

The Relationship Between Perceived Parental Attitudes and Career Development of Gifted Secondary School Students*

Özel Yetenekli Ortaokul Öğrencilerinin Algıladıkları Ebeveyn Tutumu ile Kariyer Gelişimleri Arasındaki İlişki

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ABSTRACT

The purpose of this study was to examine the relationship between parental attitudes perceived by gifted middle school students and career development. The survey model, a quantitative research method, was used in this study. A convenience sample of 281 gifted middle school students was selected for the study. The Personal Information Form, Career Development Scale for Children, and Parental Attitude Scale were used for data collection. Independent two-sample t-tests and Kruskal-Wallis H analyses were used to analyze the independent variables. Pearson correlation analysis was used to determine the relationship between the scales and their directions. To determine the effect of the responsibility and acceptance sub-dimension on the career development scale, linear regression analysis was used. As a result of the research, the career development score average of 8th grade students was found to be significant and higher than that of 7th grade students. According to the variable of father's education level, the group with a father's education level of secondary school and below was found to be significant and higher than the other groups. In addition, the mean score of the Authority and Supervision Subdimension of male students was found to be significantly and higher than the mean score of the Authority and Supervision Subdimension of female students. According to the grade level variable, the Mean Authority and Supervision Subdimension Score of 7th grade students was significantly and higher than the Mean Authority and Supervision Subdimension Score of 8th grade students. In addition, a significant and positive relationship was found between career development and perceived parental attitudes. As a result of the linear regression analysis used to examine the prediction of the career development scale score, the responsibility and acceptance scale scores significantly and positively predicted the career development scale score.

Keywords: Gifted students, career development, parental attitude, education level.

ÖZ

Araştırmanın amacı, özel yetenekli ortaokul öğrencilerinin kendileri tarafından algılanan ebeveyn tutumları ile kariyer gelişimi arasındaki ilişkiyi incelemektir. Araştırma modeli nicel araştırma yöntemlerinden biri olan tarama modelidir. Araştırma, uygun örnekleme yoluyla seçilen 281 özel yetenekli ortaokul öğrencisinin katılımı ile yürütülmüştür. Araştırmanın veri toplama araçları "Demografik Bilgi Formu", "Çocuklar İçin Kariyer Gelişimi Ölçeği" ve "Anne-Baba Tutum Ölçeği" dir. Bağımsız değişkenlerin analizinde Bağımsız İki Örneklem T-testi ve Kruskal Wallis-H analizi yapılmıştır. Bağımlı değişkenler arasında ilişki ve yönü belirlemek için Pearson Korelasyon analizleri yapılmıştır. Sorumluluk ve Kabul Alt Boyutunun Kariyer Gelişim Ölçeği üzerindeki etkisini görebilmek için Doğrusal Regresyon Analizi uygulanmıştır. Araştırma sonucunda 8. sınıf

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öğrencilerinin kariyer gelişim puan ortalaması 7. Sınıf öğrencilerie göre anlamlı ve yüksek tespit edilmiştir. Baba eğitim durumu değişkenine göre ise baba eğitim durumu ortaokul ve altı düzeyinde olan grup diğer gruplara göre anlamlı ve yüksek tespit edilmiştir. Buna ek olarak erkek öğrencilerin Otorite ve Denetleme Alt Boyutu Puanı Ortalaması, kız öğrencilerin Otorite ve Denetleme Alt Boyutu Puanı Ortalamasına göre anlamlı ve yüksek tespit edilmiştir. Sınıf düzeyi değişkenine göre ise 7.sınıf öğrencilerinin Otorite ve Denetleme Alt Boyutu Puanı Ortalaması, 8.sınıf öğrencilerinin öğrencilerin Otorite ve Denetleme Alt Boyutu Puanı Ortalamasına göre anlamlı ve yüksek tespit edilmiştir. Araştırmanın ana bulgusunda kariyer gelişimi ile algılanan ebeveyn tutumu arasında anlamlı ve pozitif ilişki tespit edilmiştir. Kariyer gelişimi ölçeği puanının yordanmasını araştırmak için kullanılan doğrusal regresyon analizi sonuçlarına göre, sorumluluk ve kabul ölçeği puanı kariyer gelişimi ölçeği puanını anlamlı ve pozitif yönde yordamıştır.

Anahtar Kelimeler: Özel yetenekli öğrenciler, kariyer gelişimi, ebeveyn tutumu, eğitim düzeyi.

INTRODUCTION

Gifted children stand out with their intellectual abilities, creativity and sense of mission. They are a country's greatest source of wealth because they can play a crucial role in shaping the future if they receive appropriate education. The discovery, education, and effective employment of gifted children are vital in making the best use of the most valuable assets of the country's human resources (Sak, 2012). This statement was emphasized in the Report of the Parliamentary Research Commission established in 2012 to investigate the education, identification and employment of gifted children. It is considered important for gifted students to choose a profession in which they can benefit society and themselves. At this point, the career development of the gifted is seen as highly valuable. A career is the combination of activities required by all the roles of the individual in life and the roles assumed as employees (Yeşilyaprak, 2021). Career development requires exploring a number of career opportunities, limiting career options according to values, interests and abilities, making the right career choice and being planned to reach the goal (Milgram, 1991). This process has become multifaceted and multi-stage today and focuses on the individual's employability, taking responsibility, increasing knowledge and skills, and demonstrating them (Çine, 2022). In addition, as we look at the 21st century conjuncture, it is important to remember that career opportunities have changed and diversified with the development of technology and increased access to the Internet.

