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Parental Engagement in the Education of Gifted Children in Saudi Arabia: A Phenomenological Study

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PARENTAL ENGAGEMENT IN THE EDUCATION OF GIFTED CHILDREN IN SAUDI ARABIA: A PHENOMENOLOGICAL STUDY

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ABSTRACT

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The purpose of this phenomenological study was to explore parents' perceptions of their experiences engaging in their gifted children's education in Saudi Arabia. Qualitative research design was utilized, and a phenomenological approach was employed to answer the research questions. Ten Saudi parents were interviewed to explore their engagement in the education of their gifted children. Following thematic analysis, four themes emerged regarding the roles parents played in the engagement of their gifted children's education. These roles were: Guiding their Gifted Children, Challenging their Gifted Children, Encouraging their Gifted Children, and Advocating for their Gifted Children. Additionally, five themes emerged regarding why parents engaged in the education of their gifted children. Their motivation for engaging were: A Sense of Responsibility, To Ensure their Children's Success in the Future, Lack of Confidence in the School, To Preserve the Gifted Label, and When They Felt Included by the School. Finally, parents talked about the necessity of being engaged in the education of their gifted children and shared some of the obstacles that undermined such engagement. Discussion of these findings provides a more detailed understanding of how parents perceive their engagement in their children's education in Saudi Arabia. Additionally, implications for practice are discussed to help parents become more

engaged in their gifted children's education in the future and to help teachers become more supportive at the school level in order to help gifted children reach their full potential. One important implication is that schools should support parents in being more engaged in their children's education by communicating with parents frequently and inviting parents to participate in school functions. Finally, limitations and areas for future research are discussed. This research provides a much-needed glimpse of what parental engagement in gifted children's education looks like in Saudi Arabia and how parents perceive their experiences of engaging in their children's learning at home and at school.

Keywords: Parental engagement, parents' perceptions, Saudi parents, gifted students, Saudi Arabia, qualitative inquiry, phenomenology.

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In the name of Allah, the Most Gracious the Most Merciful

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the most important grace that a man could wish for. My lovely daughter, Saffanah, I am sorry that I could not spend that much time with you during your first three years, but you were the one who inspired me to read and research in the area of parenting. Your beautiful laughs, your cheerful hugs every day, all gave me encouragement to do more in the hope that what I achieve here will bring honor to you in the future.

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DEDICATION

This Dissertation is dedicated to the parents of gifted children, particularly those in Saudi.

As an educator, I say thank you for your engagement in your children's education. You have made our work more meaningful. Please do not feel abandoned. We are here to help.

As a parent, I say your experiences have inspired me to be a better father, and I hope they will inspire other parents as well.

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CHAPTER I

INTRODUCTION

Parents play a vital role in their children's education. Parents start working with their children from the moment they arrive in the world and often have the strongest presence in their children's lives, especially during their earliest years. Thus, the personalities, attitudes, beliefs, and behaviors of children are usually strongly influenced by their parents. Children also learn many skills and values from their parents. In fact, parents play a critical role in defining the future of their young children and heavily impact the accomplishments they eventually achieve in their lives (Olszewski-Kubilius, 2008). Notably, some researchers have found that good parenting, in conjunction with a child's hard work, may influence the performance of a child more than innate ability (Wu, 2008).

Parenting gifted children, in particular, often involves a significant effort on the part of parents. As Morawska and Sanders (2009) stated, "Parents of gifted and talented children are faced with many of the same parenting challenges that all parents have to manage; however, they also have additional issues to contend with" (p. 171). Similarly, Feldman and Piirto (2002) noted that since gifted children may need special support, parents of gifted children may feel more overwhelmed by their responsibilities toward their children than do the parents of non-identified children. In addition, on many occasions parents of gifted children often feel abandoned and have a sense that there is no

support available to them (Alsop, 1997), especially when the services provided to their children at school are not making a noticeable difference in their children's learning experiences (Rotigel, 2003). Often a perception of a lack of support makes it even more imperative that parents are engaged in their gifted children's education.

Parental engagement tends to fluctuate based on the needs of the individual child. Since gifted children demonstrate different characteristics and have different social and emotional needs when compared to non-identified children, they may require a different type of parental engagement— one that takes these differences into consideration. Colangelo (2003) asserted that gifted children require special understanding because they differ from other students due to their advanced intellectual abilities and their heightened sensitivity. Researchers have argued that parents of gifted children may play a pivotal role in determining whether their children's abilities are developed and nurtured to the fullness of their potential (Olszewski-Kubilius, 2008). Hébert, Pagnani, and Hammond (2009) asserted that positive gifted outcomes, such as academic success, are related to the degree of parental engagement. Thus, it is important for parents to be engaged in the education of their gifted children, while also being aware of the unique needs of their children if they are to engage meaningfully with them. Unfortunately, parents often lack the necessary resources to successfully parent their gifted children since there is little research available in this area of gifted education (Jolly & Matthews, 2012; Morawska & Sanders, 2009).

Although parents are often assumed to be very engaged in their gifted children's education, the reality is that parental level of engagement varies from culture to culture. Jolly and Matthews (2012), in their examination of the literature on parenting gifted

children in the U.S., illustrated how culture may play a role in parental engagement. If parental engagement varies across cultures within the United States, it seems logical that it could vary even to an even greater degree when looking at it in a completely different country. More research is needed on how parental engagement of gifted children looks in non-Western cultures.

Problem Statement

Since gifted programs in Saudi Arabia are not fully developed yet and Saudi teachers are not well-prepared to work with gifted children (Batterjee, 2013), Saudi parents need to be more engaged in their gifted children's education to help them improve their academic and social skills. Although there is extensive literature examining parenting and parental engagement in children's education, parental engagement in the education of gifted children is still not well-examined since there is a scarcity of research focusing specifically on this subject as it relates to gifted children (Morawska & Sanders, 2009). In Saudi Arabia, few studies were found dealing with parental engagement; these studies concerned parental engagement with non-identified children (Baydoun, 2015), or with children with disabilities (Almoghyrah, 2015; Dubis & Bernadowski, 2015). Aside from Alqefari's (2010) study about gifted programs in Saudi Arabia that briefly explored the help parents provided to their gifted children, no studies could be located that concerned Saudi parental engagement in the education of their gifted children. This does not imply Saudi parents are not engaged in their gifted children's education. Rather, this area appears to be under-researched.

Statement of Purpose

To help parents become more engaged in the education of their gifted children, it

is important to first understand what it means to them to be engaged in their children's education. As a Saudi educator, it is important for me to gain an understanding of Saudi parents' perceptions of their engagement in their gifted children's education, so that I can provide better support to the Saudi parent community in this area. Therefore, the purpose of this phenomenological study was to explore parents' perceptions of their experiences engaging in their gifted children's education in Saudi Arabia. Parental engagement was generally defined in the following way: Parental engagement is any help parents provide their children, either materially or morally, in the academic domain or in any other domains related to their children's education (Grolnick & Slowiaczek, 1994), which would include taking advantage of opportunities provided by the school.

Research Questions

The following research questions guided this study:

Q1 What are Saudi parents' perceptions of their experiences engaging in their gifted children's education?

- Q1a How do they perceive their role as it pertains to engaging in their gifted children's education?
- Q1b What motivates them to engage in their gifted children's education?
- Q1c To what extent do they see their engagement in their gifted children's education as meaningful?

Overview of Methodology

The researcher sought to explore and understand the perceptions of gifted children's parents regarding their experiences engaging in their children's education; therefore, a qualitative research design was utilized. A phenomenological approach was employed to answer the research questions as this study explored and discovered

meaning regarding parents' perspectives through their lived experiences. As Moustakas (1994) explained, phenomenological research is concerned with what participants experience about a given phenomenon, and how they live that phenomenon. Social constructivism is used as the lens through which the data is viewed. Social constructivists use people's experiences, living environments, and interactions with their environments, to understand certain phenomena in the world (Creswell, 2013; Crotty, 1998).

As for the setting of this study, all participants came from the Najd (or Central) Province of Saudi Arabia and were recruited from a variety of settings— in the two regions of Najd: Riyadh and Qassim. Mainly, a purposeful sampling technique was used to recruit participants, as this sampling technique allowed the researcher to choose participants who would "best help [him] understand the research problem and the research questions" (Creswell, 2014, p. 246). The data were collected from participants using one-on-one, semi-structured interviews and artifact collection.

Thematic analysis was used to analyze the data gathered from interviewing parents to ensure results were meaningful and understandable. To conduct the thematic analysis, the researcher used the recommendations of Braun and Clarke (2006). In an effort to establish the trustworthiness of the research, different techniques (as presented in Chapter III) were utilized to ensure the four components of trustworthiness were obtained: credibility, transferability, dependability, and confirmability.

Researcher's Stance

My own experience as a beloved son of two great parents and as a father of a lovely daughter has impacted my interest in the field of parenting gifted children. The

encouragement that I have received from my mother, before she passed away may God have a mercy on her soul along with the encouragement that I am still receiving form my father makes me believe that parents are a vital factor in my success. Also, my interest in parenting gifted children strengthened when Allah blessed me with a daughter, Saffanah. Watching her grown up the last three years and monitoring the effort that my wife and I put into raising her as faultlessly as we can, made me believe more strongly in the importance of parental engagement in the education of their children.

Since gifted programs are not yet fully developed in Saudi Arabia (Batterjee, 2013), my current hope is that by encouraging parents to be more engaged in their gifted children's education, these children's educational experience will be enhanced. Due to my experience as an educator in Saudi Arabia, after conducting several studies in the field of gifted education and having worked to establish close relationships with Saudi parents of gifted students, I have developed the view that parents play a vital role in the education of their gifted children and that they need to be empowered and trained in order to be more fully engaged in their gifted children's education.

Parental engagement requires collaboration between schools and parents and this collaboration should be nurtured. It is assumed that once educators come to fully understand the impact of parental engagement on gifted children's education, it will be possible to build on this understanding to better serve gifted students by providing them with all the identified elements necessary to helping them succeed. My research will help examine these assumptions about parental engagement and examine to what extent cultural context impacts parental engagement.

A core assumption of this study is that parents can help their gifted children succeed and obtain better outcomes— in their academic experience in particular and their life experience in general. That being said, it is important not to allow personal stance and assumption to influence the exploration of the experiences of the parents who participate in this study. To avoid any impact from such perspectives, the researchers' biases and assumptions will be outlined in the following section.

Researchers' Assumptions

Stating the researcher's assumptions allows the reader to be aware of such factors while examining the research. It is essential to be very clear regarding assumptions and biases as the research problem might not exist without them (Leedy & Ormrod, 2014). Since the researcher had some experience working with Saudi parents, schools, and teachers of gifted children, and researching and reading about parental engagement, the assumptions were as follows:

A1 Saudi parents are engaged in the education of their gifted children. This engagement may differ in nature from engagement as seen in other countries.

A2 Since the education system in Saudi Arabia is segregated by gender, fathers are more engaged with their sons and mothers are more engaged with their daughters. However, mothers may be more engaged in home-based parental engagement activities.

A3 Parents have different motivations to be engaged in the education of their gifted children.

A4 Parents may face some challenges in their engagement in the education of their gifted children.

A5 Schools that gifted children attend welcome parental engagement, but staff may lack knowledge and experience about how to best support parents to be fully engaged in the education of their children.

Significance of the Study

The literature extensively examines parenting and parental engagement with non-identified children's education (Hill & Tyson, 2009; Jeynes, 2005; Kim & Hill, 2015). However, in the field of gifted education, although some research has examined this topic (Bailey, 2006; Bicknell, 2014; Hébert et al., 2009), parental engagement in the education of gifted children is relatively unexplored; there is a scarcity of research focusing specifically on this subject as it relates to gifted children (Morawska & Sanders, 2009). In Saudi Arabia, very few studies were located regarding paternal engagement (Almoghyrah, 2015; Baydoun, 2015; Dubis & Bernadowski, 2015), and none of them involved gifted children.

The lack of research on this topic in Saudi Arabia is problematic. Since gifted programs in Saudi Arabia are not yet fully developed, parents of gifted children are in a position where they must be more engaged in their children's education to help their children improve their academic and social outcomes (Batterjee, 2013). Therefore, focusing on the parents of gifted children and their perceptions regarding the phenomenon of parental engagement is imperative, especially since the perceptions of these parents plays an important role in how they raise their children (Solow, 2001). As a Saudi educator, it was important to me to gain an understanding of Saudi parents' perceptions regarding their engagement in their gifted children's education and what motivated them to be involved in order to better understand this phenomenon and help parents support and nurture their gifted children. Additionally, I hoped this study would help address the critical gap in the literature regarding parental engagement in the education of gifted children in general and in Saudi Arabia in particular.

Delimitations

Although Saudi Arabia consists of 13 regions, all participants were from only two regions of Saudi Arabia: the region of Riyadh and the region of Qassim. However, since the culture varies little across these regions, and the education system is unified throughout the country, the researcher hopes the findings will be transferable to other settings of Saudi Arabia. Both of these regions host several initiatives to serve gifted students; therefore, schools in these areas tend to provide more services to gifted students and their families.

The participants in this study were limited to only parents of gifted children. One may argue that the phenomenon of parental engagement can be explored through other types of participants, such as teachers and coordinators of gifted programs. However, I was interested only in parents' perceptions of this phenomenon and what they perceived regarding their engagement in the education of their gifted children.

Definition of Terms

Phenomenology. Van Manen (2014) stated, "Phenomenology is the way of access to the world as we experience it prereflectively" (p. 28), meaning it is a way to access the everyday world we live in normally. When employing phenomenology, the researcher concentrates on the shared experience of the phenomenon by the participants (Creswell, 2013). Phenomenological study is concerned with what participants experience about a given phenomenon, and how they live that phenomenon (Moustakas, 1994).

Parental engagement. Parental engagement is generally defined in the following way: Parental engagement is any help parents provide their children, either materially or

morally, in the academic domain or in any other domains related to their children's education (Grolnick & Slowiaczek, 1994), which would include taking advantage of opportunities provided by the school and community. This general definition was used throughout this dissertation. Further, since the two terms, parental engagement and parental involvement, are often used interchangeably in the literature (Ferlazzo, 2011; Ma, Shen, Krenn, Hu & Yuan, 2016), they also used this way in this dissertation.

Gifted children. As the setting of this study was Saudi Arabia, the Saudi definition of "gifted children" was used.

> Gifted students are those who possess unique skills, abilities, or distinguished performance from their peers in one or more of the areas as evaluated by specialists (especially in the areas of mental superiority, innovative thinking, educational attainment, and special ability and skills) and are in need of special educational care that is unavailable in the ordinary school curriculum (Cluntun, 2002, p. 8).

Parents of gifted children. These are mothers and fathers who have at least one child (or more) who have been identified as gifted through the Saudi National Gifted Identification and Fostering Program. Although the identification procedure in this program involves several criteria for identifying gifted children, including nomination by teachers, it relies heavily on scores on IQ and other achievement tests (Aljughaiman & Grigorenko, 2013, Alqefari, 2010).

CHAPTER II

REVIEW OF THE LITERATURE

This chapter will present a review of the literature on parental engagement in general and the effect of parental engagement on the educational outcomes of gifted children, in particular. It will begin by defining parental engagement to provide a basis for this chapter. Next, several theories and models related to parental engagement will be discussed. After that, Parental engagement in general education will be discussed. Further and before talking about parenting gifted children, conceptions and definitions of giftedness will be explored followed by an examination of gifted children and their characteristics. The next portion of the literature review will explore how parents can positively contribute to the learning of their gifted children and will examine how they positively influence their children's learning outcomes through active engagement. Lastly, the final sections of this literature review will provide an overview of parenting gifted children internationally and in Saudi Arabia, more specifically

Definition of Parental Engagement

Although parental engagement is a newer term, parental involvement, which is understood to be the same thing, has been researched for more than two decades (Fantuzzo, Tighe & Childs, 2000; Finn, 1998). Therefore, in order to define parental engagement, parental involvement should also be defined since the two terms are used interchangeably (Ferlazzo, 2011; Ma et al., 2016). While parental involvement in the

education of their children can be defined intuitively, its operational definition may lack clarity and consistency (Fan & Chen, 2001), and it "can be a vague term that can mean countless different things to different people" (Jeynes, 2003, p. 205).

Grolnick and Slowiaczek (1994) offered a definition of parental involvement that differentiated between parents' overall involvement with their children and their involvement in the education of their children. In their definition they stated that parental involvement consists of "the dedication of resources by the parent to the child within a given domain" (Grolnick & Slowiaczek, 1994, p. 238). In this definition Grolnick and Slowiaczek (1994) assert that the different resources parents have access to determine what their level of engagement looks like. Hill et al. (2004) highlighted the primary goal of parent engagement should be to foster positive academic outcomes. In other definitions, such as that of de Carvalho (2001), parents' ability to network with the school was highlighted as a way to influence the learning outcomes of their children.

