



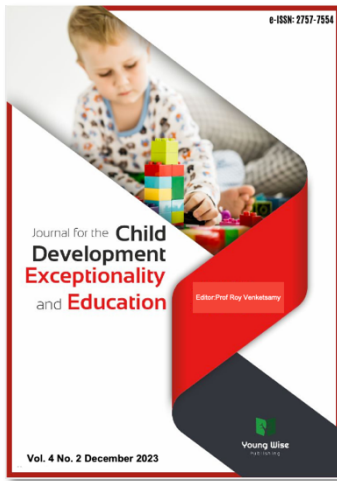
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Research Article

The main problems of the early age Israeli education system: some comparisons with European and non-European countries

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Abstract

Israel has a serious problem of early age education, which is usually explained by budget problems. However, when comparing the rate of the national education expenses as a percentage of the GDO to that of other GDP countries, tis fact seems to be hard to understand. Furthermore, a very high percentage of early age education expenses in Israel are public, as compulsory education starts at age 3, the earliest of all OECD countries. This fact situation can be explained by the very high birthrate in Israel, its lack of professional educators – especially for age 0-2 and also for 3-5-year old's, by the high percentage of children participating in ECE, mainly due to the short maternal leave, and by the 15-year duration of compulsory education in Israel, which requires a substantial part of its workforce to be educators in order to cover all needs of a country with a large young population. It is customary to blame financial difficulties of the poor educational achievements, unsatisfactory conditions for learning – both from the point of view of the educational staff and the students, and inability to recruit teachers of all stages, headmistresses and headmasters. That has been the Israeli situation years before the covid-19 had first burst into our lives. This is to show that there are some substantial obstacles – independent or at least – not solely dependent on budget difficulties, that are the main cause of Israel's law educational achievements and the status of Israel as a country with a very high birthrate, in need of good teachers and learning conditions but is far from reaching any of these aims. This situation starts in early age situation, and influences Israeli children, youths and adults.

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Introduction

Israel can be perceived as a riddle regarding its educational achievements. On one hand, it is a well-developed country, modernized, with a central education system, and a long history of literacy. The Jewish mother, the subject of many books – and no less jokes, has been known as one who pushes her offspring – especially the male ones – to do excellent in school, to choose the most prestigious professions, to "make it" in the work world [1-4]. The Jewish mother's stereotype, with its two main characteristics, demanding, even pushing, and not hesitation to cross borders of privacy or independence, has been valid quite long in literature (e.g. [5], in Television (e.g. [6]), and in research (e.g. [7, 8, 9]).

The Israeli education system includes compulsory 15 years of school: from age 3 to 18, and the educational level of its teachers is comparatively high: a 4-year teachers' college track concluded by the degree of Bachelor of Education is the minimal requirement for a teaching license. On the other hand, Israel scores at the lower half of all international tests for more than two decades, and it has a lower rate of students scoring at the highest level in spite of the fact that it is the only

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country that identifies its whole student population for giftedness, the only country with a special department of gifted and excellent students as a part of the ministry of education (e.g. [10].)

This presentation will introduce the main causes of the poor situation of early age education in Israel.

Main Problems

The Limited Budget

The educational budget problem starts in Israel well before the birth of the child, accompanies them during their very first months of life follows by the period of the need of child-care, pre-school, elementary school and does on to tertiary education. Let us look into the challenges typical to the early educational stages, namely until the formal beginning of school.

Early education in Israel has been one of the main problems for young families with children: as the Israeli birthrate is much higher than that of all European, as well as OECD countries, resolving the financial and other burden of raising young children takes much longer than in other countries. However, while in most OECD countries.

The annual expenditure per child enrolled in early childhood educational development services is substantially higher than for pre-primary education ([11], p. 179). Australia, Chile, Hungary and Israel are the only OECD countries with data available where spending per child in early childhood development services is lower than at pre-primary level (Ibid, Table B2.3).

Furthermore, in most OECD countries

Annual expenditure per child enrolled in early childhood educational development services is substantially higher than for pre-primary education, averaging about USD 15 600 across OECD countries with available data. However, this masks wide variation in spending between these levels of education across countries: in Lithuania, spending on early childhood educational development services is at most USD 1 000 more per child than at preprimary level, compared to a difference of at least USD 11 000 more in Denmark, Finland and Norway (ibid, p. 179).

Teachers' Salaries

Teachers' salaries – at all levels of education – are influenced by the expenditure on education. In Israel, where maternity leave is comparatively short, and women consist of a massive share of the work force, it should have been expected that both in public and private settings this should be reasonable. The situation is far from being satisfactory: with an annual expenditure of 5,936\$ expenditure on all children aged 3 to 5 enrolled in ECE and primary education, and 3,208\$ annual expenditure per child in USD, converted using PPPs, Israel is far behind the average: 10,025\$ per child in OECD countries in 2020, ranging from less than USD 5 000 in Colombia, Romania and Turkey to more than USD 16 000 in Iceland, Luxembourg and Norway for children 3-5 year old, and 10,181\$ for children under 3 (Table B2.3).

The budget problem influences both levels of ECE stages. The minimum salary of pre-prime educators in Israel is quite low, especially when taking into account the high cost of living in Israel. Indeed, the salary of early age educators with the most prevalent qualification is more than twice than that of the beginners, but the dropout rate is very high and due to the very low salary of the young workforce it is very hard to recruit new early age educators (e.g. [12]).

Time and again two contrary claims are made regarding the financial situation that is blamed for the deteriorating level of the Israeli education system. On the one hand, teachers, headmasters and all-rank officials complain quite often about financial difficulties, causing lack of necessary resources in order to improve Israeli education. In 2023, as in many previous years, less than 24 hours before September 1, the first school day, high school teachers were still threatening to strike as their financial demands were not answered by the ministry of education (e.g. [13], [14]).

On the other hand, according to OECD ([11], p. 22):

Most OECD countries invest 3-4% of their GDP in primary and secondary education, rising to at least 5% of GDP in Colombia and Israel. In contrast, six OECD countries invest less than 3% of GDP in primary and secondary education.

The investment of Israel in education as a percentage of GDP (updated to 2020): 6.4% Primary to tertiary; 6.0% primary to tertiary excluding R&D) is the second highest among the 37 OECD countries and the 11 Partner and/or accession countries (Table C2.1.: Total expenditure on educational institutions as a percentage of GDP (2020) Direct expenditure within educational institutions, by level of education ([11], p. 292).

Furthermore, when including the private sources of education expenditure, this rate is much higher:

In the year 2021 the national education expenses were 124.6 million Shekel (~35 Milliard dollars) (8.0% from the [Israeli] GDP [...]. 88.9% was publicly financed (government, local authorities, and nonprofit organizations); 11.1% was privately financed (households and from abroad) ([15] Israel Central Bureau of Statistics, 2022, p. 92) (my translation – H.D.).

These two facts can be easily explained by the high birth rate in Israel, which currently places it as the highest in the developed world (e.g. Europe Birth Rate 1950-2023, 2023). According to Ettinger ([17], 2023),

In 2023 (based on the latest data of 2021), the Jewish fertility rate of 3.13 births per woman is higher than the 2.85 Arab fertility rate [as it has been since 2016] and the 3.01 Arab-Muslim fertility rate (as it has been since 2020).

According to Fleck ([18], 2023), the European birth rate is just about a half of it: it was 1.53 in 2021 and has been stable for the last decade. When looking at the number of births per 1000 people, the picture is similar: in Israel it has been 18.957 in 2023 ([19] Israeli Birth rate 1950-2023, 2023) while in Europe it has been 9.805 [16].

Israel's population is younger than that of all other developed countries. In France, for example, about 20.5% of the population is under 17 [20]. According to Israel's Central Bureau of Statistics (CBS) in Israel it is about 32.6% [21].

High Rate of 0-2 Year-Olds in Public and Private Institutions

The load on both young families with newborn and the staff members of workers in the institutions for 0-2-year olds in Israel is extremely high. There are many reasons for this situation, but two of them can be changed by the government which is central Israeli government. The first is the length of paid maternity leave and the second is the poor situation in a substantial number of day care places, ranging between shortage of kindergarten teachers and helpers, inadequate education of many of the helpers, and the inadequate physical environment – the buildings, the gardens, the equipment in many public and private institutes for 0-2 year olds.

Let us first look at the data regarding the rate of 0-2-year olds enrolled in early education and care (ECEC) and primary education.

According to table B2.1 in OECD ([11], p. 187), in 2021 44% of Israeli under 2 enrolled in such public and private frames. Korea had the record, with 48%, while the average was just 17%.

Though the difference between Israel and South Korea's enrollment in ECEC of under 2 children is small, the conditions of mothers in the work place are very much different. Here are some of the differences of Korean parents which either do not apply or are reduced in Israel:

Public or private institutes for children aged 0-2 are subsidized only for children from underprivileged background, ➤ while in south Korea such institutes are free [22].

"A wide range of health services are available for young children and their families through the National Health Insurance Service, which covers almost 100 percent of the population". In Israel, which also has a national health insurance, the average expenses of a pregnancy are very high, but that has to do with the fact that Israeli mothers hold a high record in pre-birth examinations REMMENICK [23], [RONANO 24], Especially the non-Jews (e.g. [24, 25, 26]) and the Ultra-Orthodox Jews (e.g. [27]). ➤

Both Korea and Israel grant the mother of the new baby with a comparatively small present: in Korea it is the "Citizen- ➤ Happiness Vouchers" [22], and in Israel it is a birth grant. But while in Korea this modest sum is given to all pregnant women, in Israel the sum is cut by about 50% after the second child is born and by another third with the birth of the third child [28].

The length of the mother's maternity leave is similar in Israel and South Korea, as well as the 5-day paternity leave. ➤

However, while in Israel a mother is entitled to decrease her working hours by just one hour in the first four months following her returning from maternal leave, in South Korea "a one-year paid parental leave is available to all parents of children under age 8" [11].