Super (1957) states in his career development theory that career decision covers life stages and is a component of the professional development process. However, when we look at the studies conducted on career in our country, the sample groups of the majority of the studies consist of university-level students (Mert, Duman, & Kahraman, 2019). However, in the secondary school period, students begin to develop vocational expectations, explore professions, form self-efficacy expectations and consolidate their interests (Tracey, 2002; Turner & Lapan, 2005; Hartung, Porfeli, & Vondracek, 2005). As a matter of fact, Jongheon, Lee, and Chun (2016) found in their study that 39.1% of 10th grade students who were talented in science made their career planning during their secondary school years. For this reason, starting career development trainings at an early age will be correct and meaningful in the career journey of the individual. Secondary school age is the transition period to adolescence for many students, and the family factor is the most prominent example among the factors affecting the development of the individual during this period (Kutlu & Apaydın 2019). Furthermore, certain aspects, such as familial dynamics, are seen as potential contributors to psychological issues in students who achieve high academic standing (Haspolat & Yalçın, 2023). At this point, when we consider familial factors, especially authoritarian parental attitudes and parental psychological control are at the forefront (Fuentes et al., 2019; Schleider et al., 2014).

A widespread myth about gifted students is that by virtue of being gifted, they are on a path to a real and meaningful career (Smith & Wood, 2020). The fact that these students are gifted does not necessarily mean that they will be successful in their career choices. Terman and Oden (1976) found that many gifted adolescents have a wide range of interests, and therefore, are confused between career options. Some studies have indicated that gifted students' multiple potentials make their career choices difficult and that they experience uncertainty that causes anxiety as their interest and ability levels increase (Kerr, Colangelo, & Gaeth, 1988; Hollinger, 1991; Wood, 2009). Therefore, a gifted

student with multiple potentials may be afraid of making a wrong career choice and postponing decision making (Jung, 2012). In addition, parental pressure to make the appropriate career selection to please those around them may lead to concern, fear of failure, and indecisiveness (Stewart, 1999). Making career decisions may not be simple for most individuals. When individuals making this decision are gifted, they may often experience the added pressure of the expectations of parents, educators, and others. These students, who willingly or unwillingly internalize their parents' expectations, may surrender their career choices to their parents' expectations instead of acting autonomously in choosing a career in which they will be happy and useful (Ünal & Bayar, 2021). Therefore, gifted students may need career support and interventions that not only help them develop their talents but also help them identify their preferences and interests. Research indicates that perceived support among adolescents is crucial for career development (Kracke, 2002; Hirschi, 2009). Studies have shown that students receive career development support from family, educational institutions, and friends (Weisenberg & Aghakhani, 2007). In addition to these, although there are many factors affecting a child's career development, perhaps the most important of these factors is the family and particularly the parents (Can & Taylı, 2014). In addition, the education and training processes of students do not only consist of the teacher and the student himself/herself. Another factor that affects this process is parental attitude (Demir et al., 2023).

The interaction between career development and parents has also been mentioned in some theories. In Career Structuring Theory, Savickas (2005) argued that individuals create their careers at the end of a process with other actors in society. At this point, he states that individuals aim for a career that they can adapt to with their increasing knowledge, awareness, knowledge-based decisions and personalities as their career stories progress from family to social environment, from social environment to school life, and then to business life. (McMahon & Patton, 2019) The systems theory framework suggests that career decisions can be affected by a number of systems, including personal, social, and environmental/social systems. Social systems include factors such as peers, educational institutions, and workplaces, especially family factors. Roe's Theory of Personality Development and Career Choice places special emphasis on the parent-child bond. According to the notion, a person's motivation for selecting a career would come from their early needs being addressed and their relationship with their parents (Tinsley, 1997).

A number of studies on parental attitudes suggest that parents' attitudes may affect adolescents' career development, aspirations, vocational plans and career exploration (McMahon, Carroll, & Gillies, 2001; Turner, Stewart, & Lapan, 2004). As a matter of fact, McMahon and Watson (2008) conducted a study with an adolescent attending secondary school and reported that parents were influential in the career decision of a secondary school student. In his qualitative study, Özcan (2017) stated that factors such as family, social responsibility, and academic success were effective in the career decision of gifted students. In a study, Jung and Young (2019) found that family views have an impact on vocational intentions, vocational values and vocational attitudes while making career decisions of gifted adolescents. Çine (2022) concluded in his study that the family has the most influence among the social system effects affecting the career of gifted students. Splete and Freeman-George (1985) revealed that parenting style, family structure, family history, family socioeconomic status and parents' attitude towards working life are effective on children's career choices. Bulut and Bacanlı (2022), as a recommendation as a result of the research, state that there are few studies on the family effect in the career development of gifted children. They also draw attention to the importance of addressing the family variable in future studies.

