

Running head: PARENTING GIFTED AND TALENTED CHILDREN

**Parenting gifted and talented children: challenges parents have and their role in  
children's academic performance**

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Submitted in partial fulfillment of the requirements for the degree of

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In Educational Leadership

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**Ethics Approval**

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October 2019

Dear Raikhan Baimukanova

This letter now confirms that your research project entitled: Parenting gifted and talented children: Their role and challenges they have has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely

Filiz Polat

On behalf of Elaine Sharplin

Chair of the GSE Research Committee

Professor

Graduate School of Education

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**Parenting gifted and talented children: challenges parents have and their role in children's academic performance**

**Abstract**

The challenge of parenting gifted and talented children is becoming more and more relevant in Kazakhstan. It is well – known that gifted and talented children have specific educational needs that have to be identified and supported in a school system, and there are some obstacles in terms of parenting. The parents of gifted and talented children require assistance not only with providing their children with conditions to meet their educational needs but also with the issues of parenting such children. The aim of this research study is to explore parenting gifted and talented children in a selected Nazarbayev Intellectual school in Kazakhstan. This study also investigates the role of parents in children's academic performance, and challenges parents face in rearing gifted and talented students. The purpose of the present study is to identify the challenges parents face and determine their roles in their talented and gifted children's academic performance. The central research questions are as follows: a) What are the main challenges parents face supporting their gifted and talented children academically? b) What is the role of parents in their talented and gifted child's academic performance? A total of seven face-to-face semi-structured interviews were conducted. The findings revealed that parents held two views, and that distinguish, among others. First, some parents believe that each child is gifted, whereas others think giftedness is an ability that can be identified and developed at a certain period of time. Second, parents are aware that gifted children are a very heterogeneous group of children and that they have diverse characteristics and needs that need to be addressed. Based on the results of this study, I have concluded that parents are lacking support and help in rearing their gifted children. Another finding is that parenting

talented children in a Kazakhstani context needs further studies to promote inclusive practices in rearing such children.



**Воспитание одаренных и талантливых детей: проблемы родителей и их  
роль в успеваемости детей**

**Аннотация**

Проблема воспитания одаренных и талантливых детей становится все более актуальной в Казахстане. Общеизвестно, что у одаренных и талантливых детей есть особые образовательные потребности, которые необходимо определить и поддержать в школьной системе, и существуют некоторые препятствия с точки зрения воспитания детей. Родители одаренных и талантливых детей нуждаются в помощи не только в обеспечении их детей условиями для удовлетворения их образовательных потребностей, но и в вопросах воспитания таких детей. Целью данного исследования является изучение вопросов воспитания одаренных и талантливых детей в выбранной Назарбаев Интеллектуальной школе в Казахстане. В этом исследовании также исследуется роль родителей в успеваемости детей и проблемы, с которыми сталкиваются родители при воспитании одаренных и талантливых учеников. Цель настоящего исследования - выявить проблемы, с которыми сталкиваются родители, и определить их роль в академической успеваемости своих талантливых и одаренных детей. Основные вопросы исследования заключаются в следующем: а) Каковы основные проблемы, с которыми родители сталкиваются в академической поддержке своих одаренных и талантливых детей? б) Какова роль родителей в успеваемости их талантливого и одаренного ребенка? Семь полуструктурированных интервью с участниками были проведены лицом к лицу. Согласно выводам исследования, родители придерживаются двух точек зрения, которые отличаются от других. Во-первых, некоторые родители считают, что каждый ребенок одарен, тогда как другие считают,

что одаренность - это способность, которую можно определить и развить в определенный период времени. Во-вторых, родители знают, что одаренные дети - это очень разнообразная группа детей и что они имеют различные характеристики и потребности, которые необходимо учитывать. Основываясь на результатах этого исследования, я пришла к выводу, что родителям не хватает поддержки и помощи в воспитании своих одаренных детей. Еще один вывод заключается в том, что вопросы воспитания одаренных детей в казахстанском контексте нуждаются в дальнейших исследованиях для продвижения инклюзивных методов воспитания таких детей.

## **Талантты және дарынды балаларды тәрбиелеу: ата-аналардың проблемалары және балалардың үлгеріміндегі олардың рөлі**

### **Аңдатпа**

Қазақстанда дарынды және талантты балаларды тәрбиелеу мәселесі өзекті болып отыр. Дарынды және талантты балалардың ерекше білімге қажеттіліктері бар екендігі белгілі, оларды мектеп жүйесінде анықтап, қолдау қажет. Сонымен қатар, балаларды тәрбиелеуде бірқатар кедергілер бар. Дарынды және талантты балалардың ата-аналары балаларына білім беру қажеттіліктерін қанағаттандыру үшін жағдайлар жасауда ғана емес, сонымен қатар осындай балаларды тәрбиелеу мәселелерінде де көмекке зәру. Бұл зерттеудің мақсаты - ата-аналардың алдында тұрған проблемаларды және олардың дарынды балаларының академиялық үлгеріміндегі рөлін анықтау. Зерттеудің негізгі сұрақтары: а) ата-аналар өздерінің дарынды және талантты балаларын академиялық қолдауда қандай негізгі проблемалармен соқтығысады? б) Ата-аналардың дарынды баласының үлгеріміндегі рөлі қандай? Қатысушылармен жартылай құрылымдалған жеті сұхбат бетпе-бет өткізілді. Зерттеудің нәтижелеріне сәйкес, ата-аналар басқалардан ерекшеленетін екі көзқарасты ұстанады. Біріншіден, кейбір ата-аналар әр баланың дарынды екендігіне сенеді, ал басқалары дарындылық белгілі бір уақыт аралығында анықталып, дами алатын қабілет деп санайды. Екіншіден, ата-аналар дарынды балалар өзгеше балалар тобы екенін және олардың әртүрлі сипаттамалары мен қажеттіліктері бар екенін ескереді. Осы зерттеу нәтижелеріне сүйене отырып, мен ата-аналардың дарынды балаларын тәрбиелеуде қолдауы мен көмегі жоқ деген қорытындыға келдім. Тағы бір қорытынды: Қазақстанда дарынды балаларды тәрбиелеу мәселелері инклюзивті әдістерін ілгерілету үшін қосымша зерттеулерді қажет етеді.

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## **Chapter One: Introduction**

### **Background of the Study**

Most parents would agree that bringing up a child is difficult and valuable charges. Raising talented and gifted children supposes more or the same type of challenges as parenting typically developed children. Besides their position in the educational framework, parents are a key factor at home who are helping their children to find solutions and prevent various problems such as continuous stress, a fear of failing, and sleeping disorders (Webb, Gore, Amend, & DeVries, 2007). Different sides of parenting, together with distinguishing characteristics and academic needs of talented and gifted children such as their distinct superiority, excessive sympathy in emotional and psychological aspects, lead to a perplexing process of the parenting of these children. In addition, nowadays, there are some cases when many parents of gifted and talented children are battling for the provision of conditions that will meet their children's extraordinary skills.

The excitement in raising gifted children can be perceived from one of the first researches on skilled children. Bloom's convincing work on capacity emphasized that parents are crucial to the development of a child's capacity and limits (Bloom, 1985). Later results underlined the impact of parents on ability improvement, giving an idea on this marvel (Csikszentmihalyi, Rathunde, & Whalen, 1996). A child can be skilled and/or talented in different areas, for example, art, sport, music, as well as showing excellent academic achievements. Many research studies have proved that gifted children have certain educational needs that should be determined and addressed in the school framework and that there are some issues in parenting such children. It is necessary to assist parents not only to recognize and help their gifted children but also to provide them with possibilities to meet those educational needs. Morawska and Sanders (2009) highlighted



another issues, such as lack of support in the identification of children's needs, poor network interaction, and extreme responsibility required from children by parents of typically developed children.

### **Statement of the Problem**

The general topic of this study is identifying the challenges parents experience dealing with the giftedness of their child. The main issue is the challenges involved in the parenting of talented and gifted children, and the expectations of these parents.

Currently, there is limited information on gifted and talented children. Educators know very little about the strains and the reasons for the obstacles that gifted and talented children experience, and they know even less about parents' attitudes and their expectations of these children. The existing research is mostly focused on the issues of supporting children in terms of the provision of their educational needs, and equipping the parents with the necessary tools to augment their ability to support their children academically and psychologically. Moreover, there is limited research about parenting a gifted child and the challenges and expectations of those parents.

### **Purpose of the Study**

The purpose of this qualitative study is to examine the problem of parenting talented and gifted children, who are identified as 'super students', studying in one Nazarbayev intellectual school in Kazakhstan. Consequently, the problem handled in this research is the parents' role in their gifted children's academic performance and the difficulties they encounter in raising their gifted children. Additionally, socio-environmental conditions, which parents create, will be emphasized, and it will be studied whether those changes can promote or impede gifted and talented students' academic performance.

### **Research Questions**

The goal of this study is to find out the difficulties parents experience and identify their roles in their talented and gifted children's academic performance. The central research questions are as follows:

- What are the main challenges parents face in supporting their gifted and talented children academically?
- What is the role of parents in their talented and gifted child's academic performance?

### **Significance of the Study**

It is expected that this exploration will energize the school organization, school therapists, and the instructors to be attracted to this applicable issue – that of child rearing skilled and capable kids – and give the fundamental assistance and bolster that will profit the children.

This study might be important to the Ministry of Education as the main policymaker that may then create some regulations to support parents of talented and gifted children. Children who are recognized as gifted and talented may also benefit from this research as they might be under emotional and psychological pressure, and some clarification in this study might help their parents to understand them. This research will likely be important for the parents, as sometimes they expect too much from their children and when they have some issues because of their requirements, they have no idea how to deal with these problems. Moreover, school administration and staff will benefit from this study, as they will be aware of possible challenges parents experience and be able to suggest alternatives for them to employ in order to support and help their children.

### **Definition of Terms**

In order to establish common awareness of specific terms mentioned within this study, it is essential to outline them based on the existing literature. The next definitions in this study are the ones that are commonly agreed upon:

*Parenting* – the raising of children and all the responsibilities and activities that are involved in it.

*“Gifted child* - the individuals who have elevated levels of inborn capacity in any domain of human ability, that puts them within the top 10 percent of their age-peers – regardless their high potential is not yet being shown as an elite” (Gagné, 2004, p. 3).

*“Talented child* – a child whose capabilities have already been converted into attainment, and who are at present performing at a high level that puts them within the top 10 percent of their age-peers” (Gagné, 2004, p. 3).

*Academic achievement* – the degree to which a child has accomplished their short or long-term educational goals.

