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About JCDEE

Journal for the Child Development, Exceptionality and Education (JCDEE) is an interdisciplinary academic journal. It aims to create an international platform for working together of these disciplines which are seen as different from each other and producing common and effective solutions to current and future child development, exceptionality (special education) and related educational problems. Today, it has become impossible for sciences to work as separate disciplines. On the contrary, it is imperative that disciplines work together to produce effective solutions. In order for the research of child development, exceptionality and education to be effective, it is necessary to collaborate with researchers in the field of application. Most of the problems in the field of child development and exceptionality are specific so that they can be solved by means of education. In this respect, the Journal for the Child Development, Exceptionality and Education (JCDEE) seeks to fill a major gap in this scientific field. JGEDC publish articles in English at June and December.

Scope of JCDEE

Journal for the Child Development, Exceptionality and Education (JCDEE) publish scientific researches in child development and exceptionality will be provided in the main field of educational sciences. JCDEE are covered child psychiatry and psychology, clinical psychology and psychiatry, exceptionality, special education, development psychology, early child education, educational psychology research. JCDEE publishes articles in the form of research articles, review articles, good practices, case reports, book reviews and interviews. JCDEE is published twice a year, June and December. In the journal, it is applied to double-blind review. The publication policy, which is in the form of open access, does not require any fee from the authors

From the Editorial

Dear Colleagues/Academicians

In terms of the interdisciplinary aspect of the field of child development, many researchers can actually contribute to this field, special education is the research area in which the researches in child development are most concentrated. With the concept of "Exceptioanility" we mean children with special educational needs. It is clear that a lot of research is needed in the field of special education, but there is a need for more research on examining these in terms of child development. We believe JCDEE will close this gap..

We invite you to JABEdu editorial board, and to submit your articles. Let's be the most respected academic platform about how the future child development and special education policies should be handled on the point of education. You can always contact us, our email address is; editorjcdee@gmail.com

We think that JCDEE will be included in many indexes very soon. We are now here with our third issue, thank you very much to our editors, writers and referees who contributed to this issue.

Best regards

Editorial Board

Research Article

Child adoption among Yoruba people: legal and traditional procedures

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Article Info	Abstract
  	Adoption is the process by which children from unrelated families become full and permanent legal members of another family while remaining genetically and psychologically connected to their birth parents. The goal of this study was to evaluate child adoption among Yoruba people, as well as legal and traditional procedures. The descriptive survey design was used in this study. Residents of Ife Central Local Government and Ministry of Women, Children, and Social Affairs staff were included in the study population. A questionnaire was used to collect data, which was then analyzed using frequency counts, percentages, and mean scores. The findings revealed that respondents have a high perception toward child adoption, viewing it as a way of providing a good home for a motherless child, bringing a new member into the family without a blood relationship, accepting another man's/woman's child without giving birth to the child, child adoption is an acceptable and government approved practice, and child adoption is a way of assisting a woman without a child. The findings revealed the respondent's perspective on child adoption practiced among Yoruba people, as child adoption is practiced without knowing the parents under statutory law, Islamic law, customary law, traditional method, and Christian faith. It also revealed that Yoruba people do not want to adopt children for the following reasons: they may become wayward due to fear of the unknown, the child may later in the future leave or go in search of his/her biological family, lack of knowledge of the child's background, fear of any medical condition that the child may later have, social stigmatization, high premiums and the hijacking of the adoption process by middlemen, and a lack of biological/geneticial family. Findings revealed that traditional methods of adopting children of deceased siblings through foster care, customary law, and Islamic law were the most commonly used and accepted by the Yoruba. Conclusion It was suggested that lawmakers, government agencies involved in child adoption and child care, and non-governmental organizations (NGOs) collaborate to revise Nigeria's adoption law in order to benefit everyone looking to adopt a child, and that effective and efficient public awareness of adoption methods be provided.

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Introduction

Marriage and having children are the most common ways for Africans to start a family. Because the expectation of motherhood is an important part of marriage, couples who are unable to conceive face intense pressure, which increases their anxiety significantly (Nachinab, Donkor, &Naab ,2016). Many infertile women in rural and low-income areas have difficulty finding medical care. Those who are infertile but want children should consider adoption. (Jajoo & Chandak,2013 in Ti-enkawolNachinab, Donkor, &Naab, 2019).

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The family is a vital component of any society; without it, the other components would not exist. The Yoruba consider having one's own family to be the pinnacle of human existence. Yorubas believe that before starting a family, one must first marry or have a spouse. Having children after marriage is the most important aspect of a family; the culture emphasizes having at least three children to be considered a family man. They also believe that one's social success is determined by the number of children one has. Yoruba people believe that having children is spiritual because they say and believe that children are the joy of the world, that they bring everlasting love and peace to people and the world in general, and that they are an amplifier of good health and wealth.

Adoption is the process of assuming parental responsibility for another person, usually a child, who has been abandoned by his or her biological or legal parents. Child adoption began as a means of preserving family lineage, securing inheritance, and forging alliances, but it has since evolved into a method of meeting the needs of adults who want to have their own children (Effiom, Ekwok, & Akpama,2021). The two types of child adoption are customary adoption and formal adoption. The informal transfer of a child's care to another relative is known as customary adoption. During the formal adoption process, legal requirements must be met, and a formal procedure must be followed. The Children's Act of 1998 outlines the requirements and process for formal adoption (Eke, Obu, Chinawa, Adimora, & Obi,2014)). Adoption of children occurs in Nigeria under either statutory or customary law. The type supported by adoption laws is statutory adoption, which permanently terminates the child's rights and legal relationship with his natural parents (Ogwezzy, 2018). Traditional adoption is less formal and usually occurs between blood relatives (Umoh, 2021). Adoption can take place under customary law and can be formal or informal. Informal adoption involves the adopter adopting a relative's or orphan's child into his family. The child is raised and treated in the same manner as the adopter's other children (Obi, & Aduma, 2022). Customary adoption, unlike statutory adoption, has not developed sufficient criteria to differentiate the institution, which is why adoption is sometimes confused with guardianship or fostering (Nwogugu, 2014).

Adoption is a legal process under state statute that terminates a child's legal rights and duties to his natural parents and replaces them with similar rights and duties to his adoptive parents. It provides relief to parents who are unable to care for their children. Adoption is wonderful because it brings a child into this world rather than having them aborted. However, there are various cases where children are abandoned, such as babies abandoned in the trash, or a case where a teenage mother abandoned her new born babies in pit toilets, but because the baby is destined to live, the baby was rescued by women from the surrounding community, as a result, the researchers were required to investigate the perception and acceptability of child adoption in Osun State based on legal and traditional procedures. The study's specific objectives are to: determine the general perception of adoption among Yoruba people; examine child adoption practices among the Yoruba people; discover why Yoruba people do not want to adopt children and investigate the best and most effective methods/ways to adoption accepted by the Yoruba people

Method

Research Model

This study adopted the descriptive survey design. This research design is relevant to the study because the researcher has no intention of manipulating any information collected and data collected, as they are reported factually as collected from the field. Osun state was chosen because the Yoruba people, primarily of the Ibolo, Ife, Igbomina, Ijesha, and Oyo subgroups, inhabit in the State. Various spheres of life, including arts, literature, music, and other social activities, are culturally rich in Osun. This state also benefits from a highly educated and articulate populace that makes up a productive and strong workforce coupled with the fact that the state has a Ministry of Women Affairs where the social welfare department charged with the responsibility of child adoption in the state usually assess the capability of prospective adopters.

Sample

The study population comprised the residents of Ife Central Local Government and staff of Ministry of Women, Children and Social Affairs. The sample size for this study was 220. Simple random sampling was adopted to select twenty respondents in the eleven wards in Ife central local government namely:IlareI, IlareII ,IlareIII, Ilare IV , Iremo I (Ajebandele), Iremo II, Iremo III, IremoIV, Iremo V, Akarabata and Moore Ojaja.

Table 1. Respondents' demographic data

Sex	Frequency	Percentage
Male	72	48.3
Female	77	51.7
Age Group		
20-30years	57	38.3
31-40years	37	24.8
41-50 years	21	14.1
51-60 years	14	9.4
61 years and above	20	13.4
Educational Qualification		
Senior secondary school leaving certificate	27	18.1
Diploma	11	7.4
OND/HND/First Degree	80	53.7
Master's Degree	31	20.8
Religion		45.6
Islam	68	54.4
Christianity	81	
Marital Status		
Single	55	36.9
Married	86	57.7
Separated	3	2.0
Divorce	5	3.4%
Total	149	100

According to Table 1, 72 (48.3%) of respondents were male, while the remaining 77 (51.7%) were female.57(38.3%) of respondents are between the ages of 20 and 30, 37(24.8%) are between the ages of 31 and 40, 21(14.1%) are between the ages of 41 and 50, 14(9.4%) are between the ages of 51 and 60, and 20(13.4%) are between the ages of 61 and above.27 (18.1%) had a Senior Secondary School leaving certificate, 11 (7.4%) had a diploma certificate, 80 (53.7%) had an OND/HND/First degree certificate, and 31 (20.8%) had a Master's Degree or higher. 68.6% of respondents are Muslim, while 81.4% are Christian. Respondents are 55(36.9%) single, 86(57.7%) married, 3(2.0%) separated, and 5(3.4%) divorced.

Data Collection Tool

The researchers created the study's instrument from scratch. The instrument consisted of a single questionnaire divided into five sections. Section A collected demographic data from respondents. Section B: Perception on Adoption Scale: The researchers created this scale to assess Perception on Adoption. This section has eight questions. Section C: Child Adoption Practice Scale: This scale was developed by the researchers to measure child adoption practice among Yorubas. It is a 4-point rating scale ranging from Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D). This section includes five questions. The scale has four points: strongly agree (SA), agree (A), strongly disagree (SD), and disagree (D). Section D: Difficulty in Child Adoption Scale: The researcher created this scale to assess the reasons why people do not adopt. This section includes seven questions. The scale has four ratings: Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D), and Section E: Adoption Methods Scale: The researcher created this scale to assess

the methods of adoption. There are nine questions in this section. The scale has four ratings: strongly agree (SA), agree (A), strongly disagree (SD), and disagree (D).

The scale's face and content validity were determined by experts in the social welfare unit of the Department of Adult Education at the University of Ibadan. Corrections, criticisms, and suggestions were thoroughly reviewed and incorporated into the final draft copy. The split-half method was used to assess reliability among 10 respondents in Ibadan North Local Government Area over a two-week period. The Perception on Adoption Scale had a coefficient reliability of 0.81, and the Child Adoption Practice Scale had a coefficient reliability of 0.80. The Difficulty in Child Adoption Scale was 0.79 and the Methods of Adoption Scale was 0.83, indicating that the instruments were reliable and could be used for data collection.

Before beginning the fieldwork, a letter of introduction was obtained from the University of Ibadan's Department of Adult Education. The research was approved by the Coordinating Director, Ministry of Women, Children, and Social Affairs, Osun State Secretariat. The researchers were guided by humanities ethical principles by carefully following these steps: confidentiality and ensuring no harm comes to the participants. The respondents' anonymity and privacy were protected throughout the study.

Before administering the questionnaire, respondents were asked for their permission to collect information for the study. The respondents were guaranteed confidentiality, voluntary participation, and the right to withdraw at any time during the study. For respondents who do not understand English, the questionnaire was translated into Yoruba, and non-literate respondents were assisted in filling out the form. A total of 149 questionnaires were retrieved as valid and used for data analysis out of the 200 administered.

Data for the demographic characteristics of the respondents were collected, coded, and analyzed using descriptive statistics of frequency counts and simple percentage, pie charts, and bar charts, while frequency counts and mean score were used for the research questions raised for the study. For perception of child adoption, the scores between 50-100% as high and below 50%-as poor. A score of less than 50% was considered negative for practices,

Results and Discussion

Analysis of Research Questions
Research Question One:
What is the perception of the Yoruba people on child adoption?

Table 2. Perception of the Yoruba people on child adoption

S/N	Statements : Yoruba People See:	A	SA	SD	D	$\bar{x}$	S.D
1	child adoption as a means of providing a good home for motherless child	42 28.2%	27 18.1%	44 29.5%	36 24.2%	2.54	1.090
2	child adoption is a way of bringing new member into the family without a blood relationship	40 26.8%	30 20.1%	45 30.2%	34 22.8%	2.37	1.117
3	child adoption is a process or way of completing one's family if one does not have a particular sex	39 26.2%	21 14.1%	47 31.5%	42 28.2%	2.23	1.047
4	child adoption is a way of accepting another man's/woman's child without you giving birth to the child	27 18.1%	31 20.8%	58 38.9%	33 22.1%	2.21	1.170
5	child adoption is the social, emotional, and legal process by which children who will not be raised by their biological parents become full and permanent legal members of another family while retaining genetic and psychological ties to their birth family.	55 36.9%	23 15.4%	21 14.1%	50 33.6%	2.54	0.919
6	child adoption is the process of adopting another parent's child by taking them into one's custody and raising them as one own child	54 36.2%	55 36.9%	12 8.1%	28 18.8%	3.02	0.941
7	child adoption is a way of assisting a woman without a child to have her own child/children, that is an alternative to infertility	44 29.5%	47 31.5%	12 8.1%	46 30.9%	2.85	0.964
8	child adoption is the process by which one person assumes parental responsibility for another, usually a child, from that	67 45.0%	30 20.1%	15 10.1%	37 24.8%	2.75	0.892

> person's biological or legal parent or parents. which is acceptable
> and government approved.

Weighted Mean = 2.54

Table 2 depicted Yoruba people's attitudes toward child adoption. Child adoption was agreed upon by 46.3% of respondents as a means of providing a good home for a motherless child, while 53.7% disagreed. Child adoption is a method of bringing a new member into the family without a blood relationship, according to 47% of respondents, while the remaining 53% disagree. 40.3% agreed that child adoption is a process or way of completing one's family if one does not have a specific sex, while 59.7% disagreed. Child adoption, according to 38.9% of respondents, is a method of accepting another man's/woman's child without one giving birth to the child, while 61.1% disagreed. Child adoption is the social, emotional, and legal process by which children who will not be raised by their biological parents become full and permanent legal members of another family while retaining genetic and psychological ties to their birth family, according to 52.3% of respondents, while the remaining 47.7% disagreed. Child adoption, according to 73.1% of respondents, is the process of adopting another parent's child by taking them into one's custody and raising them as one's own child, while the remaining 26.9% disagreed.61% agreed with the statement that child adoption is a way of assisting a woman without a child to have her own child/children as an alternative to infertility, while 39% disagreed. Child adoption, according to 65.1% of respondents, is the process by which one person assumes parental responsibility for another, usually a child, from that person's biological or legal parent or parents. which is acceptable and approved by the government, while 34.9% of respondents disagreed.

The scores grade of above 50% indicate high and good for perception of child adoption. The analysis results show that Yoruba see child adoption as a way of providing a good home for a motherless child, child adoption is a way of bringing new member into the family without a blood relationship, child adoption is a way of accepting another man's/woman's child without you giving birth to the child, child adoption is an acceptable and government approved, child adoption is a method of assisting a woman who is childless to have her own child or children as an alternative to infertility. This implies that Yoruba people have a favorable attitude toward child adoption. This study backs up Kumari, Sheoran, and Kaur's (2018) finding that the vast majority of adults (92.5%) favor adoption. According to the Effiom, Ekwok, & Akpama (2021) study, knowledge of child adoption was relatively high 92.6% among participants.

Research Question Two:
How is child adoption practiced among the Yoruba People?

Table 3. Respondents view on child adoption practice among the Yoruba people

S/N	Statements	SA	A	SD	D	$\bar{x}$	S.D
1	Child adoption is widely practiced in Yoruba land through statutory law.	28 18.8%	59 39.6%	14 9.4%	48 32.2%	2.68	0.887
2	Yoruba adopt children through Islamic law.	27 18.1%	51 34.2%	24 16.1%	47 31.5%	2.54	0.969
3	Yoruba practice child adoption through customary law.	31 20.8%	30 20.1%	60 40.3%	28 18.8%	2.51	1.183
4	Yoruba practice child adoption using traditional method.	25 16.8%	36 24.2%	39 26.2%	49 32.9%	2.52	1.040
5	Yoruba adopt children through Christian faith without knowing the parents.	17 11.4%	62 41.6%	19 12.8%	51 34.2%	2.52	0.859

Weighted Mean = 2.45

According to Table 3, 58.4% of respondents agreed that child adoption is widely practiced in Yorubaland under statutory law, while 41.6% disagreed. 52.3% agreed that Yoruba adopt children under Islamic law, while 47.7% disagreed. 40.9% of respondents agreed that Yoruba use customary law to adopt children, while 59.1% disagreed. 40.9% of

respondents agreed that Yorubas practice traditional child adoption, while 59.1% disagreed. 53% of those polled agreed that Yoruba adopt without knowing the parents, while the remaining 47% disagreed.

A score of less than 50% was considered negative, while a score of 50% or higher was considered positive. The findings revealed the respondents' perspectives on child adoption among Yoruba people. It was discovered that Yoruba adopted children under statutory law, Islamic law, customary law, traditional method, and Christian faith without knowing the parents. This implies that Yoruba child adoption is based on statutory law, Islamic law, customary law, traditional method, and Christian faith without knowing the parents. This finding backs up scholars' submissions about how child adoption is practiced in Nigeria, for example, child adoption occurs in Nigeria under either statutory or customary law. The type supported by adoption laws is statutory adoption, which permanently terminates the child's rights and legal relationship with his natural parents (Ogwezzy, 2018). In other words, a child's relationship with his or her birth parents may continue after adoption in customary adoption. Traditional adoption is less formal and usually occurs between blood relatives (Umoh, 2021).

Research Question Three
Why do Yoruba people do not want to take up child(ren) for adoption?

Table 4. Respondents view on the reasons why yoruba people do not take up child(ren) for adoption

S/N	STATEMENTS	SD	D	A	SA	$\bar{x}$	S.D
1	Adopted children will eventually become wayward due to fear of unknown	22 14.8%	52 34.9%	47 31.5%	28 18.8%	2.48	0.997
2	The child might later in the future leave or go to search for his/her biological family	33 22.1%	53 35.6%	45 30.2%	18 12.1%	2.32	0.953
3	lack of biological/genetic linkage	36 24.2%	57 38.3%	39 26.2%	17 11.3%	2.29	0.931
4	The fear of social or family discrimination and stigmatization	37 24.8%	61 40.9%	38 25.5%	13 8.7%	2.18	0.908
5	High premium and the hijacking of the adoption process by middlemen	29 19.5%	62 41.5%	43 28.9%	15 10.1%	2.30	0.897
6	People do not adopt because they do not have any knowledge of the child's background	33 22.1%	47 31.5%	46 30.9%	23 15.5%	2.40	0.999
7	Fear of any medical condition that the child might later have	35 23.5%	41 27.5%	50 33.6%	23 15.4%	2.41	1.014

Weighted Mean= 2.35

Table 4 explains why people refuse to adopt children. The statement that adopted children will eventually become wayward due to fear of the unknown was agreed upon by 50.3% of respondents, while 49.7% disagreed. 42.3% agreed with the statement that the child may later leave or go in search of his or her biological parents, while 57.7% disagreed. 37.5% agreed with the statement "lack of biological/genetic linkage," while 62.5% disagreed. 34.3% of respondents agreed that the child is afraid of social or family discrimination, while 65.7% disagreed. 39% of respondents agreed with the statement that high premiums and middlemen hijacking the adoption process, while 61% disagreed, people do not adopt because they do not know anything about the child's background, according to 46.4% of respondents, while 53.6% disagree. 49% of respondents agreed that the child's fear of any future medical condition was justified, while the remaining 51% disagreed.

The weighted mean of 2.30 was chosen as the reference point for Research Question Three. According to the findings, Yoruba people do not want to adopt children for the following reasons: they may become wayward due to fear of the unknown, the child may later in the future leave or go to search for his/her biological family, lack of knowledge of the child's background, fear of any medical condition that the child may later have, social stigmatization, high premium and the hijacking of the adoption process by middlemen, and lack of biological/genetical family.

According to Kumari, Sheoran, and Kaur (2018), the most common reasons for hesitation to adopt a child were culture, the child's unknown background, and the child may not be kin and thus cannot inherit genealogical rights. Other factors included the child's fear of abnormal behavior or diseases inherited from biological parents that may not be socially acceptable. There was also the fear that an adopted child would leave if he or she learned of his or her adoption status from an outsider. The findings corroborate the submission of Chikwe, Emelumandu, and Okoye, (2022) study that child adoption in Nigeria faces several challenges ranging from stigmatization, unknown parental background, possible inherited or genetic diseases, psychological and religious beliefs, poverty, establishment of illegal adoption and orphanage homes, future claim by biological parents, disloyalty or abandonment of adoptive parents the child when the child learns that he or she is adopted.

Research Question Four
Which of these methods is mostly used and accepted by the Yoruba people?

Table 5. Frequency distribution of respondents view on methods of adoption mostly used and accepted by the Yoruba people

S/N	Statement	SD	D	A	SA	$\bar{x}$	S.D
1	Most Yoruba people are not familiar with the methods of adoption	48 32.2%	43 28.9%	32 21.5%	26 17.4%	2.24	1.088
2	Legal adoption is mostly used and accepted by the Yoruba people	41 27.5%	41 27.5%	44 29.5%	23 15.5%	2.33	1.043
3	Yoruba people adopts the child(ren) of their deceased siblings through foster care	23 15.4%	48 32.2%	66 44.3%	12 8.1%	2.45	0.850
4	Traditional way of adopting a child is practiced mostly among the Yoruba non-literates	33 22.1%	51 34.2%	45 30.2%	20 13.4%	2.35	0.972
5	Yoruba people prefer to adopt through the Islamic law	40 26.8%	54 36.2%	37 24.8%	18 12.2%	2.22	0.978
6	Yoruba traditional way of adopting a child is easy and more accessible	14 9.4%	41 27.5%	64 43.0%	30 20.1%	2.74	0.888
7	Islamic law is a method accepted by Yoruba in child adoption	58 38.9%	34 22.8%	26 17.4%	31 20.8%	2.20	1.168
8	Customary law is a method accepted by Yoruba in child adoption	30 20.1%	44 29.5%	48 32.2%	27 18.2%	2.48	1.011
9	Most people adopt secretly with any legal procedure	39 26.2%	49 32.9%	41 27.5%	20 13.4%	2.28	1.001

Weighted Mean = 2.38

Table 5 depicts the most common and widely accepted method of adoption among the Yoruba. 38.9% of respondents agreed that most Yoruba people are unfamiliar with adoption methods, while 61.1% disagreed. Legal adoption is widely used and accepted by the Yoruba people, according to 45.0% of respondents, while 55.0% disagree. The remaining 47.6% of respondents disagreed, with 52.4% agreeing that Yoruba people adopt the child(ren) of their deceased siblings through foster care.44% of respondents agreed that traditional methods of child adoption are mostly used by non-literate Yoruba, while the remaining 56.0% disagreed. 37.0% agreed with the statement that Yoruba people prefer to adopt Islamic Law, while 63.0% disagreed. Yoruba traditional child adoption is easy and more accessible, according to 63.1% of respondents, while 36.9% disagree. 38.3% of respondents agreed that Islamic law is a method of child adoption accepted by Yoruba, while 61.7% disagreed. Customary law is a method accepted by Yoruba in child adoption, according to 50.4% of respondents, while 49.6% disagreed. Most people adopt secretly with any legal procedure, according to 40.9% of respondents, while 59.1% disagree.

