



COMMUNICATION SKILLS OF GIFTED STUDENTS IN TERMS OF DIFFERENT VARIABLES

ÖZEL YETENEKLI ÖĞRENCİLERİN İLETİŞİM BECERİLERİNİN FARKLI DEĞİŞKENLER AÇISINDAN İNCELENMESİ

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Abstract

This study aims to examine the communication skills of students with special abilities in terms of different variables (gender, parents' education status, number of siblings, birth order, enjoying to participate in group activities, and parents' occupational groups). The descriptive survey model was taken as a basis for the study. The study participants consisted of 160 gifted students studying at the Science and Art Center. The data were obtained by using the Communication Scale. In the analysis of the data, descriptive statistics and multivariate analysis of variance (MANOVA) were used. According to the results of the research, the scores of male students on the communication scale are significantly higher than the average score of female students. While there was a significant difference in the mean of communication scores according to the variables of the education status of the mother and father and the profession of the father, no significant difference was found according to the other variables. The results indicate that in determining and developing the communication skills levels of students with special abilities, variables such as the gender of the students and the educational status of their parents should be taken into consideration.

Keywords: Special ability, communication, demographic variables.

Öz

Bu çalışmada özel yetenekli öğrencilerin iletişim becerilerinin farklı değişkenler (cinsiyet, anne-baba eğitim durumu, kardeş sayısı, doğum sırası, grup etkinliklerinden hoşlanma ve anne-baba meslek grupları) açısından incelenmesi amaçlanmaktadır. Araştırmada betimsel tarama modeli temele alınmıştır. Araştırmanın katılımcılarını Bilim ve Sanat Merkezinde öğrenim gören 160 özel yetenekli öğrenci oluşturmuştur. Veriler İletişim Ölçeği kullanılarak elde edilmiştir. Verilerin analizinde betimsel istatistik ile çok değişkenli varyans analizi (MANOVA) kullanılmıştır. Araştırmanın sonuçlarına göre erkek öğrencilerin iletişim ölçeğinden aldıkları puanlar kız öğrencilerin aldıkları puan ortalamasından anlamlı bir şekilde yüksektir. Anne ve babanın eğitim durumu ve babanın mesleği değişkenlerine göre iletişim puanı ortalamalarında anlamlı bir farklılık bulunurken diğer değişkenlere göre anlamlı bir farklılık bulunamamıştır. Elde edilen sonuçlar, özel yetenekli öğrencilerin iletişim becerileri düzeylerinin belirlenmesinde ve geliştirilmesinde öğrencilerin cinsiyeti, anne ve babasının eğitim durumu gibi değişkenlerin göz önünde bulundurulması gerektiğine işaret etmektedir.

Anahtar Kelimeler: Özel yeteneklilik, iletişim, demografik değişkenler.

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INTRODUCTION

Societies have always existed in interaction with each other and have maintained their continuity in this way. This interaction started with the communication of people who want to maintain their physical and social existence. People continued to produce through communication and developed relations with themselves and others to produce their technologies. The organization of societies, and the creation, use, and development of their technologies can only be achieved through communication (Erdoğan & Alemdar, 2005). Elements in the communication process are the elements that determine communication skills. Communication is defined by the Turkish Language Institution as “conveying, communicating, and expressing one's feelings, thoughts, and information to others in various ways”. Communication is a two-way process between two units that takes place through mutual interaction (Cüceloğlu, 1997). To establish communication, a message to be conveyed, a sender to transmit this message, a way to send the message, a vehicle to carry the message on this road, and a receiver to receive the sent message is required (Topbaş, 2006). A thought, feeling, or idea is transmitted verbally or non-verbally through speech, writing, and painting. From this point of view, everything that is said or not said, done or not done during communication has meaning. Incorrect decoding of the message to be sent, wrong encoding of the message, incompatibility of the sender and receiver, and transmission error cause communication failures (Ege, 2001).

Communication skill is the speaker's ability to use language accurately and effectively, based on linguistic and social knowledge within the framework of social content (Hymes, 1972). Communication is classified into four items according to Berger and Chaffe (1987): Core Personal Communications, Interpersonal Communication, Organizational Communication, and Mass Communication. Among them, interpersonal communication is considered to be the most important communication skill. Interpersonal communication is defined as the process of passing information, feelings, and thoughts from one individual to another in line with goals and objectives. DeVito (2013) lists the elements of interpersonal communication as source-receiver, encoding-decoding, message channel, and environmental ethical rules. Purhonen (2008) listed the basic interpersonal communication skills as follows: sharing information, level dialogue integrative negotiation, supporting others, mutual compromises, reasoning with others, caring for others, attention to detail, expressions of confidence, and being able to express clearly. A problem experienced in any of the communication elements can reduce the effectiveness of communication. It is seen that individuals who have effective communication skills are people who can produce solutions to the problems they encounter and who can cope with the problems.