According to Ma et al. (2016), sometimes it is difficult to differentiate between terms related to parental involvement and parental engagement. As an example, when Fantuzzo et al. (2000) defined parental involvement, they described it as parents who are actively *engaged* in different activities that foster the development and learning of their children. The terms "engagement" and "involvement" seem to differ from each other when they are mentioned together in one context. As Ferlazzo (2011) highlighted, "involvement implies doing to; in contrast, engagement implies doing with" (p. 10). Similarly, Goodall and Montgomery (2014) consider both parental involvement and parental engagement to be two elements of a continuum that might not be overtly different, but that instead complete each other. According to Goodall and Montgomery

(2014), while parental involvement means "the relationship between parents and schools" (p. 399), parental engagement is more about "the relationship between parents and their children's learning" (p. 399). Parental engagement, according to both Goodall and Montgomery (2014) and Ferlazzo (2011), seems to be more related to empowering parents than parental involvement.

Related Theories and Models

Theories related to parental engagement in their children's education can be very specific or rather general. That means that while certain theories may explain the importance and need for parental engagement, they might not specifically refer to or address parental engagement. For example, Vygotsky's (1978) Zone of Proximal Development (ZPD) theory addresses the importance of involving parents or some adult in a child's education. He specifically states that a child's ZPD is "the distance between the actual developmental level as determined by the independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). With respect to parental engagement, guidance here can be understood as a level or type of engagement that adults (parents) are providing to their children.

Different theories and models have focused specifically on how parents engage with their children (Epstein, 1987; Grolnick & Slowiaczek, 1994; Ho Sui-Chu & Willms, 1996; Hoover-Dempsey & Sandler, 1997). Grolnick and Slowiaczek (1994) defined parental engagement as, "the dedication of resources by the parent to the child within a given domain" (p. 238); and, identified three domains of parental engagement with an emphasis on the available resources parents have: (a) behavioral engagement, (b)

personal engagement, and (c) intellectual engagement. The concept of behavioral engagement involves any action that parents do to connect with the school, such as communicating with, volunteering at, or visiting the school. Personal engagement concerns the affective experiences of their children, including helping in developing a positive attitude toward themselves and school. Finally, intellectual engagement relates to how parents enhance their children's intellectual ability through interactions such as reading books, discussing social and cultural matters, and solving mathematical and science problems.

In a similar model, Ho Sui-Chu and Willms (1996) described four types of parental engagement: (a) home discussion – discussion about and planning for anything concerning school such as homework, programs, or activities; (b) home supervision – which concerns the regulations and standards parents establish for their children, including supervising homework and having a schedule for studying, playing games, and/or watching television and other daily activities; (c) school communication -- any form of communication between parents and school regarding the academic performance of their children and/or where they obtain information about programs and placement decisions at school; and, (d) volunteering at school -- meaning any voluntary work parents do at school, such as participating in school events and any parent-teacher organizations.

Hoover-Dempsey and Sandler (1995, 1997) proposed a comprehensive model of the process of parental engagement, including why parents choose to engage in the education of their children. The researchers found that parents sometimes engage implicitly. Implicit engagement entails parents' reaction to an event as it happens based

on unconscious beliefs that they hold. An example of this would be parents believing intelligence is fixed and limiting their engagement in their children's education because their engagement won't matter one way or the other. This choice can be detrimental to their children if they choose, for example to not expose their children to more challenging activities. Conversely, when parents believe that intelligence is subject to change through effort, they are more likely to expose their children to more challenging activities as they believe such efforts will enhance their children's intelligence and ability (Dweck, 2008).

Further, parents' decisions are considered explicit when they consider their engagement in the education of their children carefully to reach conscious decisions on how to be engaged. Such thinking includes what type of engagement would be helpful for their child's learning profile (Hoover-Dempsey & Sandler, 1997). One of the strengths of the Hoover-Dempsey and Sandler's (1997) model is that the developers examined engagement from the perspective of the parents and were "interested in the processes and mechanisms most important to parents' thinking, decision-making, and behaviors underlying their decisions to become involved in their children's education" (p. 5). The model includes five levels that explain the parental engagement process by focusing on what causes parents to become engaged (Hoover-Dempsey & Sandler, 1995, 1997).

The first level of the model concerns the reasoning behind the basic decision to become engaged. Hoover-Dempsey and Sandler (1995, 1997) argued that the decision of parents' to engage in their children's education is influenced by: (a) how parents interpret their role during engagement (Are they just engaging as parents or are they also assuming the role of teacher when they are actively engaging with their children?); (b) a sense of

efficacy among parents about helping their children to be successful in school (which involves their beliefs about the benefits of engagement); and, (c) an invitation to and need for engagement from both their children and the school (which includes their beliefs about whether their children and/or the school want or need their engagement).

The second level relates to parents' choices regarding engagement practices and gives three factors that affect such choices. The first factor of this level is related to the set of skills and knowledge possessed by the parents, meaning if parents believe they are knowledgeable and skillful about mathematics, for example, they will be more likely to engage and help their children. The second factor pertains to parents' time and energy to engage along with the different demands in their lives, such as family and work. Thus, if their work is flexible, this would allow them to allocate time to being engaged in their children's education. The third factor focuses on invitations and receiving specific requests for engagement from either their children or their children's school in a specific area of need. An example of this would be if the school needs volunteers and sends out invitations to parents; the parents then engage in reaction to receiving the invitation and being made aware of the need (Hoover-Dempsey & Sandler, 1995).

The third level concerns mechanisms parents use to influence their children's educational outcomes, including three mechanisms: modeling, reinforcement, and instruction (Hoover-Dempsey & Sandler, 1995, 1997). Using modeling, parents can show their children how to master appropriate school-related skills such as how to solve a problem. Reinforcement involves parents rewarding and encouraging their children verbally or materially when they do well in school. Finally, the instruction mechanism

involves when parents help their children by tutoring them with their homework (Hoover-Dempsey, Walker & Sandler, 2005).

The fourth level concerns mediating variables related to the usage of the mechanisms mentioned in level three (Hoover-Dempsey & Sandler, 1995, 1997). These mediating variables include: (a) parents' use of engagement strategies suitable to their children's developmental level, or (b) whether parents' choices of engagement activities are supported by their children's school (Hoover-Dempsey et al., 2005).

The fifth and final level of this model involves children's learning and affective outcomes that result from their parents' engagement. These outcomes include the knowledge, skills, and achievement acquired as well as the improvement in self-efficacy due to success in school (Hoover-Dempsey & Sandler, 1997). Although this model has been updated and revised, no comprehensive research on the revision is currently available (Tekin, 2011).

Another important theory is the Overlapping Spheres of Influence developed by Epstein (1987) to describe the different influences on a child's education. Epstein's theory has evolved and been updated over the years – in 1987, 1992, and 1994 – until the latest version that was released in 1995. At first, the theory focused only on overlapping spheres of influence between the school and family (Epstein, 1987); then, it was expanded to include the community (Epstein, 1995). The theory includes an external model that recognizes students learn and grow within three major environments: family, school, and community. It also outlines an internal model, showing where and how interpersonal relations and patterns occur between individuals in the three environments

that in turn support and impact the student's educational needs (Epstein, 1987, 1995, 2010).

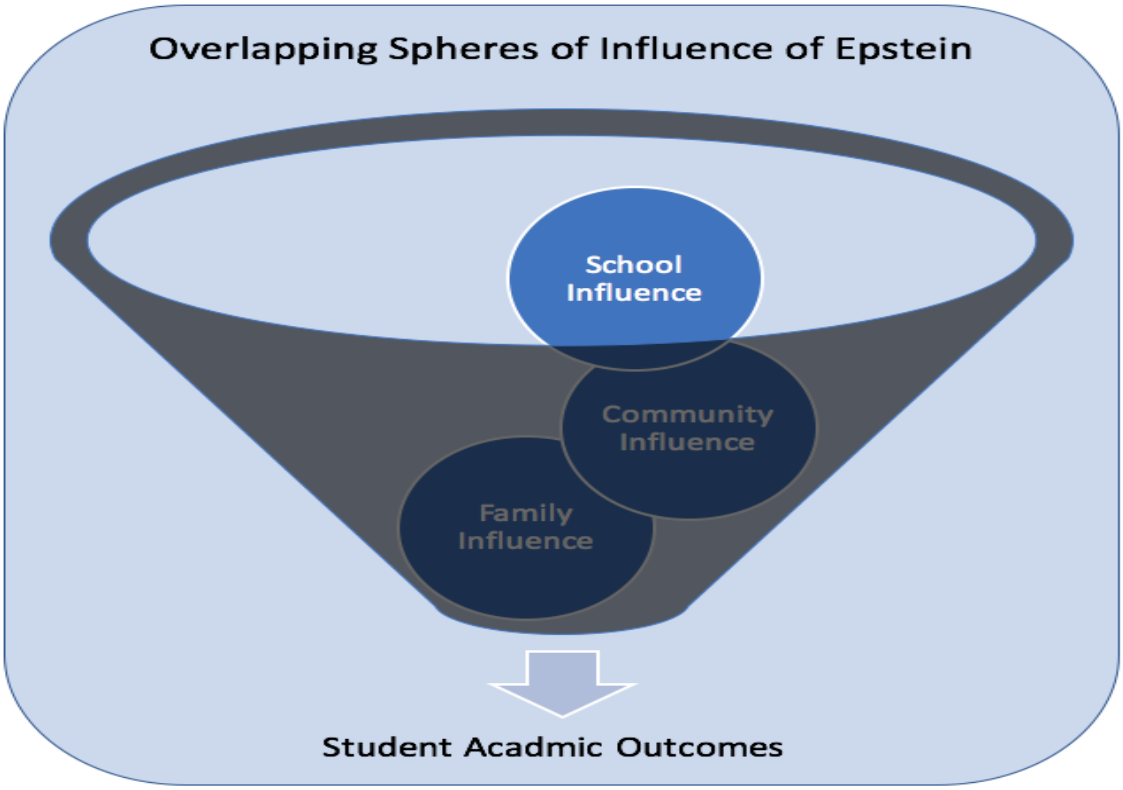

Figure 1. An illustration of Epstein's Theory

In Figure 1, the author illustrates Epstein's Theory (1987). Student outcomes are the result of three integrated circles representing school, community, and family. While all three factors shape the ultimate outcomes of students, one sees that the influence of school is more obvious than that of the others. In other words, if one takes just a quick glance at student outcomes, the influences of family and community may not be clear; but, even so, these still play a role in shaping these outcomes.

This theory speculated that there are six types of involvement that may influence student outcomes: and, that trust and respect should be established as a basis for each type (Epstein, 2010). The first type, parenting, describes attentive parents who take care

of their children and seek information and education about how to establish a home environment that supports learning. The importance of this type is manifested when the school seeks information from the family, such as their culture and learning goals for their children. Therefore, when parents are involved, it helps them understand the school and helps the school understand them— and, by extension, their children (Epstein, 1995).

Communication is the second factor under this theory. Establishing several methods of communication between the parents and school allows the school to deliver information to parents about school programs, policies, and student progress through these channels. Conversely, these channels allow parents to share their perceptions and concerns regarding the progress of their children. Clearly, open communications that work in both directions support the ultimate and shared goal of all the parties: meeting student needs (Epstein, 1995).

The third type is volunteering, where parents are recruited and organized to assist and support the school. In this aspect of the theory, the school welcomes volunteers who support the learning and development of the children, as well as the school and teacher, by any constructive means. This could include: participating in school activities and projects; providing training; and, matching parental schedules and skills with school needs. Clearly, this type requires that schools maintain flexible schedules for volunteer opportunities to allow all parents to participate, regardless of their schedules (Epstein, 1995).

The next aspect of the theory concerns the concept of learning at home. In this area, it is the parents' role to help their children plan and make decisions regarding homework and other curriculum-related activities. Parental involvement in this area

means providing encouragement, guidance, and monitoring, as well as being available to discuss with their children their progress related to school or the curriculum. This includes being aware of their children's abilities and how to advance them to achieve the most positive outcomes. The role of the school in this is to provide parents with the skills, strategies, and resources to help them fulfill this role (Epstein, 1995).

Involving parents in the decision-making process is the fifth aspect of the theory. It is critical that schools make it possible for parents from all ethnic, racial, and socioeconomic groups to be included in school decision-making. To achieve this level of involvement requires that schools offer training opportunities that enable leaders among the parents of their given student population to serve as representatives for all families, which requires that these individuals be able to obtain and relate information from and to other parents. Once this partnership is enabled, parents' perspectives can be included and impact the development of school policies, which gives all parents a feeling of ownership of their children's school (Epstein, 1995).

Collaborating with community is the sixth type of involvement under this theory. Parents collaborate to find and integrate community resources and services to enhance programs and curriculum in schools as well as to support the learning and development of students. The integration of services may happen through partnerships involving the school and other civic agencies, organizations, or even businesses. Anyone interested in and affected by maintaining excellence in education in the community can be involved. Creating this sort of community collaboration manifests the role of the school as a partner in the community and allows the community to contribute to and support the school (Epstein, 1995).

Parental Engagement in General Education

In the field of general education, several studies have examined parental engagement in the education of their children. Fan and Chen (2001) conducted a meta-analysis to quantitatively synthesize studies that investigated the experimental relationship between indicators of learning at home and student achievement outcomes. Among the different activities that happened to be observed at home, findings indicated a relationship between learning that took place at home and academic achievement. This relationship differed depending upon the different activities that represented learning at home. Parental aspirations and expectations for their children's academic achievement had a significantly stronger relationship to academic achievement compared to such factors as parents supervising children's activities at home.

In addition, Jeynes (2005) found that students whose parents are engaged in their education obtained greater levels academic achievement than those whose parents were not engaged. This meta-analysis also showed that although all characteristics of parental engagement had an impact on academic outcomes, parental expectations and style were the strongest indicators for academic achievement. A more recent meta-analysis done by Ma et al. in 2016, found that parents' roles at home influence their children's academic achievement more than other types of engagement.

Other meta-analytic studies investigated the role of parents at home and reported similar findings. Hill and Tyson (2009) focused on the effect of parental engagement in learning at home on middle schoolers' achievement. The researchers found that parents' engagement in helping their children with homework had no significant effect on their children's achievement. This finding supports that of Jeynes (2007), that parents

checking homework had no statistically significant impact on achievement. Other studies found a significant and positive relationship between parental expectations toward achievement and attitudes related to education, whereby parents reinforce academic ambitions in their children (Hill & Tyson, 2009). Jeynes (2007) also found parental expectations had the strongest positive relationship with academic achievement. Furthermore, a recent study by Kim and Hill (2015) supported and indicated that the educational goals and expectations of parents for their children at home demonstrated the strongest relationship with achievement for both fathers and mothers. Surprisingly, this relationship was found to be stronger with fathers.

Since tutoring is a common need for students, some researchers studied parental engagement at home by looking at the effect of at-home parental tutoring on the achievement of their children (Erion, 2006). Erion (2006) found that parental tutoring positively affected academic achievement in spelling, reading, and math. A strong effect size was reported across all grade levels as well as across all skill areas in which tutoring was received. In addition, different measurements used in this study yielded the same results regarding the impact of tutoring. These results held true over the length of tutoring time and type of instruction and modeling used by parents.

Kim and Hill (2015) uncovered interesting findings in their meta-analysis, which investigated how achievement outcomes differed when engagement was led by fathers versus mothers. The researchers found that parental engagement with school had less impact on academic outcomes than other types of engagement for both fathers and mothers; however, the impact was slightly greater for mothers than fathers. Nevertheless, Jeynes (2007) raised an interesting point by showing that although the overall academic

achievement was not statistically significant for certain parental engagement activities, this effect was sensitive to how academic achievement was measured in the different research studies. An example of this was that participating in school activities had a positive relationship when teacher rating scales were used but did not yield the same results when overall academic achievement was measured (Jeynes, 2007).

Sénéchal and Young (2008) conducted a meta-analytic review to investigate the relationship between parental engagement and literacy acquisition among students in Pre-K through third grade. The researchers found that when parents received training on how to teach their children how to read, they positively influenced reading acquisition in their children (Sénéchal & Young, 2008). Further, Erion (2006), also, noted that training of parents positively impacted children's educational outcomes. More specifically, Erion (2006) found that the duration of the workshop or training session on parent-child interactions positively impacted children's academic achievement.

Definitions and Conceptions of Giftedness

In this section, different definitions and conceptions of giftedness will be presented. Discussing these definitions is important as they may be related to parents' decisions to engage in the education of their gifted children. Hoover-Dempsey and Sandler (1997) asserted that what parents believe about different factors, such as their belief in the meaning of intelligence and/or whether it is fixed or subject to change through effort, is one of the main influences that shape the decisions of parents to engage in the education of their children. As an example, if parents hold a belief that giftedness is innate, they may not engage in their children's education as they think their children will make it just fine on their own since they are gifted. Another example related to this

matter is when parents believe that gifted children can do everything well because they are gifted; they may doubt their children's giftedness if they struggle with some tasks or activities. Therefore, a number of different definitions and theories of giftedness are presented to demonstrate how parents may hold different beliefs about giftedness that might influence their engagement in their gifted children's education.