For the most used and accepted methods/ways to adoption, a score of less than 50% was considered negative, while a score of 50% or higher was considered positive. The findings revealed that the respondents' views on the methods of

adoption most commonly used and accepted by the Yoruba revealed that the traditional method Yoruba adopts the children of their deceased siblings through foster care is most commonly used and accepted, customary law is a method most commonly used and accepted by Yoruba for child adoption, and Yoruba people prefer to adopt through Islamic law. This implies that foster care adoption, customary law, and Islamic law are the most commonly used methods by Yoruba people. This finding backs up Ojelabi, Osamor, and Owumi's (2015) claim that kinship adoption is mostly informal but not illegal. It entails mutually agreed-upon placement of children in the homes of relatives, usually without the assistance of public agencies. In most cases, kinship adoption can be compared to fostering.According to Ogewezzy (2018), customary law of adoption is practiced in some parts of Igboland, including the Yako tribe of Plateau State, the Okrika tribe of Rivers State, the Ishan tribe of Edo State, and the Egbas tribe of Yorubaland..

Conclusion

According to the findings, Yoruba people have a positive attitude toward child adoption and its acceptance in society. It has also been revealed that the Yoruba people's child adoption practice is based on statutory law, Islamic law, customary law, the traditional method, and Christian faith without knowing the parents.. It was concluded that Yoruba people do not want to adopt children for the following reasons: they may become wayward due to fear of the unknown, the child may later in the future leave or go to search for his/her biological family, lack of knowledge of the child's background, fear of any medical condition that the child may later have, social stigmatization, high premiums and the hijacking of the adoption process by middlemen, and a lack of biological/g biological family.

Recommendations

The following recommendations were made based on the findings of the study:

➢ Lawmakers, government agencies involved in child adoption and child care, and non-governmental organizations (NGOs) should collaborate to revise Nigeria's adoption law in order to benefit everyone seeking to adopt a child.

➢ The public should be made aware of effective and efficient methods of adoption.

➢ Communities and their leaders, as well as governments and their officials, should provide means for all methods of adoption to be incorporated.

➢ In order to harmonize the adoption process, continued advocacy, including community mobilization and additional public education campaigns, should be strengthened.

➢ Social and mass media should be used to spread positive news about the successes of adopted children and their loving adoptive families, which will reduce people's fear and worry about why they don't want to adopt a child..

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Research Article

A multidimensional analysis of graduate theses in Turkiye on early childhood and creativity

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Article Info	Abstract
	The early childhood period is vital for the emergence and development of creativity. Therefore, it is thought that it is necessary to examine the studies on children's creativity and to make suggestions for improvement. In this study, it was aimed to examine the theses conducted between 2018 and 2023 in the field of early childhood and creativity under 11 different headings: year, university, graduate school, department, method, sample type, school type of practice, type of participants, number of participants, data collection tool and subject. In this study, document analysis method, which is one of the qualitative research methods, was preferred. There are 80 graduate theses that were decided to be examined within the scope of this research by using the key concepts of "Early Childhood and Creativity" and "Preschool and Creativity" covering the period between 2018-2023 through master's and doctoral theses published in the National Thesis Center of the Council of Higher Education. Within the scope of this research, 68 of the graduate level theses selected to be examined are master's theses and 12 are doctoral theses. The theses analyzed within the scope of the research were analyzed by means of the "Thesis Classification Form" (TSF) developed by the researcher and consisting of 11 sections. In this study, descriptive content analysis was used to examine a total of 80 theses in terms of various variables. Within the framework of the research findings, results are presented in terms of guiding those concerned, enabling them to make evaluation and self-criticism regarding the studies carried out, and determining the direction of what should be done in future studies by seeing the deficiencies and needs in the field.

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Introduction

In the 21st century, societies face international, economic, political, environmental challenges, as well as rapid changes in information and communication Technologies (Griffin et al., 2012). Therefore, the basic knowledge and skills expected from individuals in today's societies have also changed (Chu, et al., 2005). Basic skills such as reading, writing and arithmetic are no longer considered sufficient in the 21st century. With the changing century, the characteristics sought in individuals today are not only memory skills and knowledge levels but also creative personality traits (Sternberg, 1999; Sternberg & Lubart, 1999). Creativity skills have gained importance for individuals to give new meanings to their lives and to keep up with the rapidly changing social life (Craft et al., 2001). At this point, it is known that the capacity of individuals to be creative is closely linked to quality of life (Corozza, 2019). In order for individuals to have a good job and a qualified life in the 21st century, they need to have the skills required by the age (Ananiadou & Claro 2009). These skills are referred to as 21st century skills. Organizations such as Partnership for 21st Century Skills (P21), International

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Society for Technology in Education (ISTE), North Central Regional Educational Laboratory (NCREL), Assessment and Teaching of 21st Century Skills (ATCS) have conducted research and definitions of 21st century skills. When we look at the 21st century skills put forward by these institutions in general; learning and innovation skills, media and technology skills, life and career skills, exploratory thinking, communication and collaboration, ways of thinking, ways of working, working tools, creativity and innovation, digital citiazenship. The ability to look at things from a broad perspective, self-learning, flexibility, critical thinking and creative thinking are the general characteristics sought in the 21st century individual (Bayrak, 2014; Büyükyılmaz, 2022).

Considering the fact that societies and individuals can only survive in a rapidly developing world if they follow and adapt to developments, the importance of creative thinking and the thoughts and actions of people with creative thinking emerges (Akçum, 2005). Individuals who can adapt to every new situation and turn these new situations into benefits for themselves are the sought-after people of the age. For these, the individual needs to think creatively and make a difference. Today, the concepts of creativity and creative people are frequently used and the importance of raising creative individuals is emphasized (Çetingöz, 2002). For this reason, creative individuals who are active in all areas of society are needed more and more, and an education is required to reveal creativity, inspiration, imagination and differences in all kinds of activities (Karayağmurlar & Tan, 2003; Korkmaz, 2020).

Torrance (2003) defines creative thinking as "sensing difficulties, problems, gaps in knowledge, and missing elements, making predictions or hypothesizing about gaps, testing these predictions and possibly reorganizing, retesting, and communicating the results" (p.8). When creativity was first conceptualized, many researchers included problem solving and critical thinking in the process (Clark, 2013; Gardner, 1993; Renzulli, 1978). However, many views on creativity emphasize that problem solving and divergent thinking are essential elements for the development of creativity (Lubart et al., 2013). Runco (1992) defined creative thinking as finding a problem and solving it in your own way (as cited in Clark, 2013). Gardner (1993) defines creativity as solving problems in a way that is accepted by the environment and designing extraordinary products out of the ordinary.

Creativity is a skill in which the potential of the individual is revealed through education (Sternberg, 1999). Every child has the potential for creativity. However, the important thing is to reveal and develop the child's creativity skills and to put them in a position to be useful for themselves and society (Sternberg & Lubart, 1999). This skill, which is an innate ability of human beings, emerges at different levels in each person and under different conditions depending on a number of non-linear interactions. (Sternberg & Lubart, 1999; Sternberg & Grigorenko, 2010). Creativity, which is an action that has no limits and can be developed, can be developed if appropriate conditions are provided (Dilek, 2013). In order to raise the creative individuals of the future, activities and studies that develop the creative side of children should be emphasized from the preschool period onwards (Çetingöz, 2002). All individuals are expected to have creative thinking skills both to improve the quality of daily life and to strengthen the quality of scientific studies that will contribute to society. The intensity of creativity, which is the product of a multidimensional thinking mind, varies from person to person in different fields (Çeliköz, 2017; Büyükyılmaz, 2022).

The preschool period, when the foundations are laid for children to realize their potential and become productive members of society, is the period when they are most open to environmental stimuli (Copple & Bredekamp, 2009; Pianta, 2012). In order to develop a child's creative potential, an educational environment and teachers that support creativity are required. The development process of creativity in children starts first in the family environment and then in pre-school institutions, the first level of education. Researchers argue that this skill can be developed and learned through education (Clark, 2013; Gardner, 1993; Lubart et al., 2013; Sternberg & Grigorenko, 2010). Torrance (1963) stated that the preschool period is important for the development of creativity. Creativity education programs in preschool programs form the basis of the child's academic development at a later age (Büyükyılmaz, 2022; Yuvacı & Dağlıoğlu, 2018).

It is known that creative thinking can be taught to children and this can be done in a variety of ways (Torrance, 1972). Regardless of how and in which way creative thinking education is carried out, the educational process, the program and the free environment offered to the child are very important. Alfuhaıgı (2015) conducted a literature review on the school environment and the development of creativity and found that having available resources and planned goals is an important factor in developing the creativity of children in homes, schools and other social organizations. Research has shown that when children's creativity is well nourished, it helps their mental and brain development to progress (Ogurlu, 2014; Yıldırım, 2006). Therefore, it is possible to conclude that classroom environments that free the learner, curricula and rich learning environments positively affect children's creative thinking levels (Yuvacı, 2017).

It is also important to support children's creativity potential in the preschool period, when creative potential is at its highest level. The behavioral patterns acquired during this process continue throughout life. Therefore, making the best use of this period is important for raising creative individuals. Providing children with creative environments, especially during this period, is very important for their development (Aslan et al., 1997; Yavuzer, 2016). When the literature is examined, there are many studies on preschool children's creativity skills. The effect of preschool education on children's creativity and creative problem solving skills was investigated and it was revealed that the scores of children who received preschool education differed significantly (Aslan et al., 1997; Gizir et al., 2012) and that the development of creativity depends on the preschool education curriculum, environment and the expert who provides education (Akçum, 2005; Alkuş & Olgan, 2014; Can Yaşar & Aral, 2010; Yuvacı & Dağlıoğlu, 2018). In addition, it has been revealed that creativity is affected by many different variables such as age, socioeconomic level, environmental conditions, and parental education level (Atay, 2009; Can Yaşar & Aral, 2011; Çakmak, 2005), and it has been stated in studies that there is a relationship between the dimensions of creativity and cognitive tempo (Ceylan, 2008). The importance of the preschool period in terms of revealing and developing children's creativity is emphasized by all researchers and field experts today (Korkmaz, 2020).

In recent years, creativity has been emphasized in early childhood education programs and approaches in Türkiye and abroad (İnan, 2012). Research on creativity education also suggests that the use of adequate education and training programs can increase creativity among children (Dziedziewicz et al., 2014; Fleith, 2000; Fazelian & Azimi, 2013; Jeffrey & Craft, 2004). Early childhood is crucial for the emergence and development of creativity (Kuru Turaşlı, 2012). Therefore, it is thought that it is also necessary to examine the studies on children's creativity and to make suggestions for improvement.

The Current Study

It is thought that it is very important to provide literature support to the studies to be carried out in the following years by examining the studies on early childhood and creativity in depth, both in terms of expanding the subject area and revealing original research. Analyzing scientific graduate theses in the related field can provide information about the depth and prevalence of the subject and reveal the general view of the field under study. With this research, it is hoped that it will show the general trend in graduate thesis studies on early childhood and creativity and provide a perspective to experts, policy makers, families and teachers who will work in this field.

The aim of this study is to reveal the current trends, changes, topics studied and methods used in graduate theses on early childhood and creativity. In this study, it was aimed to examine the theses conducted between 2018 and 2023 in the field of early childhood and creativity under 11 different headings: year, university, graduate school, department, method, sample type, school type of practice, type of participants, number of participants, data collection tool and subject. In this context, the research seeks answers to the following questions:

➢ What is the distribution of graduate thesis studies on early childhood and creativity in Türkiye between 2018-2023 according to the **year of publication**?

➢ What is the distribution of graduate thesis studies on early childhood and creativity in Türkiye between 2018-2023 according to **universities**?

> ➤ What is the distribution of graduate thesis studies on early childhood and creativity in Türkiye between 2018-2023 according to **graduate schools**?
> ➤ What is the distribution of graduate thesis studies on early childhood and creativity in Türkiye between 2018-2023 according to **department**?
> ➤ What is the distribution of graduate thesis studies on early childhood and creativity in Türkiye between 2018-2023 according to **research method**?
> ➤ What is the distribution of graduate thesis studies on early childhood and creativity in Türkiye between 2018-2023 according to **sampling type**?
> ➤ What is the distribution of graduate thesis studies on early childhood and creativity in Türkiye between 2018-2023 according to the **type of school** in which they were conducted?
> ➤ What is the distribution of graduate thesis studies on early childhood and creativity in Türkiye between 2018-2023 according to the **type of participants**?
> ➤ What is the distribution of graduate thesis studies on early childhood and creativity in Türkiye between 2018-2023 according to the **number of participants**?
> ➤ What is the distribution of graduate thesis studies on early childhood and creativity in Türkiye between 2018-2023 according to the **data collection tools**?
> ➤ What is the distribution of graduate thesis studies on early childhood and creativity in Türkiye between 2018-2023 according to their **subjects**?

Method

Research Model

In this study, document analysis method, which is one of the qualitative research methods, was preferred. The document analysis method is defined as the process of collecting existing records and documents related to the research topic and coding them using certain norms and patterns (Çepni, 2010; Yıldırım & Şimşek). Within the scope of the research, this research method was deemed appropriate since it aims to examine the graduate thesis studies conducted in the field of early childhood and creativity in terms of various variables and to guide the researchers who plan to conduct research in this subject area.

Population and Sample

This study was conducted using the key concepts of "Early Childhood and Creativity" and "Preschool and Creativity" covering the period between 2018-2023 through master's and doctoral theses published in the National Thesis Center of the Council of Higher Education. As a result of the examinations, it was seen that the studies reached without any year limitation were concentrated in the last 5 years. Therefore, in order to look at the trend and content of the last 5 years in theses in detail and to maintain the timeliness of the study, we focused on theses conducted between 2018-2023. A total of 181 graduate theses were found in the advanced searches conducted separately with the key concepts of "Early Childhood and Creativity" and "Preschool and Creativity" and year limitations between 2018 and 2023. Among these 181 theses, three criteria were established to identify the graduate theses to be included in the scope of the research and examined in detail. The first criterion was that the theses were related to early childhood and creativity, that they were included in the Higher Education Database and finally that they were open access. Studies that were not open access were excluded from the research. Within the framework of these criteria, the abstract sections of 181 theses were examined and 80 studies were selected. Within the scope of this research, 68 of the graduate theses selected to be examined are master's theses and 12 are doctoral theses. The distribution of theses according to graduate level is shown in Table 1. The titles of the 80 theses on early childhood and creativity conducted between 2018 and 2023, which were selected within the scope of the research, are given in Appendix-1. The titles of 101 theses excluded from the study are also presented in Appendix-2.

Table 1. Distribution of theses according to graduate level

		f	*%*
	Master Thesis	68	85
Level	Doctoral Thesis	12	15
	Total	**80**	**100**

Data Collection Process

The full texts of the theses identified within the scope of the research were digitally downloaded by the researcher and a data set consisting of 80 graduate theses was obtained. After reviewing similar studies in the relevant literature (Ahi & Kıldan, 2013; Bahçacı Önal & Türkoğlu, 2019; Karoğlu & Esen Çoban, 2019; Kiremit, 2019), the researcher prepared the "Thesis Classification Form" (TCF) as a data collection tool. This form consists of 11 parts. These sections include the year, university, institute, discipline, method, sampling type, type of institution, type of participant, number of people studied, data collection tools and subject of the thesis. These sections include the year, university, graduate school, department, method, sample type, school type of practice, type of participants, number of participants, data collection tool and subject of the thesis. The theses examined by the researcher using this form were coded. In order to ensure the reliability of the coding, a comparison was made between the two forms by re-coding four weeks after the first coding. It was observed that these two codings made by the researcher were largely consistent with each other.

Data Analysis

In this study, descriptive content analysis was used to examine a total of 80 theses in terms of various variables. In descriptive content analysis, which allows the content of the documents to be compared by making a table, some characteristics (frequency, orientation, etc.) related to the research questions can be determined by coding (Neuman, 2022). The graduate theses identified according to the criteria were coded using the "Thesis Classification Form" prepared by the researcher. Although codes were determined by taking the literature into consideration during the analysis process, these codes needed to be changed and improved during the analysis process (Ahi & Kıldan, 2013; Bahçacı Önal & Türkoğlu, 2019; Karoğlu & Esen Çoban, 2019; Kiremit, 2019). The coding process was finalized by reviewing the studies again. The theses were coded by the researcher using the "Thesis Classification Form" at separate times including a 4-week break. In order to ensure the reliability of this form, the data coded by the researcher at different times were compared. Reliability was calculated with the formula [Agreement / (Agreement + Disagreement) x 100] proposed by Miles and Huberman (1994). As a result of the reliability analysis, the agreement rate was found to be 87%.

Results

In this part of the study, the findings obtained for the 11 sub-questions of the study are given in tables in order to maintain integrity. Afterwards, the findings were interpreted.

Distribution of Theses by Year

The distribution of theses on early childhood and creativity between 2018 and 2023 according to the years of publication was analyzed. Figure 1 presents the findings obtained.
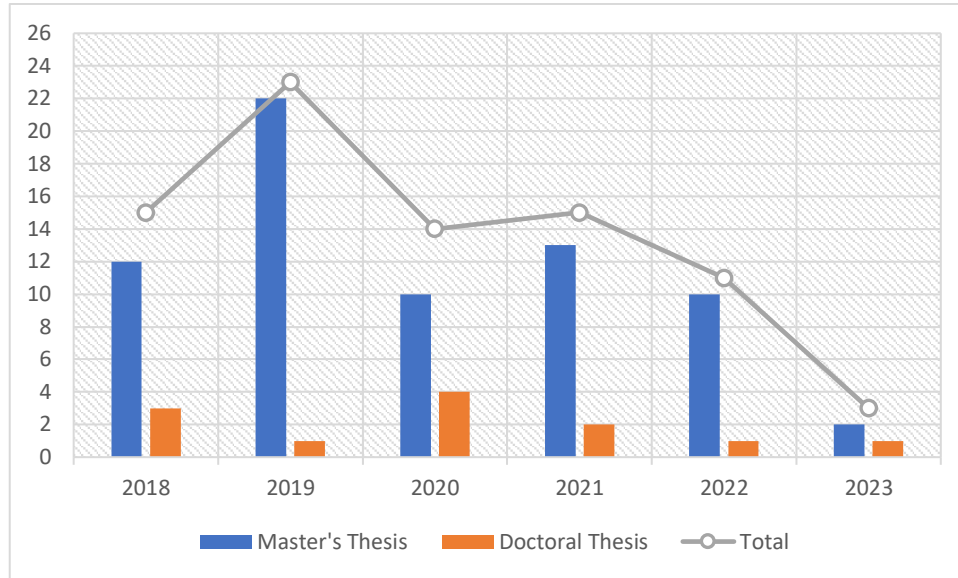
Figure 1. Distribution of theses according to years

According to Figure 1, when we look at the distribution of the theses examined between 2018 and 2023 according to years, it is seen that the most studies were conducted in 2019 with 23 (28.7%) graduate theses. Of these theses, 22 are at master's and 1 is at doctoral level. In 2018 and 2021, a similar number of graduate theses were conducted with 15 studies (18.7%) each. In 2020, 14 (17.5%) theses were completed, 10 at master's and 4 at doctoral level. In 2023, there were 3 (3.7%) graduate studies completed.

Distribution of Theses According to Universities

The distribution of theses on early childhood and creativity between 2018 and 2023 according to the university where they were conducted was analyzed. Figure 2, Figure 3 and Figure 4 show the findings obtained.

Figure 2. Distribution of theses according to the universities where they were conducted

Within the scope of this research on early childhood and creativity, a total of 41 graduate thesis were conducted in 41 different universities in Türkiye between 2018 and 2023. Figure 2 shows the universities where at least 3 or more thesis studies were completed. According to Figure 2, Gazi University has the highest number of graduate theses on early childhood and creativity with 11 (13.7) studies. Necmettin Erbakan University comes next with 7 (8.7%) theses. In Marmara University and Hacettepe University, 4 studies each (5%) were conducted. Anadolu University, Yıldız Technical University, Üsküdar University and Akdeniz University each had 3 graduate theses (3.7%).
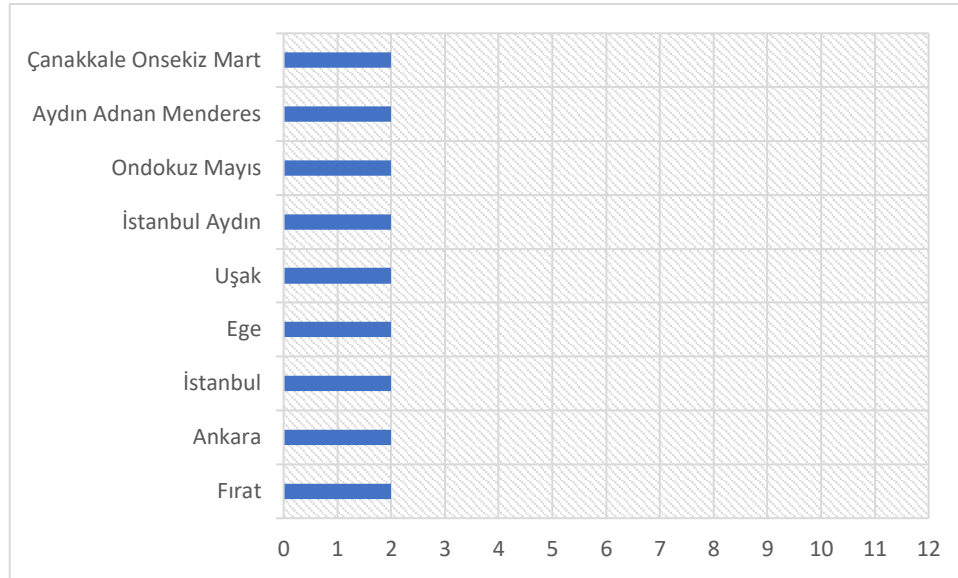
Figure 3. Distribution of theses according to the universities where they were conducted

Figure 3 shows the universities where 2 graduate thesis studies on early childhood and creativity were conducted among the studies examined between 2018 and 2023 within the scope of this research. In Türkiye, 2 (2.5%) graduate theses were completed in each of 9 different universities.
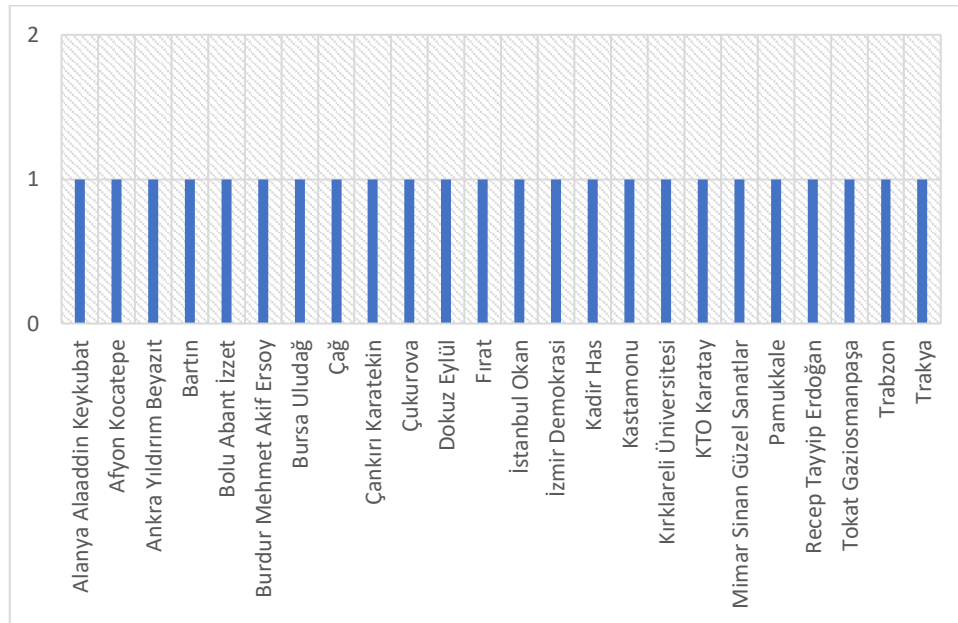
Figure 4. Distribution of theses according to the universities where they were conducted

Figure 4 shows the universities where 1 graduate thesis was conducted among the studies examined between 2018 and 2023 within the scope of this research on early childhood and creativity. One (1.2%) graduate thesis was completed in each of 24 different universities in Türkiye. Some of these universities are Alanya Alaaddin Keykubat University, Bartın University, Çağ University, Dokuz Eylül University, Fırat University, Istanbul Okan University, Kadir Has University, Mimar Sinan Güzel Sanatlar University, Pamukkale University, Recep Tayyip Erdoğan University and Tokat Gaziosmanpaşa University.

