

Ebeveyn Gözünden Bir Bakış: Üstün Yetenekli Çocukların Eğitiminde Hakkaniyet

Duran MAVİ, Milli Eğitim Bakanlığı, 0000-0001-7244-6448

Pınar AYYILDIZ, Ankara Medipol Üniversitesi, 0000-0002-2644-7981

Murat ÖZDEMİR, Hacettepe Üniversitesi, 0000-0002-1166-6831

Öz

Üstün yetenekli çocuklar ebeveynleri, toplumları ve ülkeleri için özel bireylerdir. Onlara sunulan ve aralarında eğitimin de bulunduğu tüm hizmetler çok önemlidir. Bu nedenle üstün yetenekli çocukların geleceği için ayrıntılı planlar hazırlanmakta, kayda değer harcamalar yapılmaktadır. Bilim ve sanat merkezleri (BİLSEM'ler) de bu amaçla kurulan tesislerden biri olarak üstün yetenekli çocukların eğitiminde kritik bir yere sahiptir. Buna karşın bu kurumlar çeşitli altyapısal, yönetsel ve politik sorunla mücadele etmektedir. Hakkaniyet de bu sorunlardan biridir. Mevcut araştırma üstün yetenekli çocukların BİLSEM'lerdeki eğitimleri sırasında karşılaştıkları hakkaniyet sorunlarını onların ebeveynlerinin bakış açılarından ele almaktadır. Çalışmada nitel araştırma desenlerinden fenomenoloji kullanılmıştır. Bu kapsamda çocukları Kahramanmaraş'ın Elbistan ilçesindeki BİLSEM'de eğitimlerini sürdüren 15 ebeveynin görüşlerine başvurulmuştur. Analizler sırasında MAXQDA 2020 adlı nitel araştırma yazılımı kullanılmıştır. Bulgular tüm katılımcıların ilgili BİLSEM'den genel anlamda memnun olduklarını göstermektedir. Ancak üstün yetenekli çocukların pandemi, zaman, ulaşım zorlukları ve eğitim politikaları nedeniyle çeşitli öğrenme kayıpları yaşadığı görülmektedir. Anılan kayıplar da çeşitli hakkaniyet sorunlarına neden olmaktadır. Bir başka deyişle mevcut çalışmada ele alınan BİLSEM'in sunduğu eğitim hizmetleri hakkaniyet açısından birtakım problemler içermektedir. Katılımcılar bireyselleştirilmiş eğitim planlarının, koçluk uygulamalarının, aile eğitimlerinin ve yöneticinin uzmanlığının hakkaniyet sorunlarını gidereceğini düşünmektedir. Çalışmanın sonuçları, farklı açılardan çıkarımlarda bulunmayı mümkün kılmaktadır. Ayrıca çalışma politika yapıcılar, araştırmacılar ve uygulayıcılar için öneriler içermektedir.

Anahtar Kelimeler: Hakkaniyet, üstün yetenekli, BİLSEM, ebeveyn.



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GENİŞLETİLMİŞ ÖZET

Giriş

Kapsayıcı ve nitelikli bir yaklaşım üstün yetenekli çocukların eğitiminde etkililiğin ön koşuludur. Zira üstün yetenekli çocuklar tıpkı diğer çocuklar gibi kapasiteleri oranında gelişme ve ilerleme hakkına sahiptir. Ancak bu haklar bazı problemler yüzünden sınırlanmaktadır (Gallagher, 2015; Pfeiffer, 2002; Warne et al., 2013). Üstün yetenekli çocukları etkileyen problemler, onların eğitimlerinde önemli bir yere sahip olan ebeveynleri tarafından da dile getirilmektedir (Feldhusen & Kroll, 1985; Manasawala & Desai, 2019). Hakkaniyet de bunlardan biridir (Ford et al., 1993). Hakkaniyete ilişkin sorunlarının giderilememesi üstün yetenekli çocukları derinden etkilemektedir (Cline & Schwartz, 1999; Kraeger, 2015). Bu anlamda üstün yetenekli çocukların ebeveynlerinin görüşlerinin incelendiği araştırmaların sınırlı olduğu görülmektedir (Eris et al., 2009; Freeman, 2002; Luo & Kiewra, 2020; Manasawala & Desai, 2019). Buna hakkaniyet ve son yıllarda üstün yetenekli çocukların eğitiminde önemli mesafeler kat eden Türkiye'nin konumu da eklendiğinde ilgili kesişimde yapılacak bir araştırmanın yerinde olacağı düşünülmektedir.

Amaç

Mevcut araştırmada üstün yetenekli çocukların eğitimindeki hakkaniyet problemlerinin incelenmesi amaçlanmıştır. Ayrıca araştırma ile üstün yetenekliler ve hakkaniyet literatürünün yerel, batılı olmayan bağlamının güçlendirilmesi de hedeflenmiştir. Çalışmanın arka planında çeşitli araştırmalar bulunmaktadır. Bunlardan Global Education Monitoring Report [GEMR] (2020), üstün yetenekli çocukların erişim sorunlarına değinmektedir. *2023 Eğitim Vizyonu'*nda ise üstün yetenekli çocukların eğitime ilişkin müfredatın, modelin ve mevzuatın geliştirilmesinin gerekliliği dile getirilmektedir (Milli Eğitim Bakanlığı [MEB], 2018). Çalışmanın öğrencilere, ebeveynlere, araştırmacılara ve politika yapıcılara önemli katkılar sunacağına inanılmaktadır. Anılan amaçlar gözetilerek katılımcılara çocuklarına sunulan özel eğitim (i) hizmetleri hakkında ne düşündükleri, (ii) hizmetlerini hakkaniyet açısından nasıl değerlendirdikleri ve (iii) hizmetlerinden beklentilerinin ne olduğu sorulmuştur.

Yöntem

Çalışmada nitel araştırma desenlerinden fenomenoloji kullanılmıştır. Bu seçimde ebeveynlerin görüşlerinin, deneyimlerinin çözümlenmesinin istenmesi belirleyici olmuştur. Katılımcıların seçilmesi için amaçlı örnekleme tekniklerinden homojen örnekleme kullanılmıştır. Bu bağlamda çocukları Kahramanmaraş'ın Elbistan ilçesindeki BİLSEM'de eğitimlerini sürdüren 15 ebeveynin görüşüne başvurulmuştur. Veriler araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formuyla elde edilmiştir. Görüşme formu hazırlanırken üstün yetenekli çocuklar, hakkaniyet ve ebeveyn arakesitinde hazırlanmış çalışmalar referans alınmıştır (Ford et al., 1993; Kraeger, 2015; Luo & Kiewra, 2020). Veri toplama işlemleri COVID-19 pandemisinin gerekleri göz önünde tutularak telefonla gerçekleştirilmiştir. Analizler sırasında MAXQDA 2020'den yararlanılmıştır.