Updated summary of maternity and paternity leave in Europe (2023) can be found in EuroDev [14] – a blog based on data from over 75 multilingual professionals, who process information about European countries in 28 categories for North American companies wishing to expand their market to Europe. In the post: "Maternity leave in Europe: Exploring policies & benefits by counties" [14] there is concise information about 24 European countries

A more concise information about parental leave in the 26 member countries of the European union reveal an extremely unflattering picture when comparing the data to the Israeli one: while in all these countries the minimal period of parental leave is 14 weeks, in Israel, where the birth rate is twice as the European average, it is also just 14 weeks. This situation challenges the work/home juggling (e.g. [28], [29]), common to all working mothers, even more, as the workload of taking care of the other children, in addition to the new born, does not decrease when the family is larger; sometimes it substantially increases as a newborn baby is not always welcome by its siblings (e.g. [30]).

In Iceland both parents are entitled to parental allowance if they had been active in the work market for at least 6 consecutive months prior to the baby's birth. In addition, they both can take temporary unpaid leave until the child is 8. In Finland each of the parents gets 164 days of paid parental leave; each of them can "pass" up to 69 days to the other parent; a single parent gets 328 paid leave. Sweden grants 240 paid leave for each of the parents, namely, 16 months paid parental leave for both.

Israel, on the other hand, has the shortest period of week of paid maternity leave + Paid parental and home care leave available to mothers: 15. The OECD average is 50.8 weeks, which is 29.5%. When taking into account the additional European countries, Bulgaria, Croatia, Cyprus, Malta and Romania, who are not included in the OECD, this percentage is much lower, as the length of paid maternity leave + paid parental and home care leave available to mothers in two of these non-member countries, Bulgaria and Romania, is well over two years (110.4 and 108.7 weeks, consequently) (see OECD Family Database, 2022, table PF2.1.A).

15 Years of Compulsory Education

Israel has the world record in the duration of compulsory education. Among OECD countries, Israel is one of the 4 countries where compulsory education starts at age 3 – the others are France, Hungary, and Mexico [8]. It should be noted, though, that while both in France and Israel 100% of 3-year olds participate in ECE, in Hungary and Mexico that rate is lower, as the formal school age is higher than 6. Both in Israel and France it is 6, so in order to complete 3 years of pre-school education children are obliged by law to start kindergarten at age 3. In the UK formal school starts at age 5, so even though children do not have to complete 3 years of formal ECE, 100% of 3-year olds are enrolled in ECE and primary education (ibid, Table B2).

It should be noted, though, that while in France education has been the main tool for achieving equal opportunities for the underprivileged – especially immigrants from North Africa, this has not been the case in Israel. There is a vast literature – both research and life stories of North African Jewish families, who, in the 50ies and 60ies immigrated mainly to Israel and France. The high status – in science, literature, philosophy and politics, typical to immigrant French Jews lightens, in many cases, the situation of the others, many a time their close family members, who did not achieve a status equal to that of Ashkenazi Jews in Israel. (e.g. [31-35]).

High Enrolment in ECE of 0-2- and 3-5-Year Old Children

Israel is one of 4 OECD countries where compulsory education starts at age 3, or for 3 years before school.: the others are France, Hungary, and Mexico. There are other 4 countries where education is compulsory for 2 years before school begins: Argentina, Brazil, Costa Rica and Luxembourg ([11], Annex 1, Table X1.5). In nine countries compulsory education starts just a year before the beginning of school; in some others – it starts with school, at age six or seven (ibid). But even in countries where there is no obligation to attend ECE, there are provisions for young children. For example:

both in Lithuania and Sweden, only one year of pre-primary education is mandatory, but all children can be placed in ECE for up to six years, from age 1 to 7 (ibid, Annex 1, Table X1.5).

High Rate of Children Enrolled in Pre-Primary Education for an Additional Year

The phenomenon of children staying an extra year in kindergarten has been practiced quite often in Israel (e.g. [36]. In the 2019/20 school year 130,000 5-year old children in the Jewish sector attended public compulsory education kindergartens, along with 40,461 6-7-year olds who should have attended school according to their age. which was about 31.12%. It is quite interesting that the proportion of 6-7-year olds who were still in kindergarten was much lower in the Arab sector: 36,120 5-year olds and 7160 6-7-year olds, which is 19.82% (CBS, 2021, No. 72, table 4.3, Children in pre-primary education and in day care centers, by ownership, child's age, and population group, 2019/2020). Given the fact that the educational level, as well as the socioeconomic level of Arabs in Israel is lower than that of the Jews [37] and the acquisition of the Arabic language is much harder than that of Hebrew [37, 39], and that learning to read in Arabic is more challenging than in Hebrew [40].

According to the instructions of the Israeli Ministry of education, the postponement of starting school and remaining an extra year in compulsory kindergarten [41] is “one of many options given to compulsory kindergarten children when there are doubts about their ability to adapt to school”. However, in spite of the fact that these instructions include the warning that “in some circumstances an extra year in kindergarten is the right step, but in others it will not result in the expected change and might have [negative] consequences in the long run”, this practice is still considered the most popular one in Israel in general and in high socio-economic areas in particular.

The main reason for this situation is that both the parents and the kindergarten teacher, whose opinion is highly considered in making the decision so crucial in the child's life, are usually prejudiced against “starting school too late” and hold, in many cases, the belief that “the later – the better”, namely, that if the child starts school when older, she or he has better prospects to achieve academic and social success.

Making the decision about an extra year in kindergarten requires a continuous process including many participants: the teacher, the kindergarten psychologist, the parents, as well as all relevant educational and therapeutic staff members involved, e.g. the shadow teacher, or the physical- or speech therapist. But in almost all cases the parents have “the final word”, namely, even if the professional opinion of the team is against an extra year in kindergarten but the parents insist on it, the parents' opinion is accepted.

Conclusions

Israel had reached the top of the achievements in mathematics and science among 12 European countries, the US and Australia in the first international examinations [42]. Since then the level of education has been deteriorating constantly and substantially as has been shown in many studies. (e.g. [43, 44, 45, 46, 47, 48]).

In order to understand the reasons for this deterioration, hundreds of scientific works as well as journal articles had been written, most of them in Hebrew but many also in English (e.g. [49, 50, 51]).

But as has been shown, the problems the educational system in Israel has to deal with start at the very first steps of the track Israelis must go through. The first obstacle is in fact that of parents, mainly mothers: Israel has a world record of birthrate among all developed countries. But while in almost all European countries maternity leave is longer than in Israel, in many other countries paternal leave is obligatory, and the load on child care places for children under 3 is reasonable, in Israel public investigation in children aged 102 is even more meager than in 3-5 year olds, which – in its turn – is quite small, especially when compared to countries with similar GDP. In addition, salaries of kindergarten teacher, needless to mention their help, is very low, especially at the beginning of their entry to the work-market. Thus, there is always a lack of staff members in institutes for all under primary school age children, and the work of the teachers becomes more difficult, more challenging, causing burnout more often.

Education must be built on a strong basis, and such a basis requires governmental and other public money, as well as strong demand of families for better work conditions both for mothers and educators – the majority of them serve in

the highly demanding double role. Until this change is done it is going to be almost impossible to improve the failing Israeli education system.

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Research Article

Mindful parenting, emotional regulation, and parental stress on the parents of children with intellectual developmental disorder

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Abstract

Parental stress is an issue that is commonly faced by the parents of children with Intellectual Developmental Disorder (IDD). If parental stress cannot be handled, it will develop into child harassment. Previous research presents a depiction that high leveled-mindful parenting may increase emotional regulation, and correlate with the decrease of parental stress level. This research aims to find out the correlation between mindful parenting and parental stress in children with IDD, in which emotional regulation presents as a mediating variable. This research is conducted to 76 parents' of children with IDD (aged from 4 to 13, categorized as low leveled-IDD), aged minimum 25 years, education level equals to High School (SMA). Measurement tool applied in this research is Parental Stress Scale, Emotional Regulation Scale, and Mindful Parenting Scale. Statistic test shows that there is an influence between mindful parenting and parental stress, mediated by emotional regulation (total effect index = -0.6180, p . 0.000 < 0.01). The variable of emotional regulation which has significance influence is cognitive reappraisal (r = -0.2685, boot LLCI, and boot UCLI = -0.4428 and -0.1200). This emotional regulation contributes influence in the value of r = 38.19%, and when it is not mediated directly by emotional regulation. The contribution of mindful parenting towards parental stress is only as high as 6.76% or this variable can also be categorized as significant (r = -0.2601, p 0.0147 < 0.05).

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Introduction

Every parent expects to be blessed with physically and mentally healthy children. They hope that their children can grow and develop optimally in their every phase of development. As a matter of fact, parents' expectation cannot be fully manifested yet because their children must face certain disorder or problem along their phase of development, especially when it affects them intellectually. Based on the data quoted from Basic Health Research of 2018, in Central Java alone there can be found 20.150 children with intellectual disorder (Marliana et. al., 2021). Fifty percent parents with IDD children spread in European, American, and Asian countries experience parental stress (Masulani-Mwale et.al., 2018), whereas Marliana et al. (2021) found that there is 43.6% parents of children with intellectual disorder in Semarang city and they are experiencing parental stress.

Berry and Jones (in Kumalasari & Fourianalistyawati, 2020) conveyed that parental stress is defined as various

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emotions involved during children parental time, which include intimidating feeling (e.g. restlessness, anxiety) and happiness resulting from satisfaction in playing the role as parents and in the interaction with children. Parental stress experienced by the parents of children with disability may result in parental harassment to children (Nurhamidah & Retnowati, 2018; Aini et al., 2020). There are 5463 children harassment case during 2020 in Indonesia (Saptoyo, 2021). If the parental stress in parents is not managed well, the same will bring certain impact to the whole family life, i.e. the decreasing level of parental quality and effectivity (Lestari, 2012). Further research on parental stress conducted by Bai and Han (2016) found out that the parents having the history as the victims of emotional harassment in childhood phase may have high level of parental stress, which may bring the impact to children's social competence, high level of anxiety, social withdrawal and children's stress (Crum and Moreland, 2017) and also depression in young people. (Liang, et. al., 2021). Based on the aforesaid research, it may be concluded that beside having the impact to our life as a whole, parental stress may also transform into a repetitive cycle which is transmitted from parent to children, and children may have the potential to deal with parental stress when they must play their roles as parents in the following day.