Distribution of Theses according to Graduate Schools

The distribution of theses on early childhood and creativity between 2018 and 2023 according to the institute where they were conducted was analyzed. Figure 5 presents the findings obtained.

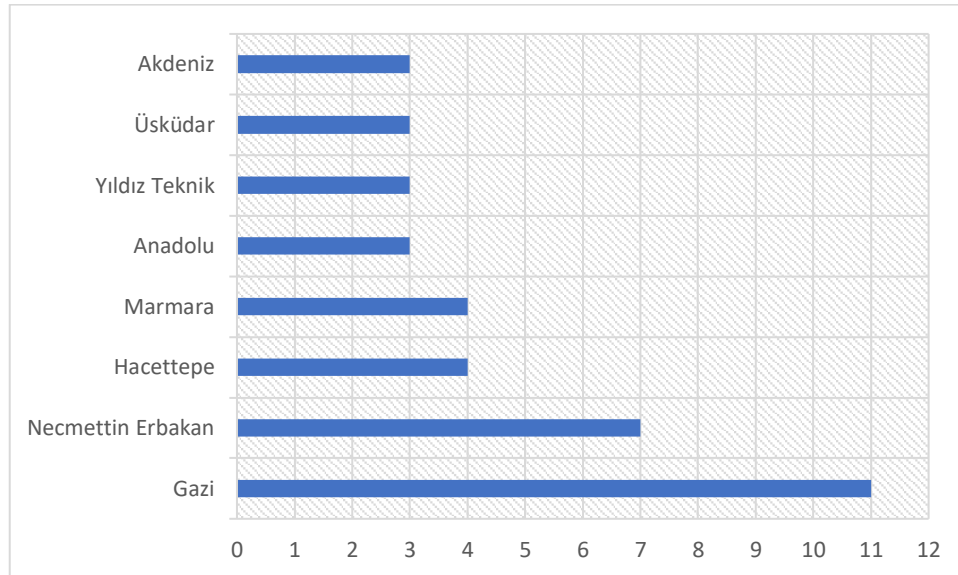**Figure 5.** Distribution of theses according to the graduate schools

According to Figure 5, 43 (53.7%) of the theses on early childhood and creativity between 2018-2023 within the scope of this research were conducted within the Graduate School of Educational Sciences. This is followed by the Graduate School of Social with 19 (23.7%) graduate theses. Within the Graduate School of Health Sciences, 7 (8.7%) studies were conducted. The Graduate School of Natural and Applied Sciences published the least number of theses with 3 (3.7%) studies.

Distribution of Theses According to the Department

The distribution of theses on early childhood and creativity between 2018 and 2023 was analyzed according to the department in which they were conducted. Figure 6 presents the findings obtained.
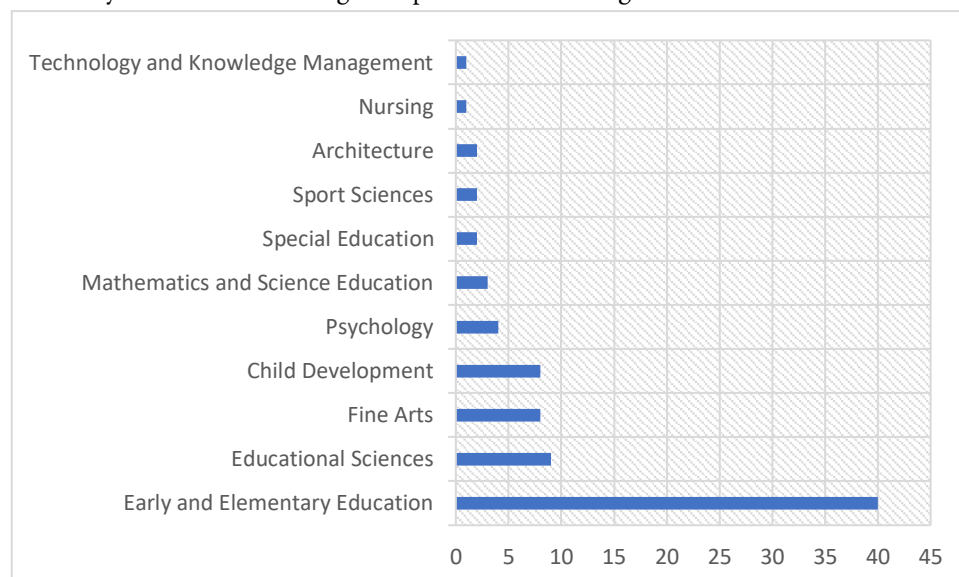
Figure 6. Distribution of theses according to the department

When Figure 6 is analyzed, it is seen that the most common field of study is early and elementary education with 40 (50%) theses. In the field of educational sciences, 9 (11.2%) thesis studies were completed. It is understood that 8 (10%) graduate theses were conducted in the Fine Arts department. Similarly, 8 studies (10%) were conducted in the Child Development. The least studies were conducted in the department of technology and knowledge management and nursing with 1 study each (1.25%). 2 (2.5%) graduate thesis studies on early childhood and creativity were completed in each of the departments of architecture, sports sciences and special education.

Distribution of Theses According to Research Methods

The distribution of theses on early childhood and creativity between 2018 and 2023 according to their research methods was analyzed. Figure 7 presents the findings obtained.
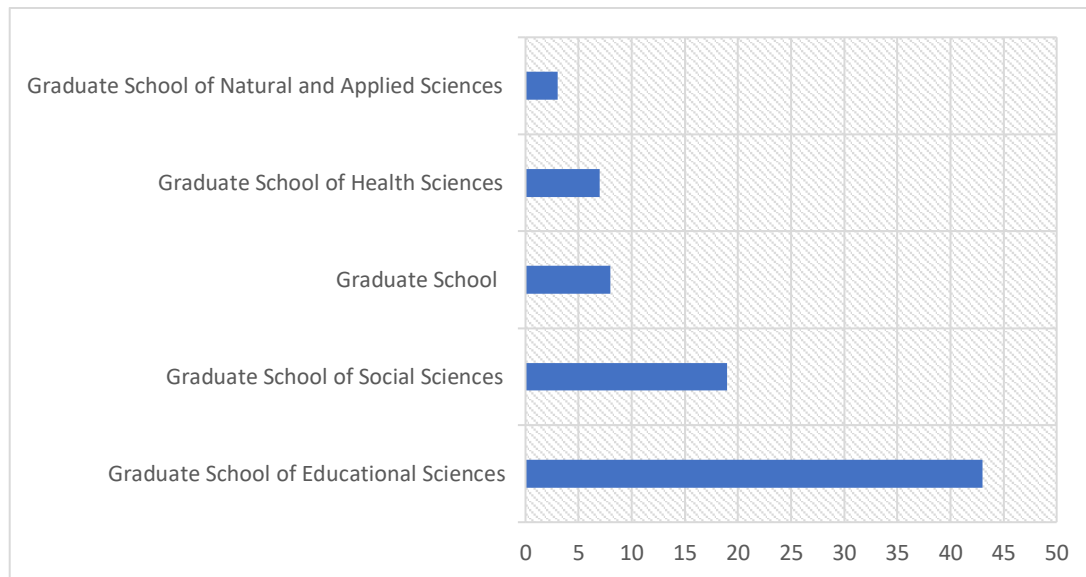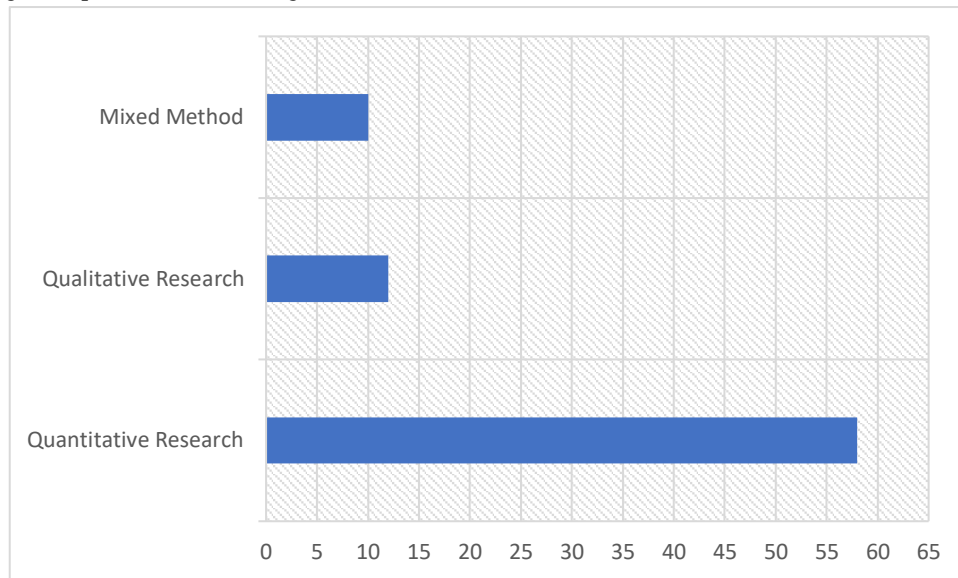

Figure 7. Distribution of theses according to research methods

According to Figure 7, 58 (72.5%) of the theses on the topic of early childhood and creativity used the quantitative research method. While 12 (15%) theses used qualitative research method, 10 (12.5%) theses used mixed research method. As can be seen in Figure 7, quantitative research is the most used method, while mixed methods are the least used.

Distribution of Theses According to Sampling Type

The distribution of theses on early childhood and creativity between 2018 and 2023 was analyzed according to the sampling type. Figure 8 shows the findings obtained.

Figure 8. Distribution of theses according to sampling type

According to Figure 8, random sampling method was used in 29 (36.2%) of the theses included in this study. In 25 (31.3%) of the analyzed graduate theses, there is no information about the sampling type used in the research. 14 of the theses (17.5%) stated that they used purposive/purposeful sampling method. While 10 (12.5%) of the graduate theses on early childhood and creativity used convenience/ accidental sampling method, 2 (2.5%) preferred to use cluster sampling method.

Distribution of Theses According to the Type of School of Practice

The distribution of theses on early childhood and creativity between 2018 and 2023 was examined according to the type of school in which they were conducted. Figure 9 shows the findings obtained.
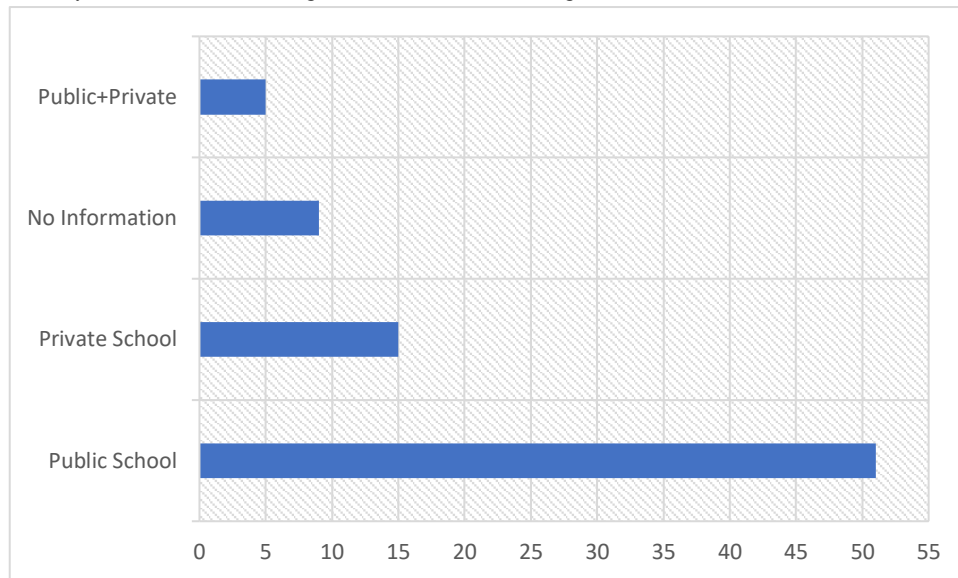
Figure 9. Distribution of theses according to the type of school of practice

According to Figure 9, 51 (63.7%) of the theses on early childhood and creativity in Türkiye conducted their studies in public schools. 15 of the graduate theses (18.7%) collected data from private schools. In this study, 5 (6.3%) of the theses analyzed in this research conducted their practices in both public and private schools. 9 of the theses (11.3%) did not provide any information about the type of institution they collected data from.

Distribution of Theses by Type of Participant

The distribution of theses on early childhood and creativity between 2018 and 2023 was examined according to the participants. Figure 10 presents the findings obtained.
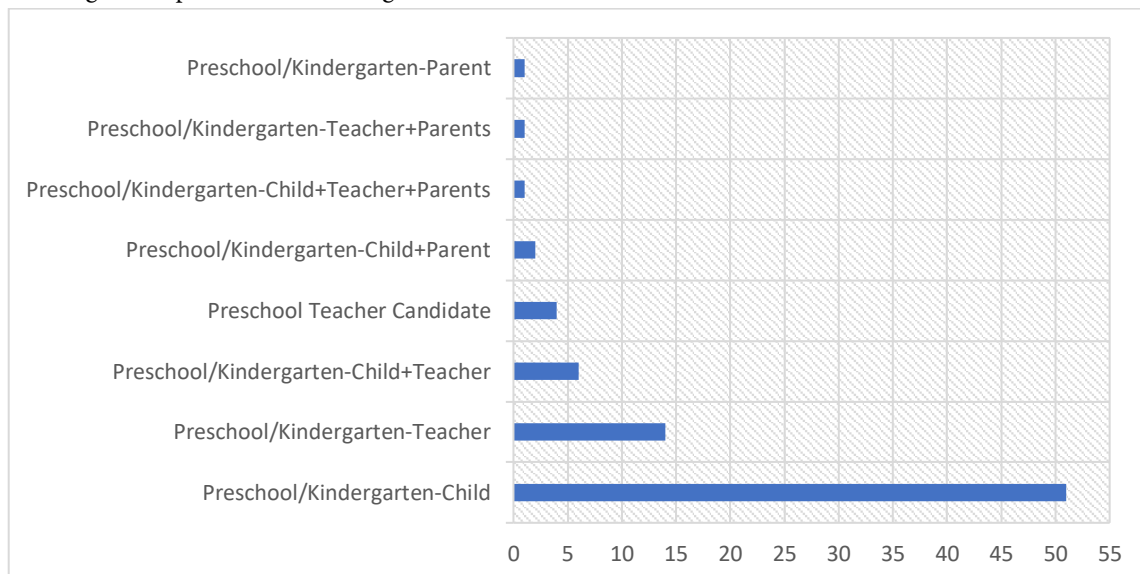
Figure 10. Distribution of theses according to participant type

According to Figure 10, 51 (63.7%) of the graduate theses examined in this study were conducted with children in preschool education institutions. 14 of the theses (17.5%) were conducted with teachers in preschool education institutions. 6 (7.5%) of the studies examined in this research on early childhood and creativity conducted research with both children and teachers in preschool education institutions. 4 (5%) of the theses were completed with pre-service teacher candidates. 2 of the reviewed studies (2.5%) worked with children and parents in preschool education institutions. Figure 10 shows that there is 1 (1.2%) graduate thesis study in which children, parents and teachers work

together in preschool education institutions. Similarly, there is only one (1.2%) thesis that worked with parents in a pre-school education institution.

Distribution of Theses by Number of Participants

The distribution of theses on early childhood and creativity between 2018 and 2023 was examined according to the number of participants. Figure 11 presents the findings obtained.
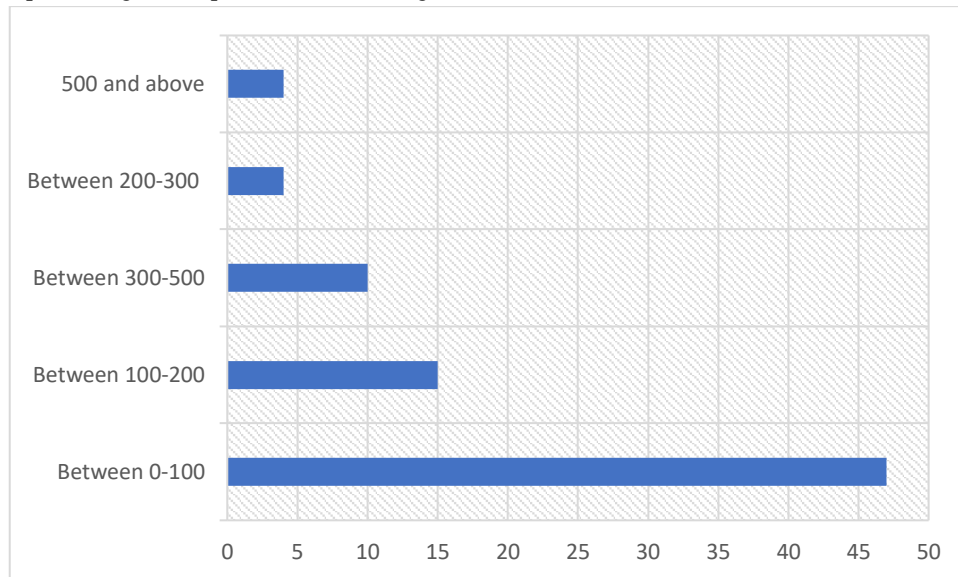
Figure 11. Distribution of theses according to the number of participants

Figure 11 shows that 47 of the theses (58.8%) conducted their research with a study group ranging between 0 and 100 participants. While 15 (18.7%) of the theses conducted research with a group of participants ranging between 100-200 people, 10 (12.5%) conducted research with a group of 300-500 participants. 4 theses (5%) completed their implementation with a study group ranging between 200-300 participants. Similarly, 4 (5%) graduate theses completed their application with a study group varying between 500 and more participants.

Distribution of Theses According to Data Collection Tools

The distribution of theses on early childhood and creativity between 2018 and 2023 was analyzed according to data collection tools. Figure 12 shows the findings obtained.
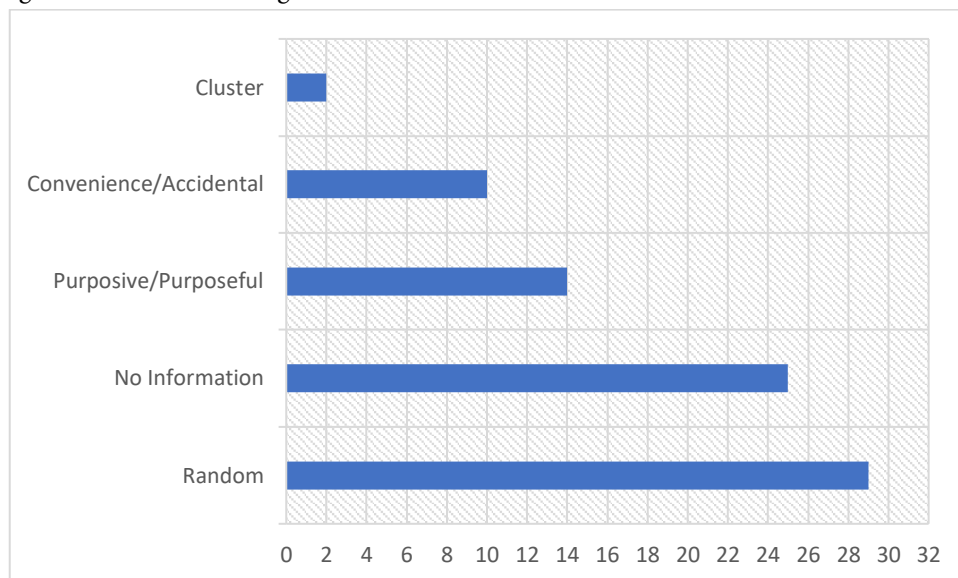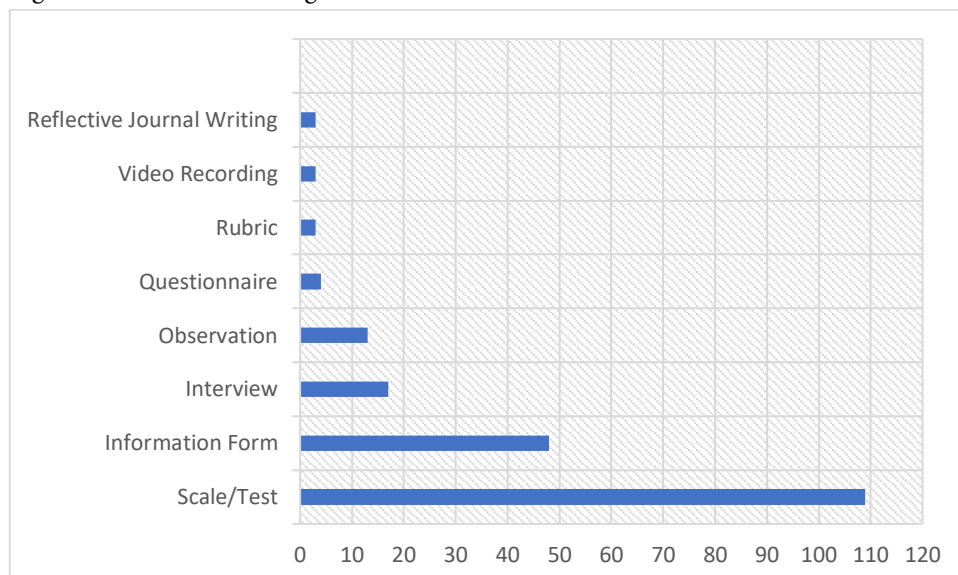

Figure 12. Distribution of theses according to data collection tools

According to Figure 12, a total of 200 (100%) data collection tools were used in 80 graduate theses that conducted research on early childhood and creativity between 2018 and 2023 and were examined within the scope of this study. In

the theses, 109 (54.5%) scales/tests, 48 (24%) information forms, 17 (8.5%) interviews, 13 (6.5%) observations, 4 (2%) questionnaires, 3 (1.5%) rubrics, 3 (1.5%) video recordings and 3 (1.5%) reflective journal writings were used to obtain data. As can be seen in Figure 12, the most commonly used data collection tools in the theses were scales/tests, while the least used data collection tools were rubrics, video recordings and reflective journal writings.

Distribution of Theses According to Subjects

The distribution of theses on early childhood and creativity between 2018 and 2023 was analyzed according to their topics.

The distribution of theses on giftedness and creativity was analyzed according to their subjects. Table 2 presents the findings obtained. Table 2 shows the findings obtained.