It is stated that interpersonal communication is related to intelligence level, gender, and identity (Perham, 2012). It is accepted that especially receptive language develops depending on intelligence in early childhood. The relationship between intelligence level and communication skills has been the subject of various studies and a positive and significant relationship has been found between them (Ergin, 2003). The intelligence levels of children who speak early from infancy are usually normal or above normal (Karacan, 2000). This shows that cognitive development in early childhood affects language development. In the early years of childhood, receptive and expressive language skills come to the fore. Kaya et al. (2016) stated in their study that special talent significantly predicted communication skills.

When children reach school age, they begin to socialize and acquire interpersonal communication skills. Interpersonal communication requires a two-way interaction. When the effect of intelligence on interpersonal communication was examined, it was found that as the Intelligence Section (IQ) score increased, the difficulties experienced in communication also increased (Perham, 2012). They stated that children with high mental development exhibit different attitudes from their

peers according to the views of their families, their children want to act independently and they have a mind full of abstract thoughts (Kitano, 1990). Less use of communication skills may show that gifted students focus on solving the problem as soon as it is presented.

Gifted students show superior performance in many areas of development compared to their peers (Renzulli, 1986). These students may ignore social sharing because of the academic goals they want to achieve. Although these students have high academic skills studies are showing that their communication skills are not high (Diezmann & Watters, 1995; Clark, 1997). Being more sensitive and perfectionist in terms of mental, psychomotor, emotional, and sensory aspects than their peers, gifted individuals can harm personal communication (Hewitt & Flett, 1991; Downey & Feldman, 1996). The characteristics that affect the interaction of these children with the environment are language skills, empathy, play, friendship, leadership, moral judgment, emotionality, self-esteem, perfectionism, hypersensitivity, frustration, and rebellion. When the clues for communicating with the environment are examined, it has been observed that gifted children can choose different ways to adapt to their environment in environments where they are not accepted (Oğurlu & Yaman, 2010).

Cüceloğlu (2002) stated that the trust of the receiver and the source is a prerequisite for healthy communication, and listed the necessary principles for healthy communication as follows: Each individual's belief that he is valuable with his characteristics, that he can show himself as he is, that he accepts the other person unconditionally, that he feels consistency of thoughts and behaviors, putting himself in the other person's shoes, and being able to adapt his problems as his, and to experience what he feels. According to these principles, a healthy communication area will also be formed for gifted children by unconditionally accepting and being accepted by unconditionally. With the opportunity to show themselves as they are, children's thinking and behavior will be consistent. Communication has a two-way dynamism, so gifted children need to reflect the elements of healthy communication toward their environment. Considering that these children face behaviors such as being jealous, ostracized, mocked, and nicknamed by their schoolmates due to their academic success, leadership characteristics, social skills, being popular and being loved by their teachers (Koç, 2015), it can be said that they will have difficulties in developing a healthy communication environment.

Most gifted children prefer to stay away from their peers and experience some problems and deficiencies based on communication (Lewis, 1999; Buescher, 1985). Gifted students who improve their verbal skills by interacting with the adults around them can benefit from opportunities to involve an adult in the conversation. These children, who prefer to communicate with their teachers in the school environment, do not exchange enough information with their peers (Sonntag, 1973). Due to their advanced mental development, they generally tend to communicate with individuals who are older than them in terms of age (General Directorate of Special Education and Guidance Services, 2017). As the age level of gifted students increased, it was found that there was an increase in the complaints of being isolated from their peers and loneliness (Yoo & Moon, 2006). The characteristics of gifted individuals who are perceived differently by the people around them can be misjudged. For example, their determination can be regarded as stubbornness, their energetic hyperactivity, their excessive questioning as rebellious, and oversensitive as immaturity (Gross, 1998, cited in Piechowski, 2009). When gifted students experience deficiencies and problems based on communication and think that they are not accepted, they can apply three ways in the communication center. These are: isolating themselves from the environment they are in, exhibiting extreme behavior patterns, and showing the same behaviors as their peers (Clark, 1997; Oğurlu & Yaman, 2010). This situation is an obstacle to the emergence and development of the existing potential of gifted individuals.