*Academic motivation* – a student’s inspiration to school subjects when the student’s knowledge is assessed according to the level of performance or excellence (McClelland et al., 1953).

*Challenge* - something that requires a great mental or physical effort in order to be done successfully.

### **Thesis Outline**

The parts of this thesis are displayed in Table 1. While chapter 1 (this chapter) gives a common presentation, chapter 2 clarifies the concept of giftedness and giftedness within the Kazakhstani context, and covers the existing literature addressing the effect of raising a gifted and talented child on parents. Chapter 3 summarizes the methodological approach of the research, and chapter 4 presents the results of this study. Lastly, chapter 5 gives a discourse on the main findings of the study, along with some suggestions and implications

about the qualities and weaknesses of this inquiry, and makes recommendations for further research.

Table 1. Parts of the thesis

Title	The focus of the chapter
1 Introduction	This chapter specifies the background of the thesis, essential descriptions, the research problem and the goals of this study; the research questions to be addressed in this study.
2 Literature Review	This section investigates the problems of explaining and understanding the giftedness and suggests the definitions directing this study. An investigation of the giftedness features and how the giftedness recognized in a Kazakhstani context and its educational framework is displayed.
3 Methodology	This unit depicts and legitimizes the methodology embraced for this research. It gives general information about the participants, the measures, and the strategy used for the study. Ethical considerations are displayed, and the explanatory information approach received for this consideration are laid out.
4 Findings	This section introduces findings from the semi-structured interviews conducted with parents of gifted children.
5 Discussion	This chapter deals with a discussion of the predominant findings in connection with the objectives of the study. Suggestions for the further research are portrayed, and limitations and zones for future inquiry are displayed.
6 Conclusion	The final chapter gives a brief summary of the whole work. It provides short information about the contribution of the study to the further development of inclusive practices, especially in the parenting of gifted and talented children.

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## **Chapter Two: Literature Review**

### **Introduction**

This section provides a critique of the literature on a variety of topics regarding parenting gifted children, parents' perceptions of their children's giftedness, and the challenges they face. While some topics deal with the notions of giftedness and gifted children, others are focused on the issues of parenting gifted children. The literature comprises references to various researches of scholars from various resources such as magazines, journals, articles, and research reports taken from both global and Kazakhstani contexts.

### **Theoretical framework**

The existing studies on rearing skilled children highlights four aspects, which will affect the parents of skilled children: the family, the school setting, the child, and societal states of mind. Bronfenbrenner's Bioecological Model of human development (Bronfenbrenner & Morris, 2006) perfectly responds to above mentioned four areas, specifying this study with the theoretical framework, which helps to view parenting of gifted and talented children.

Bronfenbrenner's Bioecological Model is exceedingly respected for its consistent combination of individual and setting (Lerner, Lewin-Bizan & Warren, 2011), and its highlight on the significance of bidirectional communication (Bronfenbrenner & Morris, 2006). This model includes four measurements: context, time, process and a person (Bronfenbrenner & Morris, 2006) and will be utilized as a premise for comprehension of the flow of the different biological, mental, behavioral and ecological frameworks that are affecting parent's understanding of giftedness.

The process is described by Bronfenbrenner and Morris (2006) as reciprocal communication with individuals, items, and images that happen routinely and finally ends

up more complex. One type of process that is called proximal forms is vigorous components of advancement. These forms are acknowledged as a driving constrain of advancement and are indicated as bidirectional communication between the person and other individuals, images, or items. In order to make these communications shape advancement, they have to happen frequently and enhance in intricacy over time. Bronfenbrenner and Morris recognize proximal processes as the basic measurement of their model.

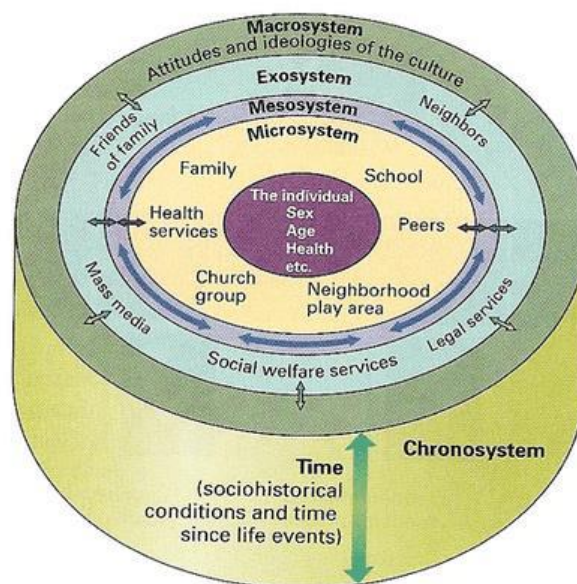
The next aspect, person covers the person's biological, mental, and behavioral features. This measurement in Bronfenbrenner's Bioecological Model emphasizes the development of a person's intentions, sources, and interests (Bronfenbrenner & Morris, 2006). These features of the person are considered most compelling to advancement, as they are able to frame the capacity and guide proximal processes differently. The researchers contend that child's attributes may empower or debilitate responses from the surrounding that can produce or disturb advancement. As for parenting a skilled child, their characteristics such as nonconcurrent improvement, behavioral anxiety, and brilliant intellect seem to influence the parenting process, as well as the parent's level of comprehension and recognition the giftedness of their child, seem to influence the child.

The next measurement, context, incorporates the fixed collection of environmental features characterized in Bronfenbrenner's ecological model as the microsystem, mesosystem, exosystem, macrosystem, and chronosystem (see Figure 1). The context comprises those levels that lie exterior the advancing person but associated with and affect the person both proximally and distally (Bronfenbrenner & Miller, 2006). The microsystem involves any quick natural site or person the developing individual (e.g., the parent of a skilled child) has personal communications with (Cicchetti, Toth & Maughan, 2000). It concurs that variables and communication inside these proximal ecologies apply

the foremost strong impact on the formative results of people (Cicchetti, Toth & Maughan, 2000; Bronfenbrenner & Miller, 2006). Right at this stage, proximal processes work to enhance advancement via standard, more difficult communications over period (Bronfenbrenner & Miller, 2006). Every person's special group of microsystems develops throughout their life as that individual creates and emerges in various encounters (Cicchetti, Toth & Maughan, 2000). The person in the middle of the environmental framework is the parent of the talented child. Subsequently, key people and interactions inside the parent's complex microsystem will be encountered by this study.

The mesosystem, the following layer in Bronfenbrenner's ecology model, is indicated by the communication of several microsystems (Lerner, Lewin-Bizan & Warren, 2011). The person could be a component of all microsystems, hence when these microsystems merge mesosystem processes happen that can work to disturb or encourage the improvement of a person (Bronfenbrenner & Miller, 2006). A vital mesosystem for talented and gifted children is the interaction between parents and teachers.

*Figure 1.* Bronfenbrenner's bioecological model of human development (Santrock, 2007)



The exosystem incorporates those natural frameworks that, in spite of the fact that they do not contain the person can affect the person with the help of microsystem

communications in a roundabout way (Cicchetti, Toth & Maughan, 2000). Social networks inside the parents' surroundings such as public groups and services, and school administrations are illustrations of exosystems (Cicchetti, Toth & Maughan, 2000). In terms of parent of a skilled child, another significant exosystem is the education of a gifted child, communication at school, and the capacity to create companions and involve in social assistance.

The macrosystem incorporates the cultural aspects, which is about a person's existence in a society with its values and beliefs, the laws and political frameworks (Cicchetti, Toth & Maughan, 2000). In spite of the fact that the macrosystem is the most distant framework from the individual, it still applies an impact on the person via communication within the inner layers (Cicchetti, Toth & Maughan, 2000). This layer of the biological system is especially striking for parents of talented children as social convictions with respect to giftedness may affect them and their children, in a few situations driving to social segregation and disgrace. Moreover, government instructive policies and financing levels for talented children in schools seem to influence possibilities displayed to skilled children and the help accessible to parents.

The final measurement of time that is the chronosystem, stands over all layers of the biological systems as a way of assessing advancement over the life expectancy. Time is essential to the estimation of alteration, regularity, and predictability over all domains of the bioecological framework (Bronfenbrenner & Miller, 2006). Time is vital because it is one of the remarkable characteristics of proximal processes, and in the case when these processes do not happen regularly that communications become ineffective (Bronfenbrenner & Miller, 2006). At last, time is associated with the chronicled timespan when the advancing individual was born and the impact of the planning of certain life course (Bronfenbrenner & Miller, 2006). With respect to the notion of time, this research



must consider current theories of what frames a gifted and talented child and the explanation of this domain within Kazakhstani context nowadays. The beliefs and values, as now held by modern Kazakhstani society, may influence the child-rearing involvement emphatically or contrarily. Time is additionally a significant factor in this study because it encourages our comprehension around the consistency of positive or negative child-rearing experiences and their effect on the well-being of the parents. For instance, standard challenges connected to their talented child, the school, family, or society might become a burden to the parent's prosperity.

Bronfenbrenner's Bioecological Model is valuable as a system in this research because it underlines the significance of all ecological system levels as influencing and being affected by the developing person. The developing person is the parent of a gifted and talented child. To encounter the nature and degree of the difficulties parents of skilled children face, it is necessary to pay attention to proximal and distal variables.

### **Giftedness**

Contentions encompassing how to delineate the origin of giftedness and recognition of gifted students are above the frame of this study; however, it is necessary to provide a brief overview in this section. The written history of endeavors to appreciate the giftedness goes back to last century (Subotnik, Olszewski-Kubilius & Worrell, 2011). Despite the fact, that “giftedness” and its concept have been examined so thoroughly to provide us with understanding and definition; it still has so many interpretations that it only put the research away from an agreement referred to this aspect. As indicated by Jolly (2008), it was Terman who suggested the first descriptions of giftedness, utilizing the Stanford-Binet Intelligence Scale and characterizing skill using the high Intelligence Quotient (IQ) (p. 27). Terman's interpretation portrayed talent to be the overall scholarly capacity at the top 1% of the position, as estimated by the Stanford-Binet Intelligence Scale (Renzulli, 1978). This

descriptor has been recognized as restricted to scholastic accomplishment because people can be skilled in numerous different areas except intellectual (Renzulli, 1978). Besides, Subotnik et al. (2011) contended that the origin of giftedness progresses after some time, and it is not equivalent to knowledge. Although there are various and different definitions, IQ has been the overwhelming sign of skill so far (Yakavets, 2014).

Some more perplexing and complex explanations of giftedness can also be seen among researchers. Renzulli (1978) was among the first scholars who outlined previous and current meanings of this skill, suggesting that to be talented, an individual ought to have three key qualities – high IQ, determination, and exceptional innovativeness (Renzulli, 1978, p. 87). Burney (2008) and Swiatek (2007) claimed that children who have these qualities demand a wide scope of learning opportunities, challenges, and administrations that cannot be offered via ordinary classroom activities.