As seen in the literature, research has shown that parental attitudes can have a significant impact on the career development of gifted students. How parents perceive and support their children's talents and interests can have an effect on their children's career goals, the motivation they have, and their success. In this context, understanding the impact of parental attitudes on the career development of gifted students is important in terms of helping gifted students to reveal their potential and to be satisfied in their career journey. However, it is important to note that parental attitudes are not the only factor influencing gifted students' career development. Other factors such as personality types, school experiences, personal interests and abilities, social and cultural influences may also play a role. Consequently, despite the recognized influence of parental attitudes on children's development, the

relationship between perceived parental attitudes and gifted students' career development remains largely unexplored. This study aims to investigate the relationship between perceived parental attitudes and career development of gifted students. In line with this main purpose, the relationship and predictive power of the "Responsibility and Acceptance" and "Authority and Supervision" subscales of the Parental Attitude Scale with the Career Development Scale will be examined. The findings of this study will be useful in establishing the connections between gifted middle school students' levels of career development and their perceptions of their parents' attitudes. The findings may shed light on the role of parenting in shaping the career goals and achievements of gifted students, shaping interventions to support their career development, and contributing to the determination of basic goals for practice that can be used in career psychological counselling and guidance services. Furthermore, this study will also contribute to determining whether the perceived parental attitudes and career development levels of gifted middle school students differ according to gender, grade, perceived socio-economic level, and parental education level. In addition, it is thought that this research will guide future research on the development of career counseling programs to support and plan the career development of gifted middle school students.

METHOD

In this part of the research, information about the model used in the research, the study group, Ethics, information about the participants, the measurement tools used in the research and the analysis of the data will be given.

2.1. Research Design

The survey model, one of the quantitative research designs, was used because the goal of this study is to explain the degree to which parental attitudes perceived by gifted middle school students as "Authority and Supervision" and "Responsibility and Acceptance" predict career development. A study technique called the survey model seeks to characterize a situation, whether historical or present, as it is at that moment (Karasar, 2016).

2.2. Participants

In the second semester of the 2022–2023 academic year, 281 gifted students studying at Science and Art Centers (BİLSEM) in the provinces of Adana and Gaziantep, which are located in Southeast Anatolia and the Mediterranean regions of Turkey, were chosen through accessible convenient sampling to participate in the research. Accessible convenience sampling relies on fully accessible, quickly and easily accessible items (Patton, 2005). Table 1 provides the demographic data for the gifted students taking part in the study.

Table 1

Demographic Information Of The Participants

Variable	Group	n	%
Gender	Male	136	48.4
	Female	145	51.6
Class of Study	5th Grade	71	25.3
	6th Grade	89	31.7
	7th Grade	98	34.9
	8th Grade	23	8.2
Perceived Socio-Economic Level	Low	4	1.4
	Middle	225	80.1
	High	52	18.5
Father's Education Status	Secondary School and Below	19	6.8
	High School	36	12.8
	Associate - Undergraduate	158	56.2
	Master's Degree - Doctorate	68	24.2
Mother's Education Status	Secondary School and Below	26	9.3
	High School	51	18.1
	Associate - Undergraduate	158	56.2
	Master's Degree - Doctorate	46	16.4
	Total	281	100

As shown in Table 1, a majority of participants in the study were female students (51.6%, $n=145$), with 34.9% ($n=98$) being 7th grade students. Additionally, 80.1% ($n=225$) of participants fell under the middle socioeconomic status category. Notably, 56.2% ($n=158$) of the participants' fathers held associate degrees or undergraduate degrees, and an equal percentage (56.2%, $n=158$) of the participants' mothers had completed an Associate Degree or Undergraduate program.

2.3. Data Collection Tools

2.3.1. Personal Information Form

The researchers created a form that inquires about parent and mother's educational level, perceived socioeconomic status, gender, and grade level.

2.3.2. Parental Attitude Scale

Küçüküran (2005) created the Parental Attitude Scale, a 30-item, 5-point Likert-type measure, to find out how primary and secondary school students view their parents' attitudes. The scale has two sub-dimensions: Responsibility/Acceptance and Authority/Supervision. There are 15 items in each sub-dimension. The first dimension includes parents' attitudes showing interest, support and trust, while the second dimension includes attitudes showing pressure and excessive demand. Accordingly, the first dimension refers to responsibility and acceptance, while the second dimension refers to authority and supervision. In the scale application, the absolute values of the scores of the participants' answers to the questions were used. The scale is scored as follows: Always 5; Mostly 4; No opinion 3; Occasionally 2; Never 1. There were no reversed items on the scale, and a minimum score of 15 and a maximum score of 75 were obtained for each dimension. High scores in the responsibility and acceptance dimension indicate that parents accept their children, give them responsibility, trust and support them. On the other hand, low scores indicate that parents are not very interested in their children, are not there for them, and do not trust them. High scores on the authority and supervision dimension are interpreted as indicating that parents exert pressure on their children, impose punishments, cause feelings of guilt, show little or no affection, and embarrass them. Furthermore, high scores on the authority and supervision dimension can be interpreted as parents psychologically controlling their children, in other words, manipulating and pressuring their children's emotions, thoughts, and behaviors. The scale designed by Küçüküran (2005) had a Cronbach's alpha value of .88 for the acceptance and responsibility factor, .85 for the authority and supervision aspect, and .79 for the overall score (Küçüküran, 2005).