Bulgular

Araştırmanın ilk sorusuna verilen yanıtlar katılımcıların çocuklarına sunulan eğitimi *katkı sağlayıcı* olarak algıladıklarını göstermektedir. Bununla birlikte katılımcılar, COVID-19 pandemisinin etkilerinden şikayetçidir. Katılımcıların önemli bir kısmı ilgili BİLSEM'deki eğitim

hizmetlerinin beklentilerinin gerisinde kaldığını ifade etmektedir. Tüm katılımcıların tanılama çalışmalarındaki sadelikten memnun olduğu görülmektedir; ancak katılımcılar üstün yetenekli çocukların tanınmasında gösterilen hassasiyetin onların öğretmenlerinin seçiminde de gösterilmesi gerektiğini belirtmektedir. Bazı katılımcılar kırsal ve kentsel bölgeler arasındaki sosyokültürel ve ekonomik farkları da bu görüşlerine eklemektedir.

Araştırmanın ikinci sorusuna verilen yanıtlar katılımcıların çocuklarına sunulan eğitimi bir *adalet* unsuru olarak algıladıklarını göstermektedir. Sınırlı sayıda katılımcı üstün yetenekli çocukların eğitiminde hakkaniyetin sağlanabileceğine inanmaktadır. Bu katılımcılar hakkaniyet açısından öğretmenleri bir denge unsuru olarak görmektedir. Ebeveynler COVID-19 pandemisini, müfredatı, ulaşımı ve farklı yaşlardaki öğrencilerin oluşturduğu grupları hakkaniyeti olumsuz biçimde etkileyen unsurlar olarak değerlendirmektedir.

Araştırmanın son sorusuyla üstün yetenekli çocuklara sunulan özel eğitim hizmetleri hakkındaki beklentiler ele alınmıştır. Bulgularda eğitim politikaları ve kurum yöneticileri rollerini ön plana çıkarmaktadır. Katılımcılar üstün yeteneklilerin eğitiminde altyapısal sorunların giderilmesinin hakkaniyet başta olmak üzere pek çok konuya katkı sunacağına inanmaktadır. Sonuçlar Türkiye’de üstün yetenekli öğrencilerin bilişsel gelişiminin ön plana alındığını göstermektedir. Bununla birlikte katılımcılar sportif etkinliklerin üstün yeteneklilerin gelişimini destekleyebileceğini ifade etmektedir. Bireyselleştirilmiş eğitim planları, akran çocukların aynı ders gruplarında olması, öğrenci araştırma bursu ve periyodik ebeveyn eğitimleri hakkaniyet kapsamında dile getirilen diğer önerilerdir.

Tartışma ve Sonuç

Bu araştırmada katılımcılar sunulan eğitimi *memnun edici* olarak nitelemektedir. Aksini gösteren bulgularda (ERG [Eğitim Reformu Girişimi], 2020) karşılaşılsa da çeşitli çalışmalarda benzer sonuçlara ulaşılmıştır (Saritas et al. 2019; MEB, 2010; Vidergor & Gordon, 2015). Bununla birlikte sonuçlardan katılımcıların beklentilerinin karşılanamadığı da anlaşılmaktadır. Araştırma, COVID-19 pandemisi özelinde bazı sorunları belirginleştirmektedir. Öğrenme kayıpları (Engzell et al., 2021) ve teknolojik ürünlerin aşırı kullanımı (Goldschmidt, 2020) bu anlamda mevcut araştırmada da saptanan sorunlardır. Katılımcılar, üstün yeteneklilerin eğitimini hakkaniyet açısından sorunlu bulmaktadır. Birçok çalışma da bunu onaylamaktadır (Ford et al., 1993; Luo & Kiewra, 2020; Manasawala & Desai, 2019; Peters, 2021). Fakat Türkiye’de yürütülen araştırmalarda böyle bir sonuca rastlanmamaktadır. Bu bakımdan araştırmanın literatüre katkı sunması beklenmektedir. Araştırma Türkiye’deki kırsal ve kentsel bölgeler arasındaki farklılıklar ile buralardaki hakkaniyet problemleri hakkında ipuçları vermektedir. Zira hakkaniyet, anılan farklılıklarla ve çeşitli sorunlarla iç içe geçmiş durumdadır. Katılımcıların görüşlerinde *yönetsel uzmanlık* vurgusu ön plana çıkmaktadır. Nitekim araştırmacılar üstün yeteneklilerin eğitiminde yöneticileri önemli bir unsur olarak değerlendirmektedir (Lenner McDonald, 2014; Lewis et al., 2007). Tüm bunlar yöneticilerin, eşitsizliğin çözümünde önemli rolleri olduğunu gösteren araştırmalarla mevcut çalışmayı bütünleştirmektedir (Galloway & Ishimaru, 2020; Ross & Berger, 2009; Ward et al., 2015). Çalışma COVID-19, hakkaniyet ve üstün yetenekli çocuklar konseptlerinin odağında yer almakta ve bu yönüyle benzerlerinden ayrılmaktadır.

A Glance Through The Parental Lens: Equity In The Education Of Gifted Children

Duran MAVI, Ministry of National Education, 0000-0001-7244-6448

Pinar AYYILDIZ, Ankara Medipol University, 0000-0002-2644-7981

Murat OZDEMIR, Hacettepe University 0000-0002-1166-6831

Abstract

Gifted children are unique in their parents, societies, and countries. All the services offered to them, including education, are critical. Therefore, specific plans are being prepared; considerable expenditures are made for their future. Science, and art centers (SACs), as one of the facilities established within this scope, have a unique place in the education of gifted children. These institutions are challenged by various infrastructural, managerial, and political difficulties. One of these is equity problems. In the current research, the equity problems experienced by gifted children during their education in SACs were discussed through the views of parents. Phenomenology, a qualitative research technique, was employed in the research. In this context, 15 parents whose gifted children were educated at a SAC in Elbistan district in Kahramanmaraş province in Türkiye were interviewed. During the analysis, qualitative research software called MAXQDA 2020 was used. According to the findings, all participants are generally satisfied with the approach of SACs. However, gifted children experience various learning losses due to the pandemic, time, transportation challenges, and educational policies. The losses mentioned above also cause some equity problems. In other words, the educational services provided by the SAC discussed in the present research pose various issues in terms of equity. Participants think these problems will be solved by referring to individual education programs, coaching, parental education, and managerial expertise. However, the study's results make it possible to make inferences from different perspectives. It also includes suggestions for policy-makers, researchers, and practitioners.