Gagne (2004) is another renowned scholar absorbed with giftedness. As he stated, giftedness is the capacity to employ outstanding inborn abilities in any of the following areas – intellectual, creative, socio-affective, and sensorimotor, with the purpose that the indication of these aptitudes puts the person far ahead in comparison to his peers (p. 120). It is also supported that this skill ought to be limited to the thought of school-based giftedness, together with the challenges a skilled child face inside the school setting (Cross and Coleman, 2014). Endowments and abilities advance from the birth, and they ought to be additionally accepted as the consequences of a person's improvement over some undefined period (Subotnik et al., 2011; Cross & Coleman, 2014).

The accomplishment factor of skill has been examined as well, on the grounds that despite the fact that talent can be distinguished in an individual, it may not generally bring about achievement after some period and is fairly an active element. There is no regular methodology for recognizing or ordering skilled children, and the term has developed from

being fixed and attached to knowledge to one that underlines an increasingly comprehensive perspective on different abilities.

**Characteristics of giftedness**

Talented children are identified to have particular features that are different from the standard, both subjectively and behaviorally (Cottrell & Shaughnessy, 2005). Generally, talented children can display an interest in learning foreign languages prior to the typically developed fellows. Another sign of a child’s giftedness might be the child’s expansive vocabulary together with a fabulous memory, considerable knowledge, and advanced reading capacity. Moreover, the gifted child shows an ability to remember different symbols, in combination with a more common understanding of standards and connections (Baska, Feldhusen, Van Tassel-Baska, & Seeley, 1989; Moon & Hall, 1998; Tuttle, Becker, & Sousa, 1988).

In addition, gifted children have shifting emotional traits. They regularly show a sharp spotlight without anyone else interests and will tackle issues in unique ways (Klein, 2007). Silverman (1993) created a ‘Characteristics of Giftedness Scale’ that records 25 characteristics of giftedness. Comparable to discoveries by Alsop (2003), Moon and Hall (1998), and Moon, Kelly, and Feldhusen (1997), this scale was created to assist the recognition of talented children. Moreover, talented children have different feelings and passionate characteristics. It is viewed as that a person who displays 3/4 of the recorded characteristics is probably going to be gifted (See Table 1 beneath).

Table 2. Characteristics of giftedness (adapted from Silverman, 1993)

Categories	Academic	Social	Psychological	Emotional
<b>Characteristics</b>	A fast learner Has an outstanding memory Has extensive vocabulary Intense	Versatile Has a great sense of humor Fair and just Tends to question authority Prefers older	Has a long attention span Reasons well (good thinker) Energetic Has strong curiosity	Emotional (feelings hurt easily) Sympathetic Morally sensitive

Is a keen observer	companions/adults	Perfectionistic
Is creative		Perseverant
Avid reader		when interested
Shows ability with numbers		Judgment
Has a vivid imagination		mature for age
Good at jigsaw puzzles		at times

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Despite the numerous positive qualities of giftedness, an extra perspective that may recognize talented children from others is overexcitability. Overexcitabilities happen when a person responds more firmly and needs more time to a little improvement (Dabrowski & Piechowski, 1977). It means that overexcitabilities can be burdens (Lind, 2001). The overexcitability of talented children can expand the current difficulties and create extra stress and anxiety for parents (Lind 2001; Lamont 2012). For instance, a talented child might have a high affectability to dress items, to smells, and to school noise, which may turn out to be so diverting for the child that studying at school can wind up optional (Lind 2001). In this way, overexcitability can push gifted children towards conflicts in their condition (Moon, Kelly, et al. 1997). In terms of the overexcitability of gifted children, it has been proposed that stress management tools might be helpful not only for the talented kids but also for their parents (Lind 2001). It has been recommended that talented qualities are not constrained to behavioral, social, emotional, and psychological attributes, but at the same time, are connected to physiological qualities. Albeit challenged by certain researchers, some physiological attributes are said to be regular among talented kids (Benbow, 1986; Kolata, 1983; Temple, 1990; Winner, 1996; Wolk-White, 2009). Extreme testosterone or a surprising affectability to testosterone in utero may influence fetal mental health and influence certain capacities, for example, left-handedness, language, and numerical capacities (Kolata, 1983; Marx, 1982; Winner, 1996). Since expanded

testosterone can influence left and right mental health in an unexpected way, increased testosterone has been related with talent in the zones of estimation and mathematic capacities, and with innovative capacities, for example, music and artistry (Winner, 1996). Subsequently, this proof proposes that giftedness might be related to physiological processes. However, different hypotheses have fought that the attributes connected with talent have been created from the cooperation among hereditary and ecological elements (Gagné, 1985; Renzulli, 1978; Tannenbaum, 1983; Ziegler & Phillipson, 2012).

In spite of how giftedness has established, the extraordinary attributes of talented children seem, by all accounts, to be diverse to those of non-gifted kids (Lovecky, 1992). To better comprehend the notion of giftedness and its related characteristics, it is important to attempt an assessment of the principle hypothetical models of giftedness.

### **Giftedness in Kazakhstani Context**

Kazakhstan organizes talent training as a method for encouraging economic development in the nation. On 16 September 1996, former president of our country signed the order N1125 “On governmental support and development of schools for gifted children.” Since 1996, this order has been changed slightly. In 2008, January 25, schools for talented students were first alluded to as “special institutions for gifted students” in the order N69 (“Postanovleniye Pravitelstva Respubliki Kazakhstan, Decree of the Republic of Kazakhstan Government”, 2008). In a specific order, a special institution is characterized as an association that "acknowledges specific instructive projects, giving elitist training went for top to bottom dominance of fundamentals of science, culture, craft, sports, and military abilities ... in the particular schools of the Republic of Kazakhstan" (order N69, January 25th, 2008). Three years ago the guidelines for the specific instructive associations were explained and featured where the goals of the specialized organizations incorporate "individualized way of guidance for skilled children to improve the learning of

talented children, and encourage autonomous learning, tasks based on projects, and research works for gifted children" (Order N499, 2003— adjusted in 2017). It additionally conveys that since specific schools are given particular educational programs dependent on the general educational plan affirmed by the Ministry of Education, a particular educational institution is allowed to determine and choose the methods and techniques for teaching.

In Kazakhstan, gifted and talented children are generally provided by the special education by the government's cooperative chain of particular instructive associations called "Daryn, Gifted." There are around 120 schools, which teach almost 61 thousand students across Kazakhstan ("Odarennyh detei v Kazakhstane stanovitsya bolshe. The number of gifted children is increasing in Kazakhstan", 2016). Schools for skilled children get a great deal of help from the authority of the country, nonetheless, when we consider the notion around the idea of talent or giftedness it is not expressed in regulations within Kazakhstani context (OECD, 2014) and there are no standardized criteria in the identification of gifted students. For the most part, the child can be labelled a talented student if he has won a contest or an Olympiad or has been acknowledged to a specific school for gifted and talented children. Additionally, it is controversial whether the society, including school staff, students, and parents around the country, comprehend giftedness similarly, and how successful is the process towards recognizing talented students (Yakavets, 2014). It is not astonishing that there is no investigation about the distinctiveness of teaching and parenting the gifted in the local setting and no information accessible on what particular tools are applied in Kazakhstan to address the needs and requirements of gifted and/or talented students. It is especially critical to investigate what facilities are suggested for children who were distinguished and selected for talented projects inside particular schools. The parents of gifted and talented children might be

correct to be interested in posing inquiries like "Who is a talented child? What are their needs? What can I do for my child?" In the case that parents have not gotten appropriate help, responding to these questions will be extremely problematic for them.

However, as there is no prepared concept of "giftedness" and no universally acceptable tool for recognizing who is gifted, it is reasonable that numerous nations do not set a clear notion of giftedness in their regulations. As Borland (2013) proposes, "... characterizing skill involves qualities and policy, not experimental research" (p. 112). In this manner, it is crucial that characterizing giftedness ought not to divide the society into inferior and superior groups. Moreover, the author estimates the opportunity of relinquishing the custom of identifying talent and/or gift, because in such a case, when a child needs more complicated material, it ought to be given without essentially naming them as extraordinary or gifted. This, in view of a similar researcher, is the essential aim of differentiating the curriculum for a wide range of students (Borland, 2013). By differentiating the educators and parents as well, we will have an opportunity to meet the needs of gifted and/or talented children.

### **Parenting gifted and talented children**

Gifted and talented children have specific educational, social, and developmental needs, but they are often not well recognized. If a child's skills are not identified, and they are not provided with appropriate support, the child may get discouraged or show conduct issues, prompting lost potential for both the individual and society.

Parents might be occupied with the education by giving their children extra assets for studying, controlling homework fulfillment, visit various school events, providing children with necessary financial, emotional, or even psychological help. Parental commitment is commonly seen as a positive effect on students' academic performance (Pomerantz, Grolnick, & Price, 2005) and success (Cho & Campbell, 2011). Separating compelling and

incapable raising procedures is a confounded practice that might be particularly hard for the parents of gifted children. A few guardians face difficulties with giving an empowering learning environment at home (Huff, Houskamp, Watkins, Stanton, & Tavegia, 2005), though others express demotivation conditions at school (Hertzog & Bennett, 2004; Jolly, 2008). The previous researches have argued the sorts and origin of intricacies experienced by skilled children, with certain researches supporting that these children are progressively vulnerable to experiencing conduct and emotional issues.

Interestingly, others guarantee that there is no contrast among gifted and ordinary children (Bain, Choate & Bliss, 2006). There is some evidence that in contrast with other children, gifted ones and their parents have unique difficulties. Still, there is a lack of studies about the nature and amount of challenges experienced, and there is a shortage of literature on the parenting gifted children. Overall, there is a developing understanding that skilled children do not encounter more challenges in contrast with others. Under some circumstances, individual children are likely to misconduct or have emotional issues. These aspects contain development progresses, high expectations for parents and educators, including outrageous and immaterial appreciation, parent over-involvement, a discrepancy between the child's capacity and the learning condition, and challenges with peers.

There are a few different viewpoints, such as talent, environment, social issues, physical and mental conditions of a child, which may affect their development (Wu, 2008). In addition, child-rearing is resolved to be common perspectives, as it is straightforwardly associated with the performance of skilled children. It is particularly urgent at an early stage because the earlier the relatives recognize the skill or ability of their child and address appropriate institutions for support and help, the simpler it will be for a child to build up their aptitudes and capacities and control their emotional prosperity.



