Examination of the Relationship between Awareness and Irrational Beliefs of Parents with Gifted Children

Kübra YİĞİT TEKEL[1] **Serap EMİR** [2]

Abstract

In this study, it was investigated whether there is a relationship between parents' irrational beliefs and their awareness of their gifted child. As a method, a correlational survey model was used. The study group, formed through a convenient sampling method, consists of the parents of elementary and middle school students enrolled in a Science and Art Center (SAC) providing special education in Turkey during the 2021-2022 academic year. The sample of the research consists of a total of 289 parents, 247 mothers, and 42 fathers, aged between 23-55. The inclusion criteria for participation in the study require that participants have received a diagnosis as a gifted individual in the SAC identification process for at least one of their children. The Parent Irrational Beliefs Scale, Parent Awareness Scale- Parents with Gifted Children, and Personal Information Form were used as data collection tools in the study. Research variables were examined in terms of gender, employment status, parental education level and age, and the data were tested with independent group t-tests and ANOVA. As a result of the research; a negative significant relationship was found between the awareness of parents with gifted children and their irrational beliefs. While there was a negative significant relationship between the irrational beliefs of parents with gifted children and the sub-dimensions of parental awareness scale, perfectionism and self-directedness- responsibility, there was no significant relationship between parents' irrational beliefs and motivation- success and stress- conflict dimensions. According to the t-test results to analyze whether parents' irrational beliefs and parental awareness differ according to gender and working status; While irrational beliefs differ significantly according to gender, no significant difference was found according to employment status. According to the results of the ANOVA analysis conducted to examine whether there is a difference according to education level and age, irrational beliefs show significant differences according to education level.

Keywords: Gifted and talented, Irrational belief, Parental awareness

Introduction

When a baby is born, it first seeks parental warmth. He finds confidence in that warmth. Being a parent means taking care of a child and supporting them in every way. For parents with a gifted child, the situation is a little different. Because gifted students have exceptional characteristics compared to their peers (Sternberg & Zhang, 1995). In addition to showing advanced performance in particular areas

[1] Ph.D Student, Istanbul University-Cerrahpasa, Institute of Graduate Studies, Program in Education of Gifted Education, Turkey, kubra.yigittekel@ogr.iuc.edu.tr, ORCID: 0000-0002-5456-3568

[2] Prof. Dr., Istanbul University-Cerrahpasa, Hasan Ali Yücel Faculty of Education, Department of Gifted Education, Turkey, serap.emir@iuc.edu.tr, ORCID: 0000-0001-7577-6012

compared to their peers (Marland, 1972), they have more vulnerable and sensitive characteristics (Silverman, 1993). These features sometimes appear as difficulties for the individual and the family. Although the families of gifted individuals differ in terms of their education level, occupation, economic income, and professional interests, it can be said that the family of the gifted child also faces unique challenges (Morawska & Sanders, 2009).

One of the difficulties experienced by parents is related to how they behave towards their gifted child. When a child is diagnosed as a gifted individual, parents may overemphasize intelligence and even approach it in a narcissistic way. This situation harms the child's psychology and parent-child relationship (Cornell, 1984; cited in Cornell, 1989). On the other hand, parents may be worried that their gifted child will see themselves as superior to others (Silverman, 1998). Another difficulty experienced by parents with gifted children is the feeling of inadequacy. Parents take an active role in meeting the educational needs of their gifted children. This role creates anxiety in parents about not being able to meet the educational needs of their children (Dettmann & Colangelo, 1980). Some of the difficulties stated by SAC parents are; the inadequate physical structure of the institution, inadequate training of teachers regarding talent, and the excessive and unusual demands of their children (Karakuş, 2010; Sarıtaş et al., 2019).

Parents have a very important role in recognizing, nominating, diagnosing, and receiving appropriate education for a gifted child as early as possible (Dağlıoğlu & Alemdar, 2010). In the process of fulfilling this role, the needs of parents with gifted children also differ. Often parents emphasize academic anxiety and the need for social/behavioral development. At the same time, they also have concerns about meeting these needs. Supporting student motivation, understanding adolescent giftedness, and planning career development are also seen as needs by parents with gifted children (Bloom, 1985; Dangel & Walker, 1991).