The factors triggering parental stress from parents is among others parental trait. From the result of the research, the traits influencing parental stress are mindful parenting (Nurhamidah & Retnowati, 2018; Kumalasari & Fourianalistyawati, 2020) and emotional regulation (Babore et al., 2018; Deater-Deckard, 2016; Ikasari & Kristiana, 2017; Hu, 2019). Mindful parenting is the condition when parents giving all of their attention to children, focusing on their current condition, and avoid themselves from judgement (Kabat- Zinn 0in McCaffrey et.al., 2017). Mindful parenting may increase individual awareness towards physical, emotional, and mind sensation, thus it will decrease their stress level in nurturing their children as cited by Nurhamidah and Retnowati (2018). Mindful parenting besides having something to do with lowering the level of parental stress, but also having the influence to the increasing level of emotional regulation (Moreira & Canavarro, 2020). Emotional regulation is both internal and external processes covering initiating, evaluating, defending, and modifying emotional reaction to achieve their goals, i.e. giving good emotional response (Gross & John, 2003). Parents having the ability to regulate high level of emotion may also regulate emotional level so their amount of anxiety and other negative emotions may levelling down and they become more capable to handle their emotions whenever they must interact with their children (Deater-Deckard, 2016). Further on emotional regulation, based on the research conducted by Ikasari and Kristiana (2017) and Babore et al. (2018), there is a correlation between emotional regulation and parental stress.

Problem od study

Based on the description on parental stress, the researcher intends to find out the influence of mindful parenting towards parental stress of IDD children, mediated by emotional regulation. Emotional regulation is believed to have important role in parental stress, and the researches on emotional regulation as the mediating variabel are still limited in number. Thus, the researcher intends to further investigate on how important the role of emotional regulation in mediating between mindful parenting and parental stress.

Method

Research Method

This research applies quantitative method with correlational approach, i.e. perceiving the correlation between variables in the research (Sugiyono, 2013). Independent variable in this research is mindful parenting (X), mediating variable is emotional regulation (M), and parental stress (Y) as dependent variable is also applied in this research.

Participant

Research participants consist of 76 parents with IDD children, with minimal age of 25 years, and minimal education level equals to High School or Vocational School (SMA/SMK).

Data Collection Tool

This research applies three scales, i.e. Parental Stress Scale, Emotional Regulation Scale, and Mindful Parenting Scale. All scales are written in Indonesian language, and compiled in the form of self-report revealing the feeling or piece of thought expressing the bond between parents and their children who are affected with IDD disorder. The description summarizing those three scales is as follows:

Parenting Stress Scale

Parenting Stress Scale, applied in this research is the interpretation of Parental Stress Scale (PSS) by Berry and Jones (in Kumalasari and Fourianalistyawati, 2020), with instrument reliability coefficient of = 0.83. From the interpretation of original scale consisting of 18 statement items, after passing the phase of item analysis, 16 items may be used in this scale. Parental Stress Scale assesses the strain aspect (no resource found when parents doing their roles as parents, i.e. time, power, pride, control, chance, and rules). And pleasure aspect (positive achievement gained when parents performing their parental roles, i.e. happiness and affection). The higher the score of Parental Stress Scale, the higher the level of parental stress faced by parents.

Emotional Regulation Scale

Emotional Regulation Scale used in this research is adopted from Emotion Regulation Questionnaire (ERQ) compiled by Gross and John (2003). ERQ has instrument reliability score = 0.787. The ERQ adopted by the researcher consists of 14 items. This ERQ assesses cognitive reappraisal score (as a form of cognitive transformation involving individuals to change their ways of thinking about the situations which may trigger emotional conflict, so individuals can change their emotional influence) and expressive suppression aspect (a form of response to decrease too expressive emotion shown when individuals are at their wits end/in high emotional level). The higher the score of Emotional Regulation Score, the higher the level of emotional control in individuals.

Mindful Parenting Scale

Mindful Parenting Scale adopted in this research is cited from Mindfulness in Parenting Questionnaire (MIPQ) compiled McCaffery, et. al. (2017) with instrument reliability coefficient = 0.915. From authentic scale comprising of 30 items, there are 29 items used in this research. MIPQ assesses mindful discipline aspect (parents’ ability to control parental reaction and awareness, consisting of non-reactivity, parental awareness, and goal-focused) and being in the moment with the child aspect (the ability of the parents to put their focus on the present moment they experienced with their children, to understand and empathize their children, and accept them as they are). The higher the score of mindful parenting, the highest the ability of parents to implement mindful parenting.

Validity Item Test Result and Reliability Test Scale

Item validity test for those three scales apply IBM SPSS Statistics 24 tools, with Pearson correlation technique test, while the reliability of this research is tested by using those three scales and Cronbach’s Alpha method is applied. For item validity test, the researcher applies the guidance from, as item selection criteria, i.e. minimal 0.3 with level of significance of 5%, while for reliability test scale, the guidance used in this research is reliability coefficient displaying score from 0 to 1, the higher the score of reliability coefficient, i.e. approaching 1, means the higher the reliability scale is. On the contrary, the coefficient approaching the score of 0 means the lower the score of reliability score is (Sugiyono, 2013).

Table 1. Item validity test and reliability test scale

Variable	Item differentiation power	Cronbach’s Alpha
Mindful Parenting	0.320 - 0.819	0.955
Emotional Regulation	0.544 - 0.831	0.922
Parental Stress	0.654 - 0.898	0.969

Base on Table 1 it is known that all scales used have good item discrimination and high reliability

Results

Before testing the hypothesis, an assumption test was carried out. Research assumption test is launched as the conditions to proceed with further analysis, i.e. normality test and linearity test, by using IBM SPSS Statistics 24 program.

Normality Test

Normality test is done by using Kolmogorov-Smirnov test, with residual technique. Data testing using residual technique aims to assess a number of data simultaneously, thus each analyses is not conducted in separable manner (Widiana & Muliani, 2020). The result of normality test has the significance of 0.200, or in other words it can be said that research population is normally distributed.

Linearity Test

Table 2. Results of linearity test

Variable	Deviation from Linearity	F _{count}	F _{table}	Interpretation
MP to PS	0.025	1.927	1.74	Not linear
EM to PS	0.106	1.517	1.74	Linear
MP to ES	0.458	1.036	1.74	Linear
MP and ER to PS	0.106	1.517	1.74	Linear

MP: Mindful Parenting ER: Emotional Regulation PS: Parental Stress

Base on table 2 it is known that mindful parenting does not have any linear correlation with parental stress. However, mindful parenting has linear correlation with emotional regulation, and emotional regulation also has linear correlation with parental stress.

Hypothetical test is conducted by using PROCESS application run in IBM SPSS Statistics 24 program (Hayes in Bolin, 2014). The reason of the researcher applying this research is PROCESS with bootstrapping method can be applied to analyze direct and indirect coefficients influencing simple mediation model.

Significance guide for hypothetical test is based on some issues, i.e. r value (coefficient of correlation) to infer how high the influence of independent variable, mediating variable, towards dependent variable, where p value < 0.01, and the range of Lower Level of Confidence Interval v(LLCI)-Upper Level of Confidence Interval (ULCI) value does not exceed the level of zero.

To test the research hypothesis, the researcher observes the correlation between mindful parenting and parental stress in parents of IDD children, mediated by emotional regulation, conducted through the following methods: a) testing the correlation between mindful parenting and parental test b) testing the correlation between mindful parenting and emotional regulation c) testing the correlation between emotional regulation and parental stress d) testing the influence of mindful parenting towards parental stress, mediated by emotional regulation. The following presents the table displaying the result of hypothetical test analysis:

Table 3. Hypothesis testing

Index Effect	R	P	LLCI	ULCI	Interpretation
MP to PS	-0.2601	0.0147	-0.4675	-0.0526	Significant
M to Y	-0.4641	0.0000	-0.6770	-0.2512	Very significant
Total effect MP to PS	-0.6180	0.0000	-0.7592	-0.4768	Very significant

Direct Effect	-0.2601	0.0147	-0.4675	-0.0526	Significant
MP to PS					
Indirect Effect MP-ER-PS	-0.3759	-	-0.5398	-0.1564	Significant

MP: Mindful Parenting **ER:** Emotional Regulation **PS:** Parental Stress

From Table 3, the result is that there is a significant variable in mindful parenting and it directly correlates with parental stress ($r = -0.2601$, $p = 0.0147 < 0.05$). R value is negative and it shows that high level of mindful parenting has significant value towards the decreasing level of parental stress. Mindful parenting is also very significantly influences emotional regulation ($r = 0.7713$, $p = 0.0000 < 0.01$), high level of mindful parenting triggers high level of emotional regulation. High level of emotional regulation has very significant correlation with the decreasing level of parental stress ($r = -0.4641$, $p = 0.0000 < 0.01$).