Table 2. Distribution of theses according to their topics

Topics	*f*	%
The relationship between various variables (home environment, motivation, environment design, self-regulation, emotion regulation and behavior regulation, temperament, leadership, bilingualism, storytelling, learning styles, multiple intelligence areas, having foreign peers in the classroom, stories and tales, problem solving skills, language development, block games, mathematics concepts, age, animated cinema, parent-child relationship, parents′ authentic levels) and creativity	26	32,5
The effect of the trainings/programs/content (STEM, geometry, creativity, movement, montessori, coding, robotics, music, philosophy, waldorf, ceramics) on creativity	19	23,8
The relationship between creative drama-based activities/content and various variables (bullying, life skills, voice awareness, problem solving, social skills, self-confidence, emotion regulation, sexual abuse prevention, attention, creative thinking, values, mental thinking skills)	16	20
Investigation of preschool teachers′ and teachers′ candidates, perceptions, attitudes, levels, tendencies, self-efficacy, experiences and characteristics about creativity	15	18,7
Scale adaptation and development studies	4	5
Total	**80**	**100**

According to Table 2, the most frequently studied topic in graduate theses is the studies examining the relationship between creativity and various variables with 26 (32.5%) studies. These variables are: home environment, motivation, environment design, self-regulation, emotion regulation and behavior regulation, temperament, leadership, bilingualism, storytelling, learning styles, multiple intelligence areas, having foreign peers in the classroom, stories and tales, problem solving skills, language development, block games, mathematics concepts, age, animated cinema, parent-child relationship, parents′ authentic levels. This is followed by 19 (23.8%) theses examining the effect of the trainings/programs/content on creativity. These training/program/content are: STEM, geometry, creativity, movement, Montessori, coding, robotics, music, philosophy, waldorf, ceramics. Within the scope of this research, 16 of the theses (20%) examined the relationship between creative drama-based activities/content and various variables. These variables are: bullying, life skills, voice awareness, problem solving, social skills, self-confidence, emotion regulation, sexual abuse prevention, attention, creative thinking, values, mental thinking skills. 15 of the theses (18.7%) focused on examining the opinions, perceptions, attitudes, levels, tendencies, self-efficacy, experiences and characteristics of preschool teachers and teacher candidates on creativity. 4 (5%) of the theses on early childhood and creativity included in the scope of this study conducted scale adaptation and development studies.

Discussion and Conclusion

This study aims to reveal the general structure of the research by examining the graduate theses on early childhood and creativity in Türkiye between 2018 and 2023. There are 80 graduate theses included in the scope of the research. It is thought that this study will help researchers to plan and carry out future studies by looking at the current situation. When the general structure of the studies is examined, it is seen that 68 of the 80 studies are master's theses and the

remaining 12 are doctoral theses. The first thesis was completed in 2018 and the last thesis was completed in 2023. It should also be taken into consideration that graduate theses published in 2023 on early childhood and creativity may continue. Looking at these 6 past 6 years, there are 11.3 master's theses and 2 doctoral theses per year. Considering the time-consuming nature of doctoral theses, which require longer applications, the low number of master's theses can be understood to some extent. Considering the time-consuming nature of doctoral theses, which require longer practices, the low number of master's theses can be understood to some extent. However, considering Türkiye's graduate education potential, the number of doctoral theses in particular is quite low. As a result of the examinations conducted within the scope of this study, it was seen that there were very few doctoral theses in graduate theses on early childhood and creativity. According to Coşkun et al. (2014), the fact that doctoral education is more demanding than master's education and the entrance conditions are difficult negatively affects the number of studies conducted in the field of doctorate. In order to increase the number of doctoral dissertations, supervisors should direct doctoral students in the field of creativity in early childhood. In addition, increasing the number of doctoral programs in the field of early childhood will also positively affect the increase in the number of doctoral theses (Kiremit, 2019). Therefore, it can be said that doctoral level studies on early childhood and creativity should be increased. This finding may also be due to the insufficiency of the doctoral program in early childhood education in Türkiye or the low number of people who can continue the doctoral program. Looking at the literature, it was found that the number of master's theses was higher than the number of doctoral theses in graduate thesis studies involving different topics in the field of early childhood education (Ahi & Kıldan, 2013; Altun et al., 2011; Can Yaşar & Aral, 2011; Kaytez & Durualp, 2014; Karaoğlu & Esen Çoban, 2019). Therefore, it is thought that increasing the number of graduate theses on the subject of early childhood and creativity will enable information diversity by reaching different findings on this subject. When the studies analyzing the theses in the field of education are examined, it can be seen that the number of master's theses is considerably higher than the number of doctoral theses (Aydın et al., 2018; Bahçacı Önal & Türkoğlu, 2019; Bolat, 2016; Can Yaşar & Aral, 2014; Özenç & Özenç, 2013; Özenç & Özenç, 2018; Şahin et al., 2011; Tatlı & Adıgüzel, 2012; Yaşar & Papatğa, 2015).

As a result of the examination of the distribution of master's and doctoral theses on early childhood and creativity between 2018-2023 according to years, it can be said that the number of theses varies between 3 and 23 according to years, but there is not a homogeneous distribution that increases or decreases according to years. Looking at the distribution of graduate theses between 2018 and 2023, it is seen that there is an irregular distribution. Looking at the distribution by years, it was determined that there was an irregular distribution in the number of theses, although there was an acceleration especially in 2019. Although new master's and doctoral programs are opened in universities every year and the number of master's and doctoral students increases in direct proportion to this situation, it is thought that the lack of a progressive increase in the distribution over the years may be due to the fact that the research subject is limited to early childhood and creativity. In line with the findings obtained in the study, it was observed that the highest number of theses on early childhood and creativity were published in 2019.

When the graduate thesis studies on early childhood and creativity between 2018 and 2023 were examined, it was found that the theses were conducted in 41 different universities in Türkiye. It is seen that Gazi University ranks first with a total of 11 graduate thesis studies and Necmettin Erbakan University ranks second with 7 graduate thesis studies. It is understood that Hacettepe University and Marmara University follow, each with 4 graduate thesis studies. It is seen that the majority of the analyzed theses were conducted in provinces such as Ankara, Konya and Istanbul. The fact that there are doctoral programs in these provinces may have led to an increase in the number of theses. For this reason, doctoral programs in early childhood education can be opened in universities in other provinces and their students can be encouraged to do doctoral education in these fields. It is thought that the fact that the number and title of the faculty members working in the relevant departments of the universities are sufficient and that the sample groups can be reached more easily in the thesis studies to be carried out in these universities, especially in metropolitan areas, are also effective

in the intensive conduct of graduate theses in certain universities. There are studies that support this finding of the research (Ahi & Kıldan, 2013; Bahçacı Önal & Türkoğlu, 2019; Kiremit, 2019).

It is understood that the subject of the graduate theses examined within the scope of this research is mostly within the field of educational sciences when we look at the graduate schools where the studies were conducted. In the distribution of the studies in the study by graduate schools, the graduate school having the highest share with 43 graduate theses is the Graduate School of Educational Sciences with a significant difference. The fields of health sciences and sciences are the least studied. It is seen that the theses on early childhood and creativity between 2018-2023 were prepared by various departments of universities. It was revealed that theses on creativity in early childhood were published not only in the field of early and elementary education but also in fields such as fine arts, child development, psychology, special education, sports sciences, architecture, and nursing. The fact that there are graduate theses in other fields other than early and elementary education shows that the early childhood period is a period that covers all fields.

When we look at the types of research methods used in theses on early childhood and creativity conducted between 2018 and 2023, it is noticeable that quantitative studies are more common. The quantitative method is thought to be more preferred because it produces measurable and reliable data that can be generalized at the level of the research population and enables the exploration of the structures and patterns that exist in society as a whole. (Büyüköztürk et al., 2011). Research in different disciplines also reveals that quantitative research is predominant in theses. It can also be said that this trend is not specific to a single field but reflects the general trend in Türkiye (Bahçacı Önal & Türkoğlu, 2019; Durukan et al., 2015; Ozan & Köse, 2014; Özenç & Özenç, 2018; Tarman et al., 2010; Taştepe et al., 2016; Uysal, 2013; Yaşar & Papatğa, 2015; Yeşilyurt, 2018; Yıldız, 2004). In addition to the quantitative method, although very limited, it was also observed that researchers preferred the mixed method in which both qualitative and qualitative and quantitative models were used together. However, the mixed method, which involves the collection, analysis and interpretation of qualitative and quantitative research data within a single study or studies, thus providing more in-depth information, has been preferred very rarely. Mixed methods are used when qualitative or quantitative studies alone are not sufficient (Fırat, Yurdakul & Ersoy, 2014; Kiremit, 2019). Researchers' use of both methods provides the opportunity to use both scales and observations about preschool children. In this way, more information is obtained about preschool period and creativity. Including and increasing mixed design and qualitative studies in graduate theses may support reaching more detailed and different data on early childhood and creativity.

Random sampling method was used in the majority of the graduate theses examined in this study. Considering that quantitative research method is the most preferred method in terms of research methods, it can be stated that sample selection and method selection support each other. Because in quantitative research, researchers aim to generalize and make predictions (Büyüköztürk et al., 2011). It can be said that the random sampling method can serve this purpose in the most appropriate way. Therefore, it can be stated that the studies examined within the scope of this research have made a sample selection that will serve the purposes of their methods. One of the most striking points in the master's and doctoral theses examined within the scope of this research is that 25 studies did not specify the type of sampling used. Here, it is important for the researchers to explain the methods they used in determining the study group in terms of reproducibility and comprehensibility of the studies. In this regard, it can be reminded that researchers should report the research process more carefully.

When we look at the types of schools where the graduate theses published between 2018 and 2023 on early childhood and creativity were conducted, it is understood that the majority of them selected their participants from public schools. There are also studies in which only private schools or both public and private schools were selected for thesis practices. Considering the prevalence and numerical majority of public schools, it is understandable that studies on private schools are limited. Although the studies conducted in private schools are limited, it can be stated that the participation of both public and private schools in the studies provides a diversity that contributes to the field.

It was found that the study group of the theses examined within the scope of this research consisted of children, teachers, teacher candidates and parents, respectively. It was found that the study group of the theses examined within the scope of this research consisted of children, teachers, teacher candidates and parents, respectively. Most of the studies were conducted in pre-school education institutions. Ahi and Kıldan (2013) examined the graduate theses in the field of preschool education in Turkiye and concluded that the theses in the field of preschool education consisted of children, teachers, parents, prospective teachers, administrators and other study groups respectively. Therefore, the study group of the graduate theses is mostly composed of children, teachers and parents, which is in line with the results of the research. In the theses, it is seen that the majority of the distribution in the study groups is collected from children in preschool education institutions. However, it is also seen that studies with preschool teachers, teacher candidates and parents of preschool children have been conducted, albeit quite limited. However, it is thought that the number of studies especially for families and faculty members working in this field is insufficient. It is thought that it may be important to plan studies that include administrators and instructors working in this field as different study groups in graduate theses on early childhood and creativity.

It is seen that the majority of the theses analyzed on early childhood and creativity work with a participant group varying between 0-100. The number of theses with 500 participants and above is quite limited. Looking at this situation in general, it is understood that the number of theses conducted with small groups and the number of participants is higher. Considering that the theses generally work with quantitative methods, it can be said that the studies were conducted with a limited number of participants, which would not serve the purpose of generalizability. In this case, it can be said that working with large sample groups in research is a need in the field.

When the data collection tools used in the theses examined within the scope of this research were examined, it was determined that the researchers mostly preferred to use scales/tests. Apart from this, it is understood that the information form has also been used in many studies. It was observed that interviews, observations, questionnaires, rubrics, video recordings and reflective journal writings were preferred by a small number of researchers as data collection tools. The use of quantitative research methods in the majority of theses and the high usability of scales explain the frequent preference of scales as data collection tools. The fact that tools such as interview and observation are the preferred data collection tools is thought to be due to the low number of theses using qualitative research methods. This finding of the study also coincides with the findings of different studies in the field of education (Alper & Gülbahar, 2009; Bahçacı Önal & Türkoğlu, 2019; Erdem, 2011; Kaytez & Durualp, 2014; Seçer et al., 2014).

When the topics of the theses on early childhood and creativity between 2018 and 2023 are analyzed, it is seen that the relationship between creativity and various variables is mostly examined. These variables are: home environment, motivation, environment design, self-regulation, emotion regulation and behavior regulation, temperament, leadership, bilingualism, storytelling, learning styles, multiple intelligence areas, having foreign peers in the classroom, stories and tales, problem solving skills, language development, block games, mathematics concepts, age, animated cinema, parent-child relationship, parents' authentic levels. After this, it is understood that the most common studies are those examining the effects of trainings, programs and contents on creativity. It is seen that scale adaptation and development studies on early childhood and creativity have also been conducted, albeit limited. When the study subjects of the theses are examined, one of the most striking points is that very few studies have been conducted with families and teacher candidates as the study group. It has also been observed that no study has been conducted on academics and administrators in this regard. No meta-analysis study was found among the reviewed studies. A similar conclusion was reached in the study conducted by Koç and Saranlı (2017). The reason for this can be shown as the lack of sufficient studies in the literature (Çalık & Sözbilir, 2014). In order to interpret the data in multiple ways, it would be appropriate to prioritize qualitative and mixed studies in future studies on this subject.

Future Directions

In line with the results obtained within the scope of this research, recommendations have been developed for researchers and those interested in the field. It is thought that doctoral theses on early childhood and creativity should be prioritized. However, considering the provinces in which the theses were conducted, it is thought that spreading the theses to a wide range of provinces will benefit the field. In addition, suggestions can be made such as prioritizing studies to be conducted with parents, teachers, teacher candidates, relevant institutional staff, administrators and academicians other than children as the study group of the theses, and ensuring the diversity of data collection tools, especially those that will provide in-depth data. Considering that the graduate theses in the field are conducted with quantitative methods and generalizable results are tried to be reached in this way, it is believed that the mixed method, in which quantitative and qualitative methods are used together to obtain more in-depth information in research, will contribute more to the field.

Ethics Committee Permission Information

Since the study was conducted by examining the documents, it is not included in the group of studies that require Ethics Committee Permission. Ethics Committee Permission has not been declared.

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Appendixes
Appendix 1. Included Theses
2023

1. Okul öncesi öğretmenlerinin özel yetenekli çocukların eğitimleri konusunda öz yeterlikleri ile yaratıcı düşünme eğilimlerinin incelenmesi

2. Yaratıcı drama temelli akran zorbalığını önleme programının okul öncesi öğrencilerin zorbalık davranışlarına etkisi

3. Yaratıcı ev ortamının ve yaratıcı düşünmeyi öğrenme motivasyonlarının çocukların yaratıcılıklarına etkisi

2022

4. Okul öncesi eğitimde yaratıcılığı geliştirmeye yönelik mekân tasarımı önerisi

5. Yaratıcı Çocuk Özellikleri Ölçeği'nin geçerlik-güvenirlik çalışması ve 48-72 aylık çocukların yaratıcı özellikleri ile liderlik özellikleri arasındaki ilişkinin incelenmesi

6. 60-72 aylar arasındaki çocukların yaratıcılıkları ile öz-düzenleme, duygu düzenleme ve davranış düzenleme becerileri arasındaki ilişkinin incelenmesi

7. Okul öncesi eğitime devam eden çocukların mizaç özellikleri ile yaratıcılıkları arasındaki ilişkinin incelenmesi

8. STEM eğitimi uygulamalarının okul öncesi dönemde yaratıcılık ve eleştirel düşünme becerilerine etkisi

9. Ebeveyn-çocuk ilişkilerinde yaratıcılık iklimi ile ebeveynlerin yaratıcılık algıları arasındaki ilişkinin incelenmesi

10. Okul öncesi dönemde Yaratıcılık Değerlendirme Ölçeği: Geçerlik ve güvenirlik çalışması

11. Yaratıcılık ve iki dillilik arasındaki ilişkinin okul öncesi çağı çocuklarında incelenmesi

12. Yaratıcı drama temelli yaşam becerileri eğitim programının 5-6 yaş çocuklarının yaşam becerileri düzeylerine etkisi

13. Çocuk felsefesi temelli dijital öykülemenin 6 yaş çocuklarının yaratıcı ve eleştirel düşünme becerilerine etkisinin incelenmesi

14. 5-6 yaş çocuklarının öğrenme stilleri ile yaratıcılıkları arasındaki ilişkinin incelenmesi

2021

15. Okul öncesi öğretmenleri ve öğretmen adaylarının okul öncesi dönemde yaratıcılığın önemine ve geliştirilmesine yönelik görüşlerinin incelenmesi

16. Okul Öncesi Öğretmen Adaylarının Çoklu Zeka Alanları ile Yaratıcılık Düzeyleri Arasındaki İlişkinin İncelenmesi

17. Okul öncesi eğitim kurumuna devam eden 60-72 aylar arasındaki çocukların motivasyon düzeyleri ile yaratıcılıkları arasındaki ilişkinin incelenmesi

18. Okul öncesi öğretmenlerinin yaratıcı dramaya ilişkin tutumları ile yaratıcı drama yöntemini kullanmaya yönelik öz yeterliklerinin incelenmesi

19. Öğretimde Yaratıcılık Ölçeği'nin geçerlik-güvenirlik çalışması ve okul öncesi öğretmenlerinin 48-72 aylar arasındaki çocukların yaratıcılıklarını destekleme durumlarının farklı değişkenler açısından incelenmesi

20. Montessori eğitimi ile okul öncesi eğitim programı uygulanan okul öncesi öğrencilerinin yaratıcı düşünme becerilerinin incelenmesi

21. Okul öncesi eğitimi kurumunda çalışan öğretmenlerin yaratıcı drama tabanlı etkinliklere yönelik yeterlilik algıları ve uygulama düzeyleri

22. Erken çocukluk eğitimi kurumlarında görev yapan öğretmenlerin görsel sanat ve yaratıcılık alanına yönelik görüşleri

23. Okul öncesi öğretmenlerinin yaratıcılık bağlamında sanat etkinliklerini uygulama deneyimleri

24. Yaratıcı drama yönteminin okul öncesi dönemdeki çocukların ses farkındalığı becerilerine etkisi

25. Okul öncesi öğretmenlerinin yaratıcı düşünme eğilimi ve beyin temelli öğrenme tutumu arasındaki ilişkinin incelenmesi

26. Fırat Üniversitesi Eğitim Fakültesi okul öncesi öğretmenliği öğrencilerinin yaratıcılık düzeyleri

27. Okul öncesi dönem çocuklarının ebeveyn-çocuk okuma etkinlikleri ile yaratıcı düşünme becerileri arasındaki ilişkinin incelenmesi

28. Sanat ve Bilimle Keşif Programı'nın çocukların yaratıcı düşünme ve bilimsel süreç becerilerine yansımaları

29. Yaratıcı hareket eğitiminin 5-6 yaş çocuklarının yaratıcılıklarına ve kendini gerçekleştirme düzeylerine etkisinin incelenmesi

2020

30. Okul öncesi özel eğitimde çalışan öğretmenlerin oyun öğretimine ilişkin öz yeterlikleri ve yaratıcı kişilik özelliklerinin incelenmesi

31. Yaratıcı drama temelli etkinliklerin okul öncesi çocukların problem çözme ve sosyal beceri düzeylerine etkisi

32. Müzikli yaratıcı drama eğitiminin okul öncesi çocukların öz güven düzeylerine etkisi

33. Tasarım odaklı düşünme modeline göre hazırlanan okul öncesi STEM etkinliklerinin çocukların yaratıcılık ve problem çözme becerileri üzerine etkisinin incelenmesi

34. Okul öncesi dönem için yaratıcı müzik etkinlikleri tasarımı

35. Okul öncesi eğitim döneminde çocuklar için felsefe eğitiminin öğrencilerin yaratıcılık düzeylerine etkisi

36. Waldorf yaklaşımına dayalı eğitim programının okul öncesi dönemdeki çocukların yaratıcılık ve bilişsel becerilerine etkisi

37. Okul öncesi eğitimde yaratıcı drama eğitiminin duygu düzenleme ve sosyal problem çözme becerilerine etkisi

38. Erken çocukluk eğitiminde üreten çocuklar kodlama ve robotik eğitim programının etkilerinin incelenmesi

39. Okul öncesi çocuklarda cinsel istismarı önlemeye yönelik yaratıcı drama yöntemiyle geliştirilen bedenim benim özelimdir eğitim programının etkinliğinin değerlendirilmesi

40. Anasınıflarında yabancı uyruklu akranlarıyla eğitim alan ve almayan çocukların dil gelişimi ve yaratıcı düşünme becerilerinin incelenmesi

41. Yaratıcı drama eğitiminin 60-72 aylık çocukların dikkat gelişimine etkisi

42. Çocuklar için animasyonlu bilimsel yaratıcılık testinin geliştirilmesi

43. Farklı öğretim kademelerinde görev yapan eğitimcilerin öğrencilerde yaratıcılığı etkileyen faktörlere ilişkin görüşleri

2019

44. Okul öncesi öğretmenlerinin yaratıcı düşünme eğilimleri ile sınıf yönetimi becerileri arasındaki ilişkinin incelenmesi

45. Okul öncesi öğretmenlerinin karakter eğitimi yetkinlik inançları ile yaratıcılık düzeyleri ve iletişim becerileri arasındaki ilişkinin incelenmesi

46. Okul öncesi eğitiminde STEM yaklaşımının yaratıcılığa etkisi

47. Okul öncesi eğitimde çocukların yaratıcı hayal gücü gelişimini etkileyen faktörler

48. Okul öncesi 4-5 yaş çocuklarına uygulanan bütünleştirilmiş yaratıcı drama ve sanat etkinliklerinin yaratıcı düşünme becerilerine etkisi

49. Seramik eğitimi programının 5 yaş çocuklarının yaratıcılıklarına etkisinin incelenmesi

50. Müzikli hikaye ve masalların okul öncesi eğitim dönemindeki çocukların yaratıcılık düzeylerine etkisi

51. Okul öncesi resimli çocuk kitaplarındaki illüstrasyonların çocukların yaratıcılık ve yaratıcı düşünme becerilerine etkisi

52. Okul öncesi eğitim alan çocukların duygu düzenleme ve sosyal problem çözme becerilerine yaratıcı drama eğitiminin etkisi

53. Okul öncesi dönem çocuklarının ebeveynlerinin otantiklik düzeyleri ile çocuklarının yaratıcılıkları arasındaki ilişkinin incelenmesi

54. Robotik uygulamalarının okul öncesi çocukların yaratıcı düşünme becerileri üzerine etkisi

55. Okul öncesi eğitim kurumuna devam eden beş yaş çocuklarının yaratıcılık düzeyleri ile sosyal problem çözme becerileri arasındaki ilişkinin incelenmesi

56. 60-72 aylık çocukların yaratıcılık düzeyleri ile problem çözme becerileri arasındaki ilişkinin incelenmesi

57. Okul öncesi öğretmen adaylarının yaratıcı kişilik özelliklerinin ve duygusal zekâ düzeylerinin çeşitli değişkenler açısından incelenmesi

58. Çocuk evlerinde yaşayan çocukların dil gelişim düzeyleri ile yaratıcı düşünme becerilerinin incelenmesi

59. Okul öncesinde eğitimde drama temelli erken STEM programının bilimsel süreç ve yaratıcı düşünme becerilerine etkisi

60. 60 aylık çocukların sosyal problem çözme beceri üzerinde yaratıcı dramanın etkisi

61. Yaratıcı drama etkinliklerinin 60-72 aylık çocukların duygu düzenleme becerilerine etkisinin incelenmesi

62. Yaratıcı drama yöntemiyle verilen eğitimin 5-6 yaş çocukların farklılıklara saygı kazanımına etkisi

63. STEM eğitiminin anaokuluna devam eden 5 yaş çocuklarının yaratıcılık düzeylerine etkisi

64. Erken çocukluk döneminde yaratıcı düşünme ile kendini düzenleme becerisinin bağlantılarının incelenmesi

65. Yaratıcı, düşündüren, yenilikçi oyun alanları

2018

66. Yaratıcı drama uygulamalarının okul öncesi dönemi öğrencilerinin besinler konusundaki öğrenmelerine ve sosyal uyum becerileri kazanmalarına etkisi

67. Okul öncesi geometri eğitim programının çocukların geometri becerileri ve yaratıcı düşünmelerine etkisi

68. Okul öncesi öğretmenlerinin öğrencilerde matematiksel yaratıcılığı teşvik etme öz yeterlilik düzeylerinin belirlenmesi

69. Okul öncesi öğretmenlerinin yaratıcılık düzeyleri ile 60-72 aylık çocukların fen öğrenimi arasındaki ilişkinin incelenmesi

70. Okul öncesi dönemde yaratıcılık eğitiminin yaratıcılık performansı, yönetici zihinsel işlevler ve duygu düzenleme becerilerine etkisi