The characteristic features of gifted children that may affect their interpersonal communication are perfectionism, asynchronous (not occurring at a similar pace compared to their peers) development, hypersensitivity, environmental conditions that they cannot keep up with, and isolation (Roedell, 1984). Depending on these characteristics, they may experience communication problems such as high self-confidence, avoiding making mistakes, seeing themselves as different and superior, egocentrism and not being understood by their peers. The aforementioned features guide in dealing with the communication problems of gifted and typically developing individuals in general. In addition to these, it is thought that personal and environmental factors affect the communication skills of gifted students.

Aim of the Study

Communication skills of individuals begin to develop in infancy and development continues with age. While communication is a tool that the gifted child uses to meet his needs, it also allows him to express himself. Effective communication is also very important in revealing other developmental areas of the gifted child (Sak, 2020). Communication is a social process of presenting oneself as a person and demanding acceptance of the presented self-definition (Tatkovic et al., 2005). For this reason, communication is also a self-presentation and is very important for the development of special talents.

It is known that gifted people are academically successful. However, it is not possible to limit the sustainability of these achievements to just academic achievement. Socialization and development of social relations of gifted individuals by adapting to their family, school, and community are ensured through communication. It is an undeniable fact today that success is based on communication. Gifted students need to learn how to cope with personal characteristics such as sensitivity and perfectionism, identify and accept their strengths and weaknesses, and communicate and cooperate with others (Johnson, 2001). Gifted children who do not develop synchronously with their peers experience communicative problems because their social and emotional development is different from their peers (Coleman & Cross, 1998). Being evaluated under the label of "special talent" by their peers may be sufficient to isolate them. As a result of this situation, gifted students are seen as strangers by their peers and become lonely (Coleman & Cross, 2000).

Communication problems experienced by gifted students may be due to some characteristic features. However, the fact that communication skill levels among gifted students are different from each other shows that personal and environmental variables can also affect communication skill levels. In particular, it has been observed that there are problems in the interpersonal communication of gifted people. Very few studies are available to reveal these problems. For this reason, there is a need for studies to be carried out on communication skills in Science and Art Center. This study aims to examine the interpersonal communication skills of gifted students regarding different variables.

Research Questions

1. Is there a significant difference in the communication skills of gifted students regarding gender variables?
2. Is there a significant difference in the communication skills of gifted students regarding enjoying group activities?
3. Is there a significant difference in the communication skills of gifted students regarding the mother education status variable?
4. Is there a significant difference in the communication skills of gifted students regarding the mother profession variable?

5. Is there a significant difference in the communication skills of gifted students regarding the father education status variable?

6. Is there a significant difference in the communication skills of gifted students regarding the father's profession variable?

7. Is there a significant difference in the communication skills of gifted students regarding the number of sibling variable?

8. Is there a significant difference in the communication skills of gifted students regarding the birth order variable?

METHOD

Research Model

This research was carried out with a quantitative approach in the descriptive survey model. The descriptive survey is used to describe a situation or phenomenon or to accurately describe the characteristics of a situation. In the field of education, descriptive survey model is used to learn the demographic characteristics of people (Johnson & Christensen, 2014). In this study, using the descriptive research design, the differentiation status of gifted students regarding communication skills, gender, birth order, number of siblings, parental education and occupation, and group work enjoyment variables were investigated.

Study Group

The participants of the research consisted of 160 gifted students studying at the Science and Art Center (BİLSEM). 34.1% (n=54) of the students are girls and 65.9% (n=104) are boys. Science and Art Centers (BİLSEM) in Türkiye are education institutions where gifted students can receive additional after-school education services together with formal education. Diagnosis is made by the Ministry of National Education General Directorate of Special Education and Guidance Services to determine gifted children's potential identification process is carried out by classroom teachers. Classroom teachers nominate candidates among the students at the 1st, 2nd, 3rd, and 4th-grade levels of the schools according to their abilities. Students are entitled to attend Science and Art Centers by passing two-stage exams, pre-assessment and individual assessment.

Data Collection Tools

In the research, the scale developed to determine the communication skills of gifted students through different variables and translated into Turkish by Kara (2020) was used. A personal information form was added to the first page of the scale to obtain the necessary information about the demographic and personal characteristics of the participants. The six communication skills in the scale are as follows; awareness of one's communication style, understanding and evaluating different communication styles, being able to empathize, adjusting one's communication styles to match the styles of others (communicative adaptability), conveying basic information and managing interaction (Barkman & Machtmes, 2002). The Communication Scale used to measure the communication skills of gifted students is a 5-point Likert type.