Next analysis is conducted by finding out the correlation between mindful parenting and parental stress via emotional regulation as mediating variable. Based on the result of the analysis, there is an influence of mindful parenting towards parental stress mediated by emotional regulation or the indirect influence is found in this research. ($r = -0.4641$, bootLLCI and bootULCI= -0.5398 and -0.1564). Total index effect or total influence of mindful parenting towards parental stress mediated by emotional regulation is -0.6180. The role of emotional regulation as a mediator is very significant ($p = 0.0000 < p = 0.01$), and has the contribution value of $R = 38.19\%$, whereas if emotional regulation does not play at hand (directly) the contribution of mindful parenting value towards parental stress is only in the amount of $r = 6.76\%$ or r value is significant ($r = -0.2601$, $p = 0.0147 < 0.05$). The result of this analysis if presented in a table will be seen as in Figure 1 below:

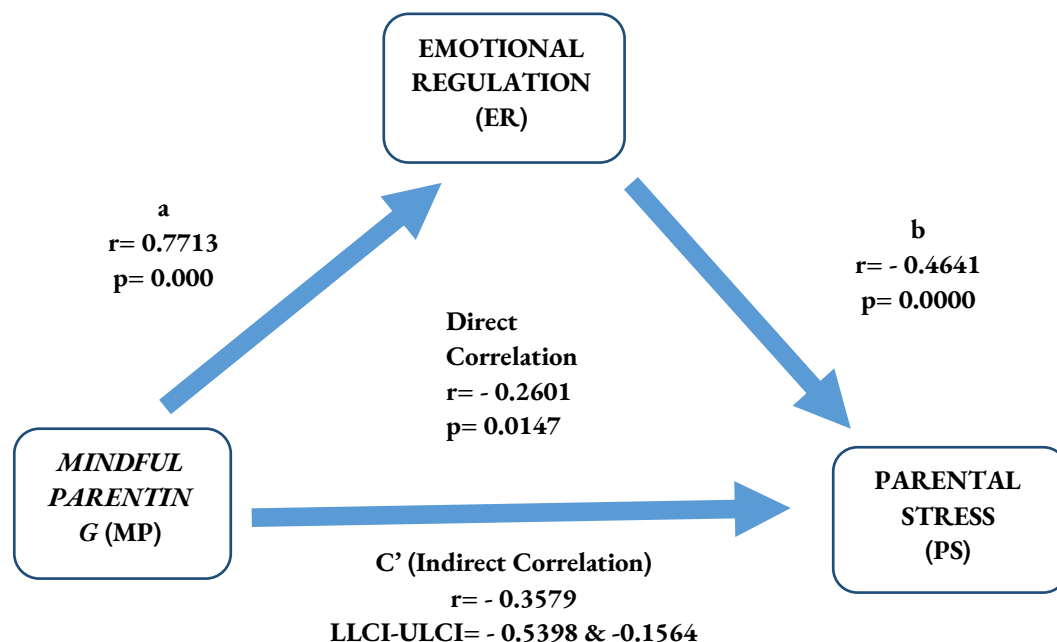


Figure 1. Model Parental Stress on The Parents of Children with Intellectual Developmental Disorder

a = Mindful Parenting-Emotional Regulation

b= Emotional Regulation-Parental Stress

c'=Mindful Parenting-Emotional Regulation-Parental Stress

To understand more specifically about regulatory aspect influencing parental stress, follow-up analysis to cognitive reappraisal and expressive suppression is conducted. The result of this analysis can be seen in the table 4 as follows:

Table 4. Analysis of the table displaying cognitive reappraisal and expressive suppression as mediating variables

Indirect Effect	r	LLCI	ULCI	Interpretation
MP, via cognitive reappraisal	-0.2685	-0.4428	-0.1200	Significant value is found

PS, to expressive suppression	0.0417	-0.0404	0.1360	No significant value
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MP: Mindful Parenting PS: Parental Stress

Base on Table 4, the result of analysis shows that there is a significant correlation between mindful parenting and parental stress via cognitive reappraisal ($r = -0.2685$, bootLLCI, and bootUCLI = -0.4428 and -0.1200), but on the contrary evidently the correlation between mindful parenting and parental stress via expressive suppression is not found ($r = 0.0417$, bootLLCI-bootUCLI -0.0404 and 0.1360 , passing the score of 0). Thus, mindful parenting may influence parental stress with cognitive reappraisal as mediating variable, whereas expressive suppression does neither have significant correlation nor presenting mediating effect to parental stress.

Discussion

The result of this research reveals that there is very significant correlation between mindful parenting and parental stress, mediated by emotional regulation. High mindful parenting will lower down the level of parental stress mediated by high level of emotional regulation. Direct correlation between mindful parenting and parental stress can be explained as follows. When parents interact with the children with IDD, parents with high level of mindful parenting may restrain reaction (not reactive) towards children's attitude. Those parents can accept, understand, and give more empathy to their children's condition (McCaffery, 2015). The ability of parents to regain one's and his/her children's emotion and being non judgmental to their children, enable those parents to adopt stronger mental capacity when they have to deal with any issues related to their children's behaviour. This result is in line with previous researched conducted by Chan and Lam (2017) to parents with IDD children. When parents figure out their own emotion and accept their children's condition without any judgment, the easier those parents will perceive positive things in their children and they will be happier in playing their roles as parents. This condition makes parents more satisfying with their achievement in nurturing their children and enable them to play their roles better as their parents. (Berry and Jones, in Kumalasari & Fourianalistyawati, 2020).

Mindful parents can develop better emotional regulation, and it is affected by the process internalized in the parents' themselves, i.e. the awareness towards self-emotion (Duncan, et. al. in Chan & Lam, 2017). Parents awareness of their own selves is an important characteristic to build emotional regulation (Gratz & Roemer, in Hill & Updegraff, 2011). This is in accordance with the conclusion of Erisman and Roemer's research (in Hill & Updegraff, 2011), that the emotional regulation developed during quality time spent by parents and children is caused by parents' awareness of their self-emotion, to whatever feelings developed during the interaction with their children. In the time when an individual is really aware of his/her self-emotion, prefrontal-cortex part of the brain, focusing on the parental goals and suppression of the impulse, will be activated (McRae & Gross, 2020). The latter issues make parents more focused on any positive things related to children's parenting and those ones will trigger lower level of parental stress.

This research also finds out that there is a significant negative correlation between emotional regulation and parental stress, i.e. it can decrease the level of the aforementioned. One of the aspects of emotional regulation which has significant effect is cognitive reappraisal. This finding is in accordance with previous research by Barbore (2018) stating that by having cognitive reappraisal, parents will be able to change their emotion before they emerge negative emotion from their interaction with their children. When parents are bond to a very difficult situation, i.e. when they must face the condition that their children is having certain disorder, those parents will be aware of their feelings, i.e. being stressed out due to their children's condition. Next, those parents will understand that such feeling will trigger the flow of negative emotional responses, which may bring about worse impacts. To avoid heavier burst of emotional pressure, parents must change their perspective and attitude towards any situations triggering such stressed out conditions. If they are responsive, supportive, and sensitive to their children's needs, their children's development will be much better. Almost similar result is also presented by Deater-Deckard et. al. (2016), arguing that cognitive reappraisal will trigger individuals to do reframing, i.e. changing their state of mind to perceive things from different angle, and such reframing

will further neutralize the effect of the negative emotion they develop previously. If this reframing process works, the stress triggered by prolonged negative emotions can be avoided.

Negative correlation between mindful parenting and parental stress through emotional regulation as mediating variable can be explained in the following discussion. In this research, cognitive reappraisal is significantly evidenced to be the mediator between mindful parenting and parental stress, whereas expressive suppression does not have significant value in mediating between mindful parenting and parental stress. Cognitive appraisal has significant correlation because according to Gross and John (2003), when an individual is cornered by certain situation which may trigger negative emotion, his/her cognitive appraisal is the one which can lower down the potential of developing negative attitude as the upcoming response of their action. Besides, cognitive reappraisal is the first thing first response to develop when parents must encounter negative situation constraining their interaction with their children. In this research, expressive suppression does neither correlate with parental stress nor become the mediator of the correlation between mindful parenting and parental stress. Based on Gross and John (2003), the way how expressive suppression work reflects response-focused strategy, which aims to modify emotion and attitude to certain stimulus. Expressive suppression helps parents to reduce the developing response and negative traits from their children, but the first cannot help an individual in tackling the experience of integrating negative feeling, and if such condition lasts, expressive suppression will pile up the problems faced by an individual and let the problem unsolved. Such condition triggers an individual to contribute bigger effort needed to maintain his/her own emotion.

Recommendations

Research participants are expected to be able to apply a mindful parenting approach and reduce the level of parenting stress in lowering the level of emotional regulation. Mindful parenting can be done by way of not reacting spontaneously whenever children are being emotional. In raising children, parents should have goals, pay attention, accept, understand, and empathize with their children. Emotional regulation can be done by changing parents' mindset to be more positive, seeing the positive side of children, and being optimistic about children's development.

From the result of the research, it was obtained the data revealing that cognitive appraisal has a very significant influence in reducing parental stress, then the researcher can develop emotional regulation measurement tools. This research instrument focuses on the measurement of cognitive appraisal aspects. Likewise, the tools' application, i.e. training to reduce pre-parenting stress, can be focused on the measurement of cognitive appraisal.

This research reveals the role of emotional regulation as a mediating variable. For further research, emotional regulation can also be used as a moderating variable, so the researcher can get more comprehensive insight regarding emotional regulation.

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Research Article

Systematic analysis of theses about art education in the preschool period in Türkiye

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Abstract

Preschool period is a very important period in terms of art education. Increasing studies in this field is important for both art education and child development. In this research, it is aimed to systematically examine the theses written in the field of preschool education and art in Turkey. In this research, systematic analysis technique, one of the qualitative research methods, was used. In this research, theses written between 2010 and 2023 were included in the scope of the research. After the literature review, each thesis and article reached was first examined according to the determined criteria. It was determined that 8 theses were suitable for the study, 7 of which were master's theses and 1 was a doctoral thesis. These studies, which were determined to be appropriate, were examined in line with the research purposes. Content analysis method was used to analyze the data in the research. When looking at the keywords of the theses; Preschool (6), art activities (6), pre-school education (5), teachers (4), activity (4) are the concepts used in high numbers. When looking at the research methods of the theses, 2 of them used quantitative research methods and 6 of them used qualitative research methods. Only one of the theses is a doctoral thesis, the others are master's theses. Interview forms were generally used as data collection tools. Most of the theses were made in the department of preschool education. All theses were made at the state university. It has been determined that there are not many studies on art education in the preschool period in Turkey, and it may be recommended to increase the number of these studies. For future research, it may be recommended to investigate other studies in the articles.

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Introduction

Preschool period covers the period from the child's birth until he/she starts primary school. This process is a period that allows children to be guided and raised in line with the culture and values appropriate to the society they live in, with rich stimuli that will support their development (Poyraz and Dere, 2001). In this context, the quality of education that children receive and the healthy design of the stimuli provided to them are very valuable in terms of children's learning processes in this period, which is important in the development of the individual (Aykanat, 2018). The first artistic movements as a reflection of the child's character begin in this period (Artut, 2004). It is known that these art activities carried out in preschool period shape the creative characteristics of children by making them aware of their existing abilities (Yazıcı, Baydar, & Pınarcık, 2016).