Defining Giftedness

There is no federal mandate for gifted education and no universal definition of what giftedness is (Jolly & Matthews, 2012). In the 1970s, however, the U.S. government attempted to establish a federal definition of gifted students, to better provide them with appropriate services. This definition was constructed by Marland (1972) and was accepted as the formal U.S. federal definition of giftedness. Since Marland's definition was established, it has been adapted several times (Davis, Rimm, & Siegle, 2011). The most recent adaptation was in 1988:

> The Federal Government defines "Gifted and Talented" students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. (NAGC, 2012)

Since every state mandates the requirements for gifted education differently, each creates its own definition of giftedness; however, most are based on Marland's definition (Jolly & Matthews, 2012). Further, scholars and educators have created many definitions and models to describe what giftedness is. Most agree that giftedness is a multidimensional construct, but what exactly those dimensions consist of has been interpreted differently across the field for decades (Renzulli, 2004).

Renzulli's Three-Ring Model. In his model, Joseph Renzulli (1978) described giftedness as an interlocking set of above average ability, task commitment, and creativity, stating:

> Giftedness consists of an interaction among three basic clusters of human traits—these clusters being above average general abilities, high levels of task commitment, and high levels of creativity. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance. Children who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs (p. 261).

Some educators mistakenly assert that Renzulli's model requires that students excel in all three clusters. In fact, Renzulli's identification plan does not necessarily demand vigorous integration amongst the three clusters. For example, it is possible for students with above average ability who exhibit creative behaviors to not commit to academic tasks in school. This does not mean they are not gifted (Davis et al., 2011). In Renzulli's theory, above-average ability is a constant, while creativity and task commitment can be developed with the proper supports (Renzulli, 2004).

Gardner's Theory of Multiple Intelligences. Gardner (1999) criticized IQ as a one-dimensional means of describing intelligence. Based on his theory, gifted students may have one or more of the eight types of intelligences; however, they do not have to possess all eight types to demonstrate gifted potential. These intelligences include: linguistic (verbal) intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and (the more recently added) naturalist intelligence. In fact, IQ tests only consider two types of Gardner's intelligence, linguistic (verbal) intelligence and logical-mathematical intelligence (Davis et al., 2011). Gardner's theory is not only

preferred by teachers, but by students as well. Teachers find it easy to follow when using differentiated instruction with heterogeneous groups of students; students like it because it increases their self-esteem and makes them feel they are recognized as unique individuals (Davis et al., 2011). Gardner's theory faced some criticism in that some of the "intelligences" are difficult to assess. Furthermore, some of his intelligences might be better referred to as factors, rather than intelligences (Davis et al., 2011).

Sternberg's Triarchic Theory. In this theory, Sternberg (1988) rejected the idea of measuring intelligence strictly by IQ score. Thus, in his theory he listed three sorts of intelligences: (a) Analytical Intelligence, which is scholastic talent that can be measured by standardized assessments; (b) Creative Intelligence, which relates to intuition, insightfulness, or being able to engage in originality; and, (c) Practical Intelligence, which is the ability to successfully apply the first two types in real-world, practical situations. Sternberg asserts that all three intelligences exist in most people at different levels. Giftedness is knowing how to use each one when needed. Consequently, if a person is able to use all three successfully, that person may be considered gifted. Additionally, Sternberg added wisdom as a subtype of practical intelligence. Concern for the needs and happiness of others is a component of wisdom. Subsequently, Sternberg used the three types of intelligence — analytical, creative, and practical — to clarify the Triarchic theory, most recently referred to as Successful Intelligence (Sternberg, 1999; 2005).

Looking at these varied definitions of giftedness illustrates how engagement in the education of gifted children may require special effort for parents (Feldman & Piirto, 2002). As Morawska and Sanders (2009) stated, "Parents of gifted and talented children

are faced with many of the same parenting challenges that all parents have to manage; however, they also have additional issues to contend with" (p. 171). Therefore, when parents engage in their gifted children's education, they ought to be aware of the nature and needs of their children in order to engage in a meaningful fashion. The next section will present a brief review of gifted children's most common characteristics and how these characteristics may impact how parents engage in their gifted children's education.

The Gifted Child

Since gifted children have unique characteristics and issues that need to be understood (Colangelo, 2003), it is important that their parents have a full understanding of the uniqueness of their children when they engage themselves in their gifted children's education. Characteristics charts may be a place to begin understanding the multifaceted nature of giftedness and how it may manifest in children (see Table 1). Educators and Parents, however, need to be advised that several or none of the characteristics listed may be present in each gifted child. Without real understanding of the uniqueness of gifted children, there could be an outcome where a high achieving gifted child becomes an underachiever in reaction to this pressure (Ritchotte, Rubenstein, & Murry, 2015).

Table 1

Difficulties Related to the Characteristics and Strengths of Gifted Children

Characteristics or Strengths	Potential Difficulties
Acquire and retrieve information quickly	Lack of patience over the slowness of others. Aversion to routine. Might make some concepts unnecessarily complex.
Curiosity, Intellectual Curiosity, Self-Motivated	Ask embarrassing questions Excessive interest. Expect the same from others.
Ability to visualize, engage in abstract thinking, and synthesize information. Problem-solving skills & intellectually active.	Refuse to be bothered with details. Resist practice and training. Doubt the teaching process.
Can see the relationships between cause and effect.	Difficulty accepting unreasonable things. Need more explanation and expansion in the field of religion, habits, and feelings.
Love clarity, equality, and fairness/justice.	Have difficulty with some practical things. Concern over human catastrophes.
Build complex rules or systems.	Might be perceived by others as bossy. Might be perceived by others as rude.
Have a rich vocabulary, confident and verbally efficient. Extensive information in developed areas.	Words may be used to escape or avoid some situations, which may irritate instructors and peers. May be seen by others as "know-it-alls."
Think critically, have high expectations of selves and others, highly analytical.	Might be perceived as critical or intolerant of others. Might become discouraged or depressed. Seek or demand the highest standards of excellence and might be perfectionist.
Tracker. Willing to accept unusual things. Seek new experiences.	Excessive concentration. Might be easily tricked.
Creative and innovative. Love to figure out new ways of running things.	May disrupt plans or reject what is already known. Seen by others as different and not committed to methodical, accepted processes.
Have intense concentration, excessive attention in areas of interest. Behavior is goal-oriented; persistent.	Do not accept disruption. Duties or people may be neglected during periods of concentration in their interests. May be seen as stubborn.
Sensitive, compassionate to others, might desire to be accepted by others.	Sensitive to criticism or lack of peer acceptance. Others are expected to have the same values. Have need for success and appreciation. Feel different or isolated.
Independent; prefer individual work; self-reliant.	Parent or peer suggestions may be rejected. Might challenge some customs and traditions.
Different interests and abilities.	May appear to be disorderly. Be frustrated with time constraints. Some may expect sustained efficiency.
Strong sense of comical aspect.	Understand some cases more than others. Some jokes or humor may not be understood by peers. Might become a clown to gain attention.

Note. Adapted from DeVries and Webb (2007)

Unique Characteristics

Gifted children, as a collective, tend to have unique characteristics and issues that need to be understood. If parents do not accrue a real understanding of these characteristics and the related issues, there could be a transfer from sensitivity to disorder, and the loss of that child forever (Silverman, 1993). Three important issues that relate to gifted characteristics are going to be addressed in this section: (a) Overexcitability, (b) sensitivity, and (c) perfectionism.

Overexcitability. Overexcitability includes three characteristics, which do not always exist in one person: (a) high energy level, (b) emotional interaction, and (c) high stimulation of the central nervous system. Gifted children with this attribute often seek new experiences, and stimulation is required for them to moderate their behavior (Silverman, 1993). They also cannot turn off thoughts and feelings, which adults around them sometimes cannot understand or predict (Lovecky, 1992). This trait helps gifted students build and design new things; however, they can be more stimulated in the beginning stages, but once these projects get too complicated and require more attention to detail, they may lose interest. Thus, some gifted students, instead of being stimulation-seekers, become stimulation-avoiders to escape thinking too much (Silverman, 1993). Parents should be there for them, helping to them manage their stimulation and to teach them how to organize their thoughts. Also, developing a strategy to alleviate these feelings could be used once parents learn how to recognize their children's impending loss of control (Silverman, 1993).

Sensitivity. Sensitivity has two aspects: passion and compassion. Most gifted children tend to think with their feelings. Passionate children value commitment to ideas

and people (Mendaglio, 1995), so they do not see the faults of others, but rather try to focus on the good points, believing a solution will appear. Further, gifted children with compassion feel others' feelings very deeply themselves. They may feel lots of pain, which makes them either withdraw to avoid negative feelings, while still thinking about other people's suffering, or they may try to make others happy by acting perfectly, which comes from the feeling that they are the reason for other people's pain (Silverman, 1993).

Parents can help gifted students distinguish between compassion and empathy and being selfish versus having a sense of self. These children need to understand that it is acceptable to feel other people's pain but, that that pain is not their fault and it is not healthy for them to internalize it. In addition, they should not always strive to please others, but realize that their own happiness is important, too, and that it is positive – for both themselves and others – to be on the receiving end of positive actions (Lovecky, 1992).

Perfectionism. There are two expressions of perfectionism. One is normal and healthy, while the other may be exhausting for gifted individuals and the people around them (Callard-Szulgit, 2012). It is a positive trait when perfectionism in gifted individuals emerges because of accomplishment and reward. Conversely, gifted individuals with negative perfectionism feel guilt, shame, and disappointment even when they perform extremely well, they cannot accept anything but perfection (Callard-Szulgit, 2012). Their perfectionism might extend to the people around them, causing those others to feel unhappy because of the high standards that the gifted individual demands (Davis et al., 2011).

Dealing with perfectionism requires a deep understanding of giftedness. Individuals with perfectionism are helped by being taught to understand their strengths and limitations, transforming the idea of failure to that of a "learning experience," and how to use perfectionism effectively in their lives (Silverman, 1993, p. 57). It is also good for them learn to help others and to ask for help when they need it (Davis et al., 2011).

Parenting Gifted Children

The literature on gifted education emphasizes the importance of parenting and how parents are sometimes better able to recognize their children's ability than school staff (Lee & Olszewski-Kubilius, 2006; McBee, 2010). However, it should be acknowledged that parenting gifted children is not an easy task. The complexity of parenting children in general along with the uniqueness that gifted children may demonstrate results in parents of gifted children being placed in a much more complicated and multifaceted situation than the parents of typical children (Jolly & Matthews, 2012). Parents need to know that their gifted children are not fictional superheroes, that they need their parents' support to cope with life's difficulties (DeVries & Webb, 2007; Silverman, 1993). Like other children, they have social and emotional needs and need support in both their academic and everyday lives: "they are not only performers with potential to make people proud" (Van Tassel-Baska, Cross, & Olenchak, 2009, p. 210). Sometimes, once parents discover their child is gifted, they may mistakenly place a lot of pressure upon him or her, believing the child should be capable of any task and that such pressure is the best way to improve performance. This practice

frequently has a negative impression on the gifted child, who might react poorly by creating conflict with the parents (Ritchotte, Rubenstein, & Murry, 2015).

Parents are usually the first to recognize their children's giftedness (Jolly & Matthews, 2012), in areas such as vocabulary. However, because gifted children look typical, recognition could be difficult, and they may not have their needs met (Silverman, 1993). Parents should be aware of the recurrent traits of gifted children (some are mentioned previously) in order cope with the challenges they may face trying to help their children be successful (DeVries & Webb, 2007). Asynchronous development is an example of a traits commonly found among the gifted (Van Tassel-Baska et al., 2009). Silverman (1993) describes in a unique way how this is a problem for gifted children, saying, "… as when a five-year-old child perceives a horse through eight-year-old eyes but cannot replicate the horse in clay with her five-year-old fingers and so screams in frustration" (p. 4). Gifted children are intellectually advanced, but that does not mean they are advanced in all areas, including social and motor aspects. According to May (2000), this disproportion causes annoyance and misunderstanding for parents and the gifted child.

Also, gifted children may be too competitive, which causes problems that might negatively affect the child in ways such as worrying too much. Parents should recognize this type of stress and help their gifted children restate their priorities by acknowledging that top performance requires a reasonable and controllable amount of stress and effort (Davis et al., 2011). However, some parents push their gifted children to be too competitive by repeating that they are "the smartest," "perfect," or "the best;" as a result,

they unintentionally participate in increasing the stress on their children and push them to have a fixed-mindset instead of a growth-oriented mindset (Dweck, 2008).

Another challenge parents may face related to gifted children learning and outcomes, is jealousy between siblings when one is identified as gifted and the others not. This might cause parents to have difficulty fairly and equally supporting each leading to friction and possible blaming of the gifted child (Silverman, 1993). It is important to treat all siblings equally to avoid jealousy. This does not mean ignoring the opportunities for gifted children just because they are not available to the other, non-identified sibling, but parents should look for other opportunities suitable for those other siblings to eliminate rivalry issues (Davis et al., 2011).

Other challenges parents face might arise from other people around the family or their children. Parents of gifted children may struggle with how other people around them perceive their children's giftedness. Matthews, Ritchotte, and Jolly (2014) conducted a qualitative study exploring parents' perceptions regarding parenting their gifted children and how the label affected their parenting experiences. The researchers found that different parents adopted different ways to deal with other people's perceptions of giftedness. Some parents were very upfront about their children being gifted, believing that it is obvious and that there is no need to hide it. Others felt they could not mention their children's giftedness or talk about it, as a courtesy to other parents or because they felt other people would not be accepting. Some of the parents did not avoid talking about giftedness but tended to talk about it with cautiousness and sensitivity, and they tried to use different terms rather than "gifted," so they would not hurt the feeling of parents of non-identified children. The rest of the parents felt they

needed to explain and educate other parents about giftedness and that it should not be a topic to be avoided.

Another challenge that parents of gifted children should be aware of is peer pressure. Gifted students may face many reactions, including, "It's not okay to be gifted," so they might respond to these reactions by hiding their abilities or being alienated or humiliated, and so forth (Silverman, 1993, p. 81). Peer pressure is the most recognized reaction gifted students encounter. Commonly, they show stress with peers that begins in the prepubescent phase and gets stronger when students enter the intermediate school years (Rimm, 2002). Individuals during the pubescent phase, the identity-establishing phase, seek to reinforce relationships with peers by looking at what the "crowd's" expectations of the group are (Silverman, 1993). School children are usually interested in who is athletic or funny but not who is "nerdy," as students who are gifted are sometimes called. Because peers might be anti-gifted, gifted students might hide their giftedness to be accepted (Davis et al., 2011), or become "Underground Gifted," as Betts and Neihart (1988) called them.

Gifted students who are not accelerated often have problems finding peers who accept them in the school, "probably because their thinking experiences are so far from the norm" (Rimm, 2002, p. 14). The achievement-affiliation conflict then starts to be a huge problem for gifted students. They want to achieve and accomplish things, but they are afraid of losing their relationships with peers who do not prize academic achievement (Van Tassel-Baska et al., 2009). Parents, along with the school and peers have an essential role in helping gifted students deal with peer pressure. Parents should not increase the pressure on their gifted children; instead, they should value their children's

talent and what that talent is going to give their children in the future, whether socially or materialistically. Schools also should be aware of this stress and provide counseling services that allow these students to cope with peer pressure (Rimm, 2002).

Parents' Influence on the Learning of Their Gifted Children

Researchers have investigated the impact of parental engagement on children's educational outcomes. Studies on parental engagement have spanned grade levels from Pre-K through 12th grade. Research on parental engagement in early education— Pre-K through 5th grade— demonstrates a strong positive relationship between parental engagement and learning outcomes for children during this pivotal developmental time. Further, Sénéchal and Young's (2008) meta-analytic findings assert that children in this stage usually benefit the most from their parents' engagement in their education.

In addition, Jeynes (2005, 2007) conducted two similar meta-analyses to investigate the effect of parental engagement on academic achievement on students in urban areas in an elementary setting and also in the 6th to 12th grade setting. In the second study, Jeynes (2007) compared the results from the two settings and noted that, "parental involvement is a better predictor of achievement at the elementary school level than it is at the secondary school level" (p. 99). The researcher related this to the perception that children in the earlier grades are usually more inspired and influenced by their parents than those in higher grades; and, the difficulty of influencing students in middle and high school since they are more convinced of their strengths and weaknesses academically and physically (Jeynes, 2007).

Gifted children are just as influenced by their parents as other children. When gifted adults talk about their talent, achievement, and success, they refer to their parents'

inspiration and direction; they rarely talk about the inspiration and effect of their schooling (Bloom, 1985; Freeman, 2000; Milgram, 1991; Silverman, 1993). Parents of gifted children are more likely to believe their children's high achievement is related to their direct engagement in their education (Wu, 2008). Hébert et al. (2009) used a qualitative design to investigate parents' influence on high achieving gifted males. The researchers' findings were consistent with other studies that have found that positive outcomes of gifted children, such as academic success, appear to be directly related to parental engagement. Although the literature extensively examines parenting and parental engagement in their children's education, there is a scarcity of research focusing specifically on this subject as related to gifted children. In fact, there is limited empirical research on how engaged parents should be to best support their gifted children (Morawska & Sanders, 2009).