Data Collection Process

In the study of examining the communication skills of gifted students regarding different variables, the necessary ethics committee and application permission were obtained before the data collection process. Detailed information about the Communication Scale was given by communicating with the administrators and teachers who will make the application. At the beginning of the

application, instructions were written on the scales, which explained to BİLSEM students how to respond to measurement tools, and it was stated that the results obtained from this study would be used in scientific research. The Communication Scale was applied in a single session to the 6th and 8th-grade students studying at BİLSEMs who volunteered to participate in the research. The scales were mostly administered in groups and each application was completed in approximately twenty minutes.

Data Analysis

Descriptive statistics and multivariate analysis of variance (MANOVA) were used in the analysis of the data. Since the Skewness and Kurtosis values of the data were found to be between -1.5 and +1.5 (Skewness=0.187 and Kurtosis=0.371), the analyzes were performed using parametric statistical techniques. In this context, the values were analyzed using the Independent Sample t-Test and One Way Anova techniques, which are parametric analyzes from descriptive statistics techniques. The Tukey Test was used to determine the source of the difference in analyses with more than two variables.

FINDINGS

In the first sub-problem of the study, "Is there a significant difference in the communication skills of gifted students according to the gender of the students?" The answer to the question has been sought. The data obtained are shown in Table 1.

Table 1: Examination of Communication Skills of Gifted Students by Gender

Gender	N	X	SS	t	df	p
Female	54	78,30	17,907	2,565	156	,011
Male	104	85,38	15,690			

As seen in Table 1, there is a significant difference (t: 2,565; p: 0.011) in the communication skills of gifted students between the communication skills scores of female students (X: 78.30, ss: 17.907) and the scores of male students (X: 85.38, ss: 15,690). Accordingly, it can be said that male students' communication skills are better than female students' communication skills.

In the second sub-problem of the study, "Is there a significant difference in the communication skills of gifted students according to the variable of students' enjoyment of group work?" The answer to the question has been sought. The data obtained are shown in Table 2.

Table 2: Examination of the Communication Skills of Gifted Students according to the Variable of Enjoying Group Work

Enjoying Group Work	N	X	SS	t	df	p
Yes	128	82,70	17,496	-,400	156	,690
No	30	84,07	13,414			

As seen in Table 2, there is a significant difference between the communication skills scores of the students who like group work in the communication skills of gifted students (X: 82.70, ss: 17.496) and the communication skills scores of the students who do not like group work (X: 84.07, ss: 13,414) in their skills. it is seen that there is no difference (p>0.05 p=0.690). Accordingly, it can be

said that the communication skills of gifted students are not affected by the variable of enjoying group work.

In the third sub-problem of the study, "Is there a significant difference in the communication skills of gifted students according to the mother's education level variable?" The answer to the question has been sought. The data obtained are shown in Table 3.

Table 3: Evaluation of the Communication Skills of the Gifted Students according to the Educational Status of the Mothers

Total	SS	df	KO	F	p
Intergroup	102,742	2	51,371	,181	,835
Ingroups	44035,031	155	284,097		
Total	44137,772	157			

1: secondary or primary education 2: high school program 3: undergraduate and graduate programs

As seen in Table 3, there is a significant difference ($p < 0.05$) in the communication skills of gifted students according to the education level of their mothers. Tukey test was performed to understand the source of the difference. According to the Tukey test results, the average score of those who graduated from secondary or primary education ($X=76.89$) is significantly higher than the average score of those who graduated from high school programs (84.15) and those who graduated from undergraduate and graduate programs (84.30). Accordingly, it can be said that as the education level of mothers of gifted students increases, their communication skills increase.

In the fourth sub-problem of the study, "Is there a significant difference in the communication skills of gifted students compared to the mother occupational status of the students?" The data obtained are shown in Table 4.

Table 4: Evaluation of the Communication Skills of the Gifted Students according to the Mother's Occupational Status

Total	SS	df	KO	F	p
Intergroup	1295,216	2	647,608	2,343	,009
Ingroups	42842,557	155	276,404		
Total	44137,772	157			

1: Employer and manager 2: Officer 3: Worker

As seen in Table 4, there is no significant difference ($p > 0.05$) in the communication skills of the gifted students according to the mother's occupation status. Accordingly, the communication skills of gifted students whose mothers are in different occupational groups are similar. In the fifth sub-problem of the study, "Is there a significant difference in the communication skills of gifted students according to the educational status of the fathers of the students?" The answer to the question has been sought. The data obtained are shown in Table 5.