Art education has been defined as an education that covers all kinds of creative artistic activities, including all branches of art since the early 1900s (Erbay, 2000). In the pre-school period, art education is an educational field that

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supports the mental, physical and spiritual development of the individual and plays an important role in developing a healthy personality. According to Piaget (1953), the art education that children receive in this period enables them to acquire new abilities by enriching their emotional and mental schemas (Kırıçoğlu, 2005). It should be seen as a right for every individual to benefit from art education. If art education is organized on a modern basis and integrated into the system, positive changes are possible in the quality of the education system and the social framework (Kurtuluş, 2005). Preschool education encourages the development of various skills. These skills and competencies are generally aesthetics, communication, creativity, cultural awareness, personal awareness and social skills (Tuğrul et al. 2004). There is a need in every period of history for creative individuals who have developed aesthetic reasoning skills, can look at problems from more than one perspective, and surround themselves with others. Art education is one of the most effective ways to develop such characteristics in children. If well-integrated arts education can be transformed into an education system, it can act as one of the most indispensable components of that education. Because developing aesthetic sensitivity in children, helping them realize their potential, providing socialization opportunities, and developing their creative and constructive capacities are important parts of art education. Through art, preschool children learn to follow directions, share materials, tell stories, express emotions, focus, and cooperate (Gökaydın 2002; Klorer and Robb 2012). Recently, it has been observed that the emphasis on art education in preschool education programs has increased due to the understanding of the necessity of providing art education at an early age.

The fact that the preschool period is critical for many areas of development also shows the educational importance of this period (Aykanat, 2018). The scarcity of practices related to art education in the preschool period also reveals the scarcity of research in this field. It is seen that the number of theses written in this field in Turkey is low. This research is important in terms of contributing to the field by examining the studies in the field in quantity and quality and presenting them from a broad perspective. In this context, it is important to consider all aspects of the research when evaluated in terms of originality.

Problem

The main problem of this research is;

- What are the theses about art education in the preschool period in Turkey?

The sub-problems of the research are;

- In which universities were theses on art education in the preschool period in Turkey studied?
- What data collection tools did the theses about art education in the preschool period in Turkey use?
- What methods were used in theses about art education in the preschool period in Turkey?

Method

Systematic analysis method was used in this study, which aims to examine research on pre-school and art education. Systematic analysis is a type of method that makes sense of large amounts of information (Petticrew and Roberts, 2008). It attempts to identify all available conclusions regarding a given opinion. Systematic reviews have the advantage of including all positive/negative studies in one field. From here, the reader can decide whether to accept the assumption or not from the sum of the results. These results are collected, scanned and examined as a general summary of the research in the field. Generally, systematic reviews are more objective studies than other methods (Torgerson, 2003). In addition, the systematic analysis method is a method of determining whether new studies are needed by determining whether research on themes is sufficient (Petticrew and Roberts, 2008).

Data Analysis

After the literature review, each thesis reached was first examined in terms of compliance with the determined criteria. It was determined that 8 theses were suitable for the study, 7 of which were master's theses and 1 was a doctoral thesis. These studies, whose suitability was examined, were examined in line with the research purposes. Content analysis method was used to analyze the data in the research. What is essentially done in content analysis is to bring together

similar data around certain concepts and themes and synthesize them in a way that the reader can understand (Yıldırım and Şimşek, 2013).

Results

Table 1. Included thesis selected for systematic review

Thesis No	Year	Thesis Type	Method Type	Research Model	Data Collection Tools	Art Field	Department	University
Thesis 1	2016	Master thesis	Quantitative	Descriptive survey model	Preschool Teachers' Art Education and Environment Features Evaluation Survey	Art Education	Pre-school teaching	Istanbul University
Thesis 2	2015	Master thesis	Quantitative	Survey model	Visual Art Education Criteria Form	Visual Art Education	Pre-school teaching	Marmara University
Thesis 3	2019	Master thesis	Qualitative	Phenomenology	interview technique Semi-structured interview form	Art Education	Educational Sciences	Kahramanmaraş Sütçü Imam University
Thesis 4	2018	Master thesis	Quantitative	Metodologic type	Attitude Scale Towards Art Education	Art Education	Pre-school teaching	Başkent University
Thesis 5	2022	Master thesis	Qualitative	Mixed research design	Semi-structured interview form	Art Education	Pre-school teaching	Burdur Mehmet Akif Ersoy University
Thesis 6	2010	Doctoral thesis	Qualitative	Case study	Semi-structured interview form Class observations	Art Education	Pre-school teaching	Middle East University
Thesis 7	2010	Master thesis	Qualitative	Descriptive survey model	Opinion Form	Music	Child development	Gazi University
Thesis 8	2016	Master thesis	Quantitative	Experimental research model	Social Skills Monitoring Scale	Dance-Music	Pre-school teaching	Abant İzzet Baysal University

Department and Universities

In the research conducted, it was determined that 6 theses were written in the field of pre-school education. While 5 of them were master's theses, 1 was used as a doctoral thesis. Based on this, it can be seen that the theses were made by researchers studying at a state university.

Methods of Thesis

It was determined that qualitative research method was frequently used in theses conducted from 2010 to 2022. Of these, thesis 1 and thesis 7 are based on descriptive research method, thesis 2 is a survey model, thesis 3 is a phenomenological design, thesis 4 is a methodological type, thesis 5 is a mixed research method, thesis 6 is a case model and finally thesis 8 is a research model. It was determined that experimental research method was used in .

Fields of Arts

In the research conducted, while the relationship between pre-school and art education is examined in most of the theses (f: 4); art education attitude 1 (thesis 6), visual art education 1 (thesis 2), music 1 (thesis 7), dance and music 1 (thesis 8) art subgenres were examined.

Table 2. Most frequently keywords used in thesis

Keywords	f
Art activity	10
Preschool	6
Preschool education	5
Teachers	4
Candidate teachers	2
Child	2
Preschool period	2
Attitude	1
Attitude scale	1
Basic arts education	1
Dance	1
Educational environment	1
Integrated skills	1
Music	1
Music education	1
Musical instruments	1
Psychomotor development	1
Scale	1
Scale development	1
Science	1
Science teaching	1
Social skill	1
Social skill education	1
Teacher attitude	1
Teacher opinions	1
Visual Arts	1
Visual arts education	1



Figure 1. Word cloud for Most frequently keywords used in thesis

Among the keywords, the words "preschool" and "art activities" were repeated 6 times, "preschool education" was mentioned 5 times, and "teachers" and "activity" were mentioned 4 times.

Purposes of theses

In Thesis 1, it was aimed to examine the opinions of preschool teachers regarding the characteristics of art education and environment. In Thesis 2, visual art education activity guidelines prepared by preschool teachers between 2007 and 2014 were examined according to preschool visual art education criteria. In Thesis 3, the general purpose of the research is to reveal the opinions of preschool teachers about art education. In Thesis 4, this research tried to develop an attitude scale to reveal the attitudes of preschool teachers towards art education. In Thesis 5, the research was conducted to examine the attitudes of pre-school teacher candidates towards art education in terms of various variables and to reveal the opinions of pre-school teacher candidates towards art education. In Thesis 6, the aim of the study is to examine preschool teachers' perspectives and practices on science teaching after the seminar titled 'Integration of science and art activities'. In Thesis 7, the research was planned to reveal the opinions of music and pre-school teacher candidates regarding pre-school music activities. In Thesis 8 The purpose of this research is to examine the effect of dance music activities applied to 60-72 month old children attending pre-school education institutions on children's social skills.

Conclusions of theses

As a result of the research in Thesis 1, it was determined that the developmental contribution and evaluation of art education and environmental characteristics of teachers with a class size of 16-20 were high. Bautista et al. (2017), in his study titled Arts-related pedagogies in preschool education: An Asian perspective, found that preschool teachers attach importance to activities related to art education. As another study, Özalp's research conducted in 2009 also observed that as a result of the education called "Multi-Purpose Art Education Program" in the preschool class, the rapid development of students in the artistic field was noticeable.

As a result of thesis2 research, it was revealed that there was an increase in giving importance to preschool visual art education criteria from 2007 to 2014. Based on this, Acer (2014) drew attention to the importance of art education in schools in parallel with the developing and changing world in his study titled The Arts in Turkish Preschool Education. As a result of thesis 3 research, it was found that children showed better holistic development in the areas of social-emotional development, self-care, cognitive and psychomotor development with art education activities. In parallel, Bulut (2020) found in his study titled Preschool Teachers' Perceptions of the Concepts of Art and Creativity that they

tried to prepare preschool teachers for basic education with their hand-eye coordination through the work they had done within the scope of art and creativity.

While it was revealed that quantitative research method was frequently used in the studies conducted in the literature review in Thesis 4, content or descriptive analysis methods were mostly used in studies using qualitative research method. As a result of the research conducted in Thesis 5, it was seen that the candidates' attitudes towards art education were high, and it was concluded that female candidates developed a more positive attitude towards art education compared to male candidates. In this context, Hızılmaz and Adanır (2019) stated that prospective teachers' approaches to art products were positive.

In Thesis 6, the researcher found that preschool teachers used art activities as a tool in science teaching and stated the importance of art in helping children express themselves better through art. Dizdar Terwiel (2010), when it comes to art education, it should be understood as an education that includes all forms of expression as well as purely visual or plastic elements. Based on this, the education to be developed should be created by making use of all fields of art.

Conclusion of the research conducted in Thesis 7, it was revealed that teacher candidates did not consider themselves competent in musical approaches (Suzuki, Dalcroze, Kodaly and Orff) and did not recognize some instruments. In Thesis 8, he stated that dance music activities and only music activities have a positive impact on children's social emotional skill levels.