Reviewing the literature shows that parental engagement is multifaceted; therefore, in this section, one research study may be used to demonstrate the benefits of multiple forms of parental engagement. The first four types of Epstein's Theory will be used to synthesize the literature about the activities parents perform to enhance the academic outcomes of their gifted children. These types are parenting, communicating, volunteering, and learning at home (see Table 2).

Table 2

Descriptions and Examples of Some of Epstein's engagement Types

Type	Description	Examples
Parenting	Provide help to all families to build home environments that support children's education. This help should be delivered in multiple forms including workshops, flyers, and any form of educational media.	• Provide training for parents that help them enhance their children's education and achievement. • Home visits to help parents with their children's transition to preschool, elementary school, etc. • Neighborhood meetings to help families and schools understand each other.
Communicating	Establishing several means of communication between parents and school that allow school to deliver information to parents about school programs, policies, and student progress, and allows parents to deliver any ideas or concerns through the same channels.	• Teacher conferences with every child's parents and follow-up as needed. • Language interpreter availability to assist parents as needed. • Sending a portfolio about student work for review and comments periodically. • Deliver explicit information on choosing courses, programs, and activities at school. • Sharing of all school policies, programs, reforms, and transitions.
Volunteering	Parents are recruited and organized to assist and support the school at any place and at any time— not just during the school day and at the school building.	• Surveys to identify skill types, times, locations availability of volunteers. • Parents give lectures to classes and assist in school activities. • Allocate room for volunteer work, meetings, and resources for families.
Learning at Home	Parents help their children plan and make decisions regarding classwork and other curriculum-related activities at home.	• Know how to support, encourage, and help students at home. • They're aware of their children's abilities and how to advance them for the most positive outcomes. • Discuss school, classwork, and homework. • Provide encouragement, guidance, and monitoring.

Note. Adapted from Epstein (2010)

Type I: Parenting

Effective parenting plays an important role in the education of gifted children. Campbell and Verna (2007) found that effective parents foster positive Academic Home Climates, which leads to improvement in the academic outcomes of their gifted children. In an extensive review of the literature on parenting gifted learners, Jolly and Matthews (2012) asserted that "parents exert strong influences on the achievement of their children in all cultures" (p. 272). In fact, when the parents of gifted children are described, their description usually includes the enthusiasm to learn about the best practices for their children and how they can support them in their academic endeavors. In addition, they usually want as much information as possible and are willing to implement many new ideas to benefit their gifted children (DeVries & Webb, 2007).

In a recent study, Ritchotte and Zaghlawan (2017) investigated the impact of coaching parents of twice exceptional (2E) children (i.e., children who have been identified as gifted and having a disability concurrently) in the use of a higher-level questioning intervention on the complexity of their children's expressive language. Four dyads, each consisting of a mother and her child, served as the participants for this single-case, multiple-probe design study. The researchers found that all parents were able to implement the intervention and benefited from the training they received. Further, all the children benefited in terms of increased complexity of their verbal responses.

Types II & III: Communicating and Volunteering

Sharing information about programs, requirements, and school policies with parents is an integral part of school-home communication. Further, it is important that parents seek to acquire this information from their children's schools (Epstein, 1995).

Campbell and Verna (2007) analyzed and summarized several studies that used the Inventory of Parental Influence (IPI), which examines how parents of high-achieving gifted children support their children's achievement. Parents of high achieving gifted children pay attention to the school and to what is required to motivate their children to do better and be successful (Campbell & Verna, 2007). Lee-Corbin and Denicolo (1998) studied 34 gifted children and their parents to examine how parental engagement impacts school success in children. Findings indicated that parents of gifted children who succeed and excel at school were enthusiastic to learn about the school system.

Also, having a positive attitude toward teachers was found to be significant in these studies especially regarding fathers' attitudes and children's respect for their teachers. Campbell and Verna (2007) also mentioned that parents of gifted children had established a good relationship with their children's teachers, so they "did not have to wait for report cards to arrive to find out how well their child was doing at school" (p. 513). These findings support those of Lee-Corbin and Denicolo (1998), who found that parents who established a relationship with their children's teachers eased the communication between the school and family and consequently impacted the academic achievement of their gifted children.

Robinson, Lanzi, Weinberg, Ramey, and Ramey (2002) investigated parental factors related to high achievement among high-achieving gifted children. Among 5,400 third-grade students who were once formerly enrolled in a Head Start program, a cut-off score was used to choose the highest achieving 3% of this group based on vocabulary and achievement measures; using this screening method, 162 high-achieving third grade students were identified. The Parenting Dimensions Inventory was one of the

measurements the researchers used to compare the parental practices of the highest achieving students with those of the parents of the remaining students. Robinson et al. (2002) found that parents of the high-achieving students volunteered more often at the school of their children when compared to the parents of the other children in the study. As Epstein (1995) explained, when parents volunteer at school functions, they deliver a hidden message to their children that they value and respect education and schooling, which promotes positive attitudes in their children toward school.

Type IV: Learning at Home

One of the most effective practices that parents can implement with their gifted children is supporting their learning at home (Jolly & Matthews, 2012). Snowden and Christian (1999) collected quantitative and qualitative data to determine the activities that were important to gifted children's development. The results of this research yielded interesting findings related to academic outcomes. Snowden and Christian (1999) demonstrated that parents of gifted children participating in their study appeared to be facilitators of the learning process of their gifted children at home. The researchers showed that these parents were highly interested in literacy activities with their gifted children, as demonstrated by such activities as reading with them, providing them with material to read, and/or taking them to the library to choose material to read. Watching educational shows with their gifted children was another activity reported in this study. Eighty percent of the parents reported that they not only watched educational shows with their gifted children, but they also reported discussing the content of these shows with their gifted children to ensure maximum benefit. In a recent study, the complexity of the verbal responses of twice-exceptional children increased when their parents used a

higher-level questioning strategy with them during shared reading time at home (Ritchotte & Zaghlawan, 2017).

Wang and Neihart (2015) applied a qualitative method to attempt to understand the twice-exceptional children's perceptions of how their academic achievement is influenced by the support of their parents, teachers, and peers. Through semi-structured interviews, the students in the study revealed that the support that they received from their parents regarding their academic work, such as reading and time-management strategies, influenced their academic achievement positively.

Reading to children at home was one of the practices that parents of gifted children engaged in most consistently to enhance their children's academic outcomes. Bailey (2006) conducted a study to investigate whether parents frequently reading to their gifted children, who were economically at risk, would affect their gifted children's reading grades. The study included 84 parents/families of children from six schools where the Questioning, Understanding, Enriching, Seeking and Thinking (QUEST) program was administered to gifted children. Bailey (2006) concluded that the parents of children who participated in the program frequently read to their children at home, and this resulted in a statistically significant impact on their children's reading grades. Bailey (2006) also noted that parents' willingness to be engaged in their children's education by interacting with them and reading to them on a regular basis helped their children in shaping better attitudes toward reading as well as positively impacted reading literacy at an early age.

In a recent study, Bicknell (2014) investigated the role parents play in the educational outcomes of their mathematically gifted children. The researcher collected

data from parents of children who were identified by their schools in New Zealand as mathematically gifted by standardized testing. Several roles played by parents were identified as important in shaping their children's mathematics outcomes including: encouragement, advising about content and learning, and providing resources. Bicknell (2014) highlighted that parents participating in this study motivated their children to do well in mathematics by encouraging them to work hard and by explaining to them that their hard work would pay off in the future. These parents described themselves as having enough information about the content being studied by their children to be able to help them in their learning. They also recognized that even if their children have been identified as gifted in one area, they may have learning difficulties, and they helped their children overcome these difficulties by providing them with appropriate support. Bicknell (2014) also showed that these parents provided their gifted children with resources such as games, puzzles, and textbooks that enhanced their mathematical abilities and in turn, their mathematical achievement outcomes at school.

Setting high expectations was found by several studies as one of the activities that parents of high-achieving students utilize. Robinson et al. (2002) found that parents of high achieving students have higher expectations for their children and emphasize the importance of success in school more compared to the parents of other non-identified children included in the study. Similar findings were made by Lee-Corbin and Denicolo (1998) who described gifted children who succeed and thrive at school as having parents who upheld high expectations for them about school and their futures. Similarly, Campbell and Verna (2007) cited examples of the practices that parents use to enhance the academic achievement of their gifted children. Specifically, they found that parents

of high-achieving children set high expectations for their children regarding being responsible for schoolwork. These expectations entailed applying different amounts of support and pressure. With that said, these parents also believed that it was their responsibility to neutralize or lower such pressure when their children gave signs of being overwhelmed.

Regarding helping gifted children with what they are learning at school, Campbell and Verna (2007) reported that parents of high-achieving gifted children tutored their children at home rather than completing their work for them. These parents stressed the importance of being available to their children if they had any questions about what they were learning at school. They also expressed interest in learning how to motivate their gifted children by such practices as instilling a good work ethic, accepting challenges, valuing efforts (over relying on pure ability), and overcoming learning issues such as laziness or boredom. As other studies have also found (Hill & Tyson, 2009; Jeynes, 2007), Campbell and Verna (2007) reported that simply helping with homework was not related to academic achievement and parents of gifted children did not often engage in this type of activity at home.

Using retrospective accounts, Hébert et al. (2009) examined the influence of parents on their high-achieving gifted sons. They adapted the giftedness view of Renzulli (1978), to select 10 notable people in American society. The researchers used several biographies and autobiographies as well as publicly available interviews with these participants to serve as their qualitative data. The researchers found repeated mentions that the parents of the individuals were perceived as having high expectations of their children during their childhood and adolescence and that these expectations were about

doing well at school and developing the talents their children had. Further, Henderson (2006) interviewed eight gifted female adults about the influence of their parents on their achievement. Although the participants were not directly asked about the expectations of their parents, all the participants agreed that their parents had high expectations about education and behavior and that these expectations were important influences that shaped their achievement.

Both Hébert et al. (2009) and Henderson (2006) found that encouragement from parents impacted the achievement of both male and female gifted adults when they were children. Hébert et al. (2009) highlighted that parents of high-achieving gifted males offered advice and encouraged their children to become successful. Similarly, gifted women participating in Henderson's (2006) study shared that the encouragement of their parents motivated them to achieve more in school and college. Additionally, parents of these gifted women recognized their abilities and guided them to maintain confidence in these abilities throughout their academic endeavors. In fact, these women attributed many of their academic achievements to the degree of support received from their parents including academic, emotional, and financial supports (Henderson, 2006). Further, parents being proud and exhibiting that pride for their children's accomplishments was one of the important themes that Hébert et al. (2009) found across all adult males in their study. Hébert et al. (2009) stated that sons valued the fact that their parents were proud of them, which drove them to continue to succeed and achieve.

Parenting Gifted Children Internationally

This section will discuss the parenting of gifted children internationally. Up until this point, most of the studies in this literature review have been heavily weighted toward

a Western view of parenting and particularly toward the United States; therefore, studies from different countries are examined to provide a more well-rounded view of parenting. Freeman, Rafan, and Warwick (2010) conducted a survey with face-to-face interviews to investigate the available educational provisions for gifted and talented children around the world. Based on 250 responses, the researchers stated that, "Parental engagement is critical to effective provision. Parents respond well to opportunities to become directly involved as partners in their children's learning" (p. 23). Reviewing how parenting of gifted children occurs throughout the entire world is beyond the scope of this dissertation, so the remainder of this review will focus on parenting studies from Australia, the United Kingdom, Malaysia, and Kuwait.

In a qualitative study conducted in New South Wales, Australia, Vialle (2017) examined the perceptions and experiences of parents regarding the factors that contributed to the positive achievement of their gifted children. This study involved a sample of 32 parents that were interviewed regarding the resources they were provided to support their gifted children. The findings of this study highlighted that parental engagement was supported through the choice of resources parents provided to their gifted children to support their education. The researcher noted, however, providing such resources may, "… differ according to the unique circumstances of families and their access to educational and learning resources" (Vialle, 2017, p. 389).

Vialle (2017) also reported on several types of engagement parents use to support their gifted children. Economic resources were one such factor influencing the level of support parents in this study could provide to their gifted children. Such economic-related support included paying for private schools or extracurricular activities that might

support their children's giftedness. Another type of engagement reported in this study was parental participation in support groups that allow parents to learn more about the needs of their gifted children. Interestingly, all parent participants highlighted that they emphasize to their gifted children the importance of having clear goals about their education, in particular, and their lives in general. It was also found that a high number of parent participants indicated they encouraged their gifted children to be independent learners, to develop different strategies to tackle new tasks, and to effectively manage their time to become successful achievers.

Vialle (2017) stated parents of gifted students face several challenges, including: the lack of educational resources for gifted students and their families; and, the lack of professional training for teachers who work with gifted students. However, numerous parents in this study shared that they felt their children's schools supported their engagement and tried to help them be a part of their gifted children's education. Additionally, parents in this study emphasized that gifted family support groups had helped them be more engaged in the lives and education of their gifted children.

In a qualitative research study, Koshy, Smith, and Brown (2014) investigated parents' perspectives on parenting gifted and talented children in urban areas of the United Kingdom. The sample consisted of 21 parents whose gifted and talented children were aged between 12-16 during the study. Koshy et al. (2014) found that having high expectations of their children was the main type of engagement parents employed to influence their children's academic achievement. Further, parents in this study noted that they endeavored to support, as strongly as possible, their gifted children academically. Since some parents might not be able to help their children with schoolwork due to their

own lack of education, parents noted that they made sure to support their children emotionally and visited their children's schools to learn about the needs of their children and about how to support their children's success.

Most parents in this study described themselves as being supportive when they engaged in the education of their gifted children and stated they tried not to be demanding. A high number of the parents highlighted the importance of communicating with their children about difficult situations and how to overcome such obstacles. In addition, motivating their children to make good choices was noted by the parent participants as an important component of engagement. Finally, parents in this study faced similar challenges to those reported by the participants in Vialle (2017), including a lack of educational resources and a lack of teacher training at schools concerning gifted education.

Al-Shabatat, Abbas, and Ismail (2011) investigated the environmental factors that influence how giftedness is nurtured in children in Malaysia. Specifically, Al-Shabatat et al. (2011) investigated the effect of environmental factors such as family, peers, resources, teachers, schools, and society on gifted and talented students. Based on a sample of 180 students who had high intelligence test scores, the researchers found that parents significantly affect the intellectual giftedness of their children. Al-Shabatat et al. added the talents of those students were positively impacted by the engagement of their parents. For example, parents of these gifted students made an extra effort to support and develop the talents of their gifted children. Student participants in this study also reported that their parents paid a lot of attention to supporting the development of their talents. In fact, these parents were described as willing to work extra hours to earn more

money to pay for lessons related to supporting their children's talents or to allowing their children to live closer to places that offered better training and support activities. The researchers concluded that the role of parents is critical, along with other factors such as school and teacher, in developing talents and nurturing giftedness in these students.

In Kuwait, one of the six countries in the Gulf Cooperation Council and a neighbor of Saudi Arabia, Alomar (2003) conducted a quantitative study to investigate the differences that exist between parents of gifted children and those of non-identified children regarding their engagement in the education of their children. A sample of 264 parents of non-identified and gifted children in grades 5-8 responded to a questionnaire concerning their engagement in the education of their children. Three concepts were included in the questionnaire: parental concern, action, and child reward. Parental concern in this study was defined as what parents feel and expect regarding their children's education. Parental action was defined as what activities parents facilitate to support their children's education. Finally, child reward was defined as those incentives parents provide to their children to encourage achievement.

Alomar (2003) found neither parental concern nor reward demonstrated significant difference related to the parenting of non-identified or gifted children. However, a significant difference was found in the area of parental action between the two group of parents. Alomar stated that the parents of gifted children were more engaged in school-related activities versus the parents of non-identified students. Further analysis of the study data revealed interesting findings regarding family concern and child gender as predictors of greater engagement among parents of gifted children. The researcher found that when the child was female, parents tended to be more engaged in

her education. Also, when parents expressed greater concern about their children's education, they tended to be more engaged.

Gifted Education in Saudi Arabia

Before examining how gifted children are being served in Saudi Arabia, a brief overview of the educational system in this country is needed. The global slogan, "Education for All," is the basis of the educational policies in Saudi Arabia. These polices highlight that appropriate, high-quality education should be available to all students, including those students with disabilities and those who are identified as gifted (Aljughaiman, Majiney, & Barakat, 2012). Part of the uniqueness of the Saudi education system is its gender-based segregation of students. Having different schools for boys and girls has its roots in the ideology of Saudi's official educational policy, which is connected to Islamic values (Aljughaiman & Grigorenko, 2013). The Saudi Ministry of Education is responsible for designing and managing a unified curriculum with related textbooks that are to be used in all schools. Guidelines from the Ministry are passed to local educational departments and then on to the schools (Al-Ajroush, 1980) resulting in similar educational experiences throughout the country, since local administrators have no control over what is taught (Aljughaiman & Grigorenko 2013).

Belief in an effective program provision for gifted students is an essential element in developing societies, the Saudi Ministry of Education has shown growing interest in gifted education. The idea of gifted education was formally introduced in the 1970s, through the amendment of the General Document of Educational Policy in 1978 to include identifying gifted learners and providing them with specialized programs. However, 1998 marks the actual beginning of gifted education in Saudi through the

Gifted Identification and Fostering Program, created primarily to identify gifted students. Three years later, in 2001, the Saudi Ministry of Education established the General Administration for Gifted Students (Aljughaiman, 2007).