Table 5: Evaluation of the Communication Skills of the Gifted Students according to the Educational Status of the Fathers of the Students

Total	SS	df	KO	F	p
Intergroup	2309,550	2	1154,775	4,279	,016
Ingroups	41828,222	155	269,859		
Total	44137,772	157			

1: secondary or primary education 2: high school program 3: undergraduate and graduate programs

As seen in Table 5, there is no significant difference ($p > 0.05$) in the communication skills of the gifted students according to the educational status of the father. Accordingly, it can be said that the communication skills of the gifted students whose fathers are at different educational levels are similar.

In the sixth sub-problem of the study, "Is there a significant difference in the communication skills of gifted students according to the father's occupation?" The answer to the question has been sought. The data obtained are shown in Table 6.

Table 6: Evaluation of the Communication Skills of the Gifted Students according to the Father's Occupational Status

Total	SS	df	KO	F	p
Intergroup	611,436	2	305,718	1,089	,339
Ingroups	43526,336	155	280,815		
Total	44137,772	157			

1: Employer and manager 2: Officer 3: Worker

As seen in Table 6, there is a significant difference ($p < 0.05$) in the communication skills of gifted students according to their father's occupation status. Tukey test was performed to understand the source of the difference. According to the results of the Tukey test, the mean scores of those who graduated from high school programs (83.96) and those who graduated from undergraduate and graduate programs (86.30) are significantly higher. Accordingly, it can be said that as the education level of the fathers of gifted students increases, their communication improves.

"Is there a significant difference in the communication skills of gifted students according to the number of siblings of the students?"

Table 7: Evaluation of Communication Skills of Gifted Students According to the Number of Siblings

Total	SS	df	KO	F	p
Intergroup	2162,038	2	1081,019	3,992	,020
Ingroups	41975,734	155	270,811		
Total	44137,772	157			

As seen in Table 7 there is no significant difference ($p>0.05$) in the communication skills of the gifted students according to the number of siblings of the students. Accordingly, it can be said that the number of siblings of gifted students does not affect the communication skills of the students. In the eighth sub-problem of the study, "Is there a significant difference in the communication skills of gifted students according to the birth order of the students?" The answer to the question has been sought. The data obtained are shown in Table 8.

Table 8: Evaluation of Communication Skills of Gifted Students According to the Birth Order of the Students

Total	SS	df	KO	F	p
Intergroup	75,223	2	37,612	,132	,876
Ingroups	44062,549	155	284,275		
Total	44137,772	157			

As seen in Table 8, there is no significant difference ($p>0.05$) in the communication skills of the gifted students in the order of birth of the students. Accordingly, it can be said that the number of siblings of gifted students does not affect the communication skills of the students.

DISCUSSION

According to the findings of the study, the gender of gifted students affects their communication skills. Similar to the findings of the study, Perham (2012), Alfarah (2013), Kara (2020), and Kaya et al. (2016) stated in their research that the communication skills of gifted students differ significantly according to gender. However, as a result of our research, it was found that the communication skills of gifted male students were significantly higher than female students. This contradicts the finding in Kara's (2020) study that the communication skills of gifted female students are significantly higher than male students. In studies conducted with students with typical development, it has been stated by various researchers that gender affects communication skills (Saygı Değer 2004; Altıntaş, 2006; Karatekin, et al., 2012; Erigüç et al., 2013). Accordingly, it can be said that the gender variable affects communication skills for typically developing and gifted students.

According to the findings of the study, the educational status of the parents affects the communication skills of gifted children. As a result of the research conducted by Karatekin et al. (2012), it was seen that the educational status of the students' parents had an effect on the communication skills of primary school students with typical development. In his study, Saygı Değer (2004) found that while the communication skills of high school students differed according to the education level of the mother, did not differ according to the education level of the father. This result is similar to the finding of our study that communication skills differ according to the education level of the father. Bingöl and Demir (2011) found in their study with university students that there was no significant difference between the education level of the mother and the father and the communication skill level. In addition, the communication skills of gifted students and typically developing students are affected differently by the educational status of their parents. In a study in which the language development of 1720 children was followed in Australia, the educational status of the mother was determined as a risk factor for speech late, and they stated that especially higher education level was related to the symbolic aspect of communication (Reilly et al., 2007). According to the results of Glumbić, and Brojčin (2012), mother's education level has a positive effect on some elements of the

language structure of their children, such as logic and morphological syntax. Based on all these results, it can be said that the educational status of the parents of the gifted students affects the communication skills of the students.