71. Okul öncesi eğitimde kullanılan yaratıcı drama tekniklerinin çocukların değerler edinimine etkisi

72. Okul öncesi çocuklarda uygulanan hareket eğitimi programının çocukların yaratıcı davranışlarına etkisinin incelenmesi

73. Görsel sanatlar eğitiminde Montessori eğitimi yaklaşımının, okul öncesi çocuklarının yaratıcılık gelişimlerine etkisi

74. Okul öncesi çocuklarına uygulanan yaratıcılık eğitim programının çocukların yaratıcılık ve işitsel muhakeme becerilerine etkisi

75. Okul öncesi eğitim ortamının kalitesinin çocukların yaratıcılığına etkisi

76. Blok oyunlarının çocukların yaratıcılığına etkisinin incelenmesi

77. 5-6 yaş çocuklarının matematik kavramları ile yaratıcılıkları arasındaki ilişkinin incelenmesi

78. Anasınıfına devam eden çocuklara zihinsel düşünme becerilerinin kazandırılmasında yaratıcı drama çalışmalarının etkisinin incelenmesi

79. Altı-on yaş arasındaki öğrencilerin yaratıcılık düzeylerinin karşılaştırılması

80. Canlandırma sinemasının okulöncesi çocuğun yaratıcılığı açısından değerlendirilmesi

Appendix 2. Excluded Theses
2023

1. Grafik tasarım alanında etkileşimli tasarımlar ve etkileşimli e-kapak tasarımı uygulama örneği

2. Okul öncesi öğretmenlerinin fen etkinliklerine yönelik görüşlerinin belirtilmesi: Bir durum çalışması

3. Sanat bilgisi ve estetik algıyı destekleyen resimli çocuk kitaplarının incelenmesi

4. İlkokul derslerinde bir öğretim yöntemi olarak kullanılan yaratıcı drama ile ilgili tezlerin incelemesi: Bibliyografik bir çalışma

5. Ortaöğretim öğrencileri için müzede öğrenme

6. Öğretmenlerin örgütsel destek, duygusal emek, psikolojik sermaye ve örgütsel adanmışlık düzeyleri arasındaki ilişkilerin incelenmesi

7. STEM uygulamalarını sınıfta kullanan öğretmenlerin yaratıcı düşünme eğilimleri ile yaratıcılığa teşvik etme davranışları arasındaki ilişkinin incelenmesi

8. Ayrımcılık Karşıtı Eğitim Programının (AYKEP) çocukların farklılıklara saygı ve empati becerilerine etkisinin incelenmesi

9. Çocuk sessiz kitaplarında karakter tasarımlarının tasarım ilkelerine göre incelenmesi

2022

10. İlkokula geçiş sürecinde öğrencilerin bazı üst düzey düşünme becerilerinin geliştirilmesine ilişkin öğretmen görüşleri

11. Öğretmen ve ailelerin oyuncağa ilişkin metaforları ile okul öncesi dönem çocuklarının oyuncak ile ilgili algılarının incelenmesi

12. Okul öncesi müzik eğitiminde orff-schulwerk yaklaşımıyla farklı materyallerin kullanımı

13. Okul öncesi çocukların mekân tasvirleri üzerine bir araştırma

14. Dindarlık ve yaratıcı kişilik ilişkisi: İnönü Üniversitesi örneği

15. Okul öncesi eğitiminde okul dışı öğrenme ortamlarının kullanımı hakkında öğretmenlerin görüşleri

16. Okul öncesi öğretmen adaylarının sanat eğitimine yönelik tutumlarının incelenmesi

17. Okul öncesi eğitimde STEAM eğitim yaklaşımından esinlenerek 5E öğrenme modeli ile fen uygulamaları: Bir eylem araştırması

18. Okul öncesi öğretmenlerinin düşünme becerileri eğitimine ilişkin görüşlerinin öğretmeye yönelik üstbilişsel farkındalıkları açısından incelenmesi

19. Okul öncesi öğretmenlerinin COVİD-19 salgın döneminde dijital çağ bağlamında çocukluk yaşantılarına ilişkin görüşleri

20. Waldorf, Montessori ve MEB Okul Öncesi Eğitim programlarına devam eden 48-60 aylık çocukların yaşam becerilerinin incelenmesi

21. Orman okulu temelli prososyal destek programının 4-6 yaş çocuklarının prososyal davranışlarına etkisi

22. STEM etkinliklerinin erken çocukluk dönemi fen eğitiminde uygulanabilirliğinin çeşitli değişkenler açısından incelenmesi

23. Orman okulu yaklaşımı eğitimi alan okul öncesi öğretmenlerinin mesleki yeterliklerine ilişkin algı düzeylerinin incelenmesi

24. Okul öncesi dönemi öğrencileri ile öğretmen ve velilerin sessiz kitaplara yönelik görsel okuma becerilerinin incelenmesi

25. Okul öncesi öğretmenlerinin kullandıkları şarkıların değerler eğitimi açısından incelenmesi

26. Okul öncesi öğretmenlerinin çocuklarla felsefe hakkındaki görüşlerinin incelenmesi

27. Okul öncesi eğitim kurumlarında yönetici ve öğretmenlerin dış oyun alanlarının kullanımı ve materyallerin niteliğine ilişkin görüşleri

28. Okul öncesi dönem hikâye kitaplarında Hz. Peygamber tasavvurunun incelenmesi

29. İlkokul öğrencilerinin yaratıcı okuma algısı okuma kaygısı ve okuma motivasyonu arasındaki ilişki

30. Eğitim fakültesi öğrencilerinin yaratıcılık düzeylerinin çeşitli değişkenler açısından incelenmesi

31. Caldecott ödüllü ve popüler resimli türk çocuk kitaplarının karşılaştırmalı bir analizi

2021

32. Serbest parçaların günlük etkinliklerde kullanımı konusunda okul öncesi öğretmenlerinin görüş ve uygulamaları

33. Üstün yetenekli çocuklarda yaratıcı ve eleştirel düşünme becerilerinin incelenmesi

34. Temel eğitim düzeyinde drama yönteminin etkililiği üzerine bir meta araştırma

35. 60-72 aylık çocukların bilimsel süreç becerilerine STEM-A etkinliklerinin etkisinin incelenmesi

36. Okul öncesi etkinlik kitabında yer alan müzik etkinliklerinin öğretmen görüşlerine göre incelenmesi

37. Okul öncesi dönemde etkili çevre eğitimi için görsel sanat etkinliklerinin kullanımı

38. Okul öncesi çocukların problem çözme becerilerine zekâ oyunları eğitim programının etkisi

39. Okul öncesi eğitim kurumuna devam eden 5 yaş grubu çocuklara uygulanan STEM eğitim programının ekolojik ayak izi farkındalığına etkisi

40. Okul öncesi öğretmenlerinin hareket eğitimi ve oyuna yönelik görüşleri

41. Okul öncesi fen eğitiminde drama ve kukla uygulamalarının öğrenmenin kalıcılığına etkisi

42. Türkiye'de matematik eğitimi alanında problem çözmeye yönelik yapılan çalışmaların bir içerik analizi

43. İlkokul dördüncü sınıf öğrencilerinin 21. yüzyıl öğrenme deneyimlerine yönelik algılarının incelenmesi

44. Okul yöneticilerinin açık liderlik özellikleri ileöğretmenlerin örgütsel yaratıcılıkları arasındaki ilişki (Balıkesir ili örneği)

45. İngilizce'nin yabancı dil olarak eğitiminin anlaşım pedagojisi ile yeniden değerlendirilmesi: Anaokulu-ilkokul-ortaokul-lise'de görev yapan İngilizce öğretmenlerinin kimliklerini yeniden yapılandırması

46. Öğretmenlerin özel yeteneklilere yönelik algıları

47. 2020

48. Yaratıcı endüstrilerde çocuklara yönelik etkileşimli e-kitapların tasarım öğelerinin değerlendirilmesi

49. Okul öncesi eğitimde yıl sonu sergilerinin öğretmen görüşlerine göre değerlendirilmesi

50. Erken çocukluk döneminde düşünme ve felsefe eğitimi: Çocuklar sorguluyor

51. Okul öncesi dönem çocuklarının ilkokula hazırbulunuşluk düzeylerinin anadil değişkeni açısından incelenmesi

52. Orman okulu uygulamalarının okul öncesi dönem çocukları üzerindeki etkilerinin değerlendirilmesi

53. Okul öncesi eğitimde aile katılım çalışmalarını engelleyen etmenlerin incelenmesi

54. Çocukların gözünden oyunu anlamak: Fenomenolojik bir çalışma

55. 4-6 yaş gruba Kur'an kursu eğitiminin veli görüşleri doğrultusunda değerlendirilmesi (Amasya örneği)

56. Sosyal bilgiler öğretmen adaylarının yaratıcı düşünme becerilerine ilişkin görüşlerinin çeşitli değişkenler açısından incelenmesi

57. Matematik öğretmeni adaylarının yaratıcı düşünme eğilimlerinin bazı değişkenlere göre incelenmesi

58. Halk eğitim merkezi kurslarının başarılı yaşlanmaya etkisinin incelenmesi

59. Yaratıcı dramaya dayalı sanat etkinliklerinin okul öncesi dönem çocuklarına uygulanması

2019

60. Türkiye'de okul öncesi, ilköğretim ve ortaöğretim okullarında drama ağırlıklı İngilizce öğretimi tezleri üzerine bir değerlendirme

61. Okul öncesi resimli çocuk kitaplarında imgesel ve yaratıcı düşünce uyaranı olarak stilize illüstrasyon

62. Okul öncesi eğitim ortamlarının kalitesi ile çocukların dil gelişim düzeylerinin incelenmesi

63. Okul öncesi eğitim kurumları açık alan düzenlemelerinin incelenmesi (Zonguldak ili örneği)

64. Okul öncesi öğretmen adaylarının sosyal girişimcilik düzeylerinin problem çözme becerileriyle ilişkisinin incelenmesi

65. Erken çocukluk dönemi resim eğitiminde çocukların gelişim süreçleri ve aile tutumları

66. Üniversitelere yerleşen üstün başarılı öğrencilerin erken çocukluk yaşantılarının incelenmesi

67. Okul öncesi dönem çocuklarında dijital hikaye anlatımının dinleme becerilerine etkisi

68. Okul öncesi eğitimde kalite ve okul olgunluğu arasındaki ilişki

69. Okul öncesi dönemdeki üstün yetenekli çocukların aday gösterilmelerine yönelik geliştirilen eğitim programının etkililiği

70. STEM etkinliklerinin bilimsel süreç becerileri üzerine etkisi: 5 yaş örneği

71. Gastronomi ve mutfak sanatları alanında öğrenim gören öğrencilerin yaratıcı düşünme düzeylerinin incelenmesi

72. Okul öncesi çocuklarda eleştirel düşünce aktiviteleri

73. Okul öncesi öğretmenlerinin iş doyum düzeyleri (Samsun ili örneği)

74. Okul öncesi eğitim yapılarında öğrenme mekanları ve kullanıcı olarak alfa kuşağı

75. Okul öncesi eğitim kurumlarının yapısal ve işlevsel kalite özelliklerinin incelenmesi

76. Seramik eğitiminin ilköğretim çağındaki çocukların duyuşsal ve psikomotor gelişimine katkısının kuramsal altyapısal olarak açıklanması

77. Öğretmen adaylarının model ve modelleme ile yaşam becerilerine ait görüşlerinin bilişötesi farkındalıklarıyla arasındaki ilişkilerin incelenmesi

78. 60-72 aylık çocuklara yönelik hazırlanmış sosyo-kültürel etkinliklerin uygulanması

79. 60-75 aylık çocukların STEM etkinliklerinde problem çözme ve bilişsel düşünme becerilerinin incelenmesi

80. 2013 okul öncesi eğitim programının karakter eğitimi açısından değerlendirilmesi

81. Lego destekli oyun eğitimi alan ebeveynlerin 60-72 aylık çocuklarının oyun alışkanlıklarının incelenmesi

82. Okul öncesi öğretmenlerinin drama uygulama yeterlik algıları ile dramaya yönelik tutumlarının bazı değişkenler açısından incelenmesi

83. Okul öncesine yönelik hareketli masal kitapları illüstrasyonlarının tasarımı ve bir masal kitabı uygulaması

84. Okul öncesi döneminde çevre bilincinin çevre mühendisi perspektifinde edinilmesine yönelik yaklaşımların performansının değerlendirilmesi

85. STEM etkinliklerinin anaokuluna devam eden 6 yaş çocukların problem çözme becerilerine etkisi

86. Öğretmen adayları için STEM farkındalık ölçeği geçerlik ve güvenirlik çalışması

87. Özel yetenekli ilkokul öğrencilerinin yaratıcı düşünme becerilerinin bazı değişkenlere göre incelenmesi

88. Okulöncesi eğitim kurumlarındaki öğretmenlerin müzik etkinliklerinde orff yaklaşımına yönelik görüşleri (Çankırı ili örneği)

89. Spor yapan ve yapmayan öğretmen adaylarının yaratıcı düşünme becerilerinin incelenmesi

90. 4-7 yaş çocuk kitaplarının görsel ve hikâye uygunluğunun incelenmesi

2018

91. Montessori yaklaşım temelli STEM etkinliklerinin okul öncesi öğretmen adayları üzerindeki etkisinin incelenmesi

92. Okul öncesi öğretmenlerinin sanat eğitimine yönelik tutumlarını belirlemek üzere ölçek geliştirme çalışması

93. Okul öncesi sanat eğitimi için geliştirilen grafik aplikasyon öğrenme modeli

94. Temel tasarım elemanlarının okul öncesi dönemde kullanılması bağlamında çocuk resimlerinin okunması

95. Çocuk kullanımına yönelik mobilya tasarım kriterleri

96. Okul öncesi ve sınıf öğretmenlerinin bilimsel alan gezisi yapmaya ilişkin öz-yeterliklerinin ve yaparken yaşadıkları zorluklar hakkında görüşlerinin incelenmesi

97. STEM eğitimi uygulanan ilkokul öğrencilerinin bilimsel yaratıcılık düzeylerinin incelenmesi

98. Türkiye'de bir eğitim fakültesinin STEM eğitimine hazır olma durumlarının keşfi

99. Kındergarten tasarımı ve geliştirilmesi: Libya'daki bir vaka çalışması

100. Sanatsal yaratım sürecinde SCAMPER tekniğinin kullanılması

101. Çocuklarla felsefe yaklaşımının düşünsel, tarihi ve sosyal temelleri üzerine bir inceleme

Research Article

The roles of gratitude and self-compassion on dysfunctional parenting to the parents of special needs children

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Article Info	Abstract
	The parents of special needs children are vulnerable to parenting stress. Parenting stress experienced by parents of special needs children can lead to dysfunctional parenting. This study aimed to examine the role of gratitude and self-compassion in partial and simultaneous dysfunctional parenting to the parents of special needs children at Malang City. This study uses quantitative research methods with a descriptive correlational approach. The population in this study were parents of special needs children with the criteria of having one special needs child, not a single parent and living at Malang City. Determination of the sample in this study using the Lemeshow formula resulted in 96 respondents and was fulfilled into 100 respondents. The sampling technique used was accidental sampling. The instruments used in this study are the gratitude, self-compassion, and dysfunctional parenting scales compiled by the researcher. This study used a validity test, namely content validity by two expert lecturers. The reliability test was calculated using the Alpha Cronbach formula, and the coefficient value for the three variables was in the range of 0.9. Analysis of the data used is descriptive analysis and multiple linear regression analysis. The results showed that for parents of special needs children at Malang City, the level of gratitude is more in the high category, the level of self-compassion is average in the high and medium categories, the level of dysfunctional parenting is more in the low category, partially there is a role of gratitude on dysfunctional parenting, partially there is a role of self-compassion on dysfunctional parenting, there is a simultaneous role of gratitude and self-compassion on dysfunctional parenting.

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Introduction

The growth of special needs children at Malang City based on data from outstanding school students in 2021 recorded that there are 883 special needs children, and that number does not include children who may not be enrolled in Special Needs Schools. Some children have physical and psychological limitations in their development, so they have different needs from children in general.

Parents who know their child is experiencing special needs will experience a phase of not accepting that is characterized by shock, disbelief with the condition experienced by their child, ignoring their child, and anger (Lerner in Mahabbati, 2009). There are also adverse parental reactions to children with special needs. A total of 34.48% of parents felt disappointed because their child's condition was not as expected, as many as 44.82% of parents felt guilty and less careful in maintaining their womb so that the child was born disabled, and as many as 58.62% of parents felt embarrassed by the presence of special needs

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children (Anggraini, 2013). This indicates that parents have difficulty accepting the presence of special needs children.

Having special needs children becomes a burden for parents both physically and psychologically. The burden be intended is a different role that must be done by parents of special needs children, such as parental acceptance of the child's condition, the way parents deal with the child's condition, how to deal with the response from the community, and the way parents care for children appropriately and according to the condition of the child, and must pay attention to the child's care to improve their development. This makes parents who have special needs children must be able to adjust better than parents who have normal children.

Parents of special needs children in this study are those who have children with classification A (visually impaired) who experience total or only partial blindness, B (deaf) who have total or only partial hearing loss, so they have barriers in speech, C (autistic) who have difficulty in communicating, interacting and the presence of repetitive behavior patterns, and D (visual impairment) who has below average intelligence and is unable to adapt. In this case, each parent has different parenting depending on the condition of the child compared to ordinary parents.

Parents of special needs children are still vulnerable to experiencing parenting stress. Parents who experience parenting stress are prone to perceived bias in understanding the child's behavior, over-reactivity in response to the child's behavior, and tend to behave aggressively (Nurhamidah &Retnowati, 2018). If the behavior is constantly occurring, it can lead to dysfunctional parenting. Dysfunctional parenting is dysfunctional parenting that involves three aspects of parenting: laxness or having discipline that is too permissive (weak) and inconsistent, over reactivity or excessive or violent reactivity (authoritarian), and verbosity or nagging behavior of parents in parenting (Arnold, et al., 1993); Zhu, 2018).

Several factors affect dysfunctional parenting can both internally and externally, namely culture, poverty, lack of family support, parental figure modeling, personality patterns, parental mental instability, attitudes towards parenting (authoritarian, permissive, and democratic), wrong understanding and lack of knowledge, and parental confidence in parenting (Coie & Dodge, 1998; Steinberg, 2000 in Mubarok, 2016; Morawska, A, et al, 2008).

Strong self-strengthening is needed in parents so that strength in the personal self can make parents able to perform effective parenting duties (Kristiana, et al. 2018). Internal factors in the self will form a strong and positive person and can manage emotions well so that it is considered more effective in reducing dysfunctional parenting. Gratitude and self-compassion can be internal factors that can reduce the occurrence of dysfunctional parenting. This is because gratitude and self-compassion are strongly associated with regulating self-emotions and attitudes toward others (Neff, 2003a; Peterson & Seligman, 2004 in Wu, 2018).

Gratitude

Gratitude is described as a positive emotion (Algoe & Zhaoyang, 2015 in Nguyen, et al,2020). Gratitude is feeling positive emotions (gratitude), a better mood, and responding or perceiving cognitively-effectively that he receives benefits for the giving and role of the kindness of others or the happiness and peace of natural beauty. Gratitude in this study uses developed aspects. According to Watkins (2014), gratitude has three aspects: sense of abundance, simple appreciation, and appreciation of others.

Kristiana, et al (2018) state that parents who are filled with gratitude will easily find positive things from every life event they experience, easily feel positive emotions, and lead to positive prosocial behavior. Gratitude also helps modify cognition by finding positive things from each event so that it will lead parents to active coping in parenting and can also lead to positive aspects of life. Along with that, gratitude also allows parents to think about their children's feelings without judgment as well as show unconditional love and appreciation to their children (Nguyen, et al., 2020).

Self-Compassion

Self-compassion is an open attitude to self-suffering without judging oneself and trying to heal oneself by doing good to oneself, realizing that the suffering experienced is part of the human experience in general, and involving a clearer and objective vision of the suffering in finding meaning. According to Neff (2011), self-compassion has three aspects: self-kindness, common humanity, and mindfulness. Self-kindness means showing kindness and concern for yourself and

stopping making self-judgment to yourself. Common humanity means seeing bad experiences or failures as part of the human experience, not isolation. Mindfulness is accepting feelings felt by suffering with a calm attitude, a balanced perspective, an objective, and not over-identification.

Self-compassion can help parents to successfully manage parenting stress (Moreira et al, 2015b). Self-compassion is one of the most effective ways of achieving emotional well-being and life satisfaction by providing self-comfort and unconditional kindness while embracing the human experience, although it's hard to avoid destructive patterns of fear, negativity, and isolation (Neff, 2011).

In particular, correlational studies show that self-compassion is associated with higher rates of positive affect, happiness, and life satisfaction, and lower rates of negative affect, depression, and anxiety (Neff 2003b; Neff et al. 2007; Neff and Vonk, 2009 in Wong, 2018). Neff, K & Christopher, G (2018) also explained that when parents calm their minds and themselves, and foster peace within themselves through self-compassion when the child is raging or experiencing negative emotions, then the child will also feel calm through the transfer of positive energy that parents provide.

Method

Research Design

The study used a correlational descriptive quantitative approach. Descriptive approaches aim to get an idea of the variable data obtained from the group that is the subject of the study, while the correlational approach aims to look at the strength and direction of the relationships formed between variables.

Subject of Research

The subjects who became the population of this study were parents of special needs children with the criteria of having one child with special needs, not a single parent, and living at Malang City. Determination of sample number using lemeshow formula for unknown populations. The selection of lemeshow formula in determining the number of samples was taken because the population of parents of special needs children at Malang City is unknown, the population of parents of special needs children is not as much as parents in general, and there are criteria. So, from calculating the number of samples using the lemeshow formula with a confidence level of 95% obtained the results of 96 respondents. In this study, it was reduced to 100 respondents. The sampling technique in this study used accidental sampling.

Instruments

The instruments used in this study are the gratitude, self-compassion, and dysfunctional parenting scales compiled by the researcher. This research uses content validity tests conducted by two expert lecturers as expert judgment who are lecturers of the Faculty of Psychological Education, State University of Malang, and lecturers of the Psychology Study Program, Faculty of Social and Cultural Sciences, Trunojoyo Madura University. Furthermore, calculating the coefficient of validity of the contents with the formula Aiken's V. After completing the calculation and obtaining the coefficient of validity of each item, the coefficient of validity is interpreted to state the used and unused item. After updating the research instrument, it was then tested on 32 respondents. From the trial data results, the item discrimination index was calculated using the Pearson Product Moment formula with the help of the SPSS program. Items smaller than r table (0.349) are then declared unused. So, the number of items used on the gratitude scale of 34 items, the self-compassion scale of 26 items, and the dysfunctional parenting scale of 28 items. Test the instrument's reliability using Cronbach's Alpha formula with the help of the SPSS program. The coefficient value obtained on the gratitude scale is 0.960, the self-compassion scale is 0.947, and the dysfunctional parenting scale is 0.937.

Data Analysis Techniques

Data was collected by spreading the scale of research on four Special Needs Schools at Malang City conducted on September 29 - October 18, 2021. The data analysis techniques used are descriptive analysis, assumption tests consisting of normality tests, linearity tests, multicollinearity tests, heteroskedasticity tests, and hypothesis tests using regression analysis.

Results

Statistical Descriptive Analysis

An overview of research respondents is illustrated in table 1 below.