In 2001, the General Administration developed an official definition of the gifted student, which was approved by the Ministry of Education. This definition is as follows:

> Gifted students are those who possess unique skills, abilities, or distinguished performance from their peers in one or more of the areas as evaluated by specialists (especially in the areas of mental superiority, innovative thinking, educational attainment, and special ability and skills) and are in need of special educational care that is unavailable in the ordinary school curriculum. (Cluntun, 2002, p. 8)

Gifted students in Saudi Arabia are identified utilizing four criteria: (a) teachers' nominations of students that include supporting evidence of giftedness; (b) outstanding academic achievement; (c) achieving a cut-off score in the 90th percentile or above on the Saudi Group Test for Mental Abilities; and (d) "outstanding indicators of other facets of giftedness, that is, using the amended and adapted versions of the Wechsler Intelligence Scale for Children, the Torrance Test of Creative Thinking, and a questionnaire pertaining to characteristics of gifted students" (Aljughaiman & Grigorenko, 2013, p. 313). Although the identification procedure in this Saudi program involves several criteria for identifying gifted children, including nomination by teachers, it relies heavily on IQ and other achievement tests (Aljughaiman & Grigorenko, 2013; Alqefari, 2010).

Nowadays, Saudi gifted students are served through two governmental organizations: The Ministry of Education and Mawhiba (Aljughaiman, 2007). The Ministry of Education is considered the primary provider of gifted education in Saudi Arabia. Through the Ministry of Education, the General Administration for Gifted

Students runs 31 care centers for boys and 20 for girls, throughout the country. These centers provide educational, psychological, and social care for gifted students during or after school time. These centers also propose three strategies to serve gifted students: (a) acceleration, which allows gifted students to skip a complete grade or a specific subject based on his/her ability; (b) grouping ability, where students with homogenous abilities are grouped in special classes; and, (c) enrichment programs, which provide gifted students with intensive materials and creativity activities based on their ability on the weekends and over summer holidays (Alqefari, 2010).

Presently, the Ministry of Education is moving to have gifted students in special schools according to the grouping ability strategy (from "b" above). Every center mentioned earlier will have such special schools, segregated by gender, where the students will be grouped homogeneously based on their abilities. So far, three schools have been opened in three different regions of Saudi Arabia, including the Riyadh and Qassim regions. Students at these schools are receiving an educational program based on the national curriculum that is supplemented with enrichment activities. Teachers at these schools are among the best teachers in the area where the school is located but have not received specialized training in gifted education (Ministry of Education, 2016).

King Abdulaziz and his Companions Foundation for Giftedness and Creativity (Mawhiba), another provider of gifted education in Saudi, was established in 1996 as the main official organization concerned with providing more support to gifted students. One of the initiatives approved by Mawhiba is the Mawhiba Schools Partnership Initiative (MSPI). The goal of the MSPI is to partner with schools to help them become more efficient at nurturing giftedness and creativity among students. These schools

include public and private schools and were chosen based on well-defined standards including: teaching methods, evaluation styles, learning techniques, and teachers' education and training. After selecting the schools, the MSPI encouraged all third, sixth, and ninth grade students to apply for the Mawhiba Scholars Program (MSP), which offers a free scholarship to gifted students who pass multiple screening tests that measure their cognitive and creative abilities. The two pillars of the MSPI education program are the national curriculum and high quality, advanced curriculum that is internationally accredited in the fields of gifted education and students' creativity (KACGC, 2016).

Parenting in Saudi Arabia

In Saudi Arabia, only a few studies could be located concerning parental engagement. These studies focused on non-identified children (Baydoun, 2015) or children with disabilities (Almoghyrah, 2015; Dubis & Bernadowski, 2015). Concerning parental engagement in a general education setting, Baydoun (2015) conducted a correlational study to investigate the relationship between parental engagement activities (e.g., parental expectations, monitoring student grades, and participating in school meeting), and the achievement (GPA) of non-identified female children. Although the setting of this study was a private school in Saudi Arabia, parents who participated in this study were from different Arab nationalities including Saudi Parents. The researcher did not find a significant correlation between parents' reported engagement activities and the academic achievement of their children. However, when the researcher used subsamples based on nationalities of those Arab parents, findings indicated a significant correlation between these two variables for both subsamples of Saudi and Palestinian parents.

In the field of special education, Almoghyrah (2015) conducted a quantitative study using a descriptive survey design to describe teachers' perceptions of the engagement of parents in the education of their children with mild cognitive disabilities in Saudi Arabia. Teachers who participated in the study came from two settings, special (segregated) and integrated schools that served children with mild cognitive disabilities. The researcher used the typology in Epstein's (1987; 1995) theory to describe the parental engagement activities teachers felt were most utilized by parents. Findings indicated that teachers considered collaborative activities as the most prominent type of engagement parents participated in, although they noted that parents were less likely to volunteer in school settings. Further, teachers felt parents needed to communicate more with their children's schools in order to fully engage in their children's education. Findings also demonstrated that parents of students in special schools (segregated programs) were hardly or never engaged in the education of their children, while parents of children in integrated settings were engaged more often.

Concerning parental engagement in the field of special education as well, Dubis and Bernadowski (2015) focused on the communication between school and parents regarding the academic performance of students with special needs in Saudi Arabia. Particularly, the researcher investigated teachers' and parents' perceptions of using email for regular and ongoing communication about their children's academic and behavioral performance as a way to increase parental engagement. The researchers found that the majority of parents (78%) and teachers (77%) had a positive beliefs and attitudes about using email in their communication, and they believed this would increase parents' engagement in the education of their children with special needs. Further, both teachers

and parents showed willingness to use email as a main tool for communication between school and home.

No studies could be located about the engagement of parents in the education of their gifted children in Saudi Arabia. However, Alqefari (2010) studied gifted programs in Saudi Arabia and wrote briefly about the help parents of gifted students provided. The researcher highlighted that the parents of most gifted students were engaged in their education and that most of these parents provided help to their children. Alqefari (2010) asserted that the parents of gifted students in his study seriously thought about their children's futures and supported them both materially and morally.

Conclusion

This chapter presented a literature review supporting the importance of researching parental engagement in the education of their gifted children in Saudi Arabia. This review strives to illuminate what parental engagement means and how it may influence the outcomes of gifted children. Since the focus of this research is on gifted children in Saudi Arabia, the literature regarding giftedness, gifted children and their uniqueness, and how those children are being taught in Saudi Arabia was reviewed. The uniqueness of gifted children makes parenting them filled with unique demands, as well (Jolly & Matthews, 2012); therefore, the review included a section regarding the challenges parents of the gifted may face.

Regarding parental engagement, studies have demonstrated that the role of parents is fundamental. As an example, Ma et al. (2016) investigated the relationship between parental engagement and learning outcomes during the developmental period of Pre-K to third grade. The researchers concluded that "the role of parents (family

involvement) is more important than the role of schools and communities (partnership development), as far as the relationship between learning outcomes and parental involvement is concerned" (Ma et al., 2016, p. 790).

Although the literature extensively examines parenting and parental engagement in their children's education, parental engagement in the education of their gifted children is still not well-examined in the research in the United States or internationally (Morawska & Sanders, 2009; Vialle, 2017). Further, besides Alqefari (2010), who studied gifted programs in Saudi Arabia and wrote briefly about the help that parents of gifted students provided, no studies could be located on parental engagement in Saudi gifted children's education.

Since gifted programs in Saudi Arabia are not yet fully developed (Batterjee, 2013), parents are in a position where they must be more engaged in their children's education to help their children improve their academic and social outcomes. Studying the perceptions of parents of gifted children is important because "how parents raise their gifted children has a lot to do with how they perceive them" (Solow, 2001, p. 15). The few studies found that focused on parental engagement in Saudi Arabia concerned parental engagement and non-identified children (Baydoun, 2015), or children with disabilities (Almoghyrah, 2015; Dubis & Bernadowski, 2015). Therefore, it is important to gain an understanding of the perceptions of Saudi parents regarding their engagement in their gifted children's education to better support them in nurturing their children.

CHAPTER III

METHODOLOGY

This chapter examines the methodology I adopted for this study. First, it presents the statement of purpose to provide the reader with information on the study. Then, the research questions that guided the study are described. Following, there is an explanation of how these questions were addressed through the method and design chosen for the study. This chapter also explains why the chosen method, qualitative research, was best suited for this study and why I adopted phenomenology, which was employed as the approach to investigate the research problem. Subsequently, there is a section on social constructivism as the lens through which the data were viewed. The study setting, and important characteristics of the research is also described, as well as the participants and the purposeful method used to choose them. Following the participant description, this section discusses how data were collected from these participants using one-on-one, semi-structured interviews and artifact collection. Since this study employed qualitative research, the methods by which the data were ensured to be trustworthy are presented, including the four components of trustworthiness: credibility, transferability, dependability, and confirmability; how each of these criteria were met is also described. Finally, this section describes how thematic analysis, following Braun and Clarke's (2006) recommendations, was used to analyze the data.

Statement of Purpose

Although there is extensive literature examining parenting and parental engagement in children's education, there is a scarcity of research focusing specifically on parental engagement in the education of gifted children (Morawska & Sanders, 2009). As a Saudi educator, it was important for me to gain an understanding of Saudi parents' perceptions regarding this concept in order to help them better support and nurture their gifted children. Therefore, the purpose of this phenomenological study was to explore parents' perception of their experiences engaging in their gifted children's education in Saudi Arabia.

Research Questions

The research questions that guided this study were:

Q1 What are Saudi parents' perceptions of their experiences engaging in their gifted children's education?

- Q1a How do they perceive their role as it pertains to engaging in their gifted children's education?
- Q1b What motivates them to engage in their gifted children's education?
- Q1c To what extent do they see their engagement in their gifted children's education as meaningful?

Design of the Study

As the researcher, I sought to explore and understand the perceptions of parents concerning their experiences engaging in their gifted children's education. According to Creswell (2013), qualitative research can be utilized when the researcher is seeking to achieve a complex or detailed understanding of a matter that interests him or her. In other words, as Merriam and Tisdell (2016) stated, "Qualitative researchers are interested

in understanding how people interpret their experiences, how they construct their world, and what meaning they attribute to their experiences" (p. 6). Therefore, since "Qualitative methods are richer and can deal with phenomena not easily translatable into numbers" (Guba & Lincoln, 1982, p. 244), a qualitative research design is the best and most appropriate approach to apprehend the life experiences of the participating parents regarding their engagement in the education of their gifted children. Further, given limited research exists on how parents engage in their gifted children's education in Saudi Arabia, a phenomenological approach was most appropriate to build an empirical foundation for this area of study.

Qualitative research distinguishes itself from other research methods with several unique characteristics. These four characteristics are listed and applied in this research as they are the ones most methodological sources agree upon (Creswell, 2013; Guba & Lincoln, 1982; Merriam & Tisdell, 2016). First, qualitative research is conducted in a natural setting, where the researcher conducts the study where the activity or behavior occurs and does not bring participants to a contrived place or situation (Creswell, 2013; Guba & Lincoln, 1982). The qualitative researcher spends time understanding the natural setting of the phenomenon and interacts with the participant intensively.

Second, the researcher is considered the primary instrument in qualitative research (Creswell, 2013; Guba & Lincoln, 1982; Merriam & Tisdell, 2016). Since the intent of qualitative research is to understand human experiences, the human instrument is the most appropriate to achieve this goal as s/he can be adaptive and interpretive regarding any situation that arises (Guba & Lincoln, 1982). However, when a human is the primary instrument, biases may arise; therefore, the researcher is asked to be

subjective and declare that personal stance about the studied phenomenon (Merriam & Tisdell, 2016).

Third, qualitative research methodology focuses on the meaning and understanding that people (participants) have regarding an issue or a phenomenon (Creswell, 2013; Guba & Lincoln, 1982; Merriam & Tisdell, 2016). According to Merriam and Tisdell (2016), it is important to understand the phenomenon from the perspective of the participants rather than that of the researcher. People will always present different perspectives about a given topic, so qualitative research may reflect different views under each theme (Creswell, 2013).

Fourth, the inductive process is a characteristic of qualitative research, where the collected data are deconstructed and then rebuilt into units of information (i.e., codes and themes) (Merriam & Tisdell, 2016). The researcher may have the participants contribute to this process by giving them the chance to reshape the themes or the interpretations (Creswell, 2013). In qualitative research, studied problem or phenomenon guides the research rather than a theory (Guba & Lincoln, 1982). Still, a theory was used as a theoretical framework to help the researcher interpreting the data (Merriam & Tisdell, 2016).

I used a phenomenological approach for this research as established by the 20th century philosopher Edmund Husserl (Merriam & Tisdell, 2016) because this study explored meaning about parents' perspectives through their lived experiences. Van Manen (2014) stated, "Phenomenology is the way of access to the world as we experience it prereflectively" (p. 28), meaning it is a way to access the everyday world we live in normally. When employing phenomenology, I concentrated on the shared

experience of the phenomenon of the participants (Creswell, 2013). Phenomenological study is concerned with what participants experience about a given phenomenon, and how they live that phenomenon (Moustakas, 1994). Therefore, I interviewed parents who had gifted children in Saudi Arabia in order to explore their perceptions of parental engagement.

To conduct a phenomenological study, it is helpful to follow a particular procedure. This study followed Moustakas's (1994) approach for conducting phenomenological research as recommended by Creswell (2013). The five major steps described by Moustakas (1994) include:

1. Confirming the research problem is best studied by a phenomenological approach.
2. Identifying the phenomenon of interest.
3. Recognizing the philosophical assumption of the phenomenology.
4. Collecting data from people who have experienced the phenomenon, usually using an in-depth interview for data collection.
5. In addition to a series of open-ended questions, two important, general questions should be asked: (a) What is your experience about the phenomenon? (b) What context or situation has influenced your experience?

The procedural steps taken to address the above items are presented below in Table 3.

Table 3

How Researcher Addressed Moustakas' (1994) Steps

Procedural Steps of Moustakas (1994)	**Researcher's Efforts to Address Them**
1. Confirmed the research problem is best studied using a phenomenological approach.	Since no research could be found on how parents engage in their gifted children's education in Saudi Arabia, and since this study explored meaning about parents' perspectives through their lived experiences, a phenomenological approach was most appropriate to explore the phenomenon of parental engagement in the education of their gifted children and to build an empirical foundation for this area of study.
2. Identified the phenomenon of interest.	The phenomenon studied in this research was parental engagement in the education of gifted children, and it has been defined in the statement of the purpose.
3. Recognized the philosophical assumption of the phenomenology.	This study was guided by a social constructivist worldview. Creswell (2014) stated that social constructivism is used when, "The goal of the research is to rely as much as possible on the participants' views of the situation being studied" (p. 8). Also, I have shared his assumptions about the studied phenomenon as derived from theory and from his experience as an educator working with parents of gifted children.
4. Collected data from people who have experienced the phenomenon, usually using an in-depth interview for data collection.	Parents of gifted children were chosen to participate in this study and semi-structured interviews were used to collect in-depth information regarding their engagement in their gifted children's education.
5. In addition to a series of open-ended questions, two important, general questions were asked: (a) What is your experience about the phenomenon? (b) What context or situation has influenced your experience?	These two questions were included in the interview questions along with a sample of other open-ended questions, which were used to interview parents of gifted children (see Appendix D, question numbers 1 and 3).

Theoretical Framework

I pledged to strive to acquire a deeper understanding of Saudi parents' perceptions regarding their engagement in their gifted children's education. Parents adopt different approaches to their engagement with their children based on the resources available to them (Epstein, 1987; Grolnick & Slowiaczek, 1994), and they may hold different beliefs about how important this engagement is in general, and/or certain types of engagement in particular (Hoover-Dempsey & Sandler, 1997). Further, I focused on parents' views of the phenomenon of engaging in the education of their gifted children as these views may be varied and multifaceted. Therefore, since a social constructivist worldview can deal with a "complexity of views rather than narrowing meanings into a few categories or ideas" (Creswell, 2014, p. 8), the social constructivism theory was the most meaningful way to represent and frame this research.

Social constructivism emphasizes that human experiences and human interactions within a lived environment lead to the production of knowledge and reality. Creswell (2014) stated that social constructivism is used when, "The goal of the research is to rely as much as possible on the participants' views of the situation being studied" (Creswell, 2014, p. 8). Social constructivists who adopt this theory use people's experiences, living environments, and interactions with their environment to understand certain phenomenon in the world (Creswell, 2013; Crotty, 1998). In this phenomenological study, social constructivism was adopted to explore parental engagement in the education of gifted children by relying heavily on parents' views of their experiences engaging in their gifted children's education.