Parents who care about success and effort also have high educational expectations for their gifted children. In this context, they have high expectations from Science and Art Centers (SAC), which implement educational programs for gifted students (Bloom, 1985; Karakuş, 2010). In the study of Çamdeviren (2014) and Avcı & Demirok (2022), families received from SAC; There are expectations such as longer education hours and weekends, having advanced equipment, and being structured in a way that contributes to school lessons and success. Just as parents have expectations from SAC, they also have expectations from their gifted children. These expectations are sometimes irrational. Of course, every parent has certain expectations regarding their child's future, but having a gifted child can also bring unrealistic and impractical expectations.

The irrational expectations of the parents not only negatively affect the parent-child interaction but also cause undesirable behaviors in children (Hamamcı & Bağcı, 2017). According to Grusec (2007), parents' approaches toward their children are effective in the child's behavior and the parent's direction of the child's actions. Irrational thoughts affect the perfectionist attitude of parents in the process of raising children (Özbiler, 2017). In fact, the parent's high expectations and pressure on their gifted child negatively affects their career development (Şama, 2020). Karakuş-Atabay (2000) emphasizes that the pressure for success that gifted students perceive from their mothers negatively affects the social adaptation process. Parents' oppressive attitudes and approaches also negatively affect the psychological health of the gifted individual (Dwairy, 2004).

According to rational psychotherapy, individuals' emotional problems are sometimes due to the irrational expectations and beliefs of either the individual themselves or those around them. Because emotions are constructs connected to thoughts. Irrational ideas are also related to the social structure, culture, mass media, and family life of the individual (Ellis, 1989). There are 11 types of irrational beliefs. These are disaster, guilt, approval, care and help, blame and punishment, avoidance and inertia, independence, decline, anticipated misfortune, control of emotions, and perfection (Denoff, 1988).

Parents intensely; they have irrational beliefs such as "I must always be a loving parent in order to gain the approval of my child" (Ackerman, 1991, p.52). Parents with gifted children; "As a parent with a gifted child, I must be perfectly competent and perfect." "Either everything will be perfect or they will not get the support they deserve and they will run out." They may have irrational thoughts such as "I am afraid and worried about the future of my gifted child or an uncertain and potentially dangerous situation" (Çiftçi, 2020. p. 87).

Parents' irrational thoughts harm their children's world. Eryüksel & Akün (2003) found a significant relationship between the intensity of the parent's irrational beliefs and the depression of the child in adolescence. According to Uzun and Avcı (2021), irrational beliefs of fathers are especially related to anxiety in children. It is very important for the social-emotional development of the child that the parents of gifted children have rational expectations and a supportive parental attitude. A positive parent-child relationship is very important for the child to feel safe and to develop his/her abilities and be successful (Afat, 2013; Campbell, 1996). Perceived parental support is associated with increased self-esteem in children (Albayrak-Dengiz & Yılmaz, 2015; Enright & Ruzicka, 1989). It is stated that especially mother support as a parent is more effective in self-esteem.

For many parents, educating a gifted child is filled with inexperience. They do not know how to support their children or how to approach them, and they do not know where to find this information (Ruf, 2005). Parent education has an important effect on both raising awareness of parents with gifted children and having a supportive attitude. When the relevant literature is examined, it is possible to reduce parental education and parents' irrational beliefs and stress levels; It has been observed that it affects increasing their psychological resilience, parental awareness, self-efficacy, and parent-child communication (Afat 2013; Çiftçi, 2020; Kahraman & Tanrıkulu, 2019; Leana-Taşcılar et al. 2016; Mathews, 1981; Oğurlu, 2016). Parent education is a very important developmental initiative in every intellectual structure in every developmental period. At the same time, this change seen in parents is reflected in the lives of their children.