Research led by Chi (2003) can be a guide to help and demonstrate this idea. The parents of gifted children in China participated in the interview, and the results indicated that they were crazy about their children's academic performance and were engaged in the process of gaining an education. Additionally, the correlation between parents' expectations and children's scholarly accomplishments was set up. Children who feel family union and parental inclusion were bound to excel than those whose parents did not show any interest in their children's academic attainment.

Contrarily, parents of skilled children might be increasingly worried about obligation in contrast with other parents (Feldman & Andrews, 2018). Talented and gifted children have special educational needs that are dependent upon their giftedness and talent. They have specific characteristics of the emotional and psychological aspects, which may prompt surprising conduct troubles to parents, as well as for educators or classmates. As a rule, parents are unaware of how to react to their child's particular conduct, as they no scheme for the perception of the developmental issues that influence a child and the approaches to manage these cases. For example, some parents of skilled children who know how to educate and help their child to learn, and yet, they are less sure about managing conduct issues.

Morawska and Sanders (2008) conducted another study, which incorporates a review where 1359 parents of skilled children participated. The key point of that review was to set up the progressions and components that affect talented children's conduct, emotional state, and the motivation why they have difficulties. Besides, this research encompassed the parents' beliefs, behavior, and their capacities to deal with the issues of rearing gifted children. The current research gives a comprehension of some specific areas, for example, disciplining, where parents are more likely to experience issues. Then, many parents

highlight the communication skills that is one of the most essential issues gifted children face, as the vast majority of them are too shy or unwilling to interact.

### **Parents' expectations and their role in their gifted child's academic attainment**

A key issue inside the various references about expectations is that financial foundation has been featured as expanding children's and parents' expectations and after that academic accomplishment. Hao and Bonstead-Bruns (1998) contended that a high income in the family assumes higher expectations from parents, which were converted into the portion of the payment in extra studying activities and interest in school programs. Moreover, they stated that concurrence on both sides' expectations motivated students to acquire better accomplishment.

Additionally, Rimkute et al. (2012) stated that family background, past academic attainment, and parents' education anticipated those expectations. Moreover, they emphasized that parents' expectations were great markers of children's desires. These expectations have to become similar when the children become adolescents, they are ready to discuss the issues with their parents (Nurmi 2004), and hence desires ended up more reasonable. Hossain and Tsigaris (2015) claimed that students' expectations of their academic accomplishments are shaped from the very beginning. Froiland et al. (2012) estimated the impact of parental inclusion in children's achievements in various subjects by tasks as assisting with homework and concluded that it was positive for children at early stages. Still, when coming to the teenager's age, these methods can be disadvantageous. Hao and Bonstead-Bruns (1998) expressed the significance of parental inclusion in school learning since it favors the rise of students' motivation. Besides, Wang and Benner (2014) claimed that the higher the parents' expectations are, the more support and parental engagement children will gain. On the other hand, Aldous (2006) maintained that in spite of the fact that the time of students' commitment to homework and parents and children's

expectations were beneficial for children's academic achievements, the practice when parents help their children with their homework was negative.

As Olszewski-Kubilius (2001) contends, gifted children's willingness to succeed is influenced by their parents' ambitions, perceptions, practices, and designs of child-rearing styles. Such a family aspect plays a pivotal role in supporting creativity and intellectual advancement. Creativity and capacity can be advanced at home in the conditions when a gifted child develops uniqueness and express their considerations and viewpoints (Olszewski-Kubilius, 2001). Children's states of mind about life and education are formed when their parents prepare them to the outside world and expand their understanding and awareness of distinctive circumstances (Afzal, Ali & Khan et al., 2010). Freeman (2000) underlined that great child-rearing could support and improve children's behavior. As she clarified, communication between parents and their children gives enthusiastic flexibility and fitting incitement for studying and for training particular abilities and creates children's possibilities.

Supporting the idea that parental practices and beliefs promote diverse inspirations for their children (Olszewski-Kubilius, 2001), Dwairy's (2004) study demonstrated that parents who select an authoritative style show support and improvement abilities, utilize direct parental control and empower their children's autonomy. Moreover, high self-esteem, good demeanors towards parents, stress, and disorders are reliant on the authoritative style of parenting. In their later research, Garn, Matthews, and Jennifer (2010) recognized several numbers of parental styles. Three fundamental functions for motivating children to study well were recognized: parents as specialists, facilitators, and behavior adjusters; though, the scholars found the techniques utilized at home were conflicting in creating internalized motivation in children. If parents coordinate independent control approaches, it will consequently promote academic motivation at home. Another way to

enhance and promote students' academic motivation is to utilize numerous strategies such as assisting with time management, creating opportunities for the home learning environment taking into account their children's interests and desires. The parental approaches that build up the independent frame of inspiration are found to make an environment when an individual's autonomy is supported.

To compare another context, Marzooghi, Sheikholeslami, and Shamshiri (2009) defined that gifted students needed to show their propelled capacities and get high evaluations instead of creating capability through undertaking authority and learning. It was discovered that gifted children contrasted to non-gifted ones buckle down on the performance objectives to address the expectations of their parents and teachers. Talented kids are required to get excellent marks as a scale of their academic achievement that subsequently leads to 'their wish to perform well and achieve high evaluation points, and class rank may keep them from learning' (Marzooghi, Sheikholeslami, & Shamshiri, 2006, p. 1992). According to numerous researches, it was revealed that talented students are highly motivated. For instance, Chan (2000) examined the social qualities of talented Chinese students in Hong Kong, dependent on their parents' and educators' impression. The results demonstrated that ambition and initiative were seen more than creativity as qualities of gifted children. Likewise, youngsters' scholarly characteristic motivation was emphatically influenced by their mothers' support of intrinsic motivation and assignment endogens, and this indirectly affected subsequent motivation and achievement. (Gottfried, Fleming & Gottfried, 1994).

A vast number of studies show students succeed more in terms of school subjects when they feel the inclusion of their parents in their education. Chen (2008) is one of those scholars who are assured that parental inclusion in the process of their gifted and/or talented child enhances better academic performance. It can be stated that the more the

parents are involved, the more prominent effect on academic performance is. Christenson (2006) specified that parental engagement contributes to better classroom behavior of a gifted child. Parental inclusion not only advances the academic achievements of a child, but it also incorporates a positive impact on a student's state of mind and behavior. A parent's concern and support in a child's schooling can influence the child's attitude towards school, behavior, confidence, truancy, inspiration, and motivation. According to Comer (2006), parents' attention and interest in their children's academic performance promote students' sense of belonging to the school and their recognition by their teachers and school staff. Clark (2003) also stated that when parents set up contacts with their gifted children's school, it reinforces students' recognition by learning environment, including classmates, teachers, and other stakeholders. In analyzing the connection between parental incorporation, educators' help, and students' sense of belonging to a school, children whose parents are included in their education are more likely to succeed academically.

### **Chapter summary**

This chapter dealt with the existing literature on the role and faced challenges in parenting gifted children across the globe. The literature review suggests a range of definitions of giftedness and explanations for parenting gifted children. Still, very few researches explored how parents comprehend the giftedness of their child, how they understand their role, and what challenges they face while rearing such children. Gifted education takes a great place in the Kazakhstani education system. However, parents' role, the challenges they have, and the ways to cope with that problem have not been thoroughly researched.

### **Chapter Three: Methodology**

#### **Introduction**

The preceding section depicted the literature about the previously studied and known on the topic of parenting gifted and talented children, parents' attitudes towards their child's giftedness, challenges they have, and revealed the gap in research. This section clarifies methodological approaches that were used in leading this study. It proves the qualitative nature of the inquiry and the choice of the interview as a data collection tool. The study participants are seven parents who have identified 'super' students at one intellectual school in Kazakhstan.

#### **Research Design and rationale**

A qualitative research design will be applied to frame the study problem and deepen a better understanding of the central phenomenon, that is, in this case, are the challenges and expectations of parents in relation to their talented and gifted children. Creswell (2012) stated, "Qualitative research depends more on the perspectives of the study participants and less on the course recognized researcher." From my perspective, this type of research design will help me to thoroughly examine the challenges addressed to parents of talented children and identify their expectations on behalf of their children's giftedness. However, some limitations need to be taken into consideration. First, qualitative research presumes the participation of a limited number of people. That is why the researcher will not be able to generalize the findings. Second, the credibility and validity of the research are extremely vulnerable to the researcher as they can be biased, and the results will be unreliable.

This study can also be defined as an interpretive inquiry as that is the researcher who performs as a key tool and describes the data that was collected via interviews. It allows the researcher to collect detailed information about a participant and to classify this data into theoretical chunks to explain it (Merriam, 1998).

**Research Site**

All seven semi-structured interviews with the participants are conducted face-to-face as this type of contact provides trust, which is important for the interpretive nature of the study (DiCicco-Bloom & Crabtree, 2006). Those personal meetings happen at a place on a scheduled appointment, suggested by the participants for their convenience. The interviews were at different places for each participant that gave the researcher an opportunity to arrive at participants who probably did not have time or chance to go for the interview. The priority is the convenience and comfort of the participants that promote interviewing and set understanding and harmony (Dundon & Ryan, 2009).

**Sample and sampling procedures**

To conduct this research, homogeneous sampling was employed as it is based on examining individuals or sites in terms of their combination in one group with specific common characteristics (Creswell, 2012). Overall, ten parents were recruited to participate in this research as they have identified talented and gifted children studying at one of Nazarbayev Intellectual Schools in Kazakhstan. Only seven of them agreed, and it is believed that they positively contributed to the research and helped to identify the challenges they face and their expectations regarding the giftedness of their children.

As all participants have children who were identified as 'super students' before entering one of the Nazarbayev Intellectual Schools in Kazakhstan based on the results of quantitative characteristics, it might be necessary to give information about the school and selection procedures. Nazarbayev Intellectual School of Chemistry and Biology in Petropavlovsk has become a member of the network of Intellectual schools of the country in 2015. It will grant for the advancement of the scholarly capability of the students, giving them the knowledge and build up the abilities that will frame the premise of the development of a profoundly educated, polylingual, ambitious, bodily, and mentally

formed resident, who is eager to self-improvement and self-acknowledgment. The selection of applicants is carried out on a competitive basis by determining the level of their intellectual training in subjects and the ability to study in Intellectual schools. Based on the results of the competition, the commission awards a grant to applicants for studies who scored a higher overall score for the test. The competition consists of two complex tests: test on the assessment of the ability to study sciences and language. One of the sections of the test for assessing the abilities to study sciences is “quantitative characteristics”, which is aimed at identifying the skills of operating with numbers and the ability to see their relationship. The important point is that those students who gained maximum scores in the section “quantitative characteristics” are identified and labelled as “super students,” and teachers may take into account those results when they organize such students’ work and study.