According to the findings of the study, while the father's occupation level affects the communication skills of gifted students, the mother's occupation level does not. The communication skill averages of the gifted children whose fathers are in senior positions are significantly higher than the civil servant and worker groups. In parallel with this finding of the study, İlaslan (2001) found that the communication skills of secondary school students with typical development differ according to their father's occupation. In addition, Kayabaşı and Akcengiz (2014) found that the communication skills of the children of families with a high socio-economic level were significantly higher in their study in which they examined the communication skills of university students according to sociocultural characteristics. On the other hand, Saygı Değer (2004) found that the level of the mother's occupation affects the communication skills of students in his study with students with typical developmental levels. The professional level of the mother and father of gifted and typically developing students may affect their communication skills differently. It is thought that this difference will also affect the education levels of the students. Based on these results, the father's occupation level affects the communication skills of gifted students.

According to the other findings of the study, gifted students' enjoyment of group work, the number of siblings, and birth order do not affect their communication skills. Similar to this finding, Altunok (2019), in his thesis study conducted with preschool children, concluded that communication skills do not differ significantly according to the birth order of the child and the number of children in the family. Bingöl and Demir (2011) also found that there was no significant difference between the number of siblings and communication skill levels in their study with university students. Kaya et al. (2015) found in their research that there was no significant difference between the communication skills of secondary school students who were diagnosed with giftedness and continued to BİLSEMS and those who were not diagnosed and continued to regular secondary schools. Based on these results, it can be said that some biological characteristics of gifted students, such as the number of siblings and birth order, do not affect their communication skill levels.

CONCLUSION and IMPLICATIONS

In this study, the communication skills of gifted students were examined in terms of different variables. According to the findings of this study, while the communication skills of gifted students differ according to gender, parental education level, and father's occupation variable, there is no significant difference according to the variable of the number of siblings, birth order, and enjoying group activities. The findings of the study revealed parallel results with the results of various studies on the communication skills of gifted students (Tatkovic et al., 2005; Perham, 2012; Alfarah, 2013; Kara, 2020). It has similar results to the results of research examining the communication skills of individuals with typical development regarding different variables (İlaslan, 2001; Bingöl & Demir, 2011; Kayabaşı & Akcengiz, 2014; Altunok, 2019). Based on these results, some suggestions that can shed light on researchers, educators, and program design experts can be listed as follows:

1- In this study, the communication skills of gifted students were examined according to the variables of gender, education level of parents and occupation, number of siblings, birth order, and enjoying group activities. Unlike these variables, the level of influence of various socio-cultural or biological variables on the communication skills of gifted students can be examined.

2- In this study, the variables that are thought to affect the Interpersonal Communication skills of gifted students were selected and their impact status was examined. Communication skill levels of

gifted students related to Self-Personal Communication, Organizational Communication, and Mass Communication, which constitute all communication skills, and the relationship between these skills and their sub-dimensions can be examined.

3- In this study, the communication skills of gifted students were examined in terms of different variables. Interpersonal Communication skills of gifted and typically developing students can be examined comparatively in terms of various variables. In addition, the skill levels of gifted and typically developing students in Self-Personal Communication, Organizational Communication, and Mass Communication can also be compared.

4- The participants of this research consist of 160 gifted students between the ages of 11-13 the communication skills of gifted students in different age groups can be investigated in terms of various variables. In addition, studies can be carried out in which more students are determined as participants.

5- This research was carried out with students at the Science and Art Center in Türkiye, where support education is provided in addition to formal education. A similar study can be carried out with students from different education levels such as formal education institutions, Anatolian and Science high schools, and universities that do not attend BİLSEM.

6- Studies can be conducted to examine the effects of various variables or skills that affect the communication skills of gifted students on their communication skills.

The results obtained from this research can inform the teachers of gifted students about what kind of variables they should consider while structuring their lessons. It is hoped that it will guide the education programmers in making program arrangements by considering the various variables that affect the communication skills of the students in the education programs to be implemented in BİLSEMs or formal education. In addition, it is thought that gifted students will provide information to their families, experts, and researchers.

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