When the literature on gifted parents is examined, it is seen that parents' competencies, awareness, or attitudes about parenting are emphasized rather than their irrational beliefs (Afat, 2013; Coşkun et al. 2019; Dwairy, 2004; Oğurlu et al. 2015; Yazdani & Daryei, 2016). Studies on the irrational beliefs of parents with gifted children are quite limited (Aydın & Buğa, 2020). Studies in which parents' irrational beliefs and parental awareness were examined according to various variables are given in Table 1.

Table 1

Variables Associated with Parental Awareness and Irrational Beliefs

Variables associated with parental awareness	*Variables associated with parent's irrational beliefs*
- Parental self-efficacy (Oğurlu, 2016), - Awareness levels of mothers and computer game addiction of gifted children (Nayın- Arıca, 2021), - Children's anxiety and aggression levels (Uzun & Avcı, 2021).	- Conflicts between parent and child (Robin & Foster, 1989), - Parental depression (Webster-Stratton & Hammond, 1988), - Parental competence perception (Ackerman, 1991), - Parent education level (Ackerman, 1991; Çekiç et al., 2019), - Parental stress level (McDonalt, 1993; Starko, 1993), - Depression of adolescents (Eryüksel & Akün, 2003), - Life satisfaction (Çekiç et al., 2019), - Test anxiety of the child (Gümüşkaynak, 2019), - Adolescent drug use (Denoff, 1988).

When Table 1 is examined, the relationships between parental awareness and irrational beliefs with various variables were examined, but no study focusing on the relationship between these two variables was found.

Few studies in Turkey aim to reduce parents' irrational beliefs about parent education. (Çiftçi, 2020; Oğurlu and Kahraman, 2018). The topics emphasized in parent education studies and the SAC parent education program primarily revolve around the social relationships of gifted and talented individuals and the development of coping skills (such as managing stress and perfectionism) (Acar-Arıcan, 2019; Ministry of National Education [MEB], 2019; Oğurlu, 2016). Throughout the educational process, the main focus is largely on raising awareness about the characteristics of gifted children and how to support their development. Information provided regarding irrational beliefs tends to remain at the level of awareness. Parent education aimed at families of gifted children has notably increased over the past decade. When examining the educational content, there is a noticeable trend toward enhancing parental attitudes and parental awareness (Acar-Arıcan, 2019; Kahraman & Tanrıkulu, 2019; Oğurlu, 2016). It is hoped that the present study will also guide parent education studies to examine the

irrational beliefs and awareness levels of parents with gifted children and to raise awareness of these beliefs.

Parental awareness of the uniqueness, special needs, and developmental differences of the gifted child can prevent emotional problems that the gifted individual may experience in the future (Sebring, 1983). Parental awareness is very important in the process of discovering and supporting the potential of the gifted student. Examining the relationship between irrational beliefs and parental awareness is important to enhance the effectiveness and scope of parent education programs provided to parents of gifted children. Additionally, this current study will provide an opportunity to shed light on an aspect that needs to be addressed in guidance and counseling processes for gifted individuals and their families.

In this context, the current research will provide the basis for awareness studies and parent training to see if parents' awareness and irrational beliefs are related to each other and to develop in both dimensions. Within the scope of the research, the relationship between irrational beliefs and the awareness of the parents of gifted students was examined. Along with this main purpose, answers are sought for the following sub-problems:

- Is there a significant relationship between the irrational beliefs of parents with gifted children and parental awareness?

- Is there a significant relationship between the irrational beliefs of parents with gifted children and parental awareness sub-scores (motivation-success, conflict-stress, perfectionism, self-management-responsibility)?

- Is there a significant difference in the awareness and irrational beliefs of parents with gifted children according to gender, employment status, education level and age?

Method

In this part of the research, information about the research model, sample, data collection tools, data collection process, and analysis is given.