Keywords: Equity, gifted children, BILSEM, parents.



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A Glance Through The Parental Lens: Equity In The Education Of Gifted Children

Providing quality education is of utmost importance for the effectiveness of education in a country. Individuals, without any exceptions, possess the right to further their talents and exhibit what their capacity enables them to do so. That said, various barriers limit these rights. For example, ethnicity (Warne et al., 2013), identification problems (Firat & Koksal, 2018; Warne et al., 2013), political debates (Brown & Wishney, 2017), and inequity (Ford et al., 2021; Gross, 1999) are the most common of these. These barriers apply to gifted children as well as children with typical development. Nevertheless, arguably issues emerging apropos of the services offered to gifted learners lead to severe problems like the loss of capacity (Huff et al., 2015; McBee et al., 2016). In this respect, the education of gifted children requires one to take a novel stance and, thus, approach.

Many scholars acknowledge giftedness as extraordinary (Ford et al., 1993; Peters, 2021). This perspective boosts the effort spent on the education of gifted children (Gallagher, 2015; Seligman & Csikszentmihalyi, 2000). As a spontaneous result of these conditions, the budgets allocated for the education of gifted children are growing (Organization for Economic Co-operation and Development [OECD], 2018a, pp. 34-35), and even the selection of teachers entails particular practices (GEMR, 2020). Albeit, all these are not considered sufficient by authorities (ERG, 2020 TEDMEM, 2020, pp. 224) because some problems occur, as have also been expressed by parents, who have a significant say in their children's education (Feldhusen & Kroll, 1985; Manasawala & Desai, 2019), parents do have critical roles in improving the conditions their children are experiencing, and in better developing their talents (Kiewra, 2019; Witte et al., 2015). These roles become even more specific for gifted children (Chmielewski & Reardon, 2016; Eris et al., 2009). Parents perceive being gifted as getting a quality education, whence leading the desired life.

Studies show significant progress in the education of gifted children in recent years (Greene, 2006; TEDMEM, 2020). That being said, problems continue to exist in the education of gifted children. One of these is equity (Ford et al., 1993; Novak et al., 2020), and as various studies unearth (Peters, 2021; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2018), parents accept equity as an issue significantly affecting their children's education. This hints at the meaning of equity for the relevant parents.

Benadusi (2002) defines equity as providing equal opportunity between social classes. In terms of education, equity is an important indicator revealing the inequality of services offered (pp. 28-29; Sahlberg, 2018). Gross (1999) underpins equity in education as eliminating the negativities and paving the way for individual excellence. Researchers say positive discrimination opportunities should be created to eliminate inequalities (Hede, 1992). So much so that this situation finds its place even in legal documents and is considered a requirement of the principle of equity (Yildirim & Gocgun, 2016). Ensuring equity through positive discrimination practices provides equal opportunity and access to education. Moreover, the inability to solve equity problems deeply affects gifted children. Results obtained in studies on the gifted confirm this (Cline & Schwartz, 1999; Kraeger, 2015).

It is observed that the studies on gifted children mainly focus on demographic/ethnic troubles (Peter et al., 2019; Warne et al., 2013), sociocultural heritage (Chmielewski & Reardon, 2016), and attitude/behavioural problems (Eyre & Geake, 2002). Additionally, studies through which socioeconomic analyses are conducted (Hamilton et al., 2018; OECD, 2018b, p. 23; Plucker

& Peters, 2018) and through which discussions are made on identification (Firat & Koksall, 2018; McBee et al., 2016; Naglieri & Ford, 2003) are evident. Yet, research on equity (Freeman, 2002) and studies dealing with the views of parents with gifted children (Eris et al., 2016; Luo & Kiewra, 2020; Manasawala & Desai, 2019) are relatively limited. Therefore, we attempted to examine equity in the education of gifted children at a parental glance. Adding the context of Türkiye to this situation makes us think envisaging a study connecting equity, gifted children, and their parents would be meaningful and purposeful.

International and national policy documents/research exist in the study's background. GEMR (2020) points out gifted children's access to various opportunities. It also expresses significant disadvantages in respecting equity. For example, to illustrate the 2023 Education Vision document of MEB of Türkiye, it is understood that the curriculum, models, and legislation regarding the education of the gifted should be further developed (MEB, 2018). At global and national levels, these imply the current research carries the potential to make salient contributions to research, policy-making, and societal aspects of educational studies.

In the literature, researchers have yet to reach a consensus on the definition of gifted children (Frasier & Passow, 1994; Pfeiffer, 2002, p. 35). Thus, there are plentiful definitions. For example, Reis and McCoach (2002) describe gifted children as individuals who can solve complex problems owning unique humour skills. Gardner (1999) pinpoints their extraordinary development in one or more intelligence areas. At the intersection of the definitions, there is the assumption gifted children are different in intellectual capacity and academic achievement (Renzulli, 1978). Contrary to this diversity in illustrations, the needs of gifted children are enlisted merely under special education needs (Ford et al., 1993, p. 8), and issues of support, programs, teachers (Huff et al., 2015), tests (Hamilton et al., 2018). An eminent part of this context is related to the parents of the gifted (Feldhusen & Kroll, 1985; Snowden & Christian, 1999; Weber & Stanley, 2012).

Parents of gifted children have a vital position in enhancing the quality of education and eliminating problems (Colangelo & Dettman, 1983). Research revealed parents of gifted children are influential in learning opportunities (Olszewski-Kubilius & Lee, 2004), talent development (Witte et al., 2015), academic achievement, support, imagination, intellectuality (Guthrie, 2019), and equity (Grantham, 2012). Notwithstanding, current studies examining equity (Luo & Kiewra, 2020; Peters, 2021) unveil existing problems, and parents are the critical actors in the solution processes (Eris et al., 2009). Hence, suggestions and criticisms of parents regarding the education of their gifted children should be handled.