Conclusion

As a result of this research, it was determined that the number of theses on art education in the preschool period in Turkey is quite low. Many of these theses were conducted according to qualitative research methods. It is seen that the research was conducted in pre-school education departments. It was determined that research was not conducted in art education departments. When my theses keywords are examined according to their frequency; preschool (6), art activities (6), preschool education (6), teachers (4), activity (4). It is quite interesting that the word "Art" is not among the most frequently used ones. It has been determined that thesis topics generally focus on music activities as art activities in the preschool period. In addition, since only one of the theses examined is a doctoral thesis, it may be recommended to increase the number of doctoral theses in this field.

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Appendix 1. Thesis

No	Title
Thesis 1	Investigation of views of preschool teachers on art education and environmental characteristics
Thesis 2	A research into the directives of the visual arts education activities between the years 2007 and 2014 prepared by preschool teachers within the criteria of preschool visual arts education
Thesis 3	Teachers opinion on art activities practiced in preschools
Thesis 4	Scale development study for early childhood educators' attitudes towards to art education
Thesis 5	Examination of attitudes of pre-school teacher candidates towards art education
Thesis 6	Exploring the change in preschool teachers' views about and practices of integration of visual art into science activities: A case study
Thesis 7	The candidates of pre-school and music teacher 's determination of efficiency and requirements on pre-school
Thesis 8	Impact of musical activities with dancing on social skills of 60-72 months old pre-school children

Research Article

Emotion regulation as a predictor of mother's stress in accompanying children's online learning at elementary school

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Abstract

This research has objectives 1) knowing the description of emotion regulation in mothers at elementary school. 2) find out the description of the stress of mothers in accompanying children to learn online at elementary school. 3) find out whether emotional regulation can be a predictor of stress in mothers in accompanying children to learn online at elementary school. The subjects of this study were the mothers of students at SD Santa Maria I Malang with a total sample of 191 mothers. Emotion regulation was measured using the Emotion Regulation Questionnaire which was adapted and modified from Gross and John (2003), totaling 10 items, all of which were valid with a validity range of 0.492 to 0.743, and reliable with a Cronbach's Alpha of 0.828. Mother's stress in accompanying children to learn online was measured using the Parental Stress Scale adapted and modified from Berry and Jones (1995) totaling 18 items, all of which were valid with a validity range of 0.592 to 0.818 and reliable with a Cronbach's Alpha of 0.945. Data analysis used simple linear regression. The results showed that the mothers of students at the Santa Maria I Elementary School Malang had a high level of emotional regulation and stress in assisting children with moderate online learning. The results show that H1 in this study is accepted, namely emotional regulation is a predictor of maternal stress in accompanying children to learn online at p value $0.000 < 0.005$ and an R value of 0.700. While R square is 0.490, meaning that the determination of emotional regulation on stress in mothers is 49% while 51% is influenced by other variables not tested in the study. It is important to do and is expected to be a mother's attention to improve emotional regulation so that it can avoid stress in accompanying children to learn online. Future researchers are expected to be able to develop research variables, considering that there are still 51% of other variables that are predictors of maternal stress in accompanying children to learn online.

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Introduction

Currently, countries around the world are being shocked by the infectious disease Covid 19. Its easy transmission has caused governments to take various efforts to reduce the spread of the virus. The Corona virus began to hit Indonesia in early March 2020. The implementation of PSBB (Large-Scale Social Restrictions) is a method used to stop the spread of the Corona virus. The world of education also feels the impact. Thus, teaching and learning activities must be carried out online. In addition to requiring adjustments, students do not understand the material obtained and the teacher gives assignments as a substitute for material so that students feel burdened with many tasks (Siahaan, 2020). The absence of

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a culture of doing online learning has its own impact on students, including elementary school (SD) students. The results of the research Purwanto et al. (2020) shows that students are accustomed to meeting face-to-face in carrying out learning, so the adjustments made will have an impact on absorption in learning. The use of technology in distance learning causes students to still need parental assistance both in learning and supervision. It is also stated by Purwanto et al (2020) that elementary school students still need parents as online learning companions.

Online learning requires parents as supervisors at home like the teacher's role in learning at school. This involvement is needed to ensure that children can understand and complete school work completely, especially for parents of elementary school students (Lee et al, 2020). The role of parents of elementary school children is not only to accompany but also to provide motivation to learn, provide facilities, manage study time, cooperate with teachers, and become role models for children at home to replace teachers at school. One of the challenges for parents is to concretize the material received online so that it can make it easier for elementary school students to understand it (Efendi, 2020). The weight of online learning is also felt by mothers as children's companions in learning (Raihana, 2020; Tchimtchoua Tamo, 2020; Patrick et al, 2020).

Acting as a companion for children's online learning at home, mothers also experience obstacles and need adjustments to overcome them, such as lack of understanding of children's learning materials, less able to build children's learning motivation, lack of patience, and lack of time (Herliandry et al, 2020; Wardani and Ayriza, 2020; Palupi, 2021). The results of interviews with the mothers of the Santa Maria I Elementary School students in Malang showed that the stress experienced by mothers in accompanying children to learn online was caused by several things, including the mother's misunderstanding of the child's learning materials, difficulties in managing time to accompany children to study or do other things, impatience in accompanying children who cause children and mothers to argue because of lessons, children who are more obedient when taught by other people than parents cause quarrels between parents and children. The student's mother also mentioned that accompanying children to learn online was stressful to the point of causing headaches. Mother's stress and anger when accompanying children to learn online also affect the relationship between the two. Mothers and children often argue because of school problems, whether it's caused by the understanding of the child or the mother who is less painstaking and patient. The great responsibility felt by parents, especially mothers in assisting children's online learning, causes mothers to experience stress (Listyanti and Wahyuningsih, 2021).

In Gina and Fitriani's study (2022), emotion regulation was proven to be a predictor of parenting stress in working mothers. Hu et al. (2019) also revealed that in China, parents of children with autism also revealed that parents who had difficulty regulating emotions reported experiencing more parenting stress. The study revealed that emotional factors contribute to stress. Ikasari and Kristiana (2018) revealed that emotional management affects stress in mothers with children with *cerebral palsy*. Some of the studies above prove that emotion regulation can be a predictor of parenting stress, but these studies do not reveal the effect of emotional regulation on maternal stress in assisting children in online learning. This will be a novelty in this research.

Parenting stress is defined by Deader-Deckard (1998) as an unpleasant psychological reaction to the demands of being a parent. Parental stress experienced in the form of negative feelings towards themselves and their children. In this case, the stress experienced by the mother is an unpleasant psychological reaction due to the mother's role in assisting children in online learning. Stress is caused by unpleasant emotional experiences (Wang and Saudino, 2011).

Berry and Jones (1995) revealed four aspects of parenting stress, namely 1) *Parental reward* which discusses how much parents consider their children valuable and intimacy between parents and children 2) *Parental stressors* (cause of parental stress), to the extent that where parents perceive their children as the cause of stress 3) *Lack of control* which discusses how individuals feel heavy being a parent and perceive children as a source of lack of control in life, and 4) *Parental satisfaction* (parental satisfaction). represents the satisfaction felt by parents for their child's behavior including parent-child interactions.

Emotions have an important role in the stress experienced by a person (Malesza, 2019). When it comes to accompanying children in online learning, mothers also face conditions that provoke negative emotions such as arguing

with children. In dealing with these negative emotions, mothers need emotional management which will have an impact on the process of assisting children's online learning (Raihana, 2020). Emotion management is also known as emotion regulation. Thompson (1994) describes emotion regulation as an extrinsic and intrinsic process that plays a role in monitoring, assessing, and modifying emotional responses in achieving goals. According to Gross (1998) emotion regulation is a process that influences the emotions that individuals have, how emotions are experienced and expressed when they have emotions.

Emotion regulation affects a person's experience and behavior in dealing with a condition. Hafshah and Pratiwi (2021) revealed that through good emotional management, a person will be able to control himself, overcome anxiety, and overcome problems. There are two aspects of emotion regulation, namely *cognitive reappraisal* and *expressive suppression* (Gross and John, 2003). The *cognitive reappraisal* discusses the form of cognitive change in which individuals change their mindset related to situations that can evoke emotions that will affect their emotions. While the *expressive suppression* discusses the form of response modulation in which a person will minimize expressive emotional behavior when they are in an emotional state. This aspect is effective in reducing the expression of negative emotions, but also has the side effect of tightly controlling the expression of positive emotions.

Based on the explanation above, the researcher is interested in conducting further research on "Emotion Regulation as a Predictor of Mother's Stress in Accompanying Children's Online Learning at SD Santa Maria I Malang". The purpose of this study was to describe the emotional regulation and stress of mothers in assisting children in online learning and to find out whether emotional regulation can be a predictor of maternal stress in assisting children in online learning at the Santa Maria I Elementary School Malang.

Method

The approach in this research is quantitative using simple linear regression analysis method. The variables studied in this study were emotional regulation (X) and maternal stress in accompanying children to learn online (Y). The population in this study were the mothers of students at the Santa Maria I Elementary School Malang, amounting to 412 mothers. In determining the sampling, a *purposive sampling* with the criteria of 1) a mother (both working and not working), 2) having children who are currently studying at the Santa Maria I Catholic Elementary School, Malang, 3) accompanying children in online learning, such as repeating learning materials that have been taught. children do not understand, help and guide children in doing school assignments. The size of the sample used is determined based on Isaac and Michael's table with an error rate of 5% (Sugiyono, 2015). So that the number of samples obtained is 191.

The instruments used are the emotional regulation scale and the parenting stress scale. *Emotion Regulation Questionnaire* (ERQ) (Gross and John, 2003) was used to measure emotion regulation in mothers. This scale has been adapted by Febrian (2020) and modified, there are 10 items covering 2 aspects, namely *cognitive reappraisal* and *expressive suppression*. The modification on this scale lies in the answer choices, which originally had 7 choices, modified to 5 answer choices. This is done to make it easier for respondents to distinguish each answer point. Respondents were asked to state their conformity with the statements on the scale. The item answers consist of Strongly Not Appropriate (1), Not Appropriate (2), Uncertain (3), Appropriate (4), and Very Appropriate (5).