Research Model

The current research aims to examine whether there is a relationship between the irrational beliefs of parents with gifted children and parental awareness. In addition, the relationship between parents' irrational beliefs and awareness of various variables was also sought to be examined. Correlational scanning method was used in the research. The correlational scanning method defines the relationship between variables. The correlation coefficient provides information about the direction and magnitude of the relationship (Büyüköztürk et al., 2012; Büyüköztürk, 2018).

Participants

The universe of the research consists of the parents of gifted students registered in SAC in Istanbul in the 2021-2022 academic year. The inclusion criteria for participation in the study require that participants have received a diagnosis as a gifted individual in the SAC identification process for at least one of their children. The sample of the study was determined by the convenience sampling method so

that the researcher can reach the people who will be involved in the research quickly and easily (Baltacı, 2018). A total of 289 parents, including 247 mothers and 42 fathers with gifted children, participated in the study. The descriptive analysis of the parents is presented in Table 2.

Table 2

Descriptive Analysis Results of Parents' Personal Information

Variables		*f*	%
Gender	Female	247	85,5
	Male	42	14.5
Occupational Status	Actively working	147	50,9
	Non-working	142	49,1
Education Level	Primary	19	6,6
	Secondary	57	19,7
	Undergraduate	181	62,6
	Postgraduate	32	11,1
Age	<35	31	10,7
	36-40 years	102	35,3
	41-45 years	100	34,6
	46+	56	19,4
	Total	289	100

According to Table 2., it is seen that the majority of the parents are women (85.5%). 50.9% of the parents are working; It is seen that 49.1% of them do not work in any job. The majority of the parents have undergraduate education (62.6%) and 35.3% of them are between 36-40 years of age; It is seen that 34.6% of them are between the ages of 41-45.

Data Collection Tool

As a data collection tool in the research, "Parents' Irrational Beliefs Scale" was used to measure parents' irrational beliefs about raising children and being parents, Parental Awareness Scale (Parents with a Gifted Child– EFÖ-ÜZÇE) was used to measure their awareness of their gifted children and the Personal Information Form created by the researchers were used.

Parents' Irrational Beliefs Scale (PIBS)

"Parents' Irrational Beliefs Scale", developed by Kaya & Hamamcı (2011) based on Ellis' Rational Emotional Behavior Model, is a valid and reliable measurement tool to measure parents' irrational thoughts in the child-rearing process. The internal consistency values of the scale are between .86 and .89. The test-retest stability coefficient of the scale is between .80 and .84. The 29-item 5-point Likert-type

scale has two sub-scale (expectations and perfectionism). A high score on the scale indicates that the cognitive distortions of the parents are intense. In the expectations dimension of the scale, the Cronbach Alpha internal consistency coefficient in this study was .879; In the perfectionism dimension, it was found to be .918. The Kaiser Meyer-Olkin (KMO) test was used to reveal the suitability of the data for factor analysis. The KMO value of the scale was found to be .921 for this scale.

Parental Awareness Scale (Parents with a Gifted Child - EFÖ-ÜZÇE)

It was developed by Afat (2013) to measure the awareness of parents with gifted children. The 39-item five-point Likert-type scale has four sub-scale (conflict-stress, perfectionism, motivation-success, and self-management and responsibility). The scale measures the differences of parents regarding each sub-dimension in their gifted child. The rating of the scale was determined as "1" with the lowest value and "5" between the expressions "I totally disagree" and "I totally agree". Some items in the scale were reverse-coded. In the evaluation of the scale, these items are recoded in the reverse direction from "Totally Agree: 1" to "Strongly Disagree: 5", from "Agree: 2" to "Disagree: 4".

In the development process of the scale; Established the item pool (pre-test form with 168 items), got expert opinions (opinions were taken from 9 experts and 2 Turkish teachers), pre-testing, applied the scale draft to the study group, and applied the pre-test form to the study group passed through the validity and reliability calculation stages. The difficulty level of the total score of the scale was 2.2, the Cronbach Alpha internal consistency coefficient was 0.660; conflict and stress .85, perfectionism .66, motivation and success .70, responsibility-self-direction .51, and the total internal consistency coefficient of the scale .83. A high score on the scale indicates that families have a high awareness of their gifted children (Afat, 2013). In this study, the Cronbach Alpha internal consistency coefficient of the scale was r= .854; The KMO value was found to be .885.