Table 3. Background information about the participants

	Participant A	Participant B	Participant C	Participant D	Participant E	Participant F	Participant G
Age	37	39	43	40	45	49	42
Gender	Female	Female	Female	Female	Female	Female	Female
Educational background	Higher education	Master’s degree	Higher education	Higher education	Higher education	Higher education	Higher education
Employment status	State employee	Educator	School psychologist	Educator in the kindergarten	Accountant	State employee	Military personnel
Marital status	Married	Married	Married	Married	Single	Married	Married
Family size	2 children	2 children	3 children	2 children	2 children	3 children	2 children



Age, birth order and gender of the child identified as gifted	14 y.o First child Female	15 y.o First child Female	14 y.o Second child Male	16 y.o First child Female	13 y.o Second child Female	14 y.o Third child Female	16 y.o First child Male
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### Data Collection Instruments

A general interview guide approach that is conducted face-to-face has been chosen as an instrument for qualitative data collection. This type of interview is well structured, and at the same time, there is flexibility in composition and positioning the question (Gall, Gall, & Borg, 2003 as cited in Turner, 2010). That is the researcher who decides the order of the questions and sub-questions. Conducting semi-structured interviews helps the researcher to learn more about the in-depth experiences of the participants. The informal environment helped the researcher to set positive relationships with participants so that it was possible to ask probing or follow-up questions based on their answers to the main questions. To make sure that the findings are credible and valid, the researcher records all the interviews and then make a transcript to be attached to the research.

The interview questions were designed to address the research questions and led by the literature review. The interview protocol contains brief information about the researcher, the study, its purpose and sampling procedures. Moreover, it is about ethical considerations including the information about possible risks and benefits, confidentiality, and the possibility to stop the interview at any point or to avoid some questions. During the interviews, the researcher utilized some open-ended questions and prompts. All the responses were recorded and note-taken.

Open-ended questions are perceived as the most valuable instrument for phenomenological-based interviewing (Seidman, 2013). This permits a researcher to get

requests upon initial answers and to investigate reactions with more specific features. An interviewer used open-ended questions as they give a researcher an opportunity to make clarifications and ask for more details based on the participant's personal experience.

All things considered, it might be assumed that the approximate duration of each interview will be from 40 minutes to one hour. The time may vary depending on the flow of interview and openness and readiness of the interviewees.

### **Data Collection Procedures**

According to McNamara (2009, as cited in Turner, 2010), the quality of this interview type is the ability of the researcher "...to ensure that identical data are collected from each interviewee; this provides more focus than the conversational approach, yet at the same time admits a privilege and flexibility in getting data from the interviewee." So the interview will be used to answer the research questions. All interviews will be conducted face-to-face.

After gaining permission from the University Ethics Committee to conduct the study, I informally contacted participants via phone call or messenger WhatsApp and then formally via e-mail using @nu.edu.kz mail address. Each participant got a consent form before agreeing to participate in the research. If the participant agreed to participate, then the time and the location are scheduled according to the availability of the interviewee.

Prior to the interview, I again delineate the purpose and the procedures of the study and then provide a consent form so that the participant signs it. Moreover, they are informed about ethical concerns and the right to stop the interview at any point. The data is recorded upon the consent of each participant. Each interview lasts approximately 40 minutes, which is enough for each participant to answer the questions. Each interview is recorded, and then transcribed; and when it was necessary, they were translated from Kazakh or Russian into English.

### **Data Analysis Methods**

As Creswell (2012) suggested before analyzing the collected data, it requires organizing the vast amount of information, including:

- a) Organizing the data – it is about recording each interview in separate audio files and putting all relevant information in one folder;
- b) Transcribing the data – collecting texts or words through interviewing participants or by writing field notes during interviews.
- c) Coding the data - the method of dividing and marking text to shape summaries.

In order to record the interviews, the researcher gets permission from each participant. During the interviews, I take notes in order to fix the answers and to focus on important findings. Each interview is kept as a single record and afterward completely is transcribed into discrete archives, either manually or on a computer. It is significant to assign each participant with a pseudonym, for example, giving them numbers (1 to 7) in order to escape personal information such as their names, names they mention. This is done according to ethical requirements and to maintain confidentiality and anonymity.

### **Ethical Concerns and Risks of Research**

I follow the guidelines of the NUGSE Ethics Committee and give all the essential safety measures to secure the rights of study participants. After my Ethics Application is approved, an invitation letter is sent to the parents. The study is voluntary for interviewees and they can stop the study at any stage. If such a case takes place, the collected data will be withdrawn.

Frankfort-Nachmias and Nachmias (1992) highlight the necessity for participants' privacy, and that any negligence of this ought to be settled on the study member's agreement.

The rule of confidentiality is that data shared by members should not reveal their personality. A member or subject is in this way thought to be unknown when the researcher or someone else cannot distinguish the member or subject from the collected data. The central thought of guaranteeing anonymity is not utilizing the names of the members or some other individual data of identification. Different approaches to accomplish privacy are the use of pseudonyms, codes (to keep the data on people separate from access to them), and the utilization of secret phrase ensured documents (Frankfort-Nachmias & Nachmias, 1992). One more method to secure a member's right to protection is to guarantee secrecy. It implies that regardless of whether the scholars know or can effortlessly recognize the data, they will never make them public. To make personal information open and without classification being unveiled, a few procedures can be utilized (Frankfort-Nachmias & Nachmias, 1992):

- Elimination of identifiers (for instance, removing the names, locations, and work);
- Simple report classifications (for instance, giving the time of birth instead of the particular age; occupation but not the profession; age group instead of the specific age);
- Deliberate mistakes (purposely adding errors into single records while leaving the merged information untouched).
- The data gathered will be destroyed upon completion of the research.

### **Limitations**

As the parents do not speak English, the interviews will be conducted in Kazakh or Russian, and there can be some inaccuracy or inconsistencies in explaining the participants' thoughts during an interpretation of interviews into English.

### **Chapter Summary**

The methodology chapter determines an overview and arguments for the research design, instrument, sample, and procedures handled in the present study. The interview as a data collection tool finds out how participants see their role in their talented and gifted child's academic performance and identify challenges they have in terms of parenting such a child. With a homogeneous sampling, I will recruit seven study participants, who will share their personal experiences.

## **Chapter Four: Findings**

### **Introduction**

The preceding chapter examined and proved the methodology applied to answer the research questions. This section summarizes the study's findings based on the interpreted data from the interviews. The information presented underneath satisfies the objectives of this research, which was to distinguish the difficulties parents have and identify their roles in their gifted children's academic performance.

### **Study Sample**

Overall, seven parents took part in this research and answered to all questions written in the interview protocol (Appendix 1) as well as to probes. All seven semi-structured interviews with the participants are conducted face-to-face.

### **Interview Response Analysis**

After coding interview transcripts, four major categories were identified. First, I introduce the parent's perception of giftedness. This additionally addresses their perspectives on gifted children, which play a significant role in gifted students' academic performance. Then, I reveal parents' narrations about their experiences in rearing a gifted child. Finally, I find the challenges they face and what activities parents think will support their children academically and socially.

### **Parents' understanding of giftedness**

Parents' viewpoints on what giftedness is and what portrays a child as gifted appeared in two trends. One part of the parents was assured that all children, all individuals are skilled and capable somehow, and the other portion of the parents had different thoughts on what establishes giftedness. They would feature the likelihood that a skilled child would differ and advance their peers. Overall, in the participants' view, generalizing talented children's attributes was unrealistic.

When asked about how they understand giftedness, after some hesitation, one parent expressed:

*Actually, I do not have any ideas what the giftedness is. As far as I know, giftedness is an ability of a person to be very good at something, it does not matter in what sphere. The person can be gifted intellectually, in sport or in art, for example. And I think each person, each child is gifted, and there are some aspects that can be improved. Therefore, I do understand it like this (Participant B).*

Another mother shared her vision of giftedness: “*You know...I do believe that giftedness is not given to everyone, and this ‘skill’ should be developed. Only if it developed a person can become gifted or talented in an area he/she prefers*” (Participant D).

Similarly, another mother was approached to depict giftedness as she comprehended it, and she said that she had a plainly formed comprehension of talent, not connected with some particular skill, or a subject either. She uncovered:

*.... I consider any child is talented in something from childhood, and it is about noticing their skill or giftedness on time. There are numerous models when children begin to show phenomenal capacities. In addition, there are many cases of accomplishment or disappointment when parents pay attention to that at the correct time, and these individuals turned out to be exceptionally skilled, talented...So this skill is something when the child expresses interest in a certain area and may be shown in different manners. Also, it is not necessarily about school subjects. Talent can be expressed by sports or creative skills, and probably this child is the future Dimash Kudaibergenov (Participant C).*

For her, it was difficult to portray a skilled child, as everybody is talented. Besides, if a child, for instance, has an amazing capacity of influence or decisiveness, he can be identified gifted exactly in this realm. She conceded that children and their gifted capacities are so different that she would not like to describe a gifted child since that would constrain our comprehension of talent. She contended:

*If we state that a skilled child is open, can freely communicate with others, then we are characterizing that children with Autism spectrum disorder, for example, cannot become a part of the public since they do not accommodate our meaning and vision of giftedness... (Participant C).*

These thoughts were affirmed by Participant D. She was proposing the cliché perspectives on giftedness, and being gifted is not only about academic achievements. As she expressed:

*I do accept that each person is gifted or talented. I do not know any child who is not interested in something or who is not good at something... That is why we have this generalization that a skilled kid is "an excellent student"... (Participant D)*

In comparison to the mentioned perspectives, some mothers were not very sure about their comprehension of giftedness, despite the fact that they mentioned gifted children, they still had no fixed and definite conclusion about this idea.