Table 1. Blueprint after testing the emotion regulation scale

Aspect	Item	Number of Item
<i>Cognitive reappraisal</i>	1, 3, 5, 7, 8, 10	6
<i>Expressive suppression</i>	2, 4, 6, 9	4
Total	10	

Based on a scale trial conducted on 30 people, 10 items on the emotion regulation scale were declared valid. An item is declared valid if r count > 0.361 . The range of validity values is 0.389 to 0.749 and reliable with *Cronbach's Alpha* of 0.783.

To measure the stress of mothers in accompanying children to learn online, the *Parental Stress Scale* (Berry & Jones, 1995) was used which has been adapted and modified. The adaptation process begins with *forward translation*, where the scale is translated into Indonesian. Furthermore, the scale will be translated back into English or called *back translation*. After doing *forward* and *back translation*, then the suitability will be seen. The aim is to see the similarity of meaning and agreement of translation. Meanwhile, the modifications made were by narrowing down the items regarding parenting stress to maternal stress in assisting children in online learning. In addition, the modification also lies in the role of parents which is only devoted to the role of the mother. On this scale there are 18 items which are composed of four aspects including *parental reward*, *parental stressor*, *lack of control*, and *parental satisfaction*. The higher the score obtained, the higher the stress of the mother in accompanying the child to learn online, and vice versa. This instrument has 5 answer choices. The favorite items consist of Strongly Not Appropriate (1), Not Appropriate (2), Indecisive (3), Appropriate (4), and Very Appropriate (5). Meanwhile, the unfavorable items consist of Strongly Not Appropriate (5), Not Appropriate (4), Indecisive (3), Appropriate (2), and Very Appropriate (1).

Table 2. Blueprint after testing the mother's stress scale

Aspect	Number of Items		Total Number of Items	Number of Items Failed	Number of Items Valid
	Favourable	Unfavourable			
Parental Reward		1, 5, 6, 7, 8	5	5, 7, 8	2
Parental Stressor	3, 4, 9, 10, 11, 12		6	3, 4, 10, 11	2
Lack of Control	14, 15, 16		3		3
Parental Satisfaction	13	2, 17, 18	4	2, 18	2
Total			18	9	9

Based on Table 2, it is known that after the trial conducted on 30 respondents, there were 9 items that were not valid, because $r \text{ count} < 0.361$. Validity values ranged from 0.396 to 0.854. This scale is reliable with *Cronbach's Alpha* of 0.766. After *wording* the 9 invalid items, all valid items were found that could be used in collecting research data. The *wording* is carried out by changing the grammar of the items into a language that is easier for respondents to understand. The items resulting from the *wording* were declared valid by *expert judgment* through content validity tests.

To test the research hypothesis, the analytical method used is simple linear regression. As a condition to perform a regression test, the data must be normally distributed and linear. Normality of the data was measured using the *Kalmogorov Smirnov test*. The data that is considered normal has a $Sig > 0.05$, on the other hand if the $Sig < 0.05$ indicates the data is not normally distributed. Then a linearity test is performed where if $Sig \text{ deviation from linearity} > 0.05$ then both variables are linear. Meanwhile, if $Sig \text{ deviation from linearity} < 0.05$ then it is not linear.

The hypothesis test used is simple linear regression because it involves one dependent variable and one independent variable. If $p < 0.05$ indicates that the X variable has an effect on the Y variable, on the other hand when the p value shows more than 0.05 it means that the X variable has no effect on the Y variable. In this study, if the results of the simple linear regression test have a p value < 0.05 shows that emotion regulation can be a predictor of maternal stress in accompanying children to learn online. H_0 in this study is rejected if the X variable cannot be a predictor of the Y variable, while H_1 in the study will be accepted if the X variable is able to be a predictor of the Y variable. The magnitude of the influence of the independent variable on the dependent variable can be seen through the coefficient of determination or R square. The closer to the number 1 indicates that the independent variable gives a more perfect effect.

Results

Overview of emotional regulation in mothers at Santa Maria I Catholic Elementary School Malang

Table 1. Empirical and hypothetical data on emotion regulation

Variable	Empirical Data				Hypothetical Data			
	Mean	S.D.	Min	Max	Mean	S.D.	Min	Max

Emotion Regulation	29,75	6,835	12	45	30	6,667	10	50
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Table 3 shows a descriptive analysis based on empirical data and hypothetical data on maternal emotional regulation scores measured using the Emotion Regulation Questionnaire (ERQ) research instrument.

Table 2. Emotion regulation score categorization

Criteria	Categorization	Amount	Percentage
Low	$X < 23.33$	38	19,9%
Moderate	$23.33 \leq X < 36.67$	120	62,8%
High	$36.67 \leq X$	33	17,3%

Based on Table 4., hypothetical data were categorised, so that the results in Table 4. showed that 38 (19,9%) mothers had low emotional regulation, 120 (62.8%) mothers had moderate emotion regulation, and 33 (17,8%). 3%) mothers have high emotional regulation.

Maternal stress and Online Learning

Table 3. Empirical and hypothetical data on mother's stress in accompanying children online learning

Variable	Empirical Data				Hypothetical Data			
	Mean	S.D.	Min	Max	Mean	S.D.	Min	Max
Mother's Stress in Accompanying Children Online Learning	54,52	14,024	24	78	54	12	18	90

Table 5. shows descriptive analysis based on empirical data and hypothetical data on maternal stress scores in accompanying children online learning which was measured using the Parental Stress Scale research instrument.

Table 4. Categorization of maternal stress scores in accompanying children online learning

Criteria	Categorization	Amount	Percentage
Low	$X < 42$	49	25,7%
Moderate	$42 \leq X < 66$	88	46,1%
High	$66 \leq X$	54	28,3%

After categorizing hypothetical data, the results are shown in Table 6. that as many as 49 (25.7%) respondents experienced low stress, 88 (46.1%) respondents experienced stress moderate, and 54 (28.3%) respondents experienced high stress.

Emotional regulation, maternal stress and online learning

Table 5. Result of normality and linearity test

	<i>Sig</i>	Description	Conclusion
Normality Test	0,081	$Sig > 0,05$	Normal
Linearity Test	0,481	$Sig > 0,05$	Linear

Based on Table 7, it was found that the $Sig\ 0.081 > 0.05$. So it can be concluded that the data is normally distributed. Meanwhile, the results of the linearity test show that the *Sig deviation of linearity* value is $0.481 > 0.05$, which indicates that the two variables, namely emotional regulation and maternal stress in accompanying children to learn online, have a linear pattern.

Table 6. Hypothesis Test Result

COEFFICIENTS ^A					
MODEL		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	Sig.
1	(Constant)	97.275	3.253		29.906
	Regulasi Emosi	-1.437	.107	-.700	-13.484

Based on Table 8., it is known that the p value of emotion regulation is 0.000, which is smaller than $\alpha = 0.05$. This shows that emotional regulation is a predictor of maternal stress in accompanying children to learn online, so H1 in this study is accepted and H0 is rejected.

Based on the results of a simple linear regression test, the following regression equation was obtained:

$$SI = 97.275 - 1.437 RE$$

The regression equation above shows that if the value of emotional regulation is 0, then the stress value of mothers in accompanying children to learn online is 97.275. The coefficient value of the negative emotion regulation is -1.437, so it can be interpreted that with every 1-time increase in emotional regulation, the stress on the mother in accompanying children to learn online will decrease by 1.437.

Table 7. Result of Coefficient Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700 ^a	.490	.488	10.039
a. predictors: (constant), emotional regulation				

Based on the table above, it is known that R square is 0.490 or in percentage of 49%. This shows that the determination of emotional regulation on maternal stress in accompanying children to learn online is 49%. While 51% is influenced by other variables.

The results of the hypothesis test show that H0 is rejected and H1 is accepted. So it is known that emotional regulation can be a predictor of maternal stress in accompanying children to learn online.

Conclusion and Discussion

The research shows that the level of emotional regulation and stress of mothers in accompanying children to learn online is moderate. This study also shows that emotion regulation can be a predictor of maternal stress in accompanying children to learn online. Emotion regulation has an effect of 49%, while 51% is caused by other predictors not tested in this study.

Based on the results of the study, the majority of respondents had moderate emotional regulation. This indicates that the mothers of students at the Santa Maria I Elementary School Malang have quite good emotional regulation skills. In line with this study, Marliani et al (2020) found that proper emotional regulation can influence mothers in decision making. The decision-making in question is included in child care.

Raihana (2020) revealed that the emotional management of mothers will have an impact on the process of assisting children in doing online learning. This means that when mothers can regulate emotions well, it will help reduce negative feelings and stimulate positive emotions (Thompson, 1994).

Based on the results of the study, it was found that the majority of respondents had moderate levels of stress in assisting children in online learning. Accompanying children in online learning has its own challenges for mothers. Online learning activities are new in Indonesia. Acting as a child's teacher at home is certainly not an easy thing. In line with the thinking concept of Berry and Jones (1995) which is poured into aspects of parenting stress that individuals feel stressed when they feel heavy with their responsibilities and roles as parents. In this case, the mother feels stressed because she feels heavy with her responsibility to accompany the child to study at home where the mother acts as the child's teacher at home.

The moderate level of stress experienced by mothers at the Santa Maria I SDK shows that mothers experience enough stress in assisting their children to learn online. Listyanti and Wahyuningsih (2011) also revealed that the great responsibility felt by mothers in assisting children in online learning causes mothers to experience stress. Supporting this, Raihana (2020) revealed that the weight of online learning is also felt by parents in accompanying children, especially mothers. In line with this study, Crinc and Low (in Bornstein, 2002) revealed that the parenting stress experienced by mothers was higher because the mother's time on average was spent raising children. Tchimtchoua Tamo (2020) in his

research also found that the pandemic caused mothers to be more stressed than before. One of the mother's tasks is to assist children in online learning to contribute to the stress they experience.

In this study, the effect of emotional regulation on maternal stress in assisting children in online learning was measured by comparing the data obtained from the *Emotion Regulation Questionnaire* and *Parental Stress Scale*. The results of the simple linear regression test showed that emotional regulation was able to be a predictor of maternal stress in accompanying children to learn online at the Santa Maria I Elementary School Malang. Thus, H1 in this study is accepted.