Equity provides all individuals with the necessary resources (Center for Public Education [CPE], 2016). For education, equity is giving every child a fair chance (United Nations Children's Fund [UNICEF], 2016, p. 9). Thus, it can be associated with and elucidated using equitable access to equal educational experiences. Ensuring equity in education strengthens justice in access, services, and outcomes (GEMR, 2020; Global Campaign for Education [GCE], 2012). Educational experiences with equity problems are criticized for reproducing the cycle of the poor getting poorer (Bourdieu & Passeron, 1964/2015; Ford et al., 1993, p. 8). When the equality-based nature of education (World Economic Forum [WEF], 2020, p. 20) is added, the subject is better understood, and equity gains a special meaning for the gifted and their parents. Despite all efforts, gifted children seem not to benefit from the education services they need (Kraeger, 2015). These cause

problems regarding inclusion and social justice. It is then inevitable to examine equity (UNESCO, 2018), another critical predictor in this sense, towards gifted children.

We intended to examine equity problems and expectations from the education of gifted children through the views of parents. Numerous studies (Ford et al., 1993; Freeman, 2002; GEMR, 2020) in which the problems experienced by gifted children are expressed attach particular importance to equity. A similar line of studies (Manasawala & Desai, 2019; Witte et al., 2015) also makes a significant reference to equity. These are compatible with the distinctive sociocultural characteristics of Turkiye, where the present research was conducted. Both international organizations (World Bank, 2019, p. 38) and researchers (Atac, 2017) state there are equity problems in Turkiye. Hundreds of thousands of millions of students are believed to carry giftedness (TEDMEM, 2020). The number of institutions called SAC that provide educational services to gifted children is increasing. There appears to be a limitation in examining the education offered to gifted children, as in many countries, anent equity according to parents. All these indicate the appropriateness of research addressing equity issues in teaching the gifted through parental perspectives.

This research was carried out on the equity problems of gifted children. The research was conducted based on parents' opinions, making it relatively more authentic. Recommendations made in national and international studies and policy documents have become significant references whilst hoping to shed light on the related practicum. Further, the non-Western context in Turkiye can help broaden the scope of the existing studies and enrich the literature. In this direction, the educational conditions of gifted children and the services they need are scrutinized through the following research questions:

1. What do parents think about the special education provided for their children?
2. How do parents interpret the given education in terms of equity?
3. What are parents' expectations hereof?

Method

Design

In this research, phenomenology, a qualitative research design, was adopted. Phenomenology is an approach through which perceptions about a subject are analyzed deeply, and similar/different views are clarified (Patton, 2015, p. 190). Merriam (2018) accentuates phenomenology as suitable for studying experiences (pp. 24-25) and deciphering imaginary structures (p. 26). In our research, phenomenology was utilized to inspect the parents' views and experiences and gain insights into their understanding.

Participants

Homogeneous sampling, one of the purposeful sampling techniques, was resorted to investigating similar or different views with common characteristics (Creswell, 2011, p. 208). For this purpose, the participants are 15 individuals selected from the parents of gifted children in Elbistan SAC in Kahramanmaras in Turkiye. The children of these selected parents are eligible to register with the relevant SAC, having completed the legal processes and selection procedures, including intelligence tests. The characteristics of the participants and those of their gifted children are below in Table 1.

Table 1*Participant's Information*

No.	Code	Gender	Age	Job	Education Status	Gender	Age	Years in SAC
01	ParentF01	Female	33	Housewife	High School	Girl	10	2
02	ParentM01	Male	40	Imam	Associated	Girl	10	2
03	ParentM02	Male	38	Teacher	Undergraduate	Girl	10	2
04	ParentF02	Female	36	Teacher	Undergraduate	Boy	11	3
05	ParentF03	Female	41	Teacher	Undergraduate	Boy	11	2
06	ParentM03	Male	38	Teacher	Undergraduate	Boy	11	3
07	ParentF04	Female	43	Worker	High School	Girl	12	2
08	ParentF05	Female	39	Teacher	Undergraduate	Boy	13	2
09	ParentM04	Male	41	Teacher	Undergraduate	Girl	11	2
10	ParentM05	Male	36	Driver	High School	Boy	12	2
11	ParentF06	Female	34	Housewife	High School	Girl	11	2
12	ParentM06	Male	38	Accountant	Undergraduate	Girl	12	2
13	ParentF07	Female	40	Teacher	Undergraduate	Boy	12	3
14	ParentM07	Male	41	Executive	Undergraduate	Boy	12	3
15	ParentM08	Male	40	Teacher	Undergraduate	Girl	13	2

As seen in Table 1, the participants have a balanced distribution regarding gender. The majority, whose average age is 39, are teachers, and all participants are married. One holds an associate degree. Merely the daughter of the parent with the code ParentF04 is studying both visual and mental abilities field. While the parent's daughter with the code *ParentM04* is looking into the field of music, all the other students continue their education in general mental ability.

Data Collection and Analysis

The researchers collected the data through a semi-structured interview form after checking similar studies (Eris et al., 2009; Ford et al., 1993; Kraeger, 2015; Luo & Kiewra, 2020). Interviews were held on the phone in April-May 2021 after obtaining participant consent. Afterwards, three research questions were prepared, and sub-questions for conceptualizing the phenomena and deciphering the perceptions were formed (Creswell, 2017, pp. 139-140). The subquestion within the scope of the first research question is related to the quality and diversity of the education offered and the changes observed in the students. The second research question is whether the special education service needed by the children can be provided, the need for equity, and the reflections of the pandemic on the relevant period. The sub-questions as part of the last question of the research include the participants' suggestions, expectations, and demands for regulation.

MAXQDA 2020 was used for analysis. For the examinations, code names such as *ParentF01* and *ParentM02* derived from the first letters of the words, viz. male/female, and the numbers 01-08. In this way, data loss was eliminated and ensuring the participants' giving away. During the analyses, (i)analyzing, (ii)visualization, and (iii)deduction phases of Miles and Huberman (1994) were followed. Concept and axial coding techniques were implemented in the analysis. Saldaña (2019) punctuates concept coding as suitable for research with more than one participant, including interview recordings/notes, where phenomenological studies are one of them. With concept coding, later axial coding can be exploited (p. 120) since it allows gathering data in line with the research strategy (Strauss & Corbin, 1998, p. 124). The codes divided into categories by concept coding were arranged as themes, and subthemes emerged with axial coding. In the visualization phase, a matrix and map of the codes were prepared. The matrix

shows which code is used, by whom, and how often (Kuckartz & Rädiker, 2019, p. 157). The map serves to discover the relationships in the data set (p. 232, 234) and to review the phenomena (VERBI, 2020, p. 406). Then deduction stage was initiated. The deduction is spread over the discussion and conclusion sections so that analyses based on the findings can occur and conclusions are attained.