One parent supposed that giftedness is not about in-born qualities, however about determination. In the respondent's view, determination, being dedicated to what you do, is the thing that makes a person gifted, According to another mother's opinion, giftedness is equivalent to exceptionality to something, which she has not yet found in other peers of her child. She was unable to tell whether her child had been gifted or not as it involved unique



special recognition, and she compared it with "an illness", which ought to be identified and diagnosed distinctly by professionals. Likewise, she included:

*... Unfortunately, I do not have a fixed idea about it. I think giftedness resembles a prodigy, I have this concept in my mind, and it gives me no permission to state that if a person does not have an exceptionality, he is not gifted... truly, I have relatives who sing admirably, who draw well, and many others who are very good at something. Of course, some children are increasingly gifted in sports, for instance. Other ones are excellent at math. A few children, I do not know, are good at languages. They are different and somehow better than others, however, to designate them gifted – I do not think so, it is somewhat difficult for me (Participant E).*

Likewise, in each interview, I requested the parents to select five-six fundamental qualities of a gifted child. From the answers I got, I noticed numerous character attributes parents related to talented children. Parents mentioned good and bad traits of character. Yet, the common pattern in the parents' reactions was that their awareness that gifted children possess various qualities – some of them are loquacious, whereas some are shy. If some of them are purposeful, others might be undetermined and demotivated. Most mothers would describe gifted children with the help of words "extraordinary", "self-absorbed", "unique", "perfectionist", "reserved", "inventive", "free", "confident", "persevering", and "determined". Some mothers referenced that some gifted children may likewise be "complicated", "hostile to society", "hyperactive", "loud", "low confidence", "unusual", "problematic", "slow", and so on. It made me surprised that parents have a clear vision that gifted and talented children may possess not only good qualities. As one of the parents stated:

*A few people believe that giftedness is about being a fast learner... yet it is not generally the case. Since there are some children who have their own pace, they are interested, attentive, learn the school material profoundly, and are always in search of something new, hungry for knowledge, but...despite all these good qualities they sometimes may be unwilling to do something. They have a decent memory. Their relationship with others might be entangled, in light of the fact that they may be reserved y, and it is crucial to incorporate them into the public (Participant B).*

A few parents were sure that gifted children are usually shy, more deferential to educators, lenient, and are more likely to help other people around them. As one of the participants indicated:

*To be honest, I always tell my children, regardless, they are splendid at languages or other sciences, and they must stay a human. If an individual is indecent, have no idea about appropriate behavior in public, is lacking good manners, offends others, shames, and disrespects grown-ups, this child cannot be considered gifted (Participant G).*

The participant parents' perspectives, understanding, and comprehension of giftedness and gifted child differed, yet there was one, a typical example in participants' answers. Most participants accepted the case that giftedness is not something explicit to a specific group of people, but rather a capacity existing in every child but in various areas. Overall, the mothers knew that giftedness is not constrained to the scholastic achievement as it were.

### **Parents' role in their gifted children's academic performance**

The age of gifted children whose parents participated in this study ranges from 13 to 16 years old. They were all informed that their child was identified as 'a super student'

based on the test results. Moreover, those parents had a chance to talk to school psychologist about the child's abilities, peculiarities, and probably the difficulties they might face. I was particularly keen on knowing how participants organize their child's studying process, how they arrange their child's schedule, what kind of support they provide to their child with, and what procedures they believe are the best ones in their parenting experiences.

Another important aspect was that these parents expressed respect to their child and their various capacities, and highlighted the emphasis of creating a benevolent atmosphere at home. The majority of parents highlighted the freedom of their child to do what they want in terms of lessons and hobbies and stated that they do not expect too much from their child to be excellent at school. Parents also said that they wanted their child not to be stressed and pressurized about academic performance. As one of them expressed:

*I am observing my child, myself, and recently I realized that it is necessary to make my child feel great about studying. The thing is that once I was told that my child is 'a super student', I forced her to study well and be excellent among her peers. But I noticed that she became reserved, annoyed, and even irritated, and of course, this directly influenced her study negatively. Now I need to create an atmosphere where she can be relaxed, motivated, and she would not be reluctant to express herself. Furthermore, I want her to utilize all her capacities in benefit to herself – put her in her 'comfort zone' that will hopefully lead to the development and enhancement of her giftedness (Participant B).*

Another parent expressed an identical opinion:

*My primary rule is not to scare my daughter, but to create a benevolent, safe condition for her, so she is not hesitant to develop her abilities. As a rule, I*

*want to be a mother-friend to my baby. For some parents, it may seem to be incorrect, but I prefer it. I cannot be controlling and shouting since I believe it is inappropriate. I appreciate my child as an individual first, and I want to focus more on the needs of my child. Yet, I realize I should be constant, but I am improving my approaches... (Participant E).*

With respect to the academic performance of gifted children, most parents said that they now do not expect their children to be excellent students. They changed their minds as a result of negative experience happened before in terms of being too strict and setting excessively high expectations from their gifted children. Consequently, there appeared some sort of side effects, such as behavioral disorders, attention deficits, and tensions in parent-child relationships. A few parents referenced being involved and supportive in their child's study that will benefit both a parent and a child in terms of better academic performance, a child's trust and belief in being encouraged by their parents.

All mothers expressed some uneasiness about their children's social, academic, and emotional prosperity, and most of them had stressed over their kids' future.

One of the parents shared that she is stressed about her fourteen-year-old daughter, that she has not yet discovered a mentally similar fellow: *"She was not able to find a person among her classmates who are mentally close to her, and that is a stress to go to school for my daughter"* (Participant A). The types of activities the talented children are interested in and the power of the connections they needed to frame was usually exceptional and, in this manner, not to their peers' practices.

Four parents are stressed about their gifted children's future life. They are anxious about children's psychological capacity and that it will not be figured out on time. A few mothers are worried about their child's energy and interest for studying would be destroyed, as they are not challenged in the school environment: *"A gifted child resembles*

*a candle that needs persistent watching, and if it burns out, it is extremely difficult to revive them" (Participant A).*

Proceeding onward to discussing different extra assignments and exercises, I requested parents to share their experience about the best exercises in challenging their child at home, outside the school environment. It was critical to get familiar with parents' inclusion in selecting activities for their children and how those children reacted to them, as it would reveal insight into the parent's role in the academic performance of a gifted child.

One of the best activities among different exercises done at home to challenge a gifted child is "Home reading" project. It is a way to motivate and challenge academically gifted children when they are assigned books to read and sometimes to retell. According to some parents, after reading the books, they test the child on fundamental realities from the book, ask them to emphasize several significant moments in the book.

Whilst these parents emphasized the significance of creative activities, Participant D stated that for her child in comparison to completing grammar tasks, home reading did not work effectively. She said that due to the willingness of her child to master his knowledge of the English language and lack of time during the lessons, he is usually challenged by doing grammar exercises of advanced level. In this way, the parent purchased a great deal of books on grammar that she discovered supportive.

*"The majority of children do not like these activities since they need to compose a great deal of words and sentences, which is very tiring. And perhaps this is the peculiarity of my child being gifted as he adores doing a great deal of exercises on grammar. These are acceptable materials. I like them. He likes them."*

Another important finding from the conducted interviews was the parents' involvement in their child's study, and if there is a connection between the extent of their engagement and academic performance of their child. Despite the fact that Participant G was aware of the identification of her son as being 'a super student', she preferred not to involve in his studying and even pay attention to the peculiarities and needs of her child.

*"I do believe that my child is mature enough...He is almost 16 years old...And it is not appropriate for me to intrude in his personal life, study, behavior... Fortunately, despite some behavioral disorders in the classroom and at home, he does not have significant problems with learning materials... I think if I start to engage in the studying process that will result in stress, disobedience, or even misbehavior of him..."*

This finding made me think that not all parents realize the importance of being interested in what is happening with their child, especially if they have additional educational needs that should be addressed.

Overall, parents emphasized their role in the academic performance of their gifted children, especially in the context of the 21<sup>st</sup>-century educational system. Parents believe that children become withdrawn if they are not provided with necessary and appropriate support and help from their parents. Apparently, parents are anxious about the possibility of losing gifted children's attention and interest that subsequently might lead to disappointment and failure in keeping up the learning process in general.

### **Parents' experiences and challenges in rearing a gifted child**

While considering the experience of parents in bringing up a gifted child, most mothers talked about the weariness they encountered. Tiredness appeared from issues legitimately identified with their talented kids' behaviors, due to continuous advocacy for a suitable instruction for their kids, and the expanded requests on their time, energy, and constant attention and focus on their children.

All parents announced weariness when more or less managing their kids' behavior connected with their giftedness. The next statement by Participant F summarizes the complex and aggravating mental difficulties she encountered bringing up her gifted child.

*It is very tiring, in terms of my child being hyperactive, as he wants to be everywhere and do as many different things as it is possible. I am ashamed when I need to go everywhere, messaging teachers and other educators to involve my child somewhere, and that can be very unpleasant, and it has become constant. For example, when my child became exhausted or bored of the ordinary lessons, as he is not challenged enough, I proceeded to school and asked the school staff to do their best to engage my child. I feel very uncomfortable about that. What's more, I even cannot imagine what their opinion of me going in constantly is.*

Another big challenge for a few parents of gifted children is the fatigue of their gifted child. It is revealed that academically gifted children have less rest that slowly damages their brain by 'working' even at nights. Participant D depicts the sleep deprivation because of her kid's scholarly interest.

*The problem is that my child does not sleep a lot, not enough, as it is needed. I personally worry about it because it negatively affects a child's health, his thinking skills, and overall well-being. I am not saying that my little girl does not have rest at all, but as it seems to me, there should be more rest and sleep to recover.*

Protecting their talented kids was a typical encounter for the majority of the parents. They are battling for their kids' right to suitable education, frequently speaking to school staff. The attempt was accounted for being tedious, as featured by Participant A, who pointed out the necessity to defend her over numerous years:

*She was depressed at school at the very beginning when she was just applied for the grant to study there. The first two terms I attended the school and saw the curators, teachers, school psychologist many times trying to find out the reasons. And the school staff did help us for a while, and I had to visit the school again. This continued until I found out that the educational program is not interesting for my daughter, she excelled her peers, and she was not challenged enough on the lessons.*

Some parents were upset by the way how school staff treated their child in academic aspects, psychological or behavioral issues, and did not provide parents with suitable instructive arrangements. Participant F depicted the pressure she felt not having the option to influence change inside the educational system to improve the school experience for her child.

*Parents who have gifted and talented children have opportunities to do their best to address the needs of such children, but at the same time, there are things that we cannot do. For example, in our case, we cannot force the school to help our daughter, and that is extremely difficult to disclose to somebody asking 'for what reason wouldn't you be able to improve this'. I am certain that the educators knew more and could do more; however, it seems to me that for them, it is difficult or time-consuming, I do not know, to focus on such children.*

All mothers portrayed their kids' behaviors and attributes identified with talent, for example, a typical development, overexcitabilities, and forces as affecting their family life. Participant B, for example, depicted troubles in managing behavioral characteristics of her daughter, for example, perfectionism, nervousness, expanded affectability, and crisis:

*I can say that my little girl is a typical gifted child; she easily gets distressed and is a real perfectionist. She is extremely different from her peers, is*



*sensitive to many things. Her behavior is much unexpected for us; she now can hit us, or kick us, such exemplary sort of talented stuff, just completely overwhelming.*

Some participants find it difficult, as there is a deficiency of family and society help for them or their gifted children. For most participants, giftedness was difficult to understand. They just have a perspective that a gifted child is simply an excellent student. Some mothers expressed a shortage of or even absence of compassion and help for the difficulties they face rearing their gifted children. Participant C illustrated a negative attitude towards her child's giftedness from the extended family members stating, "My mother-in-law, for example, had a limited perception of what giftedness is and told me that my son would become a 'freak'. Arguing and proving for everybody that my child is gifted is a waste of time, as a result, I decided not to share much information and will never share the problems connected to this issue. The successes and advancements will be discussed, but not the failures."