Personal Information Form

Information about the gender, age, employment status, and education level of the parents participating in the study was collected with a personal information form prepared by the researchers.

Data Collection Process

First of all, permissions for the use of scales have been obtained. For the research, an application was made to the Ethics Committee of Istanbul University- Cerrahpasa, Social and Human Sciences Scientific Researches, and the permission of the ethics committee numbered 2022/149 was obtained. Data collection tools converted into an online form were sent to parents who would participate in the research through instant messaging applications and email. The transmitted form included information about the purpose of the study and data confidentiality. Parents participated in the study on a voluntary basis by filling out consent forms. The data for the research was collected by the primary researcher after obtaining the necessary permissions.

Data Analysis

The assumption of normality is the most common in the preparation and use of statistical procedures. Parametric tests assume that the data come from a normal distribution (Thode, 2002). To test whether this assumption was met in this study, Kolmogorov-Smirnov values and skewness and kurtosis

coefficients of the participants' EFÖ-ÜZÇE and PIBS scores were examined. The obtained values are given in Table 3.

Table 3

Normality tests of the study group's scores obtained from EFÖ-ÜZÇE and PIBS

Scale	$\bar{x}$	*SD*	Median	Kolmogorov- Smirnov	Skewness	Kurtosis
EFÖ-ÜZÇE	143.00	14.86	143.00	.200	-.005	-.081
PIBS	60.67	16.55	58.00	.000	.493	-.216

EFÖ-ÜZÇE= Parental Awareness Scale-Parents with Gifted Children, PIBS= Parents' Irrational Beliefs Scale

When Table 3, the Kolmogorov-Smirnov value for the scores obtained by the participants from EFÖ-ÜZÇE is greater than .05, that is, it is normally distributed; Considering the values related to the scores obtained from the PIBS, the Kolmogorov-Smirnov value is less than .05, and when the skewness and kurtosis coefficients are examined, it is seen that these coefficients are in the range of -1 to +1. It was decided to use the T-test, One-Way Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation Technique in the analysis of the data obtained at the end of the normality analysis. T-test to analyze whether parents' irrational beliefs and parental awareness differ by gender and employment status; ANOVA analysis was used to examine whether there was a differentiation according to education level and age. Variables that differed significantly as a result of the analyzes were analyzed with the Pearson Product Moment Correlation coefficient. The predictive level of parental awareness in terms of parents' irrational beliefs was examined by regression analysis. Statistical analysis of the research was done using SPSS 26.00 data analysis program. A significance level of 0.05 was accepted in the study.

Findings

In this part of the study, the data collected with PIBS and EFÖ-ÜZÇE were analyzed and interpreted by tabulating according to the level of significance. Pearson Product-Moment Correlation Analysis was conducted to determine the relationships between awareness and irrational beliefs of parents with gifted children and to show the magnitude and direction of these relationships.

Findings of the First Sub-Problem

The first sub-problem of the study was "Is there a significant relationship between the awareness of parents with gifted children and their irrational belief scores?" expressed as. The obtained results are presented in Table 4.

Table 4

Correlation test results of awareness and irrational belief scores of parents with gifted children

Variables	*N*	*R*	*p*
EFÖ- PIBS	289	-.264	**.000***

**p*<.05

A significant negative correlation was found between the awareness of parents with gifted children and their irrational beliefs (r= -.264, p< 0.05, Table 4).

Findings of the Second Sub-Problem

In this part, Pearson Product-Moment Correlation Analysis was performed to analyze the relationships between parents' irrational beliefs and EFÖ-ÜZÇE sub-dimensions (motivation-success, conflict-stress, perfectionism, self-direction-responsibility).