The results of the analysis show that emotion regulation has an effect of 49%. This means that the better the mother's ability to regulate emotions, the less stress the mother will have in accompanying her child to learn online. In line with this study, Hu et al (2019) found that emotional factors contribute to stress in parenting, where when parents are able to regulate emotions well, it will reduce parenting stress experienced.

Online learning activities involve the role of parents in learning activities. As revealed by Raihana (2020) in her research that mothers need adaptation including managing emotions to be able to avoid stress when accompanying children to learn online. This shows that in order to avoid stress in parenting, mothers need good emotional regulation skills. Because basically emotions have an important role in the stress experienced by individuals (Malesza, 2019). Several previous studies have also found that maternal stress in parenting is influenced by emotional regulation (Gina and Fitriani, 2022; Ikasari and Kristiana, 2018; Hu et al., 2019).

Gross (2014) says that the ability to regulate emotions is needed to deal with various stressors in life. Wang and Saudino (2011) also revealed that the stress experienced by individuals is associated with negative emotions and positive emotions. In line with this, Eisenberg et al (1993) stated that proper emotion regulation can reduce stress in individuals. The research of Wu et al (2019) also supports that emotion regulation can be a form of intervention for parents who experience parenting stress for preschool-aged children.

Based on the results of the study and supported by previous studies that have been mentioned, it can be concluded that emotional regulation can be a predictor of parenting stress. This includes the stress of mothers in accompanying children to learn online. The higher the emotional regulation possessed by the mother, the lower the stress in accompanying children to learn online, and vice versa.

Recommendations

Applying emotion regulation strategies can help reduce stress experienced by mothers, especially when accompanying children to learn online. Therefore, mothers who have low levels of emotional regulation are expected to be able and willing to learn about emotion regulation strategies. Thus, this ability can be used to reduce mother's stress in accompanying children to learn online.

Future researchers are expected to be able to develop other variables in the study so that they can add factors other than emotional regulation as predictors of stress experienced by mothers in accompanying children to learn online. This is based on emotional regulation which has an influence of 49% on maternal stress, so there are still 51% of other variables that influence maternal stress in assisting children in online learning such as hardiness, social support, mindful parenting, and multiple roles.

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Review Article

The role of counselors in education of gifted students

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Abstract

In educational settings, the importance of counseling and guidance services is increasing steadily. One of the roles of school counselors is helping all students to strengthen their developmental tasks while recognizing their own talents and interests. This is also current for gifted students. In other words, despite myth as gifted students do not need guidance, gifted students have unique guidance needs. School counselors have many roles regarding various aspects of gifted education. The counseling and guidance services for gifted students can be examined in three categories as educational, career and personal / social. Within these categories, counselors should meet not only the needs related to the developmental period of the student, but also unique needs of gifted students. This study aims to discuss the role of school counselors in the education of gifted students.

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Introduction

In the literature, there is not a consensus on the definition of giftedness. However, Renzulli (1986) who is a pioneer in giftedness define gifted as individuals having above-average ability, creativity, and task commitment while applying these three traits to one or more domains by combining them. It is a fact that gifted students are not a homogenous group. In other words, gifted students may be superior in different fields. For all that, gifted students have some common traits. First of all, since gifted children's cognitive developments are faster than their peers they are extremely curious and motivated for learning. Furthermore, they have extraordinary energy especially while they are engaged with a favorite activity (Özbay, 2013).

Asynchronous development is an adversity that gifted children face. Since gifted children develop asynchronously, there are discrepancies between their cognitive, physical and psycho-social development. The discrepancies within their development get higher parallel to their intelligence quotient (IQ) scores (Sak & Bal Sezerel, 2018). Because of this, they may have some problems in their psychosocial world, especially who have IQ scores more than 150 (Öpengin, 2018). This means although they are emotionally children, their cognitive development is faster than their peers. Thus, they may face some problems in their interpersonal relations (Armstrong et al., 2019; Özbay and Palancı, 2011). Furthermore, they are at risk of social isolation (Kearney, 1992).

School counselors play an important role in education of all students including gifted students. Counseling services help all students to make a balanced and healthy adaptation to the environment while developing their potential in line with their own talents and interests. The final aim of counseling is helping the individual to reach self-realization by

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making realistic decisions (Kepçeoğlu, 1994). However, there are many myths about gifted individuals which prevent them from being understood, accepted and get appropriate service. Thus, the myths are qualified as destructive by Silverman (2012). One of the common myths is they can be successful without any help. But, despite myth as gifted students do not need guidance, gifted students have unique guidance needs for self-realization.

Counseling Services for Gifted Students

School counselors have many roles regarding various aspects of gifted education. The counseling and guidance services for gifted students can be examined in three categories as educational, career and personal / social (Öpengin, 2018). Within these categories, counselors should meet not only the needs related to the developmental period of the student, but also unique needs of gifted students.



Figure 1. Categories of Counseling Services for Gifted Students

Wood (2009) conducted a research with 153 gifted adolescents, in order to determine the counseling concerns of gifted. Participants reported concerns related to perfectionism, fear of failure, social acceptance and multipotentiality. This study reveal that counselors in schools play essential roles in academic, career and personal/social development. In addition, providing information and perspective regarding acceleration to their parents and educators are also among the duties of counselors (Wood et al., 2010). Similarly, Altun and Yazıcı (2018) determined the counseling needs of gifted students in Türkiye, based on their parent's views. The data were collected from 606 parents by the Problem Detecting Inventory for Gifted and Information Form. According to the data, parents of gifted children face some problems about family life, personality traits and school. As a result, the parents participating the study emphasized the importance of counseling services for gifted students. Parallel to this finding, Kennedy and Farley (2018) propose group counseling interventions for social challenges due to asynchronous development.

Educational Counseling Needs of Gifted Students

The attitudes of counselors towards gifted students, may effect the quality of their work. In this context, Kaya and Tortop (2020) conducted a study to investigate the attitudes and opinions of counselors about education of gifted students. According to the results, the average of the total scores of the counselors' attitude towards gifted education is 3.6 which is evaluated as slightly positive attitude. Also qualitative data show that counselors are aware of the problems related to education of gifted students and they suggest solutions in that sense.

Educational counseling for gifted students should focus on motivation and underachievement. Motivation is the key for success. Similarly, lack of motivation lead to underachievement. The first educational problem that gifted students face is unexpected underachievement which is defined as the discrepancy between potential and actual performance that persists over time and is not a direct result of a learning disability (Reis & McCoach, 2000). As seen in definition, underachievement is a problem that should be solved in order to fulfill the potential of gifted. Peterson and Colangelo

(1996) stated that underachievement often begins in middle school, because of an unchallenging middle school curriculum which is boring for gifted students (Kanevsky & Keighley, 2003). In this context, self-regulation can be the solution of underachievement. Also motivating the gifted students and cooperating with their parents are important.

Career and Personal / Social Needs of Gifted Students

In the literature, multipotentiality is stated as a primary concern for career planning of gifted students (Clark, 1992; Silverman, 1993). Most of the gifted students have multipotentiality which can make choosing a career difficult. Multipotentiality can be defined as the ability and preference of a person, particularly one of strong intellectual or artistic curiosity, to excel in two or more different fields (Greene, 2003). For this reason, many of the gifted students experience indecision and stress in the career choosing process. This situation can cause them focusing on popular professions. However, popular career decisions disappoint them in the future.

Some gifted children have an extremely focused career interest from a very early age that is named as “early emerges” by Marshall (1981). According to Kerr (1991) especially for talented students in artistic fields, focusing the field and choosing career in early ages is essential for life success. In this context, early emergence should be thought as an opportunity by counselors and teachers. Counselors should help these students make a detailed plan for training and education leading the career goal.

In a study conducted by Sürücü et al. (2015) in Türkiye about the career development of gifted and talented primary school students were examined according to gender, grade, income, the educational level of parents and field variables. The study was carried on 136 gifted and talented students attending Science and Art Centers, whose ages are between 12 and 15. According to the results, the curiosity/exploration scores of female students were significantly higher than the scores of males. The information and planning subscales and career development scale scores of sixth grade students were significantly higher than scores of the seventh grade students.

In a recent study Eker (2023) examined the effect of the future readiness psychoeducation program on gifted students' career decision-making competencies and future expectations. 32 7th grade students participated in this experimental study. According to pre-test and post-test scores, after the implementation of career development program, career decision-making difficulties of gifted students reduced.

Social and Emotional Development

As mentioned before, gifted children have unique social and emotional needs due to the mismatch between speed of their cognitive, the psychological and social development areas (Morelock, 1992). Perfectionism, sensitivity and failing to meet the expectations of parents may cause social-emotional problems, such as low self-confidence (Özbay and Palancı, 2011). In this context, they may need social support and professional help to overcome these problems.

Gifted students may not receive the emotional and social support of a peer group because of asynchronous development. Kearney (1992) mentioned the risk of social isolation in case of placing these children in heterogeneous, rigidly age-graded classrooms in school with no opportunity to associate with gifted peers for academic and social activities. Furthermore, Greenspon (2000) draws attention to the fact that the asynchronous development may cause emotional vulnerability. According to Peterson (2009) unless the opportunity is given for gifted students to discuss concerns related to social and emotional development, this may contribute to vulnerability. The role of the counselors is to guide the gifted students and their parents to create academic and social activities for better adjustment.

Conclusion

Since gifted people are identified as in the top 2% of society according to cognitive properties, they are like rare precious metals. Gifted students differ from their peers in terms of cognitive development features which causes unique counseling needs (Öpengin, 2018). In this context, counselors should be aware of their characteristics such as creativity, perfectionism, high memory, long attention span, sensitivity and asynchronous development.

The counseling and guidance services for gifted students can be examined in three categories as educational, career and personal / social (Öpengin, 2018). Within these categories, counselors should meet not only the needs related to the developmental period of the student, but also unique needs of gifted students. First of all, the counselors help gifted

students to fulfill their potential. Thus, motivating the students and helping to solve underachievement problems are essential. Career planning is an important issue that counselors take role. Finally, counselors should help them for social support and professional help in terms of social and emotional development.

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