significant difference only between poor communication skills and participation in too many activities according to parents' gender.

Discussion and Conclusions: The results of the study shows that most parents have positive feelings about having gifted children. However, parents need guidance services in certain areas. These areas included but not limited oversensitivity, perfectionism, lack of talent development programs, attending too many activities and adherence to rules. To address these needs, school guidance programs should be rearranged. Also students' advisers should be trained to help gifted students in school life and to solve their common problems. An adviser who understands gifted children and their parents can have significant influence on the mental health of gifted children.