The second sub-problem of the study was, "Is there a significant relationship between PIBS and EFÖ-ÜZÇE sub-dimensions (motivation-success, conflict-stress, perfectionism, self-direction-responsibility)?" expressed as. The obtained results are presented in Table 5.

Table 5

Correlation Test Results of Irrational Beliefs and Parental Awareness Sub-Scores of Parents with Gifted Children

Variables		*N*	*r*	*p*
PIBS	Motivation-success	289	.005	.933
	Conflict-stress	289	.005	.936
	Self-management-responsibility	289	-.264	**.000***
	Perfectionism	289	-.567	**.000***

**p*<.05

When Table 5 is examined, there is a correlation between the irrational beliefs of parents with gifted children and the motivation-success sub-dimension (r= .005, p>.05); There was no significant relationship between the conflict-stress sub-dimension (r= .005, p>.05). It was determined that there was a low negative correlation between the irrational beliefs of parents with gifted children and the self-management and responsibility sub-dimension (r= -.264, p<.05), and a moderately significant negative correlation between the perfectionism sub-dimension (r= -.567, p<.05).

Findings of the Third Sub-Problem

In this section, an independent sample t-test, which measures the significance of the difference between the two averages, is used to examine whether there is a statistical difference according to gender and employment status in terms of parents' awareness levels and irrational beliefs; was tested with one-way

analysis of variance (ANOVA) to examine whether there was a significant difference according to education level and age in terms of parents' awareness levels and irrational beliefs.

The third sub-problem of the study was "Is there a significant difference in the awareness and irrational beliefs of parents with gifted children according to gender, employment status, education level, and age?" expressed as. The obtained findings are presented in Tables 6, 7, 8, and 9.

Table 6

T-Test Results of Parental Awareness and Irrational Belief Scores by Gender of Parents

	Variables	*N*	$\bar{x}$	*SS*	*sd*	*t*	*p*	*η2*
EFÖ-ÜZÇE	Female	247	143.67	14.90	287	1.863	.064	
	Male	42	139.07	14.12				
PIBS	Female	247	59.19	15.78	287	-3.771	**.000***	.047
	Male	42	69.38	18.43				

*p<.05

Independent Sample t-Test was conducted to analyze the difference between parental awareness and irrational belief scores of male and female parents in the study group. When variance homogeneity was examined with the Levene test, it was seen that the variance values were equal for EFÖ-ÜZÇE (F= .081, p= .064, p>.05), and the variances were equal for PIBS (F= .99, p=.00, p<.05). According to the t-test results, while there was no significant difference between the parental awareness scores of male and female parents (p>.05, Table 6.), there was a significant difference between the irrational belief scores (p<.05, Table 6). It is seen that the irrational belief scores of women ($\bar{x}_{female}$ =59.19) are lower than that of men ($\bar{x}_{male}$=69.38). It is seen that the effect level of gender on parents' irrational belief levels is η2 = .047. According to Kirk (1996), this value represents the low-level impact value.

Table 7

T-Test Results on Self-Awareness and Irrational Belief Scores of Working and Non-Working Parents

	Variables	*N*	$\bar{x}$	*SS*	*sd*	*t*	*p*
EFÖ-ÜZÇE	Actively working	147	143.31	14.84	287	.368	.714
	Non-working	142	142.67	14.92			
PIBS	Actively working	147	60.61	17.41	287	-.054	.957
	Non-working	142	60.72	15.68			

When Table 7, an Independent Sample t-Test was conducted to analyze the difference between parental awareness and irrational belief scores of actively working and non-working parents. According to the t-test results, there is no significant difference between parental awareness and irrational belief scores of actively working and non-working parents (p>.05, Table 7).

Table 8

ANOVA test results regarding the examination of the awareness of parents with gifted children in terms of education level and age variable

Variables	Source of Variance	Sum of Squares	*df*	Mean of squares	*F*	*p*
Education Level	between groups	689.534	3	229.845	1.041	.375
	within groups	62927.463	285	220.798		
	Total	63616.997	288			
Age	between groups	70.07	3	23.35	.105	.957
	within groups	63546.92	285	222.97		
	Total	63616.99	288			

According to the ANOVA test result in Table 8, there was no statistically significant difference between the mean awareness scores of parents with gifted children according to education level (F= 1.041; p> .05) and age variable (F=.107, p>.05). This situation shows that the education level and age of the parents are not effective on the level of parental awareness.