Table 1. Overview of characteristics of research respondents

No.	Information	Criterion	Sum	Percentage
1.	Gender	Man	28	28%
		Woman	72	72%
		Total	100	100%
2.	Origin of Subdistrict	Lowokwaru	21	21%
		Klojen	19	19%
		Breadfruit	17	17%
		Blimbing	24	24%
		Damming	19	19%
		Total	100	100%
3.	Classification of special needs children	A(visually impaired)	12	12%
		B (deafness)	54	54%
		C (autistic)	18	18%
		D (tunagrahita)	16	16%
		Total	100	100%

Based on Table 1 it can be known that the respondents of mothers are more than father respondents. This is due to differences in the involvement of mothers and fathers in parenting roles. Father involvement tends to be instrumental, such as making a living, shaping the discipline and personality of the child, while the mother is more involved in childcare, emotional side, and giving guidance to the child (Finley & Schwartz, 2004; Finley, et al, 2008 in Wicaksono, 2018). From the special needs children classification, the majority of parents who filled out this study were parents who had special needs children with a deaf classification of 54%.

The data collection results are then categorized based on the mean value (M) and Standard Deviation (SD). Categorizing the scores in this study consisted of three categories: low, medium, and high.

Table 2. Categorization of gratitude score

Categorization	Category Borders	N	Percentage
Low	X < 79	0	0%
Medium	79 ≤ X < 125	5	5%
High	125 ≤ X	95	95%

Based on Table 2, it can be known that there are 5 parents of special needs children with a percentage of 5% have a medium level of gratitude, and 95 parents of special needs children with a percentage of 95%, have a high level of gratitude.

Table 3. Categorization of self-compassion score

Categorization	Category Borders	N	Percentage
Low	X < 61	1	1%
Medium	61 ≤ X < 95	44	44%
High	95 ≤ X	55	55%

Based on Table 3 it can be known that there is one parent of special needs children with a percentage of 1% has a low level of self-compassion, 44 parents of special needs children with a percentage of 44% have a moderate level of

self-compassion, and 55 parents of special needs children with a percentage of 55% have a high level of self-compassion.

Table 4. Categorization of Dysfunctional Parenting Score

Categorization	Category Borders	N	Percentage
Low	X < 65	75	75%
Medium	65 ≤ X < 103	25	25%
High	103 ≤ X	0	0%

Based on Table 4, it can be known that there are 75 parents of special needs children with a percentage of 75% have a low level of dysfunctional parenting, and 25 parents of special needs children with a percentage of 25% have a medium level of dysfunctional parenting.

The assumption test in this study used normality, linearity, multicollinearity, and heteroskedasticity tests. The normality test aims to determine whether the data dissemination in this study is distributed normally or not. The normality test was conducted using *Kolmogorov-Smirnov* analysis with the help of the SPSS program. The linearity test aims to determine whether this study's independent and dependent variables have a linear relationship. The calculation of linearity tests in this study uses the help of SPSS programs. The multicollinearity test aims to test whether there is a correlation between one or all of the free variables in the regression model. The heteroskedasticity test aims to test whether there are variances inequalities from residual one observation to another in the regression model. The absence of multicollinearity can be known from the value of the variance inflation factor (VIF) and tolerance. The heteroskedasticity test in this study was conducted with a glejser test approach using Spearman's Rho correlation. The results of the tests of normality, linearity, multicollinearity, and heteroskedasticity can be seen in the following table.

Test Assumptions

Table 5. Normality test results

Variable	p	Conclusion
Gratitude	0,060	Normally distributed
Self-Compassion	0,078	Normally distributed
Dysfunctional parenting	0,100	Normally distributed

Based on Table 5, the results of normality on gratitude variables obtained p of 0.060 ≥ 0.05 so it can be said that gratitude variables are distributed normally. The self-compassion variable obtains p of 0.078 ≥ 0.05, so it can be said that the variable self-compassion is distributed normally. Variable dysfunctional parenting earns a p of 0.100 ≥ 0.05, so it can be said that the dysfunctional parenting variable is distributed normally.

Table 6. Linearity Test Results

Variable	Deviation from Linearity	
	F	p
Gratitude – dysfunctional parenting	1,365	0,137
Self-compassion – dysfunctional parenting	1,080	0,388

Based on the table above between the variable gratitude and dysfunctional parenting obtained (F deviation from linearity = 1.365, p > 0.05) so it can be said that there is a linearity or role between gratitude and dysfunctional parenting due to the value of p 0.137 > 0.05. In the variable self-compassion with dysfunctional parenting obtained (F deviation from linearity = 1,080, p > 0.05) so it can be said that there is linearity or role self-compassion with dysfunctional parenting due to the value of p 0.388 > 0.05.

Table 7. Multicollinearity test results

Variable	Tolerance	VIF
Gratitude	0,595	1,679
Self-Compassion		

Based on the table above it can be concluded that the multicollinearity test value of gratitude and self-compassion variables obtained tolerance values of 0.595 > 0.1 and VIF 1,679 < 10 then it can be said that there is no multicollinearity in both variables.

Table 8. Heteroskedasticity test results

Variable	p	Information	Conclusion
Gratitude	0,159	> 0.05	There is no heteroskedasticity.
Self-Compassion	0,740	> 0.05	There is no heteroskedasticity.

Heteroskedasticity test results on gratitude variables obtained p values of 0.159 > 0.05 and in self-compassion variables obtained p values of 0.740 > 0.05 so it can be concluded that there is no heteroskedasticity in both variables.

Hypothesis Test

This research hypothesis test was conducted using multiple linear regression analysis techniques with the help of SPSS. The hypothesis test used in this study consists of a t test or partial test, an F test or simultaneous test, a coefficient of determination (R^2), an effective and relative contribution. The results of the regression analysis can be seen in Table 9.

Table 9. Regression analysis results

Test	Value	Standard Error	t-value	p-value
Constant	129,461	8,955	14,457	0,000
Gratitude	-0,199	0,078	-2,557	0,012
Self-Compassion	-0,439	0,092	-4,787	0,000
F	37,804			0,000
R	0,662			
R′	0,438			
Adjusted R′	0,426			
Var. Dependent	Dysfunctional parenting			

A partial test or t-test is done to determine the role of each independent variable, namely gratitude, and self-compassion, on dependent variables, namely dysfunctional parenting. Decision-making for the t-test can be seen from the value p 0.05 and the value t. If the value $p < 0.05$ and value $t > t_{table}$ then the hypothesis is accepted, meaning that the independent variable plays a partially significant role in the dependent variable. Conversely, if the value $p > 0.05$ and value $t < t_{table}$, the hypothesis is rejected, meaning that the independent variable does not play a partially significant role in the dependent variable.

Based on the results of the t-test on *the* gratitude variable obtained a value of p 0.012 < 0.05 and the value t (-2.557) > t_{table} (1.988) it can be concluded that the accepted hypothesis means there is a significant role of gratitude on dysfunctional parenting. In addition, it is also known that gratitude obtains negative values meaning there is a negative role between gratitude and dysfunctional parenting. With the increasing gratitude in parents of special needs children, the possibility of dysfunctional parenting towards children will be lower. Conversely, the decreased gratitude rate in parents of special needs children increases the possibility of dysfunctional parenting toward children.

Based on the results of the t-test on the variable self-compassion obtained a value of p 0.000 < 0.05 and value t (-4, 787) > t_{table} (1.988) so that it can be concluded that the accepted hypothesis means there is a significant role self-compassion on dysfunctional parenting. In addition, it is also known that self-compassion obtains negative values meaning there is a negative role between self-compassion and dysfunctional parenting. As much as the increase in self-compassion in parents of special needs children then, the possibility of dysfunctional parenting toward children will be lower. Conversely, the lower the level of self-compassion in parents of special needs children, the possibility of dysfunctional parenting toward children will be higher.

A simultaneous test or F test is carried out to find out the role of independent variables, namely gratitude and self-compassion together on dependent variables, namely dysfunctional parenting. Decision-making on the F test can be

seen from the value p and the value F. If the value $p < 0.05$ and value $F > F_{table}$ then the hypothesis is accepted, meaning that independent variables simultaneously play a role against dependent variables. Conversely, if the value $p > 0.05$ and $F < F_{table}$ then the hypothesis is rejected, meaning that independent variables simultaneously do not play a dependent variable role. F test results obtained F value (37.804) > F_{table} (3.15) and p-value $0.00 < 0.05$, then the hypothesis was accepted. Thus it can be concluded that gratitude and self-compassion together lead to dysfunctional parenting. The multiple linear regression equations in this study are as follows.

$$DP = 129{,}461 + (-0.199)G + (-0.439)SC$$

The regression showed that a constant value of 129.461, so this shows that if parents do not have gratitude and self-compassion then the level of dysfunctional parenting (DP) is 129,461. The coefficient of gratitude (G) value (-0.199) which has a negative direction so that it can be interpreted as an increase of one point of gratitude in parents, can reduce 0.199 dysfunctional parenting. The value of the self-compassion coefficient (SC) of (-0.439) so that it can be interpreted as any increase of one point of self-compassion in parents can reduce 0.439 dysfunctional parenting.

The coefficient of determination (R^2) that is carried out from the results of regression analysis is done to find out how much contribution or contribution is given by independent variables, namely gratitude and self-compassion to dependent variables, namely dysfunctional parenting. The results of multiple linear regression analysis obtained a value R^2 of 0.438 which means that the variable gratitude and self-compassion can predict the variable dysfunctional parenting by 43.3%, and the rest is explained by other variables.

Next, the calculation of predictor contributions from each independent variable is carried out. Predictor contributions are two types, namely effective contribution, and relative contribution. The effective contribution aims to measure the magnitude of the contribution of independent variables, namely gratitude and self-compassion to dependent variables, namely dysfunctional parenting in regression analysis, and the relative contribution aims to measure the magnitude of the contribution of independent variables, namely gratitude, and self-compassion.

Based on the results of the calculation of effective contribution, the gratitude variable on dysfunctional parenting obtained 13.9%, and the self-compassion variable on dysfunctional parenting obtained 29.9%. Thus, the effective contribution of both independent variables equals the magnitude of the coefficient of determination (R^2), which is 43.8%.

Based on the results of the calculation of relative contribution, the gratitude variable on dysfunctional parenting obtained 31.74%, and the self-compassion variable on dysfunctional parenting obtained 68.26%. Thus, the total relative contribution of independent variables is 100%.

Discussion

The results showed that gratitude is significant role on dysfunctional parenting in parents of special needs children at Malang City. In this case gratitude is negative role on dysfunctional parenting. That is, the higher gratitude felt by parents of special needs children, the possibility of dysfunctional parenting of children will be lower so that parenting carried out by parents becomes more functional and mindful.

The results of this study are in line with research conducted by Andriani & Sumargi (2019) which found that gratitude is significantly negatively associated with the stress of mothers who have children with autism spectrum disorder. In addition, in a study conducted by Kristiana, et al (2018) also showed that gratitude training is effective for lowering parenting stress in early childhood mothers. In this case gratitude is proven to reduce parenting stress.

In this study, gratitude rates in the elderly special needs children at Malang city, on average classified as high and only 5% classified as medium. This disposition allows parents to think and behave flexibly in overcoming pressures on parenting roles, and facing adverse events, including facing difficult child behavior, and interpersonal barriers in care (Folkman & Moskowitz, 2000; Wood, et al, 2008 in Kristiana, et al, 2018).

Parents filled with gratitude will easily find the positive things from every life event they experience, easily feel positive

emotions, and lead to positive prosocial behavior. Gratitude also helps modify cognition by finding positive things from each event so that it will lead parents to active coping in parenting and can also lead to positive aspects of life (Kristiana, et al., 2018).

Gratitude in this study had a role in dysfunctional parenting, where gratitude contributed 13.9%, and the rest was influenced by other factors not contained in the study.

Based on the above exposure, it can be concluded that gratitude has a negative role in the emergence of dysfunctional parenting so it can help parents in reducing the possibility of dysfunctional parenting.

The results also showed that self-compassion is a significant role in dysfunctional parenting of parents of special needs children at Malang City. In this case, self-compassion is a negative role on dysfunctional parenting. That is, the higher the self-compassion felt by parents of special needs children, the possibility of dysfunctional parenting of children will be lower so that parenting carried out by parents becomes more functional and mindful.

The results of this study are in line with research conducted by Barokah (2019), which found that self-compassion and parenting stress in mothers who have special needs children have a negative relationship. In addition, in Moreira's study, et al (2015b) found that self-compassion was negatively correlated with parenting stress in mothers. These findings are consistent with research by Moreira, et al.(2015a) that show a significant association between self-compassion and mindful parenting, so self-compassion is a relevant factor in parenting.

This study found that the level of self-compassion in the elderly special needs children at Malang City on average is relatively high and medium, and only 1% is classified as low. These three aspects of self-compassion encourage not only adaptive ways of self-to-self and self-to-other relationships but also more positive parenting and intrinsically related to the dimension of mindful parenting (Neff 2009, 2012; Moreira, et al, 2015a, b; Neff and Faso, 2015; Gouveia, et al, 2016).

Higher levels of self-kindness, a greater sense of humanity, and a greater capacity for attention and self-regulation from self-compassion parents can help parents experience less stress in their parenting roles and adopt more authoritative parenting styles (through mindful parenting) and reduced authoritarian and permissive parenting. In addition, older people with higher levels of self-compassion are better able to activate a calming affect regulation system that can help them better regulate their negative emotions (Moreira, et al 2015a, b; Gilbert 2005, 2014 in Gouveia, et al, 2016)

Self-compassion in this study had a role on dysfunctional parenting where self-compassion contributed 29.9%, and the rest was influenced by other factors not contained in the study.

Based on the above exposure, it can be concluded that self-compassion is a negative role in the emergence of dysfunctional parenting, so it can help parents reduce the possibility of dysfunctional parenting and help develop mindful or positive parenting.

The results of simultaneous role studies show that gratitude and self-compassion together are significant role on dysfunctional parenting. Gratitude and self-compassion contributed 43.8% and the rest was influenced by other factors not discussed in the study, such as cultural factors, poverty, lack of family support, parental figure modeling, personality patterns, parental mental instability, attitudes toward parenting (authoritarian, permissive, and democratic), mistaken understanding. and lack of knowledge, as well as parental confidence in parenting (Coie & Dodge, 1998; Steinberg, 2000 in Mubarok, 2016; Morawska, A, et al, 2008).

Dysfunctional parenting in parents of special needs children in this study is relatively low. This is likely due to (1) research conducted on Special Needs School so that parents who send children to Special Needs School are considered more aware of the child's needs and try to do the best for the child, (2) respondents in this study have different special needs childrenchildren so that each special needs childrenhas a different parenting burden and dysfunctional parenting in this study is concluded in general without distinguishing classification.

This research is in line with previous research conducted by Sari, et al.(2020) found that gratitude and self compassion together can significantly predict psychological well-being in schizophrenia caregivers. In addition, research conducted by Nguyen, et al.(2020) that self compassion has a direct influence on mindful parenting and the role of gratitude mediation in this case is significant. Self-compassion, gratitude, and mindful parenting are also positively correlated so self-compassion and

gratitude can help improve mindful parenting.

Gratitude and self-compassion are strongly related to the regulation of self-emotions and attitudes toward others (Neff, 2003a; Peterson & Seligman, 2004 in Wu et al, 2018) so gratitude and self-compassion have been widely associated with decreased parenting stress and increased positive parenting such as mindful parenting, for example in research conducted Nguyen, et al (2020), Kristiana, et al (2018), and Kristiana (2017). In this case, gratitude and self-compassion have a role in dysfunctional parenting.

Based on the above exposure, it can be concluded that gratitude and self-compassion together are significant roles in dysfunctional parenting. Gratitude and self-compassion can both help regulate emotions, influence attitudes toward yourself and others, and form positive strength of character that can reduce parenting pressures, especially against the possibility of dysfunctional parenting.

Conclusion

Based on research that has been conducted by researchers, it can be concluded that (1) partial gratitude contributes to the management of dysfunctional parenting behavior, (2) partial self-compassion contributes to the decline of dysfunctional parenting behavior, (3) s Simultaneous speech of gratitude and self-compassion contributed to the management of dysfunctional parenting behavior by making an effective contribution of 43.8%, where self-compassion contributed more than gratitude.

Recommendations

Based on research that has been conducted by researchers there are several shortcomings in this study, namely (1) There is an imbalance in respondents between father and mother, and (2) The results of the study in general without classifying the condition of the child is heavy or ringan. Therefore, there are some suggestions that researchers can convey (1) to parents to continue to learn about good parenting to children so that they can avoid dysfunctional parenting and can follow the community that helps parents in improving self compassion and understanding of the condition of children with special needs. (2) In the next researcher, a) can balance respondents between men and women, and b) can intervene using similar variables.

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Research Article

Influence of family support on parental care burden of autism spectrum disorder with parental acceptance as a mediator

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Abstract

Parents of children with autism spectrum disorder (ASD) frequently struggle to maintain their mental health and wellbeing due to high levels of stress. This will result in an even heavier burden on parenting, therefore, it is very important to find a model to relieve the burden. The aim of this study is to find out whether parental acceptance can mediate family support with parental care burden for parents who have autistic children. The sample used in this study had as many as 33 parents. Path analysis is the data analysis technique employed in this investigation, with a significance value of 0.090 larger than 0.05, the direct effect analysis findings reveal that parental acceptance is not significantly impacted by family support; family support has a significant effect on parenting burden with a significance value of $0.05 \leq 0.05$; and parental acceptance has a significant effect on parental care burden with a significance value of $0.030 \leq 0.05$. The results of the analysis on Sobel's analysis are known that the t value of the table of $2,036 \geq$ t-statistic of $1,404$ which means that the effect of family support on the burden of parental care can not be mediated by the parental acceptance variable.

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Introduction

When families find out that their child has developmental problems or autism, their initial reaction can be disbelief, shock, sadness, disappointment, guilt, anger, or denial. It is undoubtedly difficult for parents to accept a diagnosis of autism in their children. If this condition persists for a long time, it will increase stress and present significant challenges in maintaining their mental health and well-being. Several studies by Cadman et al. (2012); Kirby et al. (2015); Cohrs and Leslie, (2017); Seymour et al. (2017) have highlighted the high level of caregiver pressure among these parents. Caregiver stress, commonly referred to as caregiver "burden," is the unfavorable attitude held by parents of special needs children. It encompasses various experiences that contribute to this tension, such as financial difficulties, disruption of routine, disruption of work and career, burnout, feelings of social isolation, anger, worry, and sadness. A range of emotions related to raising and caring for children with autism spectrum disorder (ASD) are also experienced by caregivers. These emotions include frustration, anxiety, restlessness, astonishment, helplessness, anger, sadness, annoyance, financial difficulties, the burden of parenting, confusion, sudden changes in schedules, and a shift in family priorities toward immediate goals rather than long-term goals (Bashir et al., 2014).

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According to Zarit et al. (1980), parental care burden refers to the stress experienced by caregivers, which causes adverse effects on their physical, emotional, and psychological well-being, social life, and financial situation of caring for their family members. According to Liu et al. (2020), the parental care burden includes various levels of stress experienced by caregivers while caring for family members or their loved ones, which occur from time to time. Hamilton, as cited in Liu et al. (2020), initially identified two types of parenting burden: subjective burden and objective burden. Subjective burden involves the caregiver's personal emotions and is generated during the parenting process, while objective burden refers to negative events or experiences encountered during parenting. Siegert et al. (2010) proposed three dimensions of parenting burden, namely: personal tension, role tension, and feelings of guilt. Personal tensions arise from caregivers and emerge throughout the parenting process, including emotions such as anger, embarrassment, discomfort, and other forms of distress. Role strain refers to the feelings of burden experienced by caregivers due to their children's increasing dependence on them, which causes disruption in the social life of the parents. Guilt is prevalent among caregivers, as they often experience guilt for not being able to provide adequate care or attention to their children because of the need to balance their time with work commitments.

As per Kyzar, Turnbull, Summers, and Gomez (2012), family support is a construct at the family unit level that has a reducing effect on adverse family conditions like stress or depression and a boosting effect on more favorable outcomes. According to Kirk (2003), when parents of children with special needs receive the support they require, it can help parents lessen negative perspectives in carrying out their responsibilities and produce favorable effects that, over time, can reduce stress and improve well-being, which has a positive impact on the quality of life in the family. The family's support can lessen the burden and stress of being a parent of a child with special needs; in this case, the support is able to lessen the psychological stress symptoms experienced by the parents, who in the event of a lack of family support, are more likely to experience high levels of anxiety and depression, low levels of emotional well-being, or issues with their mental health (Spence et al., 2014). As a result, family support helps foster positive mental health outcomes.

Family support can reduce the burden and stress of being a parent of a child with special needs; in this case, support can reduce symptoms of psychological stress experienced by parents, conversely, if there is no family support, they are more likely to experience high levels of anxiety and depression, low levels of emotional well-being, or problems with their mental health (Spence et al,2014). Therefore, family support helps drive positive mental health outcomes.

On the other hand, as parents of children diagnosed with autism reach the acceptance stage, the burden of parenting also diminishes. Parents go through various psychological stages before reaching self-acceptance. The Kubler-Ross model (2005) suggests that individuals typically experience stages such as denial, anger, bargaining, depression, and eventually, acceptance. However, a process of acceptance known as "Resolution of diagnosis," wherein parents accept and adapt to their new reality, has been linked to improved parental well-being. Studies by Milshtein et al. (2010) and Sher-Censo et al. (2022) indicate that parents' resolution involves adjusting their internal expectations and perceptions to accommodate their child's neurodevelopmental disability. It also necessitates modifying parenting approaches accordingly. Internal representation refers to parents' beliefs, emotions, and understanding of their child's personality and behavior (Sher-Censo, 2017).

Parents' resolution of their child's autism diagnosis leads to enhanced stress management abilities, resulting in reduced psychological stress and depression, increased marital satisfaction, and seeking and receiving social support (Da Paz, 2018). Conversely, failure to accept a child's autism diagnosis is associated with lower levels of emotional support (Sheeran et al., 1997). Heredia-Alvarado and Chen (2017) discovered that positive factors like family support and the bond between mother and child play a significant role in the acceptance process. Parents often experience relief upon realizing that they are not alone within their community and can access support, thereby reducing self-blame (Chao, 2018). Hotez (2017) found a positive correlation between higher levels of resolution and perceived social support. Lopez et al. (2018) also noted that support influences the extent of parental involvement in caregiving.

Problem of Study

Based on the description above, there is an interrelationship between family support, parental acceptance, and the burden of caring, and it has not been studied how the role of parental acceptance plays a role in the relationship between family support and the burden of caring for parents with children with autism. Therefore, this researcher raises the theme of the role of parental acceptance as the mediator in the relationship between family support and the burden of parenting

Method

Design

Quantitative research was the method used in this investigation. According to Creswell (2014), quantitative research is a method for testing objective theory by looking at the correlation between variables. This study employs a quantitative research design. Variables in this study can be measured using instruments, and the data can be analyzed using statistical procedures.

The independent variable in this study is family support. Friedman (2013) defines family support as the attitude and actions of family members toward accepting and supporting one another. It includes informational support, appraisal support, instrumental support, and emotional support. Family support is measured based on the perception that other family members are supportive and willing to provide assistance when needed.

The dependent variable is the parental care burden. Zarit et al. (1980) describe caregiver burden as the negative impact experienced by caregivers in terms of their physical, emotional, psychological well-being, social life, and financial situation while taking care of their family members.

The mediator variable is parental acceptance. According to Rohner et al. (2012), parental acceptance refers to the warmth, attention, affection, comfort, support, or love given by parents to their children as a form of acceptance. It serves as a mediator in understanding the relationship between family support and parental care burden.

Participant

Participants in this study were 33 parents of elementary school students with autism syndrome aged between 7-13 years.

Data Collection Tool

The instrument used in this study was developed by the researchers based on their respective constructs and arranged on a Likert scale with scale values ranging from 1 to 4. To ensure construct validity, the "experts review" method was employed, as recommended by Dimitrov (2012). The scale items were evaluated by a panel of experts to assess how well the items measure the intended constructs. The scale was presented to three reviewers who specialize in the fields of educational technology and measurement. Statements that obtained an agreement ratio of 80% were validated, while other statements were modified based on the feedback from the panel. and then statistically examined using an internal consistency approach, which involved connecting the item's total score with the scale's overall score.