Setting

The setting for this study was Najd (or Central) Province of Saudi Arabia. Saudi Arabia is a country located the Western Asia and covers most of the Arabian Peninsula. It is bordered by the Red Sea to the west and the Arabian Gulf from to the east. Saudi Arabia shares its border with Jordan, Iraq, Kuwait, Qatar, Bahrain, the United Arab Emirates, Oman and Yemen. As for the administrative divisions, Saudi Arabia is divided into 13 administrative regions as it shown in Figure 2. It is considered an Islamic country, and the official language in Saudi Arabia is Arabic. Saudi Arabia is part of Cooperation Council for the Arab States of the Gulf and the G-20 major economies. Information about the educational system and gifted education in Saudi Arabia were discussed in chapter two.

Figure 2. Map of Saudi Arabia

Since this was a phenomenological study, the participants were recruited from a variety of settings— including two major cities in the two regions of Najd: Riyadh and

Buraydah. Riyadh is the capital city of Saudi Arabia and Buraydah is the capital city of the Qassim region. Both cities had gifted programs as well as gifted schools; and, both cities followed the same procedures for identifying and serving gifted students, as established by the Saudi Ministry of Education.

I used two criteria to choose these two regions. First, both were introducing several initiatives to serve gifted students (e.g., gifted magnet schools and special classes for gifted students). Other regions of Saudi Arabia had gifted programs but did not necessarily have such initiatives. Therefore, regions that had such initiatives would have more services for gifted students and their families. The second criterion was convenience. I had more access to these two regions than other regions in Saudi Arabia, which made it easier to purposefully sample the parents who were part of this study.

Participants

As recommended by Creswell (2014), a purposeful sampling technique was used for recruiting participants, as this sampling technique allowed me to choose participants who "best help[ed] [me] understand the research problem and the research questions" (p. 246). Specifically, purposeful, criterion-based sampling was employed, where I identified criteria and then followed those criteria when choosing participants for the study (Merriam & Tisdell, 2016). The criteria for choosing participants for this study were: (a) all participants must be Saudi parents of gifted children; (b) their children must have been identified as gifted through the National Project to Identify Gifted Students in Saudi Arabia; (c) the gifted children must have studied for at least six months in one of the gifted schools, classes, or programs established under the guidelines of the Saudi Ministry of Education. Snowball sampling (Ary, Jacobs, Razavieh, & Sorensen, 2006)

also was employed when contacted participants did not meet the aforementioned criteria. In this case, I asked them to recommend other people who they believed fit these criteria.

Qualitative methodologists consider 10 participants an appropriate size for a phenomenological study (Creswell, 2013; Dukes, 1984; Moustakas, 1994; Polkinghorne, 1989). Therefore, I strived to acquire a sample of two dyads, each consisted of a mother and a father, along with three more mothers and five more fathers, who were adults, and who were not considered to be members of any vulnerable population. I believed that this sample was large enough, and it helped me to reach data saturation. Creswell (2014) stated that "Saturation is when, in qualitative data collection, the researcher stops collecting data because fresh data no longer sparks new insights or reveals new properties" (p. 249). After obtaining the sample, I assigned each participant a pseudonym for the purpose of maintaining confidentiality in the study. Pseudonyms were used during such processes as describing the demographics of participants, analyzing the data, and presenting the results. To give more information about the sample of this study, a rich description of each individual participant can be found below in order to help the reader achieve transferability of the findings as appropriate.

Demographics of Participants

To make it easier for the readers to distinguish mothers from fathers and the parents who were part of a dyad from the ones who were not, I followed a certain system to clarify that. If a father was part of a dyad, I gave him a synonym that included a child's name, for example, "Sarah's Father." And if the father was not a part of a dyad, I gave him a name that started with an "F" as in father. For mothers, if she was a part of a dyad, I gave her a synonym that included a child's name, for example, "Sarah's Mother."

And if the mother was not part of a dyad, I gave her a synonym name that started with an "M" as in mother. Therefore, Sarah's Father and Sarah's Mother are one dyad because they share the same child's name; the father and the mother of Sarah. Further, Fadi is a father since his name started with an "F", and Maha is a mother since her name started with an "M." The participants in this study were as follows:

Sarah's Father was the father of the first dyad and from the Buraydah, Qassim Region, Saudi Arabia. He was 53-years old. He was married and a father of eight children. One of them, a daughter, was identified as gifted and was in the gifted school. Two of his other children, his two sons, had been served as gifted students when he was studying abroad outside of Saudi Arabia. He had a Ph.D. and worked as a professor in one of the Saudi universities.

Sarah's Mother was the mother of the first dyad and from Buraydah, Qassim Region, Saudi Arabia. She was 49-years old. She was married and a mother of eight children. One of them, a daughter, was identified as gifted and was in the gifted school. Some of her other children, her two sons, have been served as gifted students when she was abroad outside of Saudi Arabia. She had a bachelor's degree, and she was a stay-at-home mom.

Deena's Mother was the mother of the second dyad and from Buraydah, Qassim Region, Saudi Arabia. She was 38-years old. She was married and a mother of four children. One of them, a daughter, was identified as gifted and was in a gifted school. She had a master's degree in Educational Psychology and worked as an Educational Supervisor at the Department of Education.

Deena's Father was the father of the second dyad and from Buraydah, Qassim Region, Saudi Arabia. He was 38-years old. He was married and a father of four children. One of them, a daughter, was identified as gifted and was in a gifted school. He possessed a master's degree and worked as a teacher.

Fadi was the fifth participant, and he was a father from Riyadh, Saudi Arabia. He was 43-years old. He was married and a father of four children. One of them, a daughter, was identified as gifted and was enrolled in a gifted school. He had a Ph.D. and worked as a professor at one of the Saudi universities.

The sixth participant was **Maha** and she was from Buraydah, Qassim Region, Saudi Arabia. She was 37-years old. She was married and a mother of four children. Two of them, her sons, were identified as gifted and were enrolled in a gifted school. She had a bachelor's degree and worked as a teacher.

Mona was the seventh participant and from Riyadh, Saudi Arabia. She was 46-years old. She was married and a mother of six children. Two of them, her daughters, were identified as gifted and were enrolled in a gifted school. She had a bachelor's degree and she was a stay-at-home mom.

Maria was the eighth participant and from Riyadh, Saudi Arabia. She was 48-years old. She was married and a mother of five children. One of them, a daughter, was identified as gifted and was enrolled in a gifted school. She possessed a college diploma and worked as a teacher.

Fares was the ninth participant and from Buraydah, Qassim Region, Saudi Arabia. He was 42-years old. He was married and a father of four children. One of

them, a son, was identified as gifted and was enrolled in a gifted school. He had a Ph.D. and worked as a professor at one of the Saudi universities.

The last participant was **Fahd**, and he was from Riyadh, Saudi Arabia. He was 45-years old. He was married and a father of four children. One of them, a daughter, was identified as gifted and was enrolled in a gifted school. His son was identified as gifted, but he did not attend a gifted school. Fahd had a bachelor's degree in Business Administration as well as a college diploma in Mechanical Engineering. He worked as a Director of Marketing in one of the telecom companies in Saudi Arabia.

Data Collection Procedures

Data collection was conducted through one-on-one, semi-structured interviews (performed in person or through the phone), collection of artifacts, and a demographic questionnaire. First, schools that served gifted students were contacted to get contact information for the parents of these children. Then, using this contact information, participants received a recruitment phone call to invite them to participate in the study (see Appendix A for the screening protocol script). Once participants agreed to be involved, they were asked to complete a brief demographic questionnaire to obtain such information as: age, highest level of education completed, sex, number of children, number of children identified as gifted, and occupation (see Appendix E). In addition, each participant was asked to sign the consent form to ensure the purpose of the study was understood and to ensure all personal information was kept confidential. Subsequently, participants participated in semi-structured interviews that were audio-recorded. These semi-structured interviews were a mix of structured and the non-structured interview questions. This type of interview is often used in phenomenological

research (Creswell, 2013; Merriam & Tisdell, 2016). Samples of the questions that were used for the semi-structured interviews can be found in Appendix D. The interviews were conducted in a location convenient to each participant. I strived to arrange face-to-face interviews with all participants, but due to cultural barriers all the mothers were interviewed through the phone. Some fathers were preoccupied at the time of the data collection, so they were interviewed through the phone as well. Each interview took approximately one hour. Finally, data were also collected in the form of artifacts, audio recordings, interviewer notes, and transcriptions of the interviews.

Artifact Collection

As an effort to use multiple data sources and to stimulate the participants' thoughts and memories, I collected artifacts from parents by asking them to use a memory box to share some memories regarding their engagement in the education of their children. A memory box is an actual box used by individuals to collect different memories such as pictures, video tapes, souvenirs, or anything important to the box maker (Ebersöhn, Eloff, & Swanepoel-Opper, 2010). These artifacts (memories) included in the box offered some indication of how parents were engaged in the education of their children (Clandinin & Connelly, 2000). The inclusion of artifacts also helped provoke memories and events that were important to parents and helped me to understand and live the moment that parents were sharing with me (Roberts, 2011).

Once parents agreed to be part of this study, I asked them to choose some artifacts related to their role in the education of their gifted children and share these with me on the day of the interview. Further, I encouraged participants to include memories that showed their role as parents and what they were providing to their gifted children

regarding their education. Parents were allowed to choose either to have these artifacts stored in a classic memory box or electronically. Parents who chose to share these artifacts electronically took pictures of their selected artifacts and shared them with me through email or phone messaging. On the day of the interview, I asked the parents to share with me memories that they had collected and asked them to tell me about each one these memories and why they included these in their box. Questions regarding their memory boxes were as follows:

- Would you please share the items in your memory box, and tell me what they mean for you in terms of parental engagement?
- Why did you choose to share these certain memories?
- Why is it important for you to keep these memories?

Finally, I asked the parents for their permission to use their pictures in the research as part of my data analyses as needed in a way that ensured their anonymity.

Trustworthiness

In qualitative research, the researcher seeks to create a sense of trustworthiness with readers to ensure the validity and reliability of the study (Cho & Trent, 2006; Loh, 2013; Shenton, 2004). Guba and Lincoln (1982) suggested four criteria to ensure the findings of a study are trustworthy: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability. While credibility and transferability serve as the means of confirming internal and external validity respectively, dependability is to assure reliability and confirmability of the objectivity of the research and researcher (Loh, 2013).

Credibility

Guba and Lincoln (1982) noted that credibility is the description of how the data of a research study and the phenomena studied are symmetric. Merriam and Tisdell (2016) asserted that credibility is about "How congruent are the findings with reality?" (p. 242). Several techniques may be used to increase the credibility of qualitative research. One of these is triangulation, which achieves validation by cross-referencing with more than one data source such as different participants or different methods (Ary, Jacobs, & Razavieh, 1996, p. 480). Shenton (2004) highlighted the importance of triangulation using multiple or different participants saying, "Here individual viewpoints and experiences can be verified against others" (p. 66). I employed triangulation by interviewing 10 with diverse geographical and educational backgrounds. In addition, the participants were fathers and mothers who provided a rich picture of their engagement in the education of their gifted children. Furthermore, the artifacts shared by participants also served as a method of triangulation.

Another strategy used to increase credibility is member checking. With this strategy, the researcher asks each study participant to go through the transcript of his/her interview to ensure that the transcription matches what the participant actually meant (Shenton, 2004). Therefore, I used member checking, wherein I provided the transcripts and data interpretations to the participants to confirm that their words were clearly related, and to obtain more information in cases where there was confusion or ambiguity in the data. I intentionally used specific and direct quotes from the participants in addition to the member check strategy to increase credibility.

In another effort to increase the credibility of this research, I presented my personal stance and assumptions regarding parental engagement and had other expert researchers who were serving as committee members scrutinize the research project in general as suggested by Shenton (2004). Further, steps to ensure credibility were taken since this study involved Arabic-speaking participants whose responses needed to be translated to English as the results of the research were reported in English. A bilingual committee member aided in ensuring impartiality by confirming that the research questions and transcripts were translated into English accurately and that the same meaning was accurately conveyed in both the Arabic and English versions. Also, three participants were bilingual as well; therefore, I shared their translated transcripts with them to ensure that their responses were translated accurately.

Transferability

Transferability is defined as the possibility of transferring the findings of the research to another similar situation with a different population (Shenton, 2004). Guba and Lincoln (1982) asserted that it is possible to achieve transferability to some level "if enough 'thick description' is available about both 'sending' and 'receiving' contexts" (p. 247). It is the researcher's responsibility to provide rich description of the study context, so the reader can decide whether it is possible to apply it to another context (Shenton, 2004). In qualitative research, transferability is safeguarded as long as the data collection is fully and comprehensively described by the researcher (Creswell, 2013). In this study, I strived to deliver rich description of the study context, including the setting and the participants. Thus, I am optimistic that others will be able to transfer the data and findings of this study to other unique situations and circumstances.

Dependability

In qualitative studies, dependability serves the same role as reliability in quantitative research. Guba and Lincoln (1982) argued that since qualitative research design is emergent, the concept of dependability does not mean exactly the same thing as that of reliability in quantitative methodology. To achieve dependability, Shenton (2004) advised that researchers report the process of their research in detail to allow other researchers to imitate the work, using the initial research as a prototype or model. There is a close connection between credibility and dependability, so using overlapping methods could serve both, as with triangulation (Shenton, 2004).

In this study, I gave comprehensive details about how the study was executed and identified every step taken to complete the investigation; therefore, I am optimistic that others will be able to conduct similar studies in the future. Additionally, to increase both dependability and credibility, I used multiple data sources (e.g., artifacts collection, participants of different ages, participants of different educational backgrounds, participants residing in different cities).

Confirmability

In qualitative research, investigators use the term "confirmability" to explain how the researcher is being objective and avoiding biases (Guba & Lincoln, 1982). Shenton (2004) asserted that confirmability ensures that the study conclusions is based on the data acquired from the participant instead of being those preferred by the study author (p. 72). The use of an audit trail and bracketing through the sharing of the researcher's stance and assumptions along with triangulation are steps that can be taken to ensure confirmability (Guba & Lincoln, 1982; Shenton, 2004).

In addition to triangulation, I also employed the audit trail technique by having my advisor and committee members examine how the data were collected, evaluate the analysis, and review the findings and the interpretation of those findings. Also, I included my stance and assumptions regarding the phenomenon of parental engagement of Saudi parents in the education of their gifted children. This helped me stay objective throughout the different stages of the study.

Data Analysis

Data analysis is the process of pulling the data apart and putting it back together in more meaningful ways (Creswell, 2014). To analyze the collected data, thematic analysis was employed in this research. This approach is used in qualitative research to identify and evaluate themes that have been extracted from the participants' data as collected by the researcher. For example, the researcher could determine the issues to be found within the case of each individual participant and then figure out the "common themes" that appear throughout the cases (Creswell, 2013, p. 101).

The six steps Braun and Clarke (2006) outlined were employed to ensure that thematic analysis was conducted correctly; these steps were: (a) researcher familiarized himself with the data; (b) repeated statements or concepts were grouped together and coded; (c) codes were grouped together into a theme; (d) the themes were revised to reflect the essence of the phenomenon by integrating and consolidating them as much as possible; (e) a clear definition and name was assigned to each theme; and, (f) the report was written (Braun & Clarke, 2006, pp. 87-93).

Due to the uniqueness of this study, one more step was added to the six steps of Braun and Clarke (2006). Since the interviews were conducted in Arabic and the results

were reported in English, I inferred English meaning from the original Arabic responses of the participants. Additionally, a bilingual committee member randomly picked four of the translated transcripts and read over them to ensure the proper meaning was extracted. In fact, this step helped with the first step of the thematic analyses, which is familiarizing myself with the data that I collected from participants, because translation required me to be acquainted with data in order to keep the right meaning. Also, going back and forth between the Arabic and English transcripts helped me to know who said what. The second step was my initial coding where I created a table to group similar statements and related concepts together and connected these to my initial codes. Further, I kept notes of any statement mentioned by the participants that I thought seemed important to them. These notes were used during initial coding to help me infer meaning from participants' words. These notes were also used during translation of the English meaning from participants' original Arabic responses to improve the accuracy of the translation. After that, with the help of my advisor, I grouped any codes that had something in common together and revised them in order to come up with my initial themes. At that time, I went back to my themes and connected them to my research questions, and I integrated any themes that had something in common together in order to have them consolidated as much as possible. Following, I gave definitions and names to my final themes and connected them to the research questions to ensure that I had addressed the purpose of this research study.

CHAPTER IV

FINDINGS

Chapter four provides a holistic picture of Saudi parents' perceptions of their experiences engaging in their gifted children's education in Saudi Arabia. The researcher used a qualitative thematic analysis approach to identify and evaluate themes extracted from the participants (Creswell, 2013). Eleven themes emerged from the analysis and addressed the three research questions in this study. Research questions and corresponding themes and subthemes are presented in Table 4. Further, discussion of themes, subthemes, and representative quotes are organized by research questions in order to answer the overall research question:

Q1 What are Saudi parents' perceptions of their experiences engaging in their gifted children's education?

Table 4

Research Questions, Themes, and Subthemes.