Table 9

ANOVA test results regarding the examination of irrational belief scores of parents with gifted children in terms of education level and age variable

Variables	Source of Variance	Sum of Squares	*df*	Mean of squares	*F*	*P*	Significant difference	*η2*
Education Level	between groups	3010.814	3	1003.605	3.766	**.011***	primary> undergraduate, primary> postgraduate, secondary> undergraduate	**.**038
	within groups	75944.958	285	266.474				
	Total	78955.772	288					
Age	between groups	89.06	3	29.69	.107	.956		

within groups	78866.70	285	276.72
Total	78955.77	288	

According to the results of the ANOVA analysis given in Table 9, the irrational beliefs of the parents show a statistically significant difference in terms of education level. In order to determine the source of this difference an LSD post hoc multiple comparison test was performed. As a result of the analysis;

The irrational belief means a score of the parents at the primary school level ($\bar{x}_{primary}$= 69.00) is statistically significantly higher than the irrational belief mean score of the undergraduate parents ($\bar{x}_{undergraduate}$= 58.85) and the irrational belief mean score of the graduate level parents ($\bar{x}_{postgraduate}$= 58.65). Again, the mean irrational belief score of the parents with secondary education level ($\bar{x}_{secondary}$= 64.78) is statistically significantly higher than the mean score of irrational beliefs of the parents at the undergraduate level ($\bar{x}_{undergraduate}$= 58.85). The effect level of education level on the parent's irrational belief level is η2 = .038, and according to Kirk (1996), the η2 value being between .01 and .06 is interpreted as a low level effect.

On the other hand, there was no statistically significant difference between the mean scores of parents' irrational beliefs according to the age variable. (F= .107, *p*> .05). This result reveals that the age of the parents is not effective in determining their irrational beliefs.

Discussion

This research aims to examine the relationship between parents' irrational beliefs and their awareness of their gifted child. Research findings regarding the first research question show that there is a negative significant relationship between parents' awareness and irrational beliefs. This result means that as the awareness of parents with gifted children increases, their unreasonable expectations and attitudes decrease. Çiftçi (2020) also states that having a rational perception of parents positively affects parenting style and parent-child interaction. At this point, this finding obtained in the research is in parallel with the results of similar studies. It is known that the irrational beliefs of parents with the helicopter, authoritarian and overprotective parental attitudes are high (Güler, 2017; Ingram et al. 2001; Yeşilyurt, 2017; Yurdakul, 2021). Ergas (2002) states that parents' awareness of their irrational beliefs raises the awareness of parents with gifted children and those irrational expectations and perfectionism should be replaced by meaningful and positive beliefs (cited in Afat, 2013). In this context, a qualitative study can be carried out to obtain detailed information about the irrational expectations and beliefs of parents with gifted children.

Regarding the second research finding, the research examined the relationship between the irrational beliefs of parents with gifted children and the sub-dimensions of EFÖ-ÜZÇE (motivation-success, conflict-stress, perfectionism, self-management-responsibility). While there was no significant relationship between the irrational beliefs of parents with gifted children and motivation-success and conflict-stress sub-dimensions, it was concluded that there was a negative significant relationship between self-directedness-responsibility and perfectionism sub-dimensions. This result indicates that as

the irrational beliefs of parents with gifted children increase, their awareness of their children's perfectionistic tendencies and responsibilities decreases. Gavita, David, and DiGuiseppe (2014) stated that the negative cognitive structure of parents leads to negative evaluations and low self-efficacy both for themselves and their children. This seems to negatively affect the child's self-perception as well. It is also very valuable for student success that parents have the necessary awareness for the development of their gifted child's ability to take responsibility and self-management (Afat, 2013). However, it is thought that with the change in parents' irrational attitudes and behaviors, development can be seen in this area as well.