Trustworthiness and Rigor

The research was based on the volunteerism of the participants. A preliminary interview was conducted with each participant, and the content of the research rights of participants was explained. Participants were informed about voice recording and note-taking processes. Interviews were completed within ten days on the phone because of the pandemic. Notes were taken during the interviews to prevent ambiguity and data loss. Based on these, what the participants implied was indicated during the transcription using the '<< >>' symbol. This way, the consistency between what is expressed and what is meant has been strengthened (Creswell, 2013). In addition, it was warranted the data obtained were reviewed by a researcher who had previously conducted qualitative studies (consistency between coders/cross-coding) to clarify the themes and subthemes on which no consensus exists (Guest et al., 2012).

Findings

First off, the matrix of codes was prepared. The opinions are gathered under six themes and 23 subthemes (Figure 1).



Figure 1: Matrix of Codes

As seen in Figure 1, the themes and subthemes were as follows: (i) perceptions (SAC, concept, contentment), (ii) efforts (policy, individual, managerial), (iii) benefits (skill, social, cognitive), (iv) problems (policy, individual, organizational, motivation, pandemic, transportation), (v) equity (positive, neutral, negative), and (vi) expectations (organizational, policy, individualized education plan [IEP], coaching, parental education, quality). Then, the map

of codes was prepared. Finally, the map of codes showing the relationships between the themes and subthemes obtained is presented in Figure 2.

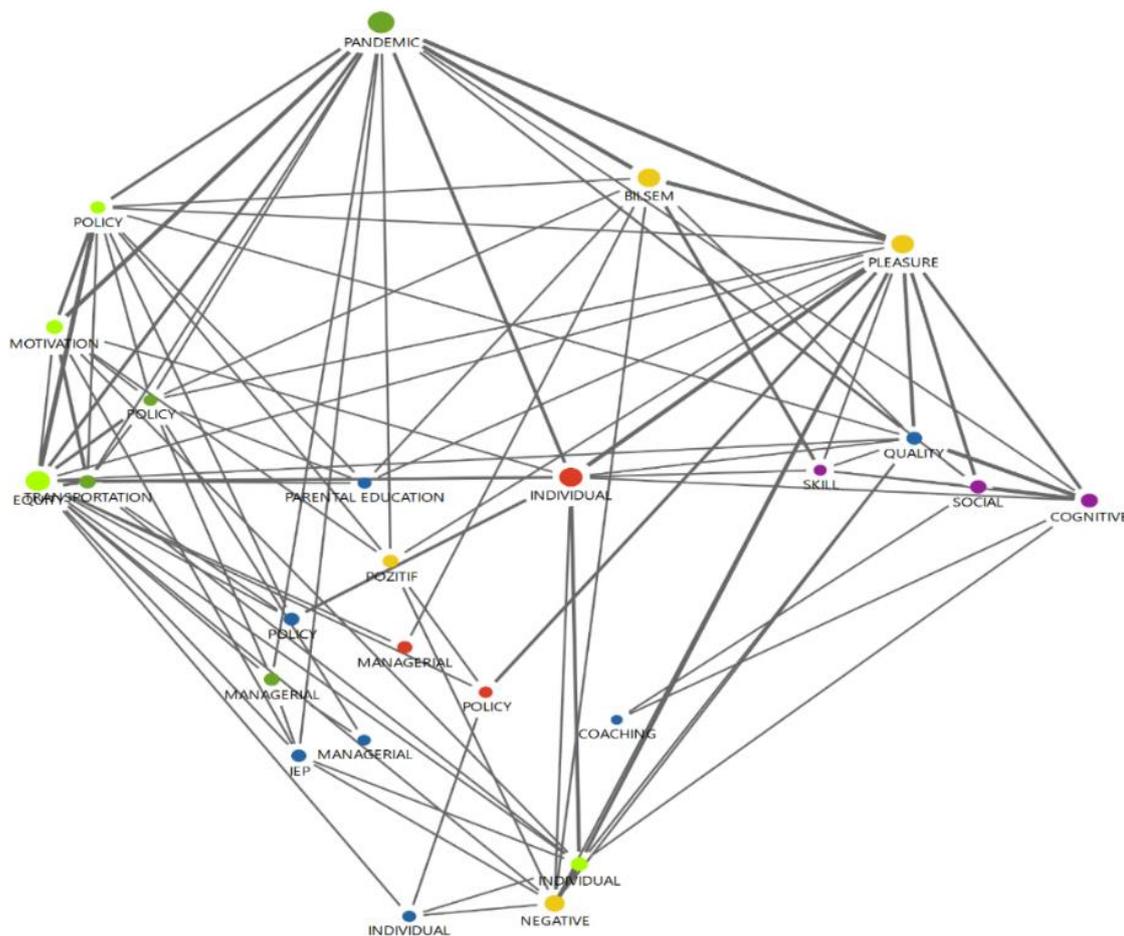


Figure 2: Matrix of Codes

When Figure 2 is examined, the relationships created by the codes belonging to the themes of *problems (pandemic)* and *expectations (IEP, organizational, policy)* are almost at the center. Moreover, subthemes of *quality* and *contentment* are intertwined. For example, *negative*, one of the subthemes of *equity*, has intense relationship patterns with all of these. The close situatedness of the subthemes related to *perceptions, efforts, equity, and expectations* is apparent. This suggests participants discussed these themes together at first. After these examinations, the research questions were answered.

Findings About Gifted Education

The themes, and subthemes created for the first question, i.e., *what do parents think about the special education provided for their children*, are presented in Table 2.