Research Questions	Themes	Subthemes
Q1a: How do they perceive their role as it pertains to engaging in their gifted children's education?	Guiding their Gifted Children	Providing Academic Guidance Supporting their Independence Providing Structure at Home Providing Religious Guidance
	Challenging their Gifted Children	
	Encouraging their Gifted Children	Encouraging Their children Emotionally Encouraging Their children Materially Providing Them with a Supportive Environment
	Advocating for their Gifted Children.	Communicating with the School
Q1b: What motivates them to engage in their gifted children's education?	Responsibility	Mother vs. Fathers
	Ensuring Success	
	Lack of Confidence in School	Confident in Themselves as Facilitators
	The Gifted Label	
	School Inclusion	
Q1c: To what extent do they see their engagement in their gifted children's education as meaningful?	Necessity	Parents are Equally as Important as School Parents of Gifted Children may Need to Be More Engaged.
	Obstacles Restrict Parents from Being Engaged Meaningfully	Parents being Overwhelmed in General School is not Supporting Children are not Cooperating

Parents' Role as it Pertains to Engaging in Their Gifted Children's Education

Theme 1: Guiding their Gifted Children

Saudi parents highlighted the importance of being a part of their gifted children's education through guiding them. Parents perceived their role as a guide as vital to helping their gifted children achieve positive life outcomes. This guidance was represented in different forms. It took the form of parenting in general, academically, religiously, by providing structure at home, or by supporting their gifted children's independence. Maha emphasized the importance of this role by saying, "Parents have to guide and keep an eye on their children. I have to show them that I care about them." Additionally, participants emphasized that children need someone to turn to for advice when they face obstacles, and this needs to be the role of parents. Fadi talked about counselling his gifted daughter:

> She [Fadi's daughter] thought about the obstacles and had some hesitation and did not think about her capabilities. As her father, I sat down with her and talked about these aspects, and I gave her encouragement. I think this pushed my daughter to be more optimistic. I think this helped build self-confidence which is the main starting point.

Parents also explained that they need to be careful to avoid pressuring their children when they are providing guidance because they do not want their children to stop coming to them for support. Deena's father further explained this: "There is no aspect of pressure, and we can have absolutely rational discussions. I also tell my wife, you can have an intense conversation with her, but I have to be soft. She needs someone to turn to." Interestingly, like Deena's father, many parents shared that their children tended to be more receptive to guidance from one of their parents as opposed to both. Parents

generally accepted this because, like in Deena's father's case, it allowed one parent to be strict, while the other parent was seen as an ally and could use that position to provide additional support as needed.

Subtheme 1: Providing academic guidance. Frequently, the participants mentioned providing academic guidance to their gifted children. This role primarily consisted of parents helping their children with school work or anything school related. For examples, parents mentioned explaining school material, helping with homework, and counseling their children on coping with school-related issues like peer pressure. Some of the parents mentioned having a designated time to sit with their children and discuses school work. Fahd described his evening routine with his children:

> Every evening, I must sit with them. Anything they don't understand, I try to help them with it in that time. Also, if I notice they have some difficulties in a certain subject, I explain to them anything they find difficult.

Further, Saudi parents described how they counsel their gifted children regarding school Maria said,

> Sometimes, she complains about a subject at school, and the reason behind that is the teacher's method of teaching. In these situations, I tell her that the teacher is being so strict because she wants you to reach an excellent level. She wants to prepare you for the future. She is not strict because she hates you. It is all for your benefit.

Similarly, some parents also described helping their gifted children with perfectionist issues related to academics by advising them not to worry about grades and to focus on learning mastery instead. Fares said, "I don't tell my kid, you have to be ranked first. I believe the top is enough for everyone. ... I say to him, if you scored 99%, and another one scored 99.5%, does that mean you are bad?" Although parents did not explicitly discuss their role in supporting the social-emotional needs of their gifted children, this

was indirectly addressed by most parents when they described their role in providing academic guidance.

Subtheme 2: Supporting their independence. Saudi parents believed it was their role to guide their gifted children in becoming independent. They discussed advising their children to tackle their tasks individually and mentioned how they tried not to engage with their children too much during difficult tasks in order to give them the space to be independent. For most of the parents, helping their children become independent depended on the age of the child and his or her abilities. Sarah's mother explained how she helped her children become more independent: "Follow-up with the child educationally to a certain stage of his/her age. Whenever he/she is ready to be independent, we should allow them to do so." Parents stated that they would withdraw their engagement if they felt it undermined the independence of their gifted children. Sarah's father said,

> When I feel that my children want to put the educational burden on me, I tell them you must do it by yourself. When they can solve the issue or the equation, I don't help them with it. Children are smart when they notice you are helping them, they will depend on you always.

Also, Deena's mother stated, "if I help her, she will come back again and again. I explain to her the main keys of how to solve these equations, and then she should do it. … I want her to be self-dependent." Deena's father emphasized that supporting children' independence is important because it allows giftedness and creativity to arise; he said, "I give them all the tools and give them the space to apply these tools in their lives. By doing that, the creativity, excellence, and intelligence aspects would be discovered." Further, Maria shared the following: "If she does it by herself, then that will make her see her product as her own. But, sometimes she needs to consult her parents." Parents were

committed to helping their gifted children own their work and trusting that they were capable of completing difficult tasks on their own without their parents undermining their independence.

Subtheme 3: Providing structure at home. Participants shared that part of their role is to provide structure at home by setting rules and guiding their gifted children on how to manage their time. By doing that, their children can have time to learn, practice their hobbies, and play. Mona said, "In general, my lifestyle is organized; time management is important at my home. My children have a time for eating, sleeping, … etc." Similarly, Sarah's father stated, "I made general rules such as waking up early, and not neglecting homework." Fares highlighted that children need to learn to make separate time for playing and for studying. He said, "I told him there is no conflict between playing videogames and studying, but you need to manage your time." In other words, there is time for both hobbies and academics in a day, but it is up to gifted children to manage their time appropriately, so they are able to do both.

Parents also provided structure at home by regulating their children's use of technology. Although some Saudi parents were stricter about the use of technology in homes, all parents believed their children should be able to use technology with appropriate parental supervision. Mona said, "Usage of devices has to be limited, and I have to supervise them because of social media and following the celebrities. Not all celebrities are going to benefit my children." Similarly, Mona shared, "Regulating the use of technology for my children and looking at what they are searching, watching, and with whom they talk is important". Parents did not want to ban their children from using such technology completely because they believed they could benefit from it. As Sarah's

father said, “double-edged weapons are what I never stop them from using. You see, the knife can cut your hand, but at the same time you may cut an apple to eat it.”

Subtheme 4: Providing religious guidance. Saudi parents place great emphasis on Islamic teaching and culture. All parents believed it was an integral part of their guidance to ensure their children knew to not depend on their own efforts, but to depend on God and ask his help in all their matters. Mona said she shared the following advice with her children: “I tell my children and tell myself, don’t push yourself too much. You have to pay attention to yourself and enjoy your life. Practice your hobbies. Don't forget your religious matters.” Saudi parents believed that keeping the Islamic obligations and Islamic identity was imperative and more important than anything else in their children’s lives. Maria said, “If she [her gifted daughter] didn’t pray, I would say to her, leave your schoolwork, and go pray! … I mean the religious aspect for me is more important than being gifted or excellent at school.” Deena’s father stated that he also emphasizes the Islamic identity to his gifted daughter:

> All people want to have fun, travel, and gather with people, but as a Muslim girl, you have priorities. You must keep your family relations and pay attention to being decent, humble, and other things that are related to you as a Muslim.

Parents also tried to help their children grow in their dependence on God, even in their studies. Sarah’s father said, “I always say, do your best and leave to Allah the rest. I mean, I hold my children to the effort they do, but the results are in Allah’s hands.” The parents were personally concerned about their children’s morality and religion. Fares said,

> I’m usually concerned about the moral aspect even though he is grown up right now. I always tell him to be careful; don’t sit with those people. And, I pray for him to be a righteous person.

All of the Saudi parents heavily integrated their religion into their guidance and education of their children. They believed this was one of the most important roles they played in their gifted children's lives.

Theme 2: Challenging their Gifted Children

Saudi parents believed that one of their roles was to give their gifted children tasks or expectations that challenged them to do more or better. Parents provided these tasks and expectations based on their children's capability and were careful not to place too much pressure on them. When Sarah's father spoke about his level of engagement at home, he stated, "I pay attention to things that challenge their minds and expand their horizons and progress with the child as his/her capability allows." Fahd provided an example of parents challenging their gifted children to do better, but at the same time ensuring they were not putting them under pressure:

> I have high expectations for them, but I deliver these expectations to them not by putting them under pressure. I tell them you have learned a lot, and you are in a high level. You should be able to do this.

Also, when parents set high expectation for their gifted children, they expected them to reach these expectations as they trusted their children's abilities to do so. Maha said, "I always call my older son the Doctor Ziad, and the other one the engineer Azzam. And I tell them you are going to be as I told you, God willing."

Some parents challenged their children not to take the easy way out of difficult situations, instead they told their child that they need to forth effort because they have the capability to overcome challenges. Sarah's father said, "When I see one of my children has greater cognitive capacity, I start giving him/her more." Parents believed it was their

responsibility to provide their children with opportunities to engage in harder and more creative tasks. Fahd shared the following:

> I encouraged her to do something creative instead of the traditional board with something written on it. … So I provided her with the tools, but I didn't touch anything. I wanted her to create by herself. So I don't get involved with the process unless it's something dangerous, or she cannot do it, like using a blade.

Also, parents challenged their children by not being around them all the time or helping them with everything. Sarah's mother said, "If she is able to do something but she wants something easier, this is where I stop." Further, some participants emphasized not to overprotect their children as that might not help them learn anything. Instead, they expressed that their children need to be challenged into exploring life and learning new things. Parents felt they needed to be there for there for their children, but that they needed to not be over-engaged in their children's lives. Fares said, "I'm a big believer in letting the child be exposed to life. He will not learn if you are always around him. He will not know that life is sweet, until he tastes the bitter." Deena's father agreed with him saying, "I have a rule in this life. Throw your child in the sea, and he will learn how to swim, just supervise." Parents were convinced that their children had to experience life fully and stumble on their own at times, and it was their responsibility as parents to challenge them to do so. They believed overcoming difficulties would make their children better and wiser people.

Theme 3: Encouraging their Gifted Children

All of the participants greatly cared about encouraging their gifted children as they believed this was very important to help advance their children educationally. Maria summed this up succinctly: "Encouragement is a must." Saudi parents believed that any

type of encouragement would help their gifted children become more enthusiastic about education and learning. Fadi shared the following;

> Encouragement and motivation are very important. They push the child to progress because she wants to prove that she deserves this encouragement. When my gifted child feels that her father and mother are with her all the way and they care about her, this will push our child to do more and more.

Saudi parents saw motivation and encouragement as similar concepts. They used these terms interchangeably. They shared different types of encouragement. Maha mentioned, "When the program [gifted program] asks them to do something, but they won't, we encourage them materially or morally. I will give you this, or I want to see your accomplishment." Material encouragement was described in the same way that a parent might describe forms of extrinsic motivation like rewards. This theme included three subthemes: Emotional Encouragement, Material Encouragement, and Providing Children with a Supportive Environment.

Subtheme 1: Encouraging their children emotionally. Saudi parents motivated their gifted children by providing affirmation for their children's accomplishments. Parents believed that they could encourage their children emotionally to help them do well in school when they felt down and frustrated with school. Fahd said, "Call your child with the title that she likes, doctor, engineer and so forth. If she did not do the homework right, tell her that's okay. People sometimes need to do it two or three times to get it right." They praised effort as opposed to grades and finished products. Some participants highlighted that their children felt more encouraged when adults provided affirmation for their hard work. Maria shared that she always says to her daughter, "Teachers praise you! You are excellent in this subject! That teacher is very impressed with you!" Some participants highlighted that encouragement should be connected to

effort and not grades because they thought this would help their children develop a growth mindset instead of fixed one. To the parents, encouraging a growth mindset helped their children do well in school because the focus was on learning and not external rewards. Sarah's father said "I always give my encouragement, support, and gratitude. I do not link this to their grade. It is linked to their effort."

Further, parents of gifted children felt that being with their children during events and activities in and outside of school and keeping artifacts related to their children accomplishments were great emotional boosts for their children. Fares said,

> He will be happy when I attend. Once I couldn't attend, and he asked his uncle to come. He said I want someone to share his happiness with. So, in these situations, I must go with him and support him. If they have an event or soccer game, I'm the first one to attend.

Some participants shared artifacts to document their children accomplishments. They explained that these artifacts showed their children that they cared and when their children believed that they cared, they became more motivated to do their best in school. Maha shared her experience keeping certificates related to her two gifted sons' accomplishments. She said, "Because I kept these memories, they feel the importance of their accomplishments. They feel that their accomplishments are big and great." In a similar manner, Maria kept her daughter's notebook that was six years old, along with other certificates of accomplishments. Maria said, "I saved them [the artifacts] as great memories and to use them as encouragement for her. I mean, if she stumbles one day, I can tell her, you are smart." Parents believed it was their responsibility to provide their children with emotional encouragement through showing them how much they appreciated their children's accomplishments and believed in their potential.

Subtheme 2: Encouraging their children materially. Many Saudi parents provided their gifted children with incentives and materialistic things in order to encourage them to do better in school. Whether it was money or buying their children gifts for their achievement or accomplishments, Saudi parents believed the material encouragement they provided was necessary to motivate their children to do well in school. Mona shared,

> Our role is to boost this thing [excel at school], and of course, I give them incentives and gifts. I have a box called surprises fund. At the end of each week, anyone who has excelled in his or her weekly tasks, can take something from this box.

Also, parents used material encouragement to support their children's interests. They believed this would enhance their children's educational experience and help them further develop their academic skills. Fahd said, "When she [his gifted daughter] reached the middle school, she was still interested in chemistry. So, trying to encourage her, I bought her a small equipment lab." Some parents were selective when it came to encouraging their children materially. For example, when they wanted to buy their children games, they tried to purchase ones that would further develop their children's giftedness. Maha said, "Sometimes, I find mental contests, intelligence games, and I try to get them as I can even if they are expensive."

Some parents mentioned that they deprived their children of rewards to encourage them not to neglect their school tasks, others used Deena's father shared the following story about how he used deprivation and rewards to push his children to do better:

> "[I used] Two aspects, deprivation and rewards. I say, Do this, and you will get that. Or, I say, If you don't do that, you will not go to your aunts. I do it often. As an example of rewards, I remember I told her, I'll give you 10 Riyal [amount

> of money] for each line of poetry that you memorize," and she asked me to choose poetry for her. I chose one from an Arabian poet called, As-Samaw'al which is full of wisdom. This has had a beautiful effect on her, and sometimes in some situations, she recites some of this poetry

Material encouragement did not always consist of money or depriving children of monetary rewards for not completing school-related tasks. These rewards also consisted of getting to go places with parents like vacations. Maria mentioned, "In addition to material things like gifts and going out together. Sometimes, because she excelled, we will go to a certain place." Fares told his son the following: "If you get a good GPA, we will travel together." All of the parents mentioned providing different types of material encouragement to their gifted children. While some used these incentives to develop their children's interests and giftedness, all of the parents believed this was the best way to encourage their children to put forth their best effort in school.

Subtheme 3: Providing them with a supportive environment. Saudi parents spoke about the importance of creating a supportive environment for their children. Parents believed that because they created a supportive environment for their children, this helped children become identified as gifted. Fares said, "Having a supportive environment would push his son to be creative even if he was average." Parents considered having a supportive environment as critical to their children's development; Fadi elaborated more about this:

> It is difficult for your child to advance in an environment that is not supportive! Therefore, when she finds the encouragement and support from her father and mother, she will, undoubtedly, live in an atmosphere that drives her to progress and develop.

During the interviews, parents gave some examples of how they create a supportive environment for their gifted children. Fares shared the following example:

> Every Friday, I have a broadcast at home for my children. Everyone has to provide us with a topic that is new. So the child would work all the week trying to educate himself to come up with something new for Friday. I sometimes take them to bookstores, so they can search for this broadcast.

Further, parents who felt they could not provide enough support to their children would often bring in someone else who could provide additional support. Maria said, "When something is hard for her, she has her sister as well to help her and teach her. And even if they were really busy, I can bring a teacher for her to our home." By the same token, Mona said, "We pay for an educator to come to our home twice a week. She is great teacher, and she is good at math and English, which I'm not!" Clearly, parents did not withdraw themselves when they did not have the tools to help their children, instead they managed to recruit other to help their children feel supported outside of school.

Another aspect of the supportive environment that Saudi parents provided focused on instilling a love of reading in their gifted children. It was important to all of the parents to create an atmosphere for their gifted children that encouraged them to read more and more. Deena's father described how the environment in his house supported reading among his children: "Books are everywhere at home. In all bedrooms and in the living room. I mean anywhere they go, they would find a book." Additionally, Fahd shared his experience of how he pushed his daughter to become a better reader:

> We started buying books that would benefit her, and we left them in the living room as if we bought them for us, just to encourage her to read. … Also, we have a family general information competition on weekends or on vacations. They notice that we, as parents, may answer quickly. So, they ask how can you do that? We tell them because we read a lot.