When the literature on parents' awareness of their children's perfectionist structures is examined; It is stated that parents are concerned about their gifted children's fear of success and perfectionism (Hodge & Kemp, 2006). Parental anxiety can sometimes lead to negative aspects of their children's perfectionism. As Silverman (2007) stated, the positive emergence of perfectionism is related to the cognitive dimensions of individuals. A longitudinal correlational study conducted by Damian et al (2013) also suggests that socially prescribed perfectionism in adolescents increases over time in relation to parental high expectations. Additionally, in line with the information emphasized in the meta-analysis study by Smith et al (2022), it is compatible with the idea that parents' irrational perfectionistic tendencies towards themselves overlap with their children's perfectionism concerning themselves and their surroundings. As a result, it can be seen that the irrational expectations and criticisms of the family indicate the lack of awareness of the parent towards perfectionism in their child, and Frost et al. (1990) stated that the irrational expectations and criticisms of the family can increase the child's perfectionism. The parents of a gifted child should be supported educationally to develop awareness regarding unrealistic expectations and perfectionist attitudes towards their children, as well as to encourage their children to take on responsibilities.

The findings related to the third research question examined the awareness and irrational beliefs of parents with gifted children based on certain demographic characteristics. It was concluded that the awareness of the parents did not differ in terms of gender. In the study of Nayın-Arıca (2021) and Telef (2013), it is seen that the awareness of parents about their gifted child is similar. It was concluded that the irrational beliefs of the parents differed in terms of the gender variable and that the fathers had more irrational beliefs than the mothers. When the literature is examined, it is known that the findings in similar studies differ. While a study concluded that mothers have unrealistic expectations compared to fathers (Aydın & Buğa, 2020), several studies reveal that parents' irrational beliefs do not differ according to gender (Çekiç et al., 2019; Hamamcı & Bağcı, 2017; McDonalt, 1993; Starko, 1993). It is thought that this situation is because the study group does not show similarities with each other in various aspects. These variables can be reanalyzed with a different province and a sample with different demographic characteristics. In terms of gender, it is observed that the number of fathers participating in the research is lower than mothers. Possible reasons for this situation may include focusing on maternal development and emphasizing maternal development when referring to parental development in conducted studies (Tezel-Şahin & Özbey, 2007), as well as the societal aspect of economic support for fathers and the influence of roles and expectations related to child-rearing on mothers (Riley et al., 2000). This issue is one of the limitations of the mentioned article and poses a threat to generalizing the research findings to all parents.

In the study, it was concluded that parental awareness and irrational beliefs did not differ according to the variable of age and working status. According to Ackerman (1991), when we look at the age variable, on the contrary, as the age of the parent increases, irrational beliefs decrease. Dinç (2017)'s study also emphasized that irrational beliefs do not differ significantly according to age. Similarly, in the study by Gavita, David, and DiGiuseppe (2014), it was found that parental irrational thoughts were not related to parental age. When looking at employment status, a study that examined the relationship between mothers' parenting approach, irrational beliefs, and parenting attitudes based on employment status, attitudes, and irrational beliefs did not show any differences (Şen-Akkoyun, 2019). This result supports the findings of the current research.

While the awareness of parents in the study does not differ according to the level of education, irrational beliefs differ significantly according to the level of education. Parents whose education level is primary school, then those with undergraduate and graduate education; It has been concluded that parents with secondary education have more irrational perceptions and beliefs than parents with undergraduate education. There are also studies in the literature that indicate that as the education level of parents increases, their irrational beliefs decrease (Ackerman, 1991; Aydın & Buğa, 2020; Çekiç et al., 2019; Gümüşkaynak, 2019; Oğurlu & Kahraman, 2018). In individual and group guidance and counseling activities provided to parents of gifted children, it is recommended to address irrational beliefs and create awareness for the development of rational expectations in place of these beliefs.

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