Table 2*Parent's Thoughts*

PERCEPTIONS					
SAC		Equity Concept		Contentment	
Positive	Negative	Positive	Negative	Positive	Negative
Identification and development.	Incomprehensible.	Learning loss remover.	Inability to explain the concept.	Satisfying.	Can't comment on it.
Sense of care.	Needs time.	Teachers.	Unrealizable.	Positive.	Low.
Authentic services.	Low/insufficient contribution.	Individualized education.	Insufficient information/unexplained.	Unexpectedly good.	Decreasing.
Contributor (helper).		Fair service, identification.	Fair, but not fully explained.		It should be increased.
EFFORTS					
Policy		Individual		Managerial	
Localization of special education service.		Parental effort.		Administrators' interest in identification.	
Being above the Turkish average.		Contributions of the SAC teacher.		Simple procedures.	
Selectivity of identification.		The sincerity of the consultation office.		Flexible education opportunities.	
Teacher selection.*				Positive impact on daily life.	
BENEFITS					
Skill		Social		Cognitive	
Identification and development.		Making relationships easier.		Performance increase.	
Giving vision.		Increasing child self-confidence.		Acquiring new cognitive experiences.	
Skill acquisition.		Making happy.		Positive impact on daily life.	
Does not have any significant effect.*		Incomprehensible.*		Giving practicality and flexibility.	
PROBLEMS					
Policy	Individual	Organization	Motivation	Pandemic	Transportation
Learning loss.	Consultation.	Not informing.	Distance learning.	Slowing progress.	Transportation service.
Identification anxiety.	Lack of information.	Contacting.	Limitation of activities.	Intensive use of technology.	Urban-rural difference.
Urban-rural difference.	Teacher indifference.	Workload and timing.	Governmental care sense.	Alteration in risk perception.	Lack of public support.
Number/limitation of training.	Following the school curriculum.	Lack of entrepreneurship.	The intensity of the parental life.	Learning quality and efficiency.	High physical pace.
Small steps.	Indifference.	Being a new SAC.	Pandemic.	Schools being closed.	Increasing expenses.
Contributing.	Workload.	Children groups.	Expenses.	Learning lost.	Accessing.

* Negative/criticizing

It is evident in Table 2 the opinions were gathered under the themes of *perceptions*, *efforts*, *benefits*, and *problems*. The *perceptions* theme consists of *SAC*, *equity concept*, and *contentment* subthemes. When the views on this theme are examined, the participants *ParentF04*, *ParentF05*, and *ParentM04* explain the *SAC* revealed the talent in their children. *ParentF01* emphasizes the public aspect of *SAC* with its emphasis on a 'sense of care'. *ParentF06* pronounces the pandemic has negatively affected the education of gifted children. In line with this, *ParentF07*, *ParentM04*, *ParentM06*, and *ParentM07* share their expectations are not met. One can infer the services offered by the *SAC* fall short of parents' expectations. In the *equity concept* subtheme, *ParentF04* underscores total equity in the identification. *ParentF04* perceives fairness as 'fixing-free' and reports identification is made without problems. Withal, this participant underlines they have fairness as much as it is offered to them and makes the following statement: 'We are not people who understand much about music. We like <<listen to>> music but are not professionals. This is all we have. The same participant utters that evaluating the *SAC* for equity is difficult and will only be possible with more experience and knowledge. *ParentF03* and *ParentM03* identify fairness with 'justice'. Both participants alluded

fairness can be achieved in the education of gifted children. These findings indicate the participants' interpretation and expression problems *vis-à-vis* equity. In the *contentment* subtheme, the participants' satisfaction can be described as 'decreasing'. *ParentF03* points up that their child's opportunities with the SAC apropos education are better than expected.

Effort theme consists of *policy*, *individual*, and *managerial* subthemes. In *policy*, *ParentM06* criticizes the SAC for not showing the same sensitivity it shows in the identification of gifted children in hiring teachers. Instead, they draw attention to the policy's existence in this view. For example, in the *individual* subtheme, *ParentF01*, *ParentF03*, *ParentF05*, *ParentM06*, and *ParentM08* use expressions describing their intensely physical and mental performance for the education of gifted children. *ParentF01*, *ParentF03*, *ParentF04*, *ParentM04*, and *ParentM05* welcome the contributions of the SAC, teachers, and consultation services.

On the other hand, *ParentM06* italicizes teachers are a balancing factor in education policies for gifted children. But *ParentF06* and *ParentM01* criticize teachers for, at times, being mediocre. These comments show the individual efforts of teachers are not homogeneous. In the *managerial* subtheme, all the participants sounded satisfied with the interest and simplicity in identification. For instance, *ParentF03* spotlights they did not encounter a complex procedure during identification. Finally, *ParentF04* summarizes the administration of the SAC with the concepts of 'flexible' and 'student-centred'.

The benefits theme comprises *skill*, *social*, and *cognitive* subthemes. In *skill*, *ParentF07* and *ParentM07* denounce the SAC did not provide a sufficient contribution to the development of gifted children, whereas *ParentM04* and *ParentF04* make the opposite statements. *ParentF04*, whose daughter is trained in both visual and mental abilities, highlights SAC's contributions: 'Talking about visual arts, we didn't think there was such a <<talent>> thing in <<my daughter>>. But we saw something happen when it was identified and continued <<SAC>>. We realized <<my daughter>> had something hidden inside her that the SAC had uncovered.' In the *social* subtheme, the positive opinions of the participants are at the forefront. All mention gains such as self-confidence, successful relations, and being happy. So much so that *ParentF02* affirms they try to reduce the pressure of success on their children with the help of the SAC. The *cognitive* subtheme includes the remarkable contributions of the SAC. *ParentM05* puts forward practicality and flexibility gain there. Furthermore, *ParentF02* accents the gains mentioned above developed with the SAC, but they report some negativities and losses due to the pandemic. When these are brought together, the SAC appears to make significant contributions.

The *problems* theme involves *policy*, *individual*, *organization*, *motivation*, *pandemic*, and *transportation* subthemes. The explanations of the participants about *policy* vary. To cite an example, *ParentF03* and *ParentM01* illuminate the education policies implemented during the pandemic could not prevent the learning losses. *ParentM07* clarifies corporate policies do not coincide with corporate promises saying: 'The existence of the institution has no meaning unless it is sustainable.'. *ParentF05* criticizes identification policies and says the one-to-one interview phase should be abolished. *ParentF05* and *ParentM04* claim this can lead gifted children to anxiety. *ParentM01* criticizes the axis of urban-rural difference expressed in different themes/subthemes. This signals there exist policy issues with SACs. In the *individual* subtheme, for *ParentF04* and *ParentF05*, the ineffectiveness of teachers is serious. *ParentF05* heightened

the lack of information and consultation. *ParentM07* self-criticizes themselves: 'I also think from my perspective to an extent. We're lazy. What can I say?'