The parental care burden scale is based on the concept proposed by Siegert et al. (2010) and comprises three dimensions: role tension, personal tension, and feelings of guilt. This scale is used to assess the level of burden experienced by mothers who are caring for their children. Out of the 26 items gathered, the study of item validity revealed 23 valid items.

The family support scale is based on Friedman's (2013) concept and includes four dimensions: informational support, instrumental support, appreciation support, and emotional support. The scale aims to measure the level of support received from family members. The results of the analysis of item validity found 18 valid items from the 23 items compiled.

The parental acceptance scale was compiled based on the Munandar & Robinson concept, consisting of five dimensions, namely: attention, affection, participating in children's activities, not expecting too much from children and not distinguishing children from others. Analisis validitas item mengungkapkan bahwa dari 26 item yang awalnya disusun, ditemukan 23 item yang valid.

Scale reliability test based on Cronbach's Alpha analysis. An instrument is said to be reliable if the minimum value obtained from the Cronbach Alpha reliability test is 0.6 and the maximum value obtained is close to 1 (Azwar, 2018).

Table 1. Cronbach alpha analysis results

No	Scale	Cronbach Alpha
1	Family Support	0.910
2	Parental Care Burden	0.936
3	Parental Acceptance	0.927

Results

Before conducting a simple linear regression analysis to evaluate a hypothesis, it is essential to test the assumptions, including normality and linearity. The purpose of assumption tests in statistical analysis is to evaluate whether certain assumptions are met in the data. Two common assumptions include the normal distribution of data and the presence of a linear relationship between independent variables and the dependent variable.

By verifying these assumptions, researchers can ensure the validity of the regression analysis and make any necessary adjustments if the assumptions are not met.

The results of the normality test analysis used the Kolmogorov-Smirnov test. The family support variable shows a normal distribution with a significant value of 0.522 greater than 0.05. The parental care burden variable shows a normal distribution with a significant value of 0.282 greater than 0.05. The data for the parental acceptance variable exhibits a normal distribution, as indicated by a significance value of 0.383, which is greater than the commonly used threshold of 0.05. This suggests that there is no significant departure from normality in the distribution of the data for the parental acceptance variable.

Table 2. Normality test results

Variables	Significant	α	Interpretation
Family Support	.522		Data is normally distributed
Parental Acceptance	.383	0.05	
Parental care burden	.282		

The linearity analysis results indicate that there is a linear relationship between family support and parental acceptance, as the significance value of 0.225 is greater than the threshold of 0.05. Similarly, the relationship between family support and parental care burden also shows a significance value of 0.447, which is greater than 0.05. Therefore, both variables can be considered to have a linear relationship. Additionally, the relationship between parental care burden and parental acceptance reveals a significance value of 0.475, which is also greater than 0.05, indicating a linear relationship between these variables.

Table 3. Linearity test results

Variables	Significant	α	F score	Interpretation
Family support and Parental acceptance	0.225		1.515	Linear
Family support and Parental care burden	0.447	0.05	1.096	
Parental acceptance and Parental care burden	0.475		1.024	

The results of the simple linear regression analysis, specifically the direct effect test, indicate that there is no significant effect of family support on parental acceptance. The significance value for this effect is 0.09, which is greater than the predetermined threshold of 0.05. This suggests that the relationship between family support and parental acceptance is not statistically significant. For a comprehensive overview of the results, please refer to Table 4, which provides detailed information regarding the analysis.

Table 4. Correlation of Family Support and Parental Acceptance

	Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Family support	.365	.209	.300	1.750	.090

The results of the path analysis showed that there was a direct effect of family support on the parental care burden which indicated a significant value of 0.05 which was the same as the value of 0.05 and also revealed that there was a direct effect of parental acceptance on the parental care burden which indicated a significant value of 0.03 which was smaller than the value of 0.05. Complete results are listed in Table 5.

Table 5. Correlation of Family Support, Parental Acceptance and Child Care Burden

No	Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Family support	-.529	.260	-.325	-2.038	.050
2	Parental acceptance	-.485	.213	-.362	-2.273	.030

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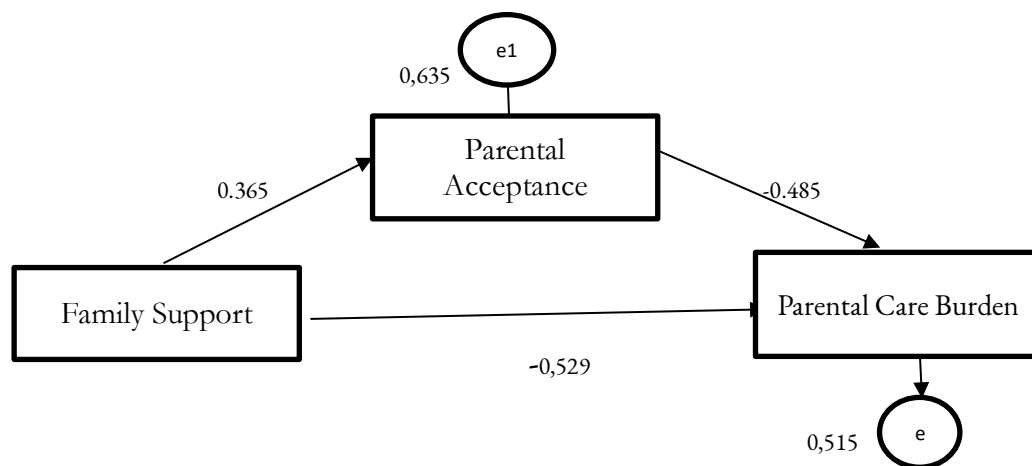
Figure 1. Model Parental care burden

The model of parental care burden above can be explained that the influence of family support on parental acceptance is 0.365 with a significance of 0.09 so it is concluded that there is no influence on parent acceptance. The direct effect of parental acceptance on the parental care burden was -0.485 with p < 0.5, it can be concluded that there is an effect of parent acceptance upon the parental care burden. The negative effect can be expressed as the higher parental acception the lower parental care burden and vice versa. The effect of family support on the parent care burden is -0.529, the negative sign has the meaning of the higher family support, the lower parental care burden, and vice-versa.

Analysis of the role of parental acceptance as a mediator using Sobel's formula. The results of the Sobel test show that the t-statistic of 1.404 while the t-table value of 2.036. It can be concluded that the t-statistic is smaller than the t-table. Thus it can be concluded that parental acceptance does not function as a mediator in the influence of family support on the parental care burden.

Discussion

The primary objective of this study is to investigate the role of parental acceptance as a mediator in the relationship between family support and parental care burden among parents who have children with autism

Effect of family support with parental care burden

Based on the analysis results, it was shown that family support significantly influences the parental care burden on parents who have autistic kids. The higher the family support, the lighter the caregiver's burden is perceived by the mother. The burden of parental care is a multidimensional stress that appears to a caregiver. It is the same when the burden is analogous to stress, Lazarus and Folkman (in Taylor, 1995) argued that each new event or environmental change will encourage individuals to make a primary assessment of the importance of the event, individuals then make secondary assessments, where secondary evaluation is an evaluation of the resources owned and whether there is social support. In this study parents who have autistic children make the main assessment about the event. When the primary

judgment feels negative, then the parents will make a secondary estimate of the external resources that they own as family support.

The burden of raising a child with special needs comprises a variety of burdens that are perceived, such as the physical burden of the parent's health, the psychological burden of their emotions, the stress of raising a kid with autism, the financial burden, and the social load, when the parents get family support in the form of financial assistance, emotional support form such as providing parenting assistance, attention then this will make the parents feel the burden to be light.

The effect of parent acceptance with caregiver burden

Further analysis reveals a significant relationship between parental acceptance and caregiver burden in parents of children with autism. The findings indicate that as parental acceptance increases, the burden felt by caregivers decreases. In other words, when parents accept their child's condition and embrace it with understanding and support, caregivers experience a reduced sense of burden. This suggests that parental acceptance plays a crucial role in influencing the caregiver's perception of the burden of caring for a child with autism.

The proof of this hypothesis can be explained by the fact that the characteristics of parents who have reached the stage of accepting their children with autism are shown: parents no longer expect the child to reach conditions like normal children, parents have the ability to take wisdom from the problems they are experiencing with closer to God and show minimal behavior of anxiety, recognize the character and needs of the child, know the parenting strategy according to the specificity of the nature of children, regulate the demands of maturity / pressure on children's abilities, as well as give autism compliance according to ability. The aforementioned findings align with the results of the study conducted by Sagita et al. (2021).

Besides that, parents who have received children have had coping strategies that not only use emotional enhancers but also direct approach to the problem, for example placing children in therapeutic institutions, and parents begin to look for science to be able to care for children in a proper way. Based on this description, it can be inferred that the process of reaching the stage of acceptance will also reduce the burden of parenting, because the parenting burden on autistic children is a stressful condition in which emotional factors are more dominant. When parents are able to accept a child with special needs, it will ease the burden of nurturing.

Impact of family support on parental acceptance and the mediator's role

Based on the results of research, it is known that family support does not significantly affect parent acceptance. These findings are inconsistent with the findings of Heredia-Alvarado and Chen (Heredia-Alvarado, 2017), that family support will affect parents' acceptance of their children diagnosed with autism.

There are several potential limitations or unproven aspects to consider regarding the hypothesis of the influence of family support on parental acceptance child diagnosed with autism, as well as the role of parental acceptance as a mediator in the effect of family support on parenting burden. Firstly, it is important to acknowledge that the study assumes that parents had already reached the stage of acceptance at the time of the research due to the long duration since the diagnosis. This assumption might not hold true for all parents, as the process of accepting a child's diagnosis of autism can vary greatly among individuals and families. Some parents may still be in the earlier stages of the acceptance process, such as experiencing rejection, anger, or bargaining, rather than reaching the final stage of acceptance. Additionally, research by Di Renzo et al. (2020) suggests that failure to accept a child's diagnosis of autism is associated with negative outcomes for parents, including higher distress, depression, and lower levels of emotional support. This indicates that the level of parental acceptance can have significant implications for parental well-being. Furthermore, Sagita et al. (2021) found that various factors influence parental acceptance, including education level, knowledge, age, occupation, household harmony, social support, economic conditions, ethnicity, interaction with experts, clarity of symptoms displayed by the child, and the presence of siblings. These findings suggest that internal factors of parents, such as their personal characteristics and circumstances, play a substantial role in influencing parental acceptance of a child with an autism diagnosis. Considering these various perspectives, it becomes apparent that internal factors of parents may have

a more significant influence on the acceptance of a child with an autism diagnosis, rather than solely relying on external factors like family support. Therefore, the hypothesis regarding the influence of family support on parental acceptance and the mediating role of parental acceptance on parenting burden remains unproven. To establish a statistical model where parental acceptance acts as a mediator, it is essential to demonstrate the significant direct influence of each variable in the model.

The unproven hypothesis of the influence of family support on parental acceptance in a child diagnosed with autism leads to the unproven role of parent acceptance as a mediator on the effect of parental support on the parental care burden. In a statistical model, a variable plays the role of mediator if the entire direct influence of each variable has a significant influence.

Recommendations

Parents who have children diagnosed with developmental disorders with autism syndrome must have had a hard time accepting this fact. Disbelief, anger, blaming certain parties, confusion, and embarrassment are the initial responses that occur in parents and these conditions can cause stress. The behavior and emotions of children with autism syndrome also often stress parents. This condition results in an increasingly heavy burden by parents in raising children with autism. The step that parents of children with autism syndrome must take immediately is acceptance. In the process of reaching the acceptance stage, parents must carry out emotional coping strategies, where parents immediately learn to manage emotions, see the positive side of this problem, and find wisdom from this problem. Then continue to look for solutions to this problem, for example examinations, finding treatment solutions, and training for children, then parents will arrive at the stage where parents accept the child's condition.

For families, they must continue to support parents who have children with this developmental disorder, especially emotional support.

For future researchers who are interested in the same theme, it is recommended to examine subjects who are new to the diagnosis of natural developmental disorders by their children and increase the number of subjects so that the research results are more representative.

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Research Article

Historical movies and TV series in the interest of the science of history: the opinions of gifted students

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Article Info	Abstract
	The aim of this research is to reveal the views of gifted students who attend science and art centers of historical films and TV series about their interest in historical science. The participants of the research are 74 students aged (13-18) who continue their education at two Science and Art Center in the first semester of the 2017-2018 academic year in Turkiye, who are at the stage of Recognizing Individual Talents, Developing Special Talents and Project. Survey model, one of the quantitative research methods, was used in the research. In line with this method, an opinionnare consisting of 15 questions was used to the participants. According to the findings, the opinions of gifted students of historical films and TV series about their interest in history science differed significantly depending on gender. It has been determined that the students have opinions that history films and TV series contribute moderately to the interest in the science of history. Considering the difference in the views of gifted students according to the program they are enrolled in at the Science and Art Center, it was determined that the students in the Special Talent Development level had more positive opinions than the students in the other level. In the teaching of gifted students, the use of history films and TV series; It has been determined that there are opinions that it is effective in increasing the knowledge of history, making sense, consolidating, providing cultural transfer, increasing their interest in history science, and increasing the desire to watch movies and TV series more. It is recommended to develop curricula for gifted students' use of history films and TV series as instructional tools in educational activities in the field of history.

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Introduction

In the ordinary course of life, individuals who always make them feel that they are different with their extraordinary decisions, approaches, behaviors and practices and who perform well above the average are evaluated within the definition of special talent. Special talent in the language of society; While we come across with expressions such as smart, intelligent, heady, it is used in the academic literature to express the same meaning as general mental ability, instant intelligence, mental power. It is expressed as pre-developed, high-level skills that enable the individual to show high level of success and creativity in a remarkable way (Şenol, 2011, pp.6).

Gifted children or young people show a higher rank in their field of interest than their peers, their environment and those who have the same experiences as themselves. While these children and young people show superior performance in intellectual, creativity and artistic fields, they may also have skills that are not often encountered in the field of

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leadership or sometimes come to the fore in special academic fields. Therefore, they need services and activities outside the school curriculum (Somay-Çatalbaş, 2001).

When such definitions of general mental/special talent are examined, it is seen that there are different approaches to the subject. In Turkey, according to the Science and Art Centers (SACs) Directive, which was established for the education of children with general mental abilities/special talents; general mental/special talent is defined as: "He who learns faster than his peers; It is an individual who is ahead in creativity, art, leadership capacity, has special academic abilities, can understand abstract ideas, likes to act independently in his interests and performs at a high level" (MoNET, 2016).

In this context; Special talent is the situation in which the child or individual has a high level of skills compared to their peers in a certain field or areas, this feature can be identified by experts, and the child needs special education because of different developmental characteristics from his/her peers. Special talent is a process and how this process is evaluated is also very important.

In this context, it has been determined that the Ministry of National Education in Turkey (MoNET) started a project study on the education of gifted children in 1992. As a result of the search for the most suitable model for the Turkish Education System, education centers were established, which were first called "Additional Courses and Practice Schools" and then named Science and Art Centers with the idea of educating gifted children in both science and art. Students selected to these centers receive education in Science and Art Centers in order to develop their talents in the remaining time from their school and on certain days of the week (Sezginsoy, 2007).

The education of science and art centers, called BİLSEM (in Turkish) in short, is quite different from schools, which are the most common institutions of formal structure. While students in primary and secondary schools learn academic knowledge, they use it as a means of getting high scores and passing grades in applied exams. As a result of testing the knowledge they have learned, children move to a higher class or department. Because, in the education methods of science and art centers, it is never possible to use academic knowledge for exams and similar processes. Here, students are provided with a project-based teaching model in their talent areas and students are expected to carry out projects in accordance with the desired qualifications. If the students are diagnosed, they start to receive education in SACs in the first grade of primary school and continue until the 12th grade. Students enrolled in SACs are admitted to the training program consisting of 5 (five) stages. These trainings;

➢ Adaptation,
➢ Support training
➢ Recognizing individual talents (RIT)
➢ Developing special talents (DSP)
➢ Project production and management training programs.

Students who complete the programs are given a "Program Completion Certificate" by the SACs directorate at the end of each program they complete.

In recent years, it is possible to see the influence of the media in all areas in the field of education. Messages given through historical TV series and movies sometimes arouse children/young people's curiosity about historical issues, and sometimes cause them to learn incorrectly or incompletely. In this context, the stimulating / directing effect of historical TV series and movies on students comes to the fore.

With the increase in the frequency of broadcasting of historical series and films in Turkey, the interest in the discipline of history has increased to a great extent and an awareness that we can call important has emerged. These works have also been frequently discussed in the world of art and science. Although historical TV series and movies are annotated in these discussions, it is undeniable fact that this situation has increased the popularity of history. These productions, which transform an abstract discipline such as history into concrete, are also important materials that can enrich the discipline of history. Provided that they are used consciously, they have an important power to provide

permanent learning.

This study has been prepared in order to reveal the perceptions of historical films or TV series about the effect of gifted/gifted students attending Science and Art Centers on their view of historical issues. It is thought that this study will contribute to the literature and shed light on future studies.

Research Aim

The aim of this study is to examine the opinions of gifted students about the effects of historical films or TV series on historical issues. As a result of the literature review, no study was found that deals with the students' perspectives on the effect of historical films or TV series on the gifted students' view of historical issues. In this context, it is thought that the study is original and will contribute to the literature.

Research Problem

The problem of the study is what are the opinions of the historical films and TV series about the effect of gifted students on the history lesson?

Some sub-questions prepared to answer this problem are as follows:

➢ Do the views on the effects of historical films and TV series on the interest of gifted students in history lesson differ according to gender/program they are registered to?

Method

Research Model

In this study, scanning model, one of the scientific research methods, was used. Survey models are research approaches that aim to describe a past or present situation as it is. The general scanning model is the scanning arrangements made on the whole universe or a group to be taken from the universe in order to make a general judgment about the universe in a universe consisting of many elements. In this model, the situation that is the subject of the research is tried to be defined in its own conditions and as it is (Karasar, 2012).

Participants

Table 1. Findings regarding the demographic and program level information of the students participating in the research

		f	%
Gender	Female	45	60,8
	Male	29	39,1
Programme Stage	RIT	16	21,6
	DSP	46	62,1
	PPM	12	16,2
Total		**74**	**100**

RIT: Recognizing Individual Talents   **DSP**: Developing Special Talents **PPM**: Project Production and Management

When Table 1 is examined, it is seen that 45 of the students participating in the research are female students and 29 are male students. Again, according to Table 1, it is seen that 16 of these students are in the RIT group, 46 of them are in the DSP group and 12 of them are in the Project group.

Data Collection Tools

In the research, the personal information section that includes the program and gender information of the students and the " Opinions Form about Historical Films and TV Series the Interest of Gifted Students towards History", which includes 15 questions developed by the researcher and was created by taking expert opinion, was used as a data collection tool. Necessary legal permissions were obtained before the data collection tool was applied to the participants.

Data Analysis

The items in the scale used in the study, in which a triple Likert type rating was made, were ranked from negative to positive. Since the one-dimensional scale was developed by the researcher, Cronbach Alpha reliability calculation was made and the reliability coefficient is given in Table 2 below. As a result of the Cronbach Alpha reliability calculation, the reliability coefficient was found to be 0.890.

After the data obtained from the sample group were transferred to the statistical package program in the computer environment, the data were analyzed and interpreted. During this analysis, the arithmetic means, frequencies, standard errors and standard deviations of the data and internal consistency were determined. In addition, Büyüköztürk stated that the success in predicting the behavior of individuals largely depends on the validity and reliability of the test scores obtained from the test (Büyüköztürk, 2010: 167). In this context, the validity and reliability of the test has been revealed by the analyzes made.

SPSS 23.0, a statistical package program, was used in the data analysis of the scale. The scores that can be obtained from the scale range from 0 to 30. A high total score indicates that students have positive views on historical subjects, while a low total score indicates that students have negative views on historical subjects. Below are the descriptive statistics for the total score obtained from the scale.

Table 2. Descriptive statistics on the total score obtained from the scale

	N	Minimum	Maximum	Mean	Std.
Total	74	5,00	30,00	18,54	7,369
Valid	74				

According to Table 2, the average of the total scores of the 74 students participating in the research from the scale is 18.54. The lowest score obtained from the scale is 5, and the highest score is 30. According to the average of the scores, the opinions of the gifted students about the effect of historical films and TV series on historical subjects are moderately positive. It is also seen that the standard deviation is 7.36. This value reveals that the group to which the scale was applied shows a heterogeneous distribution.

Results

Table 3. Findings regarding the answers given by the gifted students to the item "Watching historical movies and TV series helped me increase my knowledge of history and reinforce what I know"

		TIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	**22***	48,9	**16***	35,6	7	15,6
	Male	**19***	65,5	9	31,0	1	3,4
Programme	RIT	9	56,3	5	31,3	2	12,5
Stage	DSP	**26***	56,5	**15***	32,6	5	10,9
	PPM	6	50,0	5	41,7	1	8,3
	Total	41	55,4	25	33,8	8	10,8

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

Considering the findings in Table 3 regarding the answers given by the gifted students to the item "Watching historical movies and TV series helped me increase my knowledge of history and reinforce what I know", it is seen that 22 of the female students and 19 of the male students said "Yes it contributeds". In this context, 41 of the 74 students who participated in the research answered "yes". When the gender level is examined, it is seen in Table 3 that 16 female students gave the answer "partially". Looking at the program level, it is striking that 26 of the DSP students answered "Yes it contributed" and 15 of them "partially".

Table 4. Findings regarding the answers given by gifted students to the item "Watching historical movies and TV series helped me understand my past better"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	**21***	46,7	12	26,7	12	26,7
	Male	**21***	72,4	7	24,1	1	3,4
Programme	RIT	11	68,8	3	18,8	2	12,5
	DSP	**26***	56,5	11	23,9	9	19,6
	PPM	5	41,7	5	41,7	2	16,7
	Total	**42***	56,8	19	25,7	13	17,6

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

Analizing at Table 4, it is seen that 21 of the students who said "Yes it contributed" according to the gender variable regarding the answers given by the students to the item "Watching a historical movie or TV series helped me make a better sense of my past" were female students and 21 were male students. In other words, 42 of the 74 students who participated in the research answered "yes" to this item. Looking at the program variable, it is striking that 26 students in the DSP group gave the answer "yes".

Table 5. Findings regarding the answers given by gifted students to the item "Watching a historical movie or TV series helped me make a connection between the past and the future"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	**24***	53,3	**14***	31,1	7	15,6
	Male	**15***	51,7	11	37,9	3	10,3
Programme	RIT	9	56,3	6	37,5	1	6,3
	DSP	**25***	54,3	**15***	32,6	6	13,0
	PPM	5	41,7	4	33,3	3	25,0
	Total	**39***	52,7	25	33,8	10	13,5

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

When Table 5 is examined, it is seen that 24 of the female students and 15 of the male students gave the answer "yes" regarding the answers given by the gifted students to the item "Watching historical movies and TV series helped me make a connection between the past and the future". In this context, 39 of the 74 students who participated in the research answered "Yes it contributed". Again, according to gender, it is striking that 14 of the female students gave the answer "partially". Looking at the program variable, it is seen that 25 of the DSP group students answered "Yes it contributed" and 15 of them "partially"..

Table 6. Findings regarding the answers given by the students to the item "Watching historical movies and TV series increased my interest in history lesson"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	**22***	48,9	5	11,1	**18***	40,0
	Male	**17***	58,6	7	24,1	5	17,2
Programme	RIT	8	50,0	2	12,5	6	37,5
	DSP	**28***	60,9	7	15,2	**11***	23,9
	PPM	3	25,0	3	25,0	6	50,0
	Total	**39***	52,7	12	16,2	23	31,1

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

Looking at Table 6, it is seen that 22 female students and 17 male students said "Yes it contributed" to this item according to the gender variable regarding the answers given by the students to the item "Watching a historical movie or TV series increased my interest in the history lesson". In this context, 39 of the 74 students who participated in the

research said "Yes it contributed" to this item. Again, based on the gender variable, it is seen that 18 female students said " No, it didn't contribute " to this item. According to the program variable, it is seen that 28 students with DSP level answered "Yes it contributed" to this item, and 11 students with DSP level gave the answer "no" to this item.