All parents felt disappointment at the absence of expert information, comprehension, and assets accessible from administrations. Some mothers expressed a lack of support from the administrative staff of the school. Participant E summarizes the dissatisfaction regarding an absence of resources, proficient information, and preparation of dealing with the possible issues that may appear at home in raising gifted children:

*Perhaps the greatest thing that I have found is there are no resources. In most cases, when I met with professionals, I was asking them about gifted children and sharing what I already know. They do not have preparation and facilities to provide us with the necessary support; they have understanding or information on the best way to adapt to these children. However, they have no ready-made instructions for us how to cope with issues that appear at home.*

All participants of this study ensured that their parental experience has been advanced, and the majority depicted individual gains and advantages they might not have encountered had they not been bringing up a gifted child. However, for one mother, it was apparent that it is extremely hard to portray the positive effect of bringing up mentally talented kids than she did depict the more complicated encounters or effects. The statement beneath delineates this point.

*The positives appear to be much obscured now. I discover it extremely difficult work. It is difficult for me to identify any positive sides, and I feel extremely narrow-minded, stating that, and it seems truly wrong ... but this is what I think.*

Paying attention to several variables taken in this study, there might be some conclusion about the age of participants. Therefore, the youngest and the oldest participant who are Participant A and Participant F, respectively, have similar opinions about raising gifted children. Both of them are state employees, and their occupation may explain their desire to accommodate their children in the school setting by visiting school several times. Both participants have 14-year-old daughters with a slight difference in the birth order of their children.

It is worth mentioning that Participant B is an educator, and Participant C is a psychologist in a mainstream school. Their responses and discussion on interview questions were more educated and professional. This could explain their educated ideas about the giftedness of their children and the way they reflect on the experience.

Nonetheless, for the rest of the participants rearing an academically gifted child and playing a vital role in their child's advancement is a positive aspect. They are proud of their gifted children, are interested in the potential they brought to the society, and became

close to their kids as they reinforced a common passion for studying and commitment to global problems.

### **Chapter summary**

As indicated by the research findings, there are two perspectives that parents hold, and that distinguish among others. I think they are significant in addressing my research questions. First, some parents assume that each child is gifted, whereas others think giftedness is an ability that can be identified and developed at a certain period. Second, parents know that gifted children are a very distinct group of individuals, and they have specific features and needs that require to be addressed. Finally, being a parent of such a child demands extra knowledge, understanding, and support both for the parent and the child.

## **Chapter Five: Discussion**

### **Introduction**

In order to get a more profound comprehension of the difficulties and positive perspectives raising a gifted child, the following research questions were undertaken via semi-structured interviews: a) What are the main challenges parents face in supporting their gifted and talented children academically? b) What is the role of parents in their talented and gifted child's academic performance? The current section will deal with discussions, which are maintained by the observation of the literature, and undertaken to answer the research questions directed to this study.

### **Parents' understanding of giftedness**

According to the data collected, there is no common understanding and consistent concession about the giftedness among the parents of such children. It is not surprising to observe various explanations and points of view on giftedness, as the primary problem is in the variety of definitions and diverse interpretations of it. Such a distinction in characterizing talent confounds the way toward recognizing gifted children and addressing their needs (Subbotnik, Olsewski-Kubilius, & Worrel, 2011).

Parents' viewpoints on what the giftedness is and what portrays a child as talented were revealed in two standards. While the majority of parents who participated in this study were confident that all children, all individuals are skilled and capable, the other portion of the interviewed parents had various opinions on what comprises giftedness. They featured the likelihood that a talented child sticks out and is superior to his peers.

Various researchers endeavored to extend the meaning of giftedness from exclusively scholarly one to an increasingly inclusive one. Dai (2009) gave a comprehensive record of debates around the idea of giftedness in "International Handbook on giftedness". Moreover, he commended Gardner's theory of multiple intelligences and

Sternberg's classification of intelligence into expository, inventive, and pragmatic, in this manner, modifying our comprehension of giftedness by "multiplying" it (Dai, 2009, p. 43). In any case, this record of strain and analysis of how giftedness has been explained does not give us a conviction that "each child is talented".

Borland's (2005) critique on the notion of giftedness goes ahead of many scholars' beliefs, as he claims giftedness as "a dream", which should give us an opportunity to "treat gifted children without special education" (p. 3). Borland suggested changing and discarding the concept of giftedness since it makes social disparity in instruction. The parents' perspectives do not legitimately correlate with Borland's viewpoints. Nonetheless, it is feasible for us to accept that by expressing that "everybody is talented," parents imply that each individual should be treated equally. Despite the fact that the idea of giftedness is becoming less constraining these days, it is not possible to express that all children are equally gifted. As Runco (1997) argues in his work, it is likely that the explanation of giftedness will turn out to be so comprehensive and will be expanded to a degree when everybody will have any gift, and this will cause the expression "talented" become vague and perplexing.

Positions towards talented children were analyzed by requesting parents to list at least five qualities that they anticipated were generally pervasive among gifted children. I needed to view if participants' perspectives would indicate any sort of inclination towards positive or negative attitudes to gifted children. As it was already mentioned, some parents claimed each child to be gifted in one aspect, and they find it difficult to express the specific qualities of a gifted child. I asked them to portray their child, who is different from his peers, shows extraordinary capacities and performance. Only then, these parents started describing a few attributes of gifted children.

Generally, the participants' portrayals included both negative and positive qualities. What was common for each participant of this study was that more or less parents realized that gifted children are a very distinct category of people. They were all conceding that it was hard for them to think of descriptors that would be comprehensive and show their child's uniqueness – some are communicative, while some have issues with interacting; some children may be open-minded whereas other children might be reserved. It is now obvious that participants realize that each gifted child gains both good and bad characteristics. Some parents set high expectations and forced their gifted children to be excellent among peers, while for other parents, it is more crucial the effort, commitment, and hard work.

One of the points of this investigation was to identify parents' attitude towards raising gifted and talented children. From the data laid out above, it may be seen that the participants do not have primarily positive or negative perspectives on such children. They recognize the gifted children's different attributes and needs.

### **Parents' role in their gifted children's academic performance**

In the previous chapters, parents' understanding of giftedness and their perceptions of their gifted children were highlighted concerning activities done at home to support their children. During the interviews, parents shared with not only their perspectives but also talked about extra activities, challenges they face with, and what they want to get from the school community that will help them to cope with rearing gifted children.

As it was already mentioned in the previous chapters, various interrelationships within the mesosystem can involve a variety of settings where a gifted child be engaged. Examples if this communication can be a parent-school partnership, link between family and child's peers, school and community (Bronfenbrenner & Morris, 2006). Based on the Bronfenbrenner's ecological model it is possible to state that schooling is an ideal example

of connection between parents and school. The more engaged the parent is in the child's education, the better the child's academic performance is. According to some participants' views, engagement should not be mixed with the intrusion to the child's personal life. Some of the parents noticed that their child becomes nervous and anxious if their parent tries to control their study or homework completion, rather than just shows the interest and support.

The common agreement in participants' vision of bringing up gifted and talented children was that they emphasize the significance of creating a friendly and comfortable environment at home. They assume that it is very crucial for their children to have positive relationships with their parents. According to one parent, she even changed her authoritative style of communicating with her daughter to a democratic one for the benefit of making her feel great about studying. However, this contradicts Dwairy's (2004) findings, where it was found out that the authoritative style empowers the development of a child's skills, promotes parental control, and even enhances children's autonomy.

Some parents practiced one of the efficient activities for gifted children to enhance their skills "Home-reading"; another mother expressed her thoughts about her child/s unwillingness to read. This child prefers completing grammar tasks or working out vocabulary to reading and retelling. It could be agreed that creativity should be advanced at home that will consequently lead to the development of a gifted child's uniqueness and help them to express themselves (Olszewski-Kubilius, 2001). Nevertheless, different gifted children may have various characteristics that make them contrasting to other gifted ones; and this should be taken into consideration, for example, in organizing activities for them.

Another key factor of a gifted child's well-being and academic performance is parental involvement in their child's education. As it can be noticed from the previous section, the majority of the participants of this study are engaged in the educational process

of their children. Many scholars have been proving that if the parents are involved in their gifted child's studying and provide them with necessary support and facilities, children show better academic results. The school, where the gifted children of the participants study, suggests to parents different extra activities to involve. Parents have an opportunity to become a member of the school community by actively taking part in sports and cultural events, charity fairs, as well as attending the lessons of their gifted children. As a result, children have a sense of belonging to the school and their recognition by their teachers and school staff (Comer, 2006).

Overall, the parents' principles of child-rearing reflect their belief in the democratic style of parenting, where their children's interests, needs, and abilities are addressed. These parents realize the need to create a positive environment at home that will affect children's better academic performance in a good way. Moreover, for the majority of participants, parental inclusion in their children's well-being is a critical factor.

### **Parents' experiences and challenges in rearing a gifted child**

Going back to the previous section, the results indicate that parents raising gifted children need additional attention and energy. For example, most parents in this research mentioned tiredness arising from their anxiety for their children's sleep problems, overexcitabilities, tensions, and unexpected behavioral issues both at school and at home (Silverman, 2013). According to parents' words, all these challenges may last across childhood and adolescence, and logically it leads to the cases when parents advocate for their gifted children in the school system. This is about parents' experience of fighting for their children to gain appropriate education in terms of meeting their needs that is about limited resources, attention, and even understanding from the school staff.

Parents were asked to express their suggestions about the changes they would enter in their place of living or Kazakhstan, they mentioned the necessity of special training in



giftedness for both parents and educators. Moreover, they said that it is vital to raise awareness within the whole country, as there is a scarcity of a pertinent definition and understanding about giftedness and the difficulties parents have in raising gifted and talented children.

The findings of this research show that the burdens of bringing up a gifted child are far more extensive than the impact of the child's distinctive insight only. Alternatively, in raising gifted children, parents experience positive aspects and behavioral issues as well as psychological troubles of children such as tensions and overexcitabilities. This features the necessity of common definition as Columbus Group (1991, as cited in Tolan and Piechowski, 2012) suggested. The Columbus Group proposed that the giftedness is not only about the potential and academic achievements of a child but also about acquiring an understanding of parental experiences of gifted children.