Similar explanations are made by *ParentM06*. For example, *ParentF07*, who previously worked at the SAC where the research was conducted and knew the institution closely, confesses the curriculum applied in SACs. The excessive dependence on this curriculum makes them ordinary. In the subtheme *organization*, *ParentM02* expresses their dissatisfaction with organizational contacting and informing. Considering the workload and timing titles raised by *ParentF03*, *ParentF04*, and *ParentF05*, *ParentM01* mentions the pace of the SAC is highly challenging. *ParentF07* foregrounds student groups that do not consist of peers. By *ParentF07* and *ParentM01*, it is brought that the SAC is new; it needs time to develop. It is distinct that organizational problems are considered crucial.

In the *motivation* subtheme, participants agree their gifted children have motivation problems. *ParentF03*, *ParentM02*, and *ParentM06* verbalize that distance education is the most significant source of motivation problems during the pandemic. Indeed, this is in the frequency of the paths between the pandemic and the motivation (Figure 2). *ParentF07* explains activities at the SAC can occasionally be boring and argues the source of motivation problems is limited activities. *ParentM05* puts forth the harmful economic conditions their child feels, demoralizing them. Participants put forward that the pandemic negatively affects education pertinent to quality and efficiency. *ParentM07* insists this process harms the intensive use of technological products. They believe the source of this adverse effect is school closures. In the subtheme of *transportation*, the views of the parents whose children are from rural or far districts are remarkable. This points to transportation/access problems in the education of gifted children. *ParentM02* also verifies this. *ParentF04* says some parents are not interested in identification solely because of this. From here, perceived problems of access to the SAC cause learning losses.

Findings About Gifted Equity

The themes and subthemes created from the parents' answers to the research's second question, *how do parents interpret the given education in terms of equity*, are presented in Table 3.

Table 3

Equity Theme

EQUITY		
Positive	Neutral	Negative
Fair services.	Failure to understand corporate promises.	The existence of SAC does not ensure equity.
SAC presence enhances	Concept problem.	Incompatible age groups. Unpopular pieces of training. Negativity in classroom practices. Regional development differences. Transportation. Indifference causes inequalities. Limited governmental support. Ignoring individual differences. The quality of the training. Teacher quality.

In the *equity* theme in Table 3, opinions are divided into three subthemes: positive, neutral, and negative. SAC's presence is an element of justice in the *positive* of these subthemes.

For example, *ParentF01* utters that equal right to education, absent in schools, is present in the SAC. *ParentM01* reports they have not faced inequity issues, and having a SAC in their own city is invaluable. These denote that SACs respond to some needs in the education of gifted children. For example, *ParentF06* and *ParentM08* admit they do not know the details of the concept of equity.

For example, *ParentF01* judges the SAC for not providing support after identification. For this reason, they say they do not know what the SAC will offer to their gifted children. *ParentF02* makes the following statements on apathy's increasing inequality:

My child goes <<referring to the SAC>> there and spends too much time. But when compared to the <<services, and opportunities>> practices in different provinces, why is my child also... <<she has difficulty in making sentences here.>> Why do children in those provinces have other educational services we couldn't access?

ParentF07 highlights equity in their children's education cannot be achieved because of negativity in classroom practices and individual differences. For example, *ParentM06* says teacher quality is fundamental for equity: 'I think it is because of the teachers. Mostly...'. *ParentM07* uses expressions coherent with *ParentF02*'s and voices the SAC proceeds with 'small steps'.

Findings About Expectations

The themes, and subthemes created from the answers to the third question: *What are parents' expectations hereof*, are presented below in Table 4.

Table 4

Expectations Theme

EXPECTATIONS					
Organizational	Policy	IEP	Coaching	Parental Education	Quality
Consultation and information.	Adding sports training to the concept.	Factual data to parents.	Guidance and follow-up.	Family workshops/courses.	Minimizing the damage of the pandemic.
Effective organization.	Student research budget.	Avoiding the usual curriculum.	Development of support.	Raising family awareness.	Development of SAC corporate structure.
Prioritizing individuality.	Infrastructural improvements.	Bringing groups together peers.		Periodic SAC concept education.	Content enrichment studies.
Managerial expertise.	Simplification of legal obligations.	Student-based assessments.			Meeting of students with new workshops/teachers.
Timing.	Finalizing face-to-face identification.				Don't just direct it to technological studies.

As seen in Table 4, the theme of *expectations* above consists of six subthemes: *organizational*, *policy*, *IEP*, *coaching*, *parental education*, and *quality*. In the *organizational* subtheme, *ParentF05* asserts managerial roles. *ParentM06* underlines corporate principals can

take initiatives targeting timing problems. *ParentM07* notes managerial expertise can be essential:

Those who come here are not ordinary children. Teachers and principals should not be ordinary either. It must be different from me. They must be talented, knowledgeable, and confident and can transfer it to children. (...) Once <<if I were authorized >>, I would work with expert principals there. (...) There should be separate criteria in the selection of the principal.

ParentM07 emphasizes managerial and professional expertise. The intensity of the relationships between *equity* (*negative* subtheme) and *perceptions* (*organizational* subtheme) (Figure 2) represent the fundament of executive functioning. *ParentF04* divulges with self-criticism in the policy subtheme: 'She <<her daughter>> is talented, but we should not expect everything from the SAC.'. *ParentM05* proclaims there are internet problems in their province. To that end, solving infrastructural problems becomes strategic. The same parent thinks the development of gifted children can be reinforced by giving every student a research budget proposal. *ParentM07* believes the SAC only prioritizes cognitive processes: 'There is only technology-oriented education. Sports activities are missing.'. This participant thinks implementing sports activities will positively affect gifted students' social and cognitive development. In the subtheme of the *IEP*, *ParentF07* makes criticisms: '<<In the sense that practices are not regulated on an equitable basis>> I think no! There's a general curriculum, and it's as if that applies to everyone.'. She expresses the solution to this is individualized education and adds that bringing groups together with peers may be helpful, and in-class practices might be more effective. *ParentM04* recites, 'I need tangible data. So I would like to see it and recommends individualized training. *ParentM08*, who is also a special educator, makes similar statements to the views of *ParentF07*:

Yes, we have crowded groups; but within those groups, there are other students with different learning paces, progress, and levels of awareness of their talent, so that the education programs may vary. (...) That's why our teachers at the SAC need to approach the process individually.