2.3.3. Child Career Development Scale

The "Career Development Scale for Children (CCDC)" was used to determine the career development stages of the gifted students who took part in the study. It was first created by Schultheiss and Stead (2004) and translated into Turkish by Bacanlı, Sürücü, and Özer (2007). Super's (1990) model of childhood career development serves as the foundation for the CCDS's theoretical framework. The 52 items of the CCDS, a 3-point Likert-type scale, are divided into 8 subscales. The CCDS has an 8-component structure, just like in the original, according to the findings of the factor analysis used to ascertain its factor structure. The CCDS has an 8-component structure, according to the findings of the confirmatory factor analysis that was done on the test. The Turkish scale's Cronbach Alpha values were as follows: $\alpha=.78$ for the entire scale, $\alpha=.64$ for information, $\alpha=.60$ for curiosity-exploration, $\alpha=.64$ for interests, $\alpha=.76$ for locus of control, $\alpha=.49$ for key figures, $\alpha=.65$ for time perspective, $\alpha=.81$ for planning, and $\alpha=.73$ for self-concept.

2.4. Data Analysis

Data were analyzed using SPSS-27. Frequency tables were created for the socio-demographic questions. In cases where the independent variable subgroups were above 30, parametric tests were preferred, and in cases where they were below 30, nonparametric tests were preferred. An independent two-sample t-test was used for the 2-group gender variable, and Kruskal-Wallis-H analysis was used for the class, socioeconomic status, father's education status, and mother's education status variables with three or more groups, since the number of group observations was less than 30. Pearson's

correlation analysis was used to determine the relationship between scales and their directions. Linear Regression Analysis was applied to see the effect of the Responsibility and Acceptance Subscale on the Career Development Scale. All analyses were applied at alpha=0.05 level.

2.5. Ethics

The selection of study participants was voluntary. They were also informed, both verbally and in writing, that their data would only be used for scientific purposes. In addition, the approval of the Ethics Committee was obtained prior to the start of the study and as a result of the review, the study was approved with the report of Istanbul University Cerrahpaşa Social Sciences and Humanities Research Ethics Committee Presidency dated 13.06.2023 Ethics Committee Approval No: 2023/231 and numbered E-74555795-050.01.04-744367.

FINDINGS

In this part of the study, normality assumptions, reliability analyses, analyses and interpretations related to dependent and independent variables will be presented.

Table 2

Descriptive Statistics, Normality Assumption Analysis and Reliability Analysis of the Scales

Scale	n	\bar{X}	SD	Kolmogorov Smirnov (p)	Skewness	Kurtosis	Cronbach's Alpha
Career Development	281	128.60	12.38	.01	-.37	.12	.88
Responsibility and Acceptance	281	63.88	8.64	.00	-.96	.78	.83
Authority and Supervision	281	40.34	15.35	.00	.44	-.58	.93

Table 2 presents the descriptive statistics, normality assumption analysis, and reliability analysis results for the scales. The kurtosis and skewness values of the scale and sub-dimensions are between -1.5 and +1.5. When Skewness and Kurtosis values are between -1.5 and +1.5, it is accepted that they show normal distribution (Tabachnick and Fidell, 2013). However, nonparametric tests were preferred when the number of subgroups of independent variables was below 30. Nonparametric tests can be used when the number of observations is below 30 (Can, 2013). The reliability levels of the scale and sub-dimensions are high. The reliability of Cronbach Alpha coefficient values can be considered high when $.80 < \alpha < 1.00$ (Alpar, 2013). The Cronbach Alpha values of the scales for this study were .88 for the career development scale, .83 for the Responsibility and Acceptance scale, and .93 for the Authority and Supervision scale.

Table 3

T-Test Results of Career Development, Responsibility and Acceptance, Authority and Supervision Scores According to Gender Variable

Scales	Career Development				Responsibility and Acceptance				Authority and Supervision			
	\bar{X}	SD	Test	p	\bar{X}	SD	Test	p	\bar{X}	SD	Test	p
Gender												
Male	128.20	12.94	t=-.52	.60	64.53	8.21	t=1.22	.22	43.39	15.59	t=3.28	.01*
Female	128.97	11.87			63.27	9.01			37.48	14.60		

* $p < 0.05$; t= T-Test statistic

An independent two-sample t-test was utilized to examine the variation in the parental attitudes of middle school pupils who are gifted and the gender variable. According to the results of the analysis, it was found that parental attitudes differed significantly [$t(2.279)=3.28$; $p<0.05$] according to gender variable. As a result of the Games-Howell Post-Hoc Analysis, the mean score of the Authority and Supervision Subdimension of male students ($\bar{X}=43.39$) was found to be significantly different and higher than the mean score of the Authority and Supervision Subdimension of female students ($\bar{X}=37.48$).