Table 7. Findings regarding the answers given by the gifted students to the item "Watching a historical movie or TV series made the lesson fun and enjoyable by saving it from boringness"

		YIC		N		NIDC	
		f	**%**	**f**	**%**	**f**	**%**
Gender	Female	**18∗**	40,0	**12∗**	26,7	**15∗**	33,3
	Male	**13∗**	44,8	**11∗**	37,9	5	17,2
Programme	RIT	7	43,8	4	25,0	5	31,3
	DSP	**23∗**	50,0	**14∗**	30,4	9	19,6
	PPM	1	8,3	5	41,7	6	50,0
	Total	**31∗**	41,9	**23∗**	31,1	20	27,0

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

Considering the gender variable regarding the answers given by the gifted students to the item "Watching historical movies and TV series made the lesson fun and enjoyable", 18 of the female students and 13 of the male students answered " Yes it contributed " to this item. Again, according to the gender variable, 12 of the female students and 11 of the male students gave the answer "partially" to this item. It is also seen that 15 of the female students said " No, it didn't contribute " to this question. Looking at the program variable, it is seen in table 8 that 23 students in the DSP group said "yes" and 14 students said "no".

Table 8. Findings regarding the answers given by the gifted students to the item "Watching historical movies and TV series helped me change my perspective on history lesson"

		YIC		N		NIDC	
		f	**%**	**f**	**%**	**f**	**%**
Gender	Female	**13∗**	28,9	**19∗**	42,2	**13∗**	28,9
	Male	**15∗**	51,7	8	27,6	6	20,7
Programme	RIT	4	25,0	7	43,8	5	31,3
	DSP	**23∗**	50,0	**14∗**	30,4	9	19,6
	Project	1	8,3	6	50,0	5	41,7
	Total	**28∗**	37,8	27	36,5	19	25,7

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

According to the gender variable, 13 of the female students and 15 of the male students said "yes" to this question regarding the answers given by the students to the item "Watching historical movies and TV series has been effective in changing my perspective towards the history lesson". In other words, 28 of the 74 students who participated in the study said " Yes it contributed " to this question. Again, based on the gender variable, it is seen that 19 female students gave the answer "partially" to this item, and 13 female students said " No, it didn't contribute " to this question. According to the program variable, it is seen in table 7 that 23 students in the DSP group answered "yes" to this question, and 14 students in the DSP group gave "partially" answers.

Table 9. Gifted students said, "I don't watch historical movies or TV series, it's not just history; It has diversified my perspective on history by providing information about cultures and civilizations".

		YIC		N		NIDC	
		f	**%**	**f**	**%**	**f**	**%**
Gender	Female	**23***	51,1	8	17,8	**14***	31,1
	Male	**14***	48,3	**12***	41,4	3	10,3
Programme	RIT	7	43,8	6	37,5	3	18,8
	DSP	**25***	54,3	**10***	21,7	**11***	23,9
	Project	5	41,7	4	33,3	3	25,0
	Total	**37***	50,0	**20**	27,0	17	23,0

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contributed * Majority response

When Table 9 is examined, the students stated that "I don't watch historical movies or TV series, it's not just history; According to the gender variable regarding their answers to the item "diversified my perspective on history by giving information about cultures and civilizations", 23 of the female students and 14 of the male students answered " Yes it contributed " to this item. In other words, 37 out of 74 students who participated in the study said "Yes it contributed" to this item. According to the same variable, 12 of the male students answered "partially" and 14 of the female students answered "no". Based on the program variable, 25 of the DSP group students answered "yes", 10 of them "partly" and 11 of them "no".

Table 10. Findings regarding the answers given by the gifted students to the item "Watching a historical movie or TV series helped me make the historical past concrete"

		YIC		N		NIDC	
		f	**%**	**f**	**%**	**f**	**%**
Gender	Female	**27***	60,0	**16***	35,6	2	4,4
	Male	**14***	48,3	13	44,8	2	6,9
Programme	RIT	8	50,0	7	43,8	1	6,3
	DSP	**27***	58,7	**17***	37,0	2	4,3
	Project	6	50,0	5	41,7	1	8,3
	Total	**41***	55,4	29	39,2	4	5,4

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

When Table 10 is examined, it is seen that 27 female and 14 male students said "yes" to this item based on the gender variable regarding the answers given by the students to the item "Watching a historical movie or TV series helped me make the historical past concrete". According to this result, it is seen that 41 of the 74 students who participated in the research said "Yes it contributed". According to the same variable, it is seen that 16 of the female students gave the answer "partially". According to the program variable, it is seen in table 10 that 27 students in the DSP group gave the answer "yes" and 17 answered "partially".

Table 11. Findings regarding the answers given by the gifted students to the item "Watching historical movies and TV series allowed me to understand the subjects better because they activated more than one sense organ".

		YIC		N		NIDC	
		f	**%**	**f**	**%**	**f**	**%**
Gender	Female	**18***	40,0	10	22,2	**17***	37,8
	Male	11	37,9	9	31,0	9	31,0
Programme	RIT	6	37,5	3	18,8	7	43,8
	DSP	**21***	45,7	**13***	28,3	**12***	26,1
	PPM	2	16,7	3	25,0	7	58,3
	Total	29	39,2	19	25,7	26	35,1

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute

When the table 12 regarding the answers given by the gifted students to the item "Watching historical movies and TV series enabled me to understand the subjects better because it activates my multiple sense organs", 18 of the female students said "Yes it contributed" and 17 of them said " No, it didn't contribute " according to the gender variable. appears to have said. When the program variable is examined, it is seen that 21 of the DSP group students said "Yes it contributed", 13 said "partially" and 12 said "No, it didn't contribute "..

Table 12. Findings regarding the answers given by gifted students to the item "My desire to read history books increased after watching historical movies and TV series"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	**17***	37,8	7	15,6	**21***	46,7
	Male	13	44,8	11	37,9	5	17,2
Programme	RIT	8	50,0	2	12,5	6	37,5
	DSP	**20***	43,5	12	26,1	**14***	30,4
	PPM	2	16,7	4	33,3	6	50,0
	Total	30	40,5	18	24,3	26	35,1

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

According to Table 12, when the gender variable regarding the answers given by the gifted students to the item "My desire to read books on history increased after watching historical movies or TV series", it is seen that 17 of the female students said "Yes it contributed" and 21 of them said " No, it didn't contribute ". Looking at the program level, it is seen that 20 students in the DSP group said "Yes it contributed" to this item, while 14 of them answered "partially".

Table 13. Findings regarding the answers given by the gifted students to the item "After watching historical movies and TV series, my desire to go to the museum increased"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	**18***	24,3	14	31,1	13	28,9
	Male	**12***	41,4	10	34,5	7	24,1
Programme	RIT	8	50,0	4	25,0	4	25,0
	DSP	**19***	41,3	**16***	34,8	11	23,9
	PPM	3	25,0	4	33,3	5	41,7
	Total	**30***	40,5	24	32,4	20	27,0

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

When Table 13 is examined, it is seen that 18 of the female students and 12 of the male students gave the answer "Yes it contributed" according to the gender variable regarding the answers given by the gifted students to the item "My desire to go to the museum increased after watching historical movies or TV series". According to this result, 30 of the 74 students who participated in the study answered "Yes it contributed" to this item. Looking at the program variable, it is seen that 19 students in the DSP group answered "Yes it contributed" and 16 students answered "partially".

Table 14. Findings regarding the answers given by gifted students to the item "After watching historical movies or historical TV series, my desire to research historical subjects increased"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	**23***	51,1	12	26,7	10	22,2
	Male	**14***	48,3	12	41,4	3	10,3
Programme	RIT	8	50,0	5	31,3	3	18,8
	DSP	**24***	52,2	**16***	34,8	6	13,0
	PPM	5	41,7	3	25,0	4	33,3
	Total	**37***	50,0	24	32,4	13	17,6

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute

Looking at the gender variable regarding the answers given by the students to the item "After watching historical films or historical TV series, my desire to research historical subjects increased", Table 14 shows that 23 of the female students and 14 of the male students said "yes". In other words, 37 of the 74 students who participated in the study said "yes" to this question. Considering the program variable, it is striking that 24 students in the DSP group answered "yes" and 16 students answered "partially".

Table 15. Findings regarding the answers given by gifted students to the item "After watching historical movies or TV series, my desire to watch another movie or TV series on history increased"

		YIC		N		NIDC	
		f	**%**	**f**	**%**	**f**	**%**
Gender	Female	**25***	55,6	10	22,2	10	22,2
	Male	**18***	62,1	7	24,1	4	13,8
Programme	RIT	8	50,0	4	25,0	4	25,0
	DSP	**30***	65,2	9	19,6	7	15,2
	PPM	5	41,7	4	33,3	3	25,0
	Total	**43***	58,1	17	23,0	14	18,9

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

When Table 15 is examined, it is seen that 25 of the female students and 18 of the male students said "Yes it contributed" regarding the answers given by the gifted students to the item "After watching historical movies or TV series, my desire to watch another movie or TV series with the theme of history increased". In other words, 43 out of 74 students who participated in the study said "yes" to this question. Looking at the program variable, it is striking that 30 students in the DSP group answered "Yes it contributed".

Table 16. Findings regarding the answers given by gifted students to the item "My desire to visit historical places increased after watching historical movies or TV series"

		YIC		N		NIDC	
		f	**%**	**f**	**%**	**f**	**%**
Gender	Female	**28***	62,2	16	35,6	1	2,2
	Male	**15***	51,7	9	31,0	5	17,2
Programme	RIT	10	62,5	6	37,5	**0***	0,0
	DSP	**28***	60,9	15	32,6	3	6,5
	Project	5	41,7	4	33,3	3	25,0
	Total	**43***	58,1	25	33,8	6	8,1

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

According to Table 16, when the gender variable regarding the answers given by the students to the item "My desire to visit historical places increased after watching historical movies or TV series", it is seen that 28 of the female students and 15 of the male students said "Yes it contributed". In other words, 43 out of 74 students who participated in the study said "yes" to this question. Looking at the program variable, it is seen that 0 of the students in the RIT group said " No, it didn't contribute " to this item. In addition, it is seen that 28 students in the DSP group answered "yes" to this item.

Table 17. Findings regarding the answers given by gifted students to the item "After watching historical movies or TV series, my desire to attend seminars on history increased"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	8	17,8	7	15,6	**30***	66,7
	Male	8	27,6	6	20,7	15	51,7
Programme	RIT	5	31,3	4	25,0	7	43,8
	DSP	11	23,9	6	13,0	**29***	63,0
	PPM	**0***	0,0	3	25,0	9	75,0
	Total	16	21,6	13	17,6	**45***	60,8

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management **YIC**: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute * Majority response

When Table 17 is examined, it is seen that 30 of the female students gave the answer " No, it didn't contribute " according to the gender variable regarding the answers given by the gifted students to the item "After watching historical movies or TV series, my desire to attend seminars on history increased". Looking at the program variable, it is seen that 29 of the students in the DSP group said " No, it didn't contribute " to this item.

Tablo 18. Average and standard deviation of total scores by gender

Gender	Total	Mean	Std
Female	45	17,60	7,881
Male	29	20,00	6,353

When Table 18 is examined, it is seen that 45 of the 74 students participating in the research are girls and 29 are boys. The averages of the total points that female students and male students got from the items in the scale differed from each other, and these total averages revealed that the students reported moderately positive opinions about historical TV series and movies. The standard deviation was 7.88 for female students; The fact that male students are also 6.35 indicates that male students show a more heterogeneous distribution than female students. In other words, there is a moderately significant difference according to gender in the perspective of the effects of historical films and TV series on the historical issues of gifted students.

Tablo19. Average and standard deviation of total scores according to the program

Programme	f	Mean	Std
DSP	46	19,61	6,930
PPM	12	14,17	7,297
Total	74	18,54	7,369

RIT: Recognizing Individual Talents **DSP**: Developing Special Talents **PPM**: Project Production and Management

When Table 19 is examined, it is seen that 16 of the 74 students participating in the research are in the RIT group, 46 in the DSP group, and 12 in the Project group. When the mean and standard deviations of the total scores according to the program are examined, it can be said that the DSP group students have a more positive perspective towards historical movies and TV series compared to other groups. It is seen that the standard deviation is close to each other according to the groups.

Conclusion

The research was carried out in order to determine the effects of historical films and TV series on the interest of gifted students on historical subjects and to examine them according to various variables. In order to determine the opinions of the participants in the research, descriptive and relational scanning was carried out using quantitative data. The sample of the research consists of 74 students in the age range of RIT, DSP, Project between the ages of 13-18 who continue their education at two Science and Art Center in the first semester of the 2017-2018 academic year. 45 of the students are girls and 29 are boys. The data collected from the students with the scale of " Opinions Form about Historical Films and TV Series the Interest of Gifted Students towards History " were analyzed with the SPSS 23.00 package program and evaluations were made based on the findings.

In the research, when the point of view of gifted students of historical films and TV series on historical issues is evaluated within the framework of gender variable; A moderately significant difference was observed between the answers given by male students and the answers given by female students. In addition, when the average total score of the items is examined, it has been revealed that the students have moderately positive opinions about historical films and TV series, regardless of gender.

Watching historical TV series and movies by the students participating in the research; It helps students to increase their knowledge of history to a great extent and to reinforce what they know in the field of history, it helps students make a better sense of their past, increases their interest in history series, increases their knowledge about cultures and civilizations, helps them embody the historical past, increases their desire to research historical subjects and places, history It was concluded that it increased the desire to watch other series and movies on the subject. These results show that the historical TV series and movies that are conveyed correctly affect the students' view of history in a positive way. Similar to the results of this study, Ocak and Selimoğlu (2015) and Kaya and Çengelci (2011) concluded in their study that historical TV series prompt students to research and question historical subjects.

Considering the analysis of gifted/talented students' perspectives on historical issues according to the program level, it was seen that although the students in the DPS group had a positive perspective compared to the other groups, there were no significant differences in the answers given by the students in the RIT, DSP and PPM groups.

Recommendations

Some sections of historical movies and TV series can be added to gifted education curricula in order to endear the gifted students to the history lesson, to instill the consciousness of history and to make the lessons concrete. In addition, media literacy seminars can be given to teachers and students, so that teachers and students who take these seminars can evaluate these films and TV series more objectively. Educational institutions can provide interaction by organizing interviews with the participation of producers and actors of historical films and TV series, thus increasing the interest of students in the science of history.

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Appendix 1. Opinions Form about Historical Films and TV Series the Interest of Gifted Students towards History

	Opinions Form about Historical Films and TV Series the Interest of Gifted Students towards History			
	Yes it contributed 3 Neutral 2 No, it didn't contribute 1	**1**	**2**	**3**
1	Watching historical movies and TV series helped me to increase my knowledge of history and consolidate what I know.			
2	Watching historical movies and TV series helped me to make better sense of my past.			
3	Watching historical movies and TV shows helped me connect the past and the future.			
4	Watching historical movies and TV series increased my interest in History course.			
5	Watching historical movies and TV series has saved the class from boringness and made it fun and enjoyable.			
6	Watching historical movies and TV series has been effective in changing my perspective towards History course.			
7	T watching historical movies and series, not just history; It also diversified my perspective on history by giving information about cultures and civilizations.			
8	Watching historical movies and TV series helped me make the historical past concrete.			
9	Watching historical movies and TV series made me understand the subjects better as it activates more than one sense organ.			
10	After watching historical movies and TV series, my desire to read books on history increased.			
11	After watching historical movies and TV series, my desire to go to the museum increased.			
12	After watching historical movies and historical TV series, my desire to research historical subjects increased.			
13	After watching historical movies and TV series, my desire to watch another movie or TV series about history increased.			
14	After watching historical movies and TV series, my desire to visit historical places increased.			
15	After watching historical movies and TV series, my desire to attend seminars on history increased.			

YIC: Yes it contributed **N**: Neutral **NIDC**: No, it didn't contribute

Research Article

An investigation on the institutional structures for the employment of gifted youth in Turkiye

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Article Info	Abstract
	It is seen that the studies and researches that have been carried out only on the axis of education of gifted youth have focused on improving their entrepreneurial skills and providing employment after the pandemic. Along with the pandemic, there is a change in the career preferences of gifted youth. So, how is this situation supported on the basis of countries? How are institutions structured? It is aimed in this research to examine the answer to the question on the axis of Turkiye. In this study, in which descriptive scanning model and document analysis method were applied, institutions and organizations that support the employment of gifted youth on the basis of the state and private sector were determined and it was determined in what way they provided support. It is recommended that this research be a pioneer for future studies on the employment of gifted youth, and that more research should be conducted on issues such as employment of gifted youth, career choice, and entrepreneurship.

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Introduction

Especially during the pandemic period, with the interruption in many areas, it is seen that the economy gains second place after the health field, which is given the most importance by the society. Some changes have occurred when gifted youth prefer high-paying money and prestige, and occupations (such as medicine and engineering). In a study, it was determined that the most preferred profession was doctor (Ozcan, 2017). It is now seen that many gifted young people in the field of economics have started to make career choices. The role of digital media is also important in the career choice of gifted youth, and there are increasing estimates that its influence will increase (Kara, 2019). Gifted researchers, who focus only on the education of gifted youth, often complain that the educational needs of these children are not met. The pandemic has shown educators that it is necessary to focus on the sustainability of education. In the sustainability of education, it has been seen that the concept of "school" has changed and talented youth can meet their educational needs from many online environments. In this process, a free using of the Renzulli Learning platform (renzullilearning.com, 2023) was made for gifted children. In addition, it has been observed that online learning platforms such as Mensa (mensa.org, 2023) that provide international support education for gifted students are effective. Along with the crisis in the global markets during the pandemic process, many online trainings on topics such as economic literacy, trading, technical analysis have been opened on platforms such as youtube. In technical analysis,

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the ability to perform technical analysis has come to the fore, especially with the interest of young people in virtual currency exchanges such as bitcoin.

Today, it has come to a period when entrepreneurship education and entrepreneurship skills development trainings will be more popular than gifted youth education programs and creativity development programs (Tortop, 2023). Teachers have opinions about determining out-of-school environments in the development of entrepreneurial skills and providing this training in these areas (Karaduman and Kavan, 2022). In this respect, countries need to create resources, opportunities and opportunities that will provide employment for gifted youth. This research aims to examine the studies on the employment of gifted youth in Turkey.

Method

In this study, descriptive survey model was used as research model. Institutions and organizations, supports and scholarships created by the private sector and the state for the employment of gifted youth will be examined. In this respect, structures such as the technoparks of universities and the support given by the state for small businesses will be examined.

Results

First of all, the supports provided in secondary and high school periods in order to encourage gifted youth in the field of entrepreneurship will be examined, and then university-level incentives and supports will be discussed.

Incentives and supports provided to gifted youth in secondary and high school periods in Turkiye

Middle school term project competitions

"This is my work project competition" is held every academic year so that students can make scientific research projects, reveal their own products and obtain patents during the secondary school period. This project competition is supported by the The Scientific and Technological Research Council of Turkiye (TUBITAK). However, this project competition has changed its name in recent years. This competition does not contribute to the students' transition points to higher education. However, it is seen that some problems arise in this competition due to the increasing popularity of schools and the motivation of students and families. Tortop (2013) made a detailed research on this subject and revealed the problems that deviated from the aims of the competition. In this competition, with the support of TÜBİTAK, students are provided with information about the patent processes related to their projects and awareness is created. However, this awareness cannot be said to be at a high level.

High school project competitions

In this project competition organized by TUBITAK, the number of competition areas was increased. Project competitions are also held in the field of writing, which has now become an important talent field. This project competition is a prestigious competition and it affects the future careers of students. However, it is not possible to fully say that there is widespread awareness in parts such as the patenting processes of the produced project.

University level incentives and supports

The Scientific and Technological Research Council of Turkiye (TUBITAK)

TUBITAK is the country's most prestigious institution in the development and support of scientific and technological innovations under the Ministry of Industry and Technology of the Republic of Turkey. It introduces itself on its website as follows;

> *TUBITAK, which adopts the vision of being an innovative, guiding, participatory and sharing institution in the fields of science and technology, serving to increase the quality of life of our society and the sustainable development of our country, supports academic and industrial research and development studies and innovations, and conducts Research-Technology-Development studies in line with national priorities. In addition to its functions of operating the D institutes, it determines the Science and Technology policies of our country and publishes books and magazines to increase this awareness in all segments of society. The domestic*

and international academic activities of scientists are supported and encouraged with scholarships and awards, and it is aimed to increase the competitiveness of our country by funding the projects of our universities, public institutions and industry (tubitak.gov.tr, 2023)

In line with its goals and objectives, TUBITAK provides support for gifted youth to develop themselves and to provide employment. These supports are in the form of national and international scholarships, project incentives, R&D supports.

Small and Medium Enterprises Development Organization (KOSGEB)

KOSGEB is a public institution established to increase the role and efficiency of small and medium-sized enterprises in the economy, to increase their competitiveness and to realize industrial integration in accordance with economic developments (KOSGEB, 2023). This institution is an institution under the Ministry of Industry and Technology of the Republic of Turkey and has a structure in all provinces. It supports entrepreneurs in many fields such as entrepreneurship, research and development, business development, growth and internationalization, financing, technology centers, guidance and consultancy services, rapid support for micro and small businesses. In addition, it also makes domestic fair announcements and international commercial trip announcements. It can be said that KOSGEB is a very important institution for gifted youth to establish and develop their own businesses and to provide employment.

Development Agencies in Turkiye

These agencies are also affiliated to the Ministry of Industry and Technology of the Republic of Turkey. There are 26 development agencies operating in Turkey. The objectives of these agencies are expressed as follows.

As development agencies, we aim to mobilize local development dynamics in our country, to use regional resources and potentials in the best way, to ensure that development covers the whole country in a more balanced and total manner, and to ensure that our citizens' access to opportunities is as equal as possible (ka.gov.tr, 2023)

These agencies provide support for the development of human capital and promotion of social entrepreneurship. Entrepreneurship fields can be supported by these development agencies for gifted youth.

Technology Development Zones (Teknopark)

These formations are organizations under the Ministry of Industry and Technology of the Republic of Turkey. It is defined as;

Technology Development Zone; They are academic, social and cultural sites established to enable entrepreneurs, researchers and academicians who want to produce new or advanced technology goods and services to carry out their industrial and commercial activities near or near universities and to benefit from these universities. (teknopark.sanayi.gov.tr, 2023)

Among the aims of this organization; "Creating job opportunities for researchers and skilled people" is also included. Especially on the campuses of universities, there are these formations called "Technopark". In these technoparks, university students as well as academics at the university can establish their companies. These institutions, which provide opportunities and support for academicians to commercialize the innovation they have developed, are found in the majority of foundation and state universities.

Conclusion

The new agenda of gifted youth is now entrepreneurship and employment. Because the classical goals of the gifted youth, such as being a doctor, were replaced by more money-making and prestigious areas after the pandemic. They are supported by the state and private sector to establish their own companies, receive scholarships, incentives and patents. Turkey is among the developing countries and is among the top 20 economies of the world. There are support education institutions for the education of gifted youth. However, although they have very important institutions regarding the opportunities for employment and support of gifted youth, it cannot be said that teachers and families are very aware of

this issue. In this research, the relevant institutions were examined and a pioneering role was assumed for future research on the employment of gifted youth. In future studies, it is recommended to carry out researches such as awareness and consciousness about these institutions, studies and practices for their effective use.

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