Like other global (Free, 2016; Renati et al., 2017; Chellapan & Margrain, 2013) studies, parents felt disappointment at the shortage of assets and readiness inside the educational system, and many did not have enough help and clarification when they need assistance, support in understanding their children's giftedness and the possible ways to tackle their problems. Some parents shared their opinions on the necessity of the engagement of policymakers in order to have access to suitable services for their gifted children.

Overall, the participants have a positive experience in raising a gifted child. The experience of bringing up a talented child really boosted parents' character, as they were required to take responsibility for circumstance and their child-rearing. As these parents had already gone through many situations and challenges in bringing up a gifted child, it is likely to assume that their knowledge of giftedness could be a good set of help and asset for other parents and educators as well.

## **Chapter 6: Conclusion and Recommendations**

This study focused on identifying the challenges parents have in rearing their gifted and talented children and determining parents' role in the children's educational process. The proposed research questions led to this study.

According to the findings of this study, there are several opinions of the participants that are prominent among other views. I recognize them as significant for addressing my research questions. First, many parents have more or less an understanding of what the giftedness is, and they believe that each child is gifted. Another important view is that parents accept the fact their talented and gifted children are different from their peers and have unique characteristics and additional needs. However, despite their perception and understanding, parents still face some challenges in raising gifted children. Mostly, the challenges are connected with some psychological aspects of children and the parents' anxiety about the fact that their children have some behavioral disorders both at school and at home.

Regarding psychological issues gifted children and their parents are facing, there are some kind of help and support from the school psychologists, and they have tools to cope with these obstacles. However, the parents consider their gifted children cannot find friends in their school setting as they are advancing their peers. Another important case is gifted children are perfectionists, and they are obsessed with completing the tasks thoroughly that, in many cases, lead to sleep deprivation or stress. Moreover, there are children's misbehavior as being hyperactive or disobedient that may distract other students in the class. According to the participants, this happens because gifted children are not challenged enough, and lesson materials might be too easy for them.

Generally, parents' perception and attitude towards their gifted children were positive, though they are experiencing some sort of challenges. This finding suggests that

the parents' comprehension of talent is emerging, as some participants concede they need more information and probably some training about gifted children and their specific qualities and needs.

All the information collected during this study infers that despite the fact that gifted education is now one of the central spotlights in our country, there is no systemic approach to deal with parenting gifted children. If parents of gifted children in one of the best schools in Kazakhstan have such problems, what can be said about parents whose children are in regular classes? Such questions might be a cause of action for the Ministry of Education and Science of the Republic of Kazakhstan to think about supporting parents. It might be necessary to create training specifically aimed at providing parents with the necessary knowledge and skills to deal with various issues their gifted children may face, and in order to meet the needs of such children.

### **Recommendations**

A few key proposals for the relevant stakeholders would be useful in tackling the problems examined in this study:

1. To the policymakers: to create training specifically aimed at providing parents with the necessary knowledge and skills to deal with various issues their gifted children may face to meet the needs of such children.
2. To the school staff: engage school psychologists to support parents with necessary advice about various psychological aspects gifted children may have. Teachers should also be involved in the process of addressing gifted children's educational needs.
3. To the parents of gifted students: their knowledge of giftedness could be a good set of help and asset for other parents and educators as well. That is why it might be helpful for them to organize some kind of community and share their experience.

4. Future research: Further research is recommended that includes a bigger sample size or to compare a group of parents of typically developing children.

**Limitations of the study**

Since the children of the participants study in a school for selected students, the study results do not apply to the case in mainstream schools. It might be helpful to conduct a comparative study where a school for selected students and a mainstream school with a bigger sample size will be involved. This will help to get a better understanding of parents' perception, the challenges they have on a bigger scale, and compare whether participants from two groups have the same or different issues in raising gifted children.

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## Appendices

### Appendix A

#### INFORMED CONSENT FORM FOR PARENT

##### **Parenting gifted and talented children: challenges parents have and their role in children's academic performance**

**DESCRIPTION:** You are invited to participate in a **research study** on examining the challenges parents face in raising their gifted children and identifying parent's role in the academic performance of such children. You will be asked to participate in the face-to-face interview where you have to answer the questions about your experience of parenting a gifted child. The interview will be held at the location suitable to you. It will be audiotaped. Then the audiotaped material of the interview will be transcribed and utilized only by the researcher. The data will be kept in the researcher's PC, which is ensured by a password. The data will be saved for two years after thesis submission, and afterward, all the data will be destroyed.

**TIME INVOLVEMENT:** Your participation will take approximately 40 minutes.

**RISKS AND BENEFITS:** The risks associated with this study are connected with the uneasiness or discomfort of the participant. In this case, the researcher guarantees first ask some general questions to make the atmosphere comfortable. The benefits, which may reasonably be expected to result from this study, are parents' deeper understanding of their children's needs and the possibility to express the challenges they face. Your decision whether or not to participate in this study will not affect your child's grades or well-being.

**PARTICIPANT'S RIGHTS:** If you have read this form and have decided to participate in this project, please understand your **participation is voluntary**, and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

#### **CONTACT INFORMATION:**

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks, and benefits, contact the Master's Thesis Supervisor for this student work, ([filiz.polat@nu.edu.kz](mailto:filiz.polat@nu.edu.kz), +7 777 326 4358)

**Independent Contact:** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to at [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**The extra copy of this signed and dated consent form is for you to keep. According to the law of the Republic of Kazakhstan, an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).**

## ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

### Воспитание одаренных и талантливых детей: проблемы родителей и их роль в успеваемости детей

**ОПИСАНИЕ:** Вы приглашены принять участие в исследовании по изучению проблем, с которыми сталкиваются родители при воспитании одаренных детей, и определение роли родителей в успеваемости таких детей. Вам будет предложено принять участие в интервью, на котором вы должны ответить на вопросы о вашем опыте воспитания одаренного ребенка. Интервью будет проходить в удобном для вас месте, и он будет записываться. Затем аудиозапись интервью будет расшифрована и использована только исследователем. Данные будут храниться на ПК исследователя, который защищен паролем. Данные будут храниться в течение двух лет после сдачи тезиса, после чего все данные будут уничтожены.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие потребует около *40 минут*.

#### **РИСКИ И ПРЕИМУЩЕСТВА:**

Риски, связанные с исследованием связаны с беспокойством или дискомфортом участника. В этом случае исследователь гарантирует сначала задать несколько общих вопросов, чтобы сделать атмосферу комфортной. В качестве ожидаемых преимуществ в результате исследования можно рассматривать более глубокое понимание родителями потребностей своих детей и возможность выразить проблемы, с которыми они сталкиваются. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на оценки вашего ребенка в школе или на его состоянии.

**ПРАВА УЧАСТНИКОВ:** Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является **добровольным** и что у Вас есть право **отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли**. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

#### **КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем, используя следующие данные: **(filiz.polat@nu.edu.kz, +7 777 326 4358)**.

**Независимые контакты:** Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования



Назарбаев Университета, отправив письмо на электронный адрес [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

## ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

### Талантты және дарынды балаларды тәрбиелеу: ата-аналардың проблемалары және балалардың үлгеріміндегі олардың рөлі

**СИПАТТАМА:** Сіз ата-аналардың дарынды балаларды тәрбиелеуде кездесетін проблемаларды қарастыратын және осындай балалардың дамуындағы ата-аналардың рөлін анықтайтын зерттеуге қатыса аласыз. Сізге дарынды баланы тәрбиелеу тәжірибесі туралы сұрақтарға жауап беру керек. Сұхбат сіз үшін ыңғайлы жерде өтеді және ол жазылады. Содан кейін оның транскрипциясы жазылады, оны тек қана зерттеуші қолданады. Деректер зерттеушінің компьютерінде сақталады, ол құпия сөзімен қорғалған. Деректер диссертацияны тапсырғаннан кейін екі жыл бойы сақталады, соан кейін барлық мәліметтер жойылады.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің қатысуыңыз шамамен 40 минут уақытыңызды алады.

### ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптері: қатысушының мазасыздығы немесе қолайсыздығымен байланысты. Бұл жағдайда зерттеуші алдымен атмосфераны жайлы ету үшін бірнеше жалпы сұрақтар қоюға кепілдік береді. Зерттеу жұмысына қатысуыңыздың келесідей артықшылықтары болуы мүмкін: ата-аналардың балаларының қажеттіліктерін неғұрлым терең түсінуі және олармен кездесетін проблемаларды айту мүмкіндігі деп қарастыруға болады. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз сіздің балаңыздың мектептегі бағаларына немесе оның жағдайына еш әсерін тигізбейді.

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз **ерікті** түрде екенін хабарлаймыз. Сонымен қатар, **қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар.** Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

### БАЙЛАНЫС АҚПАРАТЫ:

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіп мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады: **filiz.polat@nu.edu.kz, +7 777 326 4358.**

**ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу көрсетілген

байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_

**Appendix B****Interview questions***1. Background information*

- 1) Would you be so kind as to tell me the age, birth order, and gender of the child who is identified as gifted?
- 2) Are there any other children? (Could you tell me their ages and gender?)

*2. Perceptions about giftedness and gifted children.*

- 3) How do you understand giftedness?
- 4) How would you describe a gifted child? Can you name the five-six characteristics of gifted children?

*3. Parents' role in their gifted children's academic performance*

- 5) How do you usually organize your child's studying process?
- 6) Do you arrange your child's schedule?
- 7) What kind of support do you provide to your child?
- 8) What procedures do you believe are the best ones in your parenting experiences?

*4. Parents' experiences and challenges in rearing a gifted child*

- 9) Will you please share your experiences about rearing gifted child/ren?

HINT – Share any challenging situations

HINT – Can you tell about how raising a gifted child has positively influenced you

HINT – Were there times you have felt disappointed/stressed / anxious/tired?

HINT – Were there times you were more/less certain to address your child's needs.

- 10) Could you please share your experiences with the school staff?

*5. End*

- 11) Can you tell me about the most positive aspects of rearing gifted child(ren)?

- 12) Can you tell me about the most difficult sides of raising a gifted child?
  - 13) Are there any factors in raising a gifted child that has affected you?
  - 14) Are there any other questions that I should have asked, but I did not?
  - 15) Is there anything else you would like to tell me?
6. *Recommendation for policy and practice regarding upbringing gifted students.*
- 16) How could parents be supported in raising gifted children by the school and probably by the policymakers?