Table 4

Kruskal Wallis Test Results of Career Development, Responsibility and Acceptance, Authority and Supervision Scores According to Independent Variables

Scales	Career Development				Responsibility and Acceptance				Authority and Supervision			
	\bar{X}	SD	Test	p	\bar{X}	SD	Test	p	\bar{X}	SD	Test	p
Class												
5th Grade	130.32	13.55	H=8.48	.04*	65.97	7.21	H=7.54	.06	38.21	15.90	H=10.64	.01*
6th Grade	128.63	11.01			63.70	8.72			39.43	14.00		
7th Grade	126.40	12.31			62.29	9.10			44.01	15.76		
8th Grade	132.52	12.87			64.91	9.40			34.83	14.32		
Socioeconomic level												
Low	116.75	5.90	H=4.63	.09	53.25	15.58	H=4.01	.13	45.75	21.26	H=.25	.88
Middle	128.88	12.52			64.30	8.41			40.11	15.14		
High	128.29	11.83			62.88	8.60			40.92	16.04		
Father's Education Status												
Secondary School and Below	136.42	11.08	H=12.33	.01*	65.63	7.70	H=1.58	.66	42.63	16.77	H=.42	.94
High School	131.72	11.25			62.28	10.31			39.78	14.13		
Associate - Undergraduate	127.36	12.60			63.92	8.05			40.36	15.71		
Master's degree and above	127.63	11.93			64.13	9.29			39.96	14.99		
Mother's Education Status												
Secondary School and Below	129.88	9.81	H=3.30	.35	62.31	11.45	H=5.79	.12	40.81	16.11	H=5.77	.12
High School	130.82	13.18			63.08	8.49			45.00	15.32		
Associate - Undergraduate	128.35	12.52			65.05	7.72			39.36	15.35		
Master's degree and above	126.24	12.17			61.63	9.56			38.28	14.37		

* $p<0.05$; H= Kruskal Wallis-H statistic

The Kruskal Wallis-H test was used to examine the differences between the career development of gifted middle school students and the class variable. The analysis revealed that there was a significant difference in career development based on the grade variable [$X^2(3.277)=8.48$; $p<0.05$]. As a result of the Games-Howell Post-Hoc Analysis, the mean Career Development Scale Score of 8th grade students ($\bar{X}=132.52$) was found to be significantly different and higher than the mean Career Development Scale Score of 7th grade students ($\bar{X}=126.40$).

The Kruskal Wallis-H test was used to examine the differences between the class variable and the parental attitudes of gifted middle school kids. The analysis's findings revealed that there were

significant differences in parental views based on the grade variable [$X^2(3.277)=10.64$; $p<0.05$]. The 7th grade students' Authority and Supervision Subdimension mean score ($\bar{X}=44.01$) was determined to be significantly different and higher than the 8th grade students' mean score ($\bar{X}=34.83$) as a result of the Games-Howell Post-Hoc Analysis.

The Kruskal Wallis-H test was used to examine the relationship between career development of gifted middle school students and the educational status of their father. The study revealed that there was a significant difference in career development based on the father's education status variable ($X^2(3.277)=12.33$; $p<0.05$). As a result of the Games-Howell Post-Hoc Analysis, the Mean Career Development Scale Score ($\bar{X}=136.42$) of the students whose fathers were in secondary school and below was found to be significantly different and higher than the Mean Career Development Scale Score ($\bar{X}=127.36$) of the students whose fathers were in associate degree and undergraduate education. In addition, the Mean Career Development Scale Score ($\bar{X}=136.42$) of the students whose fathers had secondary school and below was significantly different and higher than the Mean Career Development Scale Score ($\bar{X}=127.63$) of the students whose fathers had master's degree and above.

Table 5

Correlation Analysis Results for Career Development and Responsibility and Acceptance and Authority and Supervision Parental Attitudes

Variables	1	2	3
Career Development (1)	1		
Responsibility and Acceptance (2)	.33**	1	
Authority and Supervision (3)	-.07	-.51**	1

** $p<0.01$, $N: 281$

The findings of the correlation study are displayed in Table 5. With 99% confidence, there is a positive relationship ($r=.33$; $p=.00$) between the Career Development Scale and the Responsibility and Acceptance Subdimension. The Authority and Supervision Subdimension and the Career Development Scale have no significant relationship ($r=-.07$; $p=.22$). There is a negative relationship between the Responsibility and Acceptance Subdimension and the Authority and Supervision Subdimension with 99% confidence ($r=-.51$; $p=.00$).

The linear regression analysis conducted to determine the level of prediction between career development and responsibility and acceptance, which were found to have a relationship in line with the research purpose, is given in Table 6.

Table 6

Linear Regression Analysis Results on Responsibility and Acceptance Parental Attitudes as Predictors of Career Development

Predictable	Predictor	Std. B	Std. S.H.	Std. B	t	p	F (p)	R R ²
Career Development	(constant)	88.34	7.33		12.05	.00*	19.08	0.35
	Responsibility and Acceptance	.56	.09	.39	6.04	.00*	(0.00*)	(0.12)

The results of the linear regression analysis used to look at the Career Development Scale Score prediction are displayed in Table 6. 12.1% of the Career Development Scale can be explained by the independent variables. Responsibility and Acceptance Scale score significantly and positively predicts

Career Development Scale Score ($\beta=.56$, $t =6.04$; $p<0.05$). An increase of 1 unit in the Responsibility and Acceptance Subscale leads to an increase of 0.56 units in the Career Development Scale.