In the subtheme of *coaching*, *ParentF02* promulgates student coaching is an effective solution: 'Coaching! Directly, and with stricter guidance of the teachers on a one-to-one basis with the child... I really would like every child to develop their talents.' *ParentM07* declaims that they provide this service to their children with their efforts, and coaching contributes to gifted children. The *parental education* subtheme was formed thanks to the frankness of the participants. Most parents report back that having a gifted child (as mentioned in the subtheme of *effort*) does not only bring a physical burden. To illustrate, *ParentF01* admits she considers herself inadequate as a mother. According to her, periodic family training by the SAC concept is precious. *ParentF06* and *ParentM04* highlight that they do not know exactly what to offer their child. *ParentM04* interlinear their ignorance on this causes other problems. Arguably, parents need family courses/workshops presented by the SAC. The close relationship between the *quality* and *contentment* subtheme (Figure 2) can also be witnessed in the expressions. Participants who emphasize quality add their satisfaction to this. Concerning the pandemic's negative effects, *ParentF01* expects the services in the SAC to be more comprehensive: 'My understanding is services to gifted children needs care. The SAC provides this. But it also needs improvement.'. *ParentF05*, toward the expectations of the development of SAC structure, content enrichment studies, and introducing students to novel workshops/teachers, stresses:

'Children can reach opportunities to develop talents. (...) There may be education in other fields as well. (...) SAC is different. I can't expect it to be like ordinary schools.' *ParentM07* points up their expectation of quality, emphasizing not merely concentrating on technological studies. This is also brought to the fore by *ParentF07*, *ParentM04*, and *ParentM06*.

Discussion, Conclusion and Recommendations

This research answers three questions. First, parents were asked how they evaluated the special education services offered to their children. The findings exhibit that the participants perceive the SAC, a positive discrimination, as a learning loss remover, talent developer, and satisfying organization. Although some studies (ERG, 2020) show the opposite, similar results have been obtained in others (Saritas et al., 2019; MEB, 2010; Vidergor & Gordon, 2015), making the current research compatible with the others. The participants found the identification processes fair and prosperous in the present investigation. This is inconsistent with the literature, though. In a fair number of studies (Hamilton et al., 2018; Warne et al., 2013), problems remain in the identification. The participants' expectations were unmet, and their satisfaction decreased, causing motivational issues. This contradicts the developing, satisfying form of special education offered to gifted children (GEMR, 2020; Sak et al., 2015; TEDMEM, 2020). Based on this, it would be fair to say the satisfaction problems in the field in Türkiye continue even though they seem to decrease. The results cast light on issues regarding the pandemic. The difficulties of learning loss (Engzell et al., 2021), alongside intensive use of technology (Goldschmidt, 2020), are expressed in other studies.

In the second question of the research, how parents evaluated the special education services offered within the equity frame were inquired. The results show SACs serve problematically. Similar results appear in the literature of Western countries (Ford et al., 1993; Luo & Kiewra, 2020; Manasawala & Desai, 2019; Peters, 2021) though not in studies in Türkiye. The research results' becoming parallel to those of international literature helps the study gain a global aspect preserving its originality. Participants describe the SAC's presence in the city they live in *as an unexpectedly high-quality service* in the framework of positive discrimination. This can be evaluated as a criticism of the education system on equity. This is also valid for developed countries (Brown & Wishney, 2017; Gross, 1999; OECD, 2018b) as much as for Türkiye (Atac, 2017; Yazan, 2014).

For this reason, placing the primary responsibility for equity on SACs or similar institutions may be wrong. Research shows access problems are one of the barriers to fairness. This brings to mind the equity-enrollment relationship. Quality enrollment includes access to educational services without issues. In this way, equity in education is also strengthened (Lamb et al., 2019). Gifted children from rural areas have problems accessing the SAC. These give important clues about the relationship between rural-urban differences and equity in Türkiye (ERG, 2020; MEB, 2010; Sak et al., 2015) and in international settings (Hutmacher, 2001; UNESCO, 2018). Yet another vital issue is the interwoven nature of equity with other issues. Parents see equity as the cause or result of many problems, bringing together the current research with others in which equity is an influencing and affected factor (Evans, 2001).

In the third question of the research, expectations from SACs were delved into, and no effective institutional structure in the relevant SAC and various managerial problems seem to be experienced. Managerial expertise comes to the fore in the expectations. In studies (Lenner

McDonald, 2014; Lewis et al., 2007), it has been determined institution managers/school principals are a crucial balancing factor in the education of gifted children. They have essential roles in solving equity problems (Galloway & Ishimaru, 2020; Ross & Berger, 2009). All this integrates the concept of expert principals in the literature (ERG, 2020; Sak et al., 2015) with the expectation of managerial expertise. It is suggested sports training be integrated into the education of gifted children. In several studies, gifted children are reported as more interested in sports activities than students with typical development (Wininger & Anne Rinn, 2011). A study (Memmert, 2007) also announced that sports activities positively affect gifted children's academic development. The results also cover concerns about following an overall/average curriculum. The compatibility of these concerns with the literature on IEP (Gallagher, 2008) is worth noting. According to studies (MEB, 2010; VanTassel-Baska & Stambaugh, 2005), IEPs provide content enrichment and qualification to gifted students' education. This research shows parents of gifted children need briefings and courses. This is also reflected in the literature (Lewis et al., 2007; Saritas, 2019).

The research results have several implications. First, it is italicized that gifted children have equity problems in many studies, but no other study reports this, leaving equity behind other issues except the current research in Turkiye. Henceforth, this research has a special place in its non-Western context. It was observed the participants had difficulties mentioning fairness. Which may signify the concept is not adequately understood. Current research can help improve parents', among the stakeholders, perceptions of equity. In truth, this research is the melting point of the pandemic-related damages, equity, and gifted education, which help comprehend the loaded being of the phenomenon.

Although the present research provides discernments for researchers, practitioners, and parents, it also has some limitations: the research addressed parents' opinions in Turkiye. For this reason, as it is a qualitative study, it would not be suitable to generalize the findings. Instead, the research obtained the opinions of 15 parents, so it may be appropriate to conduct research including more SACs and parents. Likewise, a longitudinal study can provide a more comprehensive approach, particularly considering that participants bespoke their changing views on SACs and education services. Another limitation is the data were collected through telephone interviews, and the findings can be confirmed/rejected with a face-to-face study after the COVID-19 pandemic. Future research can quantitatively address student/teacher views or refer to mixed methods.

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İletişim/Correspondence

Dr. Duran MAVI

duvanmavi@hotmail.com

Asst. Prof. Pinar AYYILDIZ

pinarayyildiz@yahoo.com

Prof. Murat OZDEMIR

mrtozdem@gmail.com