DISCUSSION CONCLUSION AND RECOMMENDATIONS

The gender variable and perceived parental attitude were found to differ significantly in the current study. The male students benefit from this differential. Male students' mean scores on the Authority and Supervision sub-dimension were found to be considerably higher than those of female students in this sub-dimension. When we look at the research, there are studies emphasizing that the authoritarian parenting attitude shown to male students is more intense (Aktaş Özkafacı, 2012; Jones - Sanpei, Day, & Holmes, 2009; Crockenberg & Lourie, 1996). Indeed, in a study by Dornbusch et al (1987) female adolescents reported less authoritarian parenting than male adolescents. The reason for the higher authoritarian attitude applied to males may also be explained by the patriarchal and traditional social structure. In our society, boys are burdened with more academic and economic responsibilities (Sarıççek, 2019). As a result of these responsibilities, even if they are gifted, the parental attitude perceived by boys is expected to be authoritarian and controlling. As a result, there are studies showing that boys are punished more than girls (Lytton & Romney, 1991; Siegal, 1987). In addition, unlike students with normal development, it can be expected that the authoritarian attitude shown to gifted students is a little more. The reason for this may be that gifted students have higher expectations of academic success due to their potential. Indeed, Morawska and Sanders (2008) found that parents of gifted children had more authoritarian attitudes.

A significant different was discovered in the study between the career development variable and the grade level variable. This difference is in favor of 8th grade students. 8th grade students' career development scale score was found to be significantly different and higher than the average career development scale score of 7th grade students. This finding supports some research results in the literature (Bacanlı & Sürücü, 2011; Bakır, 2018; Can & Taylı, 2014; Patton & Creed, 2001; Sapmaz, 2011). This finding also shows that as the students' grade level increases, their career development also increases. This finding is in line with the theoretical views that career development will increase as the grade level or age increases (Crites, 1971; Ginzberg et al., 1951; Super, 1990). In addition, According to Gassin, Kelly, and Feldhusen (1993), girls are more interested in career planning, particularly at higher grade levels, and kids who are gifted are more active in career planning the higher their grade level. In addition, 8th grade students in our country take the high school transition exam. It may be an indication that students who will transition to a higher level invest more in their vocational goals and career planning.

The study discovered a significant difference between the perceived parental attitude and the grade level variable. This difference was in favor of 7th grade students. The mean score of 7th grade students on the Authority and Supervision Subdimension was found to be significantly different and higher than the mean score of 8th grade students on the Authority and Supervision Subdimension. 8th grade is a period of transition from middle school to high school in our country and in many countries. During this period, important decisions are made about which high school students will attend and exams are held. For this reason, parents can reduce the authoritarian and controlling attitude in order not to increase the pressure on the 8th grade students in the exam year. It is thought that this is the reason why the authoritarian and controlling attitude shown to 7th grade students is higher than the authoritarian and controlling attitude shown to 8th grade students. As a matter of fact, Taneri and Tiryakioğlu (2015) found that democratic parental attitudes were more positive in 8th graders than in 7th graders. This study indirectly supports the finding of this study.

The study revealed a significant difference between career development and the father's education level. This difference is in favor of students with secondary school education and below. The mean career development scale scores of students whose fathers had secondary school and below was found to be significantly different and higher than the mean career development scale scores of students whose fathers had associate's and bachelor's degrees. In addition, the mean career development scale scores of the students whose fathers had secondary school and below was found to

be significantly different and higher than the mean career development scale scores of the students whose fathers had master's degree and above. İlçay (2022) found that fathers who graduated from primary-secondary school listened more to their gifted children, expressed their feelings towards each other better with their gifted children and were more interested in their gifted children. This attitude shown by fathers with low education level is also valuable in terms of career development. For this reason, it is thought that the career development scores of gifted students with a father's education level of secondary school and below are high. Conversely, when considering the situation where students with highly educated parents have lower career development, this may be due to such parents having high expectations regarding their children's academic and career success. In this case, the pressure and stress on the students may increase, which can negatively impact their career development. Indirectly supporting this, Deb, Strodl, and Sun (2015) found that parental pressure is associated with academic stress. However, apart from this study, there is no other study in the literature in which the career development level of students with low father education level was found to be high. This can be explained by the characteristics of the sample group. On the other hand, in Ateş's (2019) study, no significant difference was found between the level of mother and father education and career development of gifted children.

The study revealed no significant difference between socioeconomic status and gender and career development of students. In the literature, there are studies in which a difference was found between these two variables and career development. For this reason, these two variables will also be discussed in the study. It is thought that the reason why there is no difference between the career development of gifted middle school students and the socio-economic level variable is that gifted students' interests, individual talents and research and questioning skills are at the forefront in their career decisions and are independent of their families' socio-economic levels. As a matter of fact, there are studies emphasizing that gifted adolescents begin to explore their career choices at an early age compared to their peers with normal development and that they have knowledge about the business world (Greene, 2003; Jung, 2013). In addition, there are studies in the literature emphasizing that the career development of gifted students with medium income level is high (Sürücü et al., 2015), the career development of students with high income level is high (Yayla, 2011), and the career decision of gifted students with low income level might not be like the rest of society (Gore et al., 2015). In parallel with the results of this study, Ateş (2019) found no significant difference between perceived income level and career development. It has also been found that even low-income gifted adolescents may have minimal impact on career decision-making due to the value they attribute to attitudes and interest in occupations, which is similar to that of typically developing adolescents (Jung & Joung, 2019).

The reason for the absence of differences between the career development of gifted middle school students and their genders is believed to be the changing societal gender roles and the beginning of the removal of career barriers, especially among women, in the 21st century. In addition, the absence of a link between abilities and gender and the provision of equal opportunities through societal and family support may also contribute to this finding. Another study supporting this finding, conducted by Güleç and colleagues in 2020, did not find a significant difference between gifted high school students' positive career planning attitudes and their genders. Furthermore, research suggests that gifted girls exhibit higher curiosity and research behavior related to career development compared to male students (Sürücü et al., 2015), and that the vocational maturity levels of gifted girls are higher than those of boys (Bozgeyikli et al., 2010).

The study discovered a significant and positive correlation between perceived parental attitude and career development. This relationship is between the career development scale and the responsibility and acceptance sub-dimension. The responsibility and acceptance scale scores significantly and positively predicted the career development scale score, according to the results of the linear regression analysis used to investigate the prediction of the career development scale score. Higher scores in the responsibility and acceptance dimension indicate that parents are interested in, trust and stand by their children. On the other hand, an increase in the scores in the authority and control dimension indicates that parents put pressure on their children, apply punishment, psychologically control their children, cause them to feel guilty, show little or no love, and shame their

children. A decrease in the scores in this dimension indicates that parents do not show much interest in their children (Küçüküran, 2005). Responsibility and acceptance attitude shown to gifted students by their parents increases their career development scores. It is thought that this attitude increases the development of self-confidence, awareness of responsibility, discovery of interests and talents, tolerance for mistakes, motivation and passion for learning in gifted middle school students and therefore increases the career development scores of gifted middle school students. Looking at the research, Raji and Kaur (2020) discovered that family support played a major role in predicting gifted students career decisions. It was revealed that as parental support increased, career ambivalence increased, and as parental support decreased, career ambivalence increased. Perceived parental support is a significant predictor of teenagers' occupational self-efficacy, according to research by Turner and Lapan (2002). (Flores & O'Brien, 2002) stated that parents are important sources of support in students' career development. Bozgeyikli, Doğan, and Işıklar (2010) found that as the social support perceived by gifted high school students from their families increased, their vocational maturity levels increased.

In addition to the findings that the study contributed to the literature, it also has some limitations. The first of these is the lack of a comparison group. Making comparisons between gifted students and students with normal development can provide more valuable information to the literature. Another limitation is related to the sample group of the study. The study's sample comprised gifted students from the southern Turkish provinces of Gaziantep and Adana. In terms of generalizability of the results, it can be conducted in different regions. In addition, there was a major earthquake disaster in this region during the research period. Therefore, it is not known how the psychological states of the students were reflected in the research.

As a result of the results of the research, a number of recommendations were made for families, psychological counselors and future researchers.

- The main finding of the study showed that the attitude of responsibility and acceptance shown to gifted children has a positive effect on their career development. For this reason, it is recommended that parents should not show oppressive and authoritarian attitudes to their children and approach them in an understanding, democratic, responsible and accepting manner.
- In the study, career development scores of 8th grade students were found to be high. In this direction, it is recommended to include studies on career development in earlier grades in the programs of guidance services.
- Parents must understand the milestones in career planning processes and what needs to be done in order to support their children's professional development. It is advised that parents participate with school guidance services and obtain the required trainings because of this.
- It is suggested that psychological counselors should organize seminars and trainings on career development processes for families and students starting from early grades.
- It is recommended that future researchers develop and implement career development programs on the axis of family, school and student cooperation, taking into account the professional perspectives of our age.
- Career development programs should be established in Science and Art Centers and opportunities should be provided for gifted students to shape their career choices according to their abilities and potential.
- It is recommended that branch teachers at Science and Art Centers should share and inform gifted students about the vocational options related to their field.
- In the study, a three-dimensional Likert-type instrument was used to measure career development and a two-dimensional instrument was used to measure parental attitudes. In future studies, it is recommended to use five-point Likert-type instruments for career development and more than two-dimensional instruments for parental attitudes.

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GENİŞLETİLMİŞ ÖZET

Giriş

Özel yetenekli çocukların keşfi, eğitimi ve etkin istihdamı, ülkenin insan kaynaklarının en değerli varlıklarını en iyi şekilde değerlendirmek için hayati bir öneme sahiptir (Sak, 2012). Bu ifade özel yetenekli çocukların eğitimi, tespiti ve istihdam edilebilmesi amacıyla kurulan, 2012 yılında sunulan Meclis Araştırma Komisyonu Raporunda vurgulanmıştır. Özel yetenekli öğrencilerin topluma ve kendine faydalı olabileceği bir mesleği seçmesi önemli görülmektedir. Bu noktada özel yetenekli öğrencilerin kariyer gelişimi oldukça değerlidir. Diğer taraftan bir çocuğun kariyer gelişimini etkileyen birçok faktör olmakla birlikte, bu faktörlerin belki de en önemlisi çocuğun içinde yaşadığı aile ve özellikle de anne babasıdır (Can ve Taylı, 2014; Demir vd 2023).

Kariyer gelişiminin ebeveynlerle olan etkileşimi bir takım kuramlarda da bahsedilmektedir. Savickas (2005) Kariyer Yapılandırma Kuramında, McMahan ve Patton, (2019) Sistemler kuramı çerçeve çalışmasında, Roe'nun Kişilik Gelişimi ve Kariyer Seçimi Kuramında Aile faktörünün ve tutumlarının önemini vurgulamaktadır. Araştırmalara bakıldığında McMahan ve Watson (2008) ortaokula giden bir ergenle yaptığı araştırmada sonucunda ortaokul öğrencisinin kariyer kararında ebeveynlerinin etkili olduğunu bildirmiştir. Jung ve Young (2019) bir araştırmada özel yetenekli ergenlerin kariyer kararı verirken aile görüşlerinin mesleki niyetler, mesleki değerler ve mesleki tutumlar üzerinde etkili olduğu tespit etmiştir. Ayrıca Bulut ve Bacanlı (2022) araştırma sonucunda öneri olarak özel yetenekli öğrencilerin kariyer gelişiminde aile faktörüne yönelik az sayıda çalışma yapıldığını ifade etmektedir. Ayrıca daha sonra yapılacak araştırmalarda aile değişkeninin ele alınmasının önemine dikkat çekmektedir. Alan yazında görüldüğü gibi araştırmalarda ve kuramlarda ebeveyn tutumlarının, özel yetenekli öğrencilerin kariyer gelişimi üzerinde önemli bir etkisi olabileceğini göstermiştir.

Yöntem

Bu araştırma, özel yetenekli ortaokul öğrencilerin algıladıkları "Sorumluluk ve Kabul" ve "Otorite ve Denetleme" ebeveyn tutumları ile kariyer gelişimi arasındaki ilişkiyi ortaya çıkarmak ve ne derecede yordadığını açıklamayı amaçladığından nicel araştırma desenlerinden biri olan ilişkisel tarama modeli kullanılmıştır. Araştırma; 2022-2023 eğitim öğretim yılı ikinci döneminde Türkiye'nin Güney Doğu Anadolu ve Akdeniz bölgelerinde yer alan Adana ve Gaziantep illerinde ulaşılabilir elverişli örnekleme yoluyla seçilen, Bilim ve Sanat Merkezi (BİLSEM)' nde öğrenim gören 281 özel yetenekli öğrencinin katılımı ile gerçekleştirilmiştir.

Araştırmada öğrencilerin algıladıkları anne-baba tutumunu ölçmek için " Anne –Baba Tutum Ölçeği", öğrencilerin kariyer gelişimi düzeylerini ölçmek için "Çocuklar için Kariyer Gelişimi Ölçeği-(ÇKGÖ)" kullanılmıştır. Araştırmada veriler SPSS-27 programı kullanılarak analiz edilmiştir. Ölçekler arasındaki ilişkiyi ve yönünü öğrenmek için Pearson Korelasyon Korelasyon analizleri uygulanmıştır. Sorumluluk ve Kabul Alt Boyutunun Kariyer Gelişim Ölçeği üzerindeki etkisini görebilmek için Doğrusal Regresyon Analizi uygulanmıştır. Bütün analizler alfa=0.05 düzeyinde uygulanmıştır. Araştırma soruları ise:

- Anne-Baba tutum ölçeğinin “Sorumluluk ve Kabul” ve “Otorite ve Denetleme” Alt Boyutlarının Kariyer Gelişim Ölçeği ile ilişkisi var mıdır ve yordama gücüne nedir?
- Özel yetenekli ortaokul öğrencilerinin algıladıkları ebeveyn tutumlarının ve kariyer gelişim düzeylerinin cinsiyet, sınıf, algılanan sosyo-ekonomik düzey, anne baba eğitim düzeyine göre farklılık var mıdır?

Tartışma ve Sonuç

Araştırmada kariyer gelişimi ile algılanan ebeveyn tutumu arasında anlamlı ve pozitif yönde ilişki bulunmuştur. Bu ilişki kariyer gelişimi ölçeği ile Anne-Baba tutum ölçeğinin sorumluluk ve kabul alt boyutu arasındadır. Kariyer gelişim ölçeği puanını yordama durumunun incelenmesi amacıyla uygulanan doğrusal regresyon analizi neticesinde sorumluluk ve kabul ölçeği puanı kariyer gelişim ölçeği puanını anlamlı ve pozitif yönlü yordamaktadır. Ayrıca araştırma sonucunda sınıf düzeyi ve baba eğitim durumu değişkeni ile Kariyer gelişimi arasında, cinsiyet ve sınıf düzeyi değişkeni ile Ebeveyn tutumu arasında anlamlı farklılık tespit edilmiştir. Geri kalan değişkenler arasında anlamlı farklılık tespit edilmemiştir.