Also, Maha supported her gifted children's reading by letting them buy books related to their interests. She said, "I bring them books to read, or we go to the library together. I let them choose books that they like and are interested in." Mona considered creating a

library at home to encourage her gifted daughter to read. Ensuring their children loved reading was important to all of the parents, and they all strived to cultivate a love of reading for their children at home.

Theme 4: Advocating for Their Gifted Children

Saudi parents also felt it was an important part of their role in engaging in their gifted children's education to advocate for them. Parents worked with the school to help their children have a better educational and learning experience. Often, parents' advocacy consisted of supporting their children when they felt they were treated unfairly at school, volunteering at school to bring about change, and communicating with the school to inquire about their children's progress and needs. Sarah's mother shared:

> I remember one of my daughter's grades was low, and she told me that she did well in the exam. So, I went to the principal and asked her to review the grading. We found the teacher was mistaken. My daughter was encouraged greatly because she felt there was someone to advocate for her and defend her.

Further, parents of gifted children stressed that advocating for and defending their children was important because their children tended to become very sensitive when they felt they were treated unjustly.

Subtheme 1: Communicating with the school. All parents agreed that it was their responsibility to have some form of communication between school and home. The majority felt this communication needed to happen personally by talking to the school staff or by visiting the school. Parents felt strongly that communication between school and home helped eliminate any barriers that existed and showed their children that they cared about their education. Fahd said, "Her mom is always in contact with school. The school has a WhatsApp group [*chatting application that is well known in Saudi Arabia],*

and her mom uses it to ask about homework and about our daughter's academic level." Fadi highlighted the importance of home-school communication:

> Communication between school and home is essential and very important. Each one completes the other; school cannot perform its mission fully if the home communication is absent or weak. … Also, it is reflected on the gifted child because she feels there is follow-up from her parents, and she knows they care about her schooling.

Saudi parents agreed that when their children have any issues related to school, their communication becomes more imperative. Deena's mother shared a story about when her daughter could not get along with peers in a new school that she moved to highlight the importance of home-school communication: "She needed me to support her at school. So I did. I even attended the school with her until she engaged with her peers. I also communicated with the school and academic counselor several times until we passed this issue." Parents of gifted children communicated with their children's schools because they needed to be there for their children in order to remove obstacles that would interfere with their education or to simply support their learning.

Some parents communicated with the school because they wanted to stay informed about their children's education and abilities. They wanted to know more about their children's performance and their children's strength and weaknesses. Sarah's father said, "I want to know more about the areas that my child is good at and vice versa." Similarly, Deena's father did not like feeling neglected by the school as a parent. He wanted to know more about his gifted daughter. He would reach out to the school to "evaluate my daughter's level. How is she doing? What are the criteria that they used to decide she is gifted? We want reports about her giftedness. What are the results, and what are her capabilities?" All or some of these questions were being asked by several

parents. Parents were eager to know more about their children in order to be able to support them better at home. They wanted to know what the school was doing for their children, so they could engage more their children at home. Maha said, "We need to be aware of what things are missing because we can provide them and benefit them with the support of these things and topics." Obviously, parents could not do their part if the school did not provide them with information about their children; therefore, parents used communication with the school in order to gain more insight into their children's ability and needs and what the school was doing to support their children's capabilities.

Saudi Parents also communicated with their children's school to advocate for improvements that would not only benefit their children, but everyone's children. Parents shared that they sometimes would notice something that needed to be addressed or improved and they talked to the school about it. Sometimes they communicated with the school and told them that they were willing to volunteer to see this improvement happen at school. Sarah's mother shared the following example:

> I suggested to the school that I put a library at the class for the first grade. Then it would move with them to the second grade and so forth. My goal was not only for my daughter, but I wanted the whole class to benefit and encourage each other; I can work with my daughter at home

Other parents suggested to the school that parents should get together at the school to learn from one another and benefit from each other's experiences. Others talked to the school specifically about parent-teacher conference and how some improvements were needed because some parents would not attend these meetings if they felt they were not informative or did not respect the privacy of both the student and the parent.

Parents' Motivations to Engage in Their Gifted Children's Education

Saudi parents had different motivations for being engaged in the education of their gifted children. There were 5 subthemes that emerged from the analysis. Saudi parents were motivated to engage because they believed this was their responsibility. They were also motivated to engage in their children's education to ensure their children's future success. Their motivation also came from their lack of confidence in the school. Interestingly, many parents felt motivated to engage in order to preserve their children's gifted label. Finally, parents were willing to engage more in their children's education when they felt included by their children's schools.

Theme 1: Responsibility

Most parents were motivated to engage in their gifted children's education because they believed it was their responsibility to do so. To them, engaging in their children's education was equivalent to or even more important than providing them with food and shelter. When Sarah's father was asked what motived to engage in his daughter's education, he said, "I believe it is my children's right to educate them. For me educating them is more imperative than providing them with a bread, milk and a bed." Other participants talked about being responsible to engage because their religion ordered them to do so. Sarah's mother said that her motivation to engage in her daughter's education was driven by "my sense of responsibility and believing that I will be standing before God Almighty. I mean I am responsible for my children." Because Saudi people are generally considered as religious people, Saudi parents believed that they were accountable by God if they neglected their children educationally; they believed it was their responsibility to engage in their children's education and not anyone else's.

Subtheme 1: Mothers vs. fathers. The responsibility that Saudi parents held regarding educating their children appeared to be different for mothers and fathers. Three out of five fathers shared that their children's mothers were more engaged in their children's education and that mothers put forth greater effort in this area. Some fathers shared that their wives were doing almost 90% of their children's teaching and that there was no comparison between their levels of engagement and their wives' levels of engagement. Deena's father declared,

> Her mother is doing almost all the aspects of engagement. She guides and advises her. … She is the first one who takes care of the children and their education. A father cannot undertake what a mother can. She can bear the long interactions.

Although it seems that mothers were more engaged in their children's education than fathers, still some fathers were doing equal work, and some fathers engaged when their children needed help in a topic related to their area of expertise. Sarah's mother and Sarah's father agreed that their engagement in the education of their gifted children was equal. The mother took care of the children from the beginning until they reached fifth grade, and then it was the father's responsibility to become more engaged as the children's coursework became more complicated and more related to his area of expertise. Sarah's mother described why she engages in her child's education and how this differs from why her husband engages: "Each one completes the other. It depends on our children's needs. In the first years, the child is my responsibility, and then the role of his/her father starts. The science subjects are the responsibility of my husband." Although mothers were more engaged with all of their children including their sons, when it came to communicating with or visiting school, fathers were more engaged when the gifted child was a boy. This was because of the gender-segregated education system

in Saudi Arabia which makes it easier for the father to contact and visit boys schools and vice versa.

Theme 2: Ensuring Success

Another motivation for Saudi parents engaging in their gifted children's education was their desire to ensure their children's success or achievement in the future. As parents looked to the future, they wanted their children to be able to be successful in their lives, so they tried to be engaged in their children's education to prepare them for it. Sarah's mother shared , "I think everyone wants their children to be successful and educated." Maha believed that her engagement was a key factor in her gifted son's success. When she was asked about her motivation to be engaged, she said, "His future, indeed. If I was not a part of his education from the beginning by developing his giftedness and knowing his needs, he would not be anything in the future" (Maha). Thinking about the future of their gifted children motivated parents to be more engaged as they saw their children's success as their own.

Further, other participants shared that they were engaged in their gifted children's education to ensure that their children became a part of advancing their community and nation by becoming successful in the future. Fahd said, "When we engage with her, that would help her achieve her ambitions, and then she can benefit herself, her family, and community." Similarly, Fadi shared, "All the efforts that I provide for my daughter allow her to stand out and utilize her skills and capabilities to have a good place in society. Therefore, she can be a key factor in building our nation." Clearly, Saudi parents were seeing the future of their nation in the hands of their gifted children, and that provided them with a strong motivation to engage in their children's education. They believed

their children could become prominent figures in their society and make major contributions to it in the future. Parents believed that their engagement with their children now would shape their children's future.

Theme 3: Lack of Confidence in School

The lack of training or professionalism among teachers of gifted students caused Saudi parents to be less confident in the school to help their gifted children. This lack of confidence in the school motivated parents to be more engaged in the education of their gifted children. They believed that the school by itself would not help their children achieve their aspirations. Fares said, "I have seen some teachers who don't benefit the student with anything! Also, repeated absences of some teachers, and then placing the students with other classes or having them play a sport can affect their educational achievement." Some participants talked about how some gifted education teachers did not pay an effort to expand the ability of gifted students. Because those students understand very easily, teachers did not bother providing them with extra challenge or support. Maha said "Some teachers neglect the students because students are gifted, and they absorb and understand easily. Therefore, teachers don't interact with or explain to students that much." Therefore, parents were motivated to challenge their children in ways that the school did not. Other parents put more effort into helping their children acquiring quality learning experiences, as lack of knowledge and training among some teachers prevented these teachers from delivering such experiences to students. Sarah's mother shared, "I doubled my efforts with my daughter when she was in the first grade because I felt the teacher was lacking knowledge and training." Filling the gap in their children's learning at school was especially motivating for parents because parents

believed if their children did not get a good education, especially during the early stages of their schooling, it could affect their whole learning experience and negatively impact their futures.

Subtheme 1: Confidence in themselves as facilitators. Parents' lack of confidence in their gifted children's schools made them believe they were better equipped to educate their children. Parents believed they either had the knowledge to be able to support their children or simply that helping their children in school was not hard. Fares explained, "So, I knew that if I did not give him adequate teaching at home, he would not benefit." Thus, parents were confident in their ability to educate their children, especially when the required help was close to their area of expertise. When Sarah's father was asked about his engagement in certain subjects that his daughter was taught at school, he replied, "It is closer to my major, for example, Math and Arabic language." Therefore, he was confidence providing help in these areas and extending what his daughter was learning in school. Similarly, Deena's mother talked about her daughter and how she sought help from her father in certain subjects since he was much more knowledgeable about them than her. She said, "She turned to him in the religious aspect such as religious issues because Sharia was his major."

Some Parents were confident that they could engage with their gifted children as teachers even if they did not have in-depth knowledge about certain subjects. For them, it was about being around their children, and they felt they could learn something at the same time. Fahd believed that parents still should be motivated to engage in their children's education at home even if they are not educated. He said, "One may not be educated at all, but he can support his children by sitting with them, encouraging them,

and providing them with what he can. The most important thing for a student is to have her parents around." Other parents got excited to learn new things from acting as a facilitator of learning at home . Deena's mother said, "There are some aspects that I have not studied or experienced, so I become enthusiastic to learn about it. When I have not heard about some Math equations and chemical experiments, I sit with her to benefit myself." Some participants mentioned that even if parents did not have the information about certain subjects, getting the information is easy nowadays. Fares said, "In the past, this was an obstacle, but with YouTube, everything is available now. My son says as long as there is YouTube, there is nothing difficult. I think, now, there is no obstacle getting the information." Once parents felt confident in themselves to facilitate their gifted children learning, obstacles such as lacking subject-area expertise could be overcome. Parents believed they need to support their gifted children even if they were not well versed in a certain subject because to them engagement was not just about giving information. Having this belief motivated them to become more engaged even when they did not have in-depth information about a certain subject.

Theme 4: The Gifted Label

Once gifted children are identified, parents try not to lose this label or this recognition for their children. Saudi parents put an emphasis on the gifted label and how this recognition would motivate them to put more effort into engaging in their children's education because they want their children to benefit intellectual capability as much as possible. Maria talked about how the gifted label makes her eager to help her daughter more. She said,

> When the school or the mainstay [of education] has recognized her abilities, that means a lot to me. … I don't want her to struggle especially since her academic

> level and IQ are good, when someone stands with her, I'm certain she is going to make her way. She is not like anyone who has a typical intelligence.

Some parents believed that the identification of their children as gifted placed an additional responsibility on them as parents to maintain and develop their children's giftedness by engaging more with their children. Other parents only became to motivated to engage in their children's education once their children were identified as gifted. Maha talked about how her husband got excited when an opportunity arose for one of her children to be identified as gifted and get accelerated, i.e. skip a grade; he was not engaged in his son's education before. She said,

> When my son got a GPA of 100% in his first year of the middle school, his dad and I got excited. We wanted him to take the acceleration exam to skip the second year of the middle school. His father started teaching him the curriculum. His dad was not around that much, but he got excited for this opportunity.

Given the importance of gifted label for some Saudi parents, part of their motivation to be engaged in their gifted children's education is to help their children overcome any obstacles that may undermine their children's giftedness. Fahd said, "Our involvement is very important because a gifted child may have some difficulties that may be an obstacle to her giftedness." These different statements from different participants showed that being eager to preserve the gifted label motivated parents to be even more engaged in their gifted children's education.

Although some parents were motivated to engage more in their gifted children's education because of the "gifted" label, other parents were not motivated by this. They believed that being identified gifted provided their children with a unique opportunity in school, but that this should not affect how they were engaged in their children's education. Sarah's father elaborated on this more:

> I think she [his gifted daughter] got the chance to be identified because of the new programs and the ministry that has been started bringing attention to gifted students. My participation is the same because I don't see any difference between her and my other children. As a father, I see that some of my children are more gifted than her.

Further, Fares said, "My son got the chance and got identified as gifted. Maybe my daughter hasn't had the chance, or she does not want to go to a gifted school because she doesn't want to be transferred to another school." Those parents still engaged in their gifted children's education, not because they were gifted per se, but because they felt their level of engagement should be the same for all of their children. They believed that identification should not affect the nature of their engagement as too much focus on their children labeled "gifted" may cause them to neglect their other children.

Theme 5: School Inclusion

Saudi parents stressed how feeling included by their children's school motivated them to be more engaged in their children's education. When the school included parents in decision making or provided channels for them to communicate easily with the school, parents were more motivated to engage in their children's education. Fadi said, "No doubt, having school with gifted classes facilitates the communication between school and home more than other schools. Here, the mother's role was strengthened, and she became more engaged." Sarah's father shared, "When there is communication between the school and me, I know what is going on in the school, and I can be more in line with the role of the school." Here, parents expressed that they become more engaged and their work with their gifted children at home became more meaningful when the school included them, and they were not working in isolation from the school. Further, feeling included was especially important for parents of gifted children as some of them needed

more knowledge about what it meant to have a gifted child and how to meet his needs. Maha talked about how communication with schools can help parents more fully understand their children's abilities: "At first, I did not notice their giftedness. I thought all the children were like that. When my older son went to kindergarten, his teacher started telling me about his abilities. So, I started to realize that."

Some parents believed not having communication and support from school discouraged their engagement. They were not excited about going to school, for example, as they thought they only needed to go if there was a problem, or if they felt like the school did not want them there. When Maria was asked about her reason behind not attending her child's school, she said, "The school did not complain and didn't invite me to the school. … Yes, I would participate if they provide such things." Other participants believed that it was the school's responsibility to motivate them to be more engaged in their children's education. Without this encouragement from the school, some of them may not motivated as many parents were not self-motivated to be actively involved in their children's schooling. Mona said, "I hope there will be strong communication between the school and the mother. They should encourage mothers who are not eager about their children, so this encouragement would push others to follow suit mothers, who are concerned and caring." Whether or not schools included parents had a significant impact on whether or not parents chose to engage in their children's schooling.

Parents' Perceptions of the Meaningfulness of Their Engagement in Their Gifted Children's Education

Theme 1: Necessity

Overall, parents saw their engagement as meaningful. They were convinced that their engagement helped their gifted children progress academically and educationally, in general. Therefore, they saw it as a necessity. They believed in the necessity of their engagement because they saw themselves as equally as important as their child's school, and felt that they may need to be even more engaged than other parents (of non-identified students) to support their children giftedness. Maria talked about the necessity of her engagement as a mother: "Parental engagement is necessary. She [her gifted daughter] cannot do it alone." Sarah's father supported this claim saying, "It is necessary more than it is important. It is necessary because parents should start working with their children from when they are little, before they go to school." The fact that parents are usually the first ones whom their children learn from made parents believe their engagement was necessary. Deena's father maintained this meaning saying, "No doubt that parents are the basis for the child to build her vison of life through her family." These direct quotes from participants show how Saudi parents see their engagement in the education of their children as an important and essential role to be performed. The following subthemes emerged: (1) parents are equally as important as school; and (2) parents of gifted children may need to be more engaged.

Subtheme 1: Parents are equally as important as school. While some parents saw the importance of their engagement as equal to the school and mentioned the importance of having a partnership with the school, others actually saw their engagement as even more important and necessary. Fadi said, "There is no doubt that the family is

the basic pillar in a child's life. Its role is not less important than the school's role." Some parents explained how home and school completed each other; therefore, their engagement at home was indispensable. Sarah's mother shared, "We were in the U.S. and we taught her all the Saudi curriculum while she is studying in the American school." This example demonstrated how parents believed they enriched and extended what schools were able to provide their children.

Some participants went beyond being a partner with school, and they saw their engagement in the education of their gifted children as meaningful because they were doing more than what the school was doing for their children. Sarah's mother commented on this matter saying, "I think 70% of the educational responsibility should be on the home, as schools are not good enough." Saudi parents believed that engaging with their gifted children educationally was the reason behind the excellence that their children achieved. Fahd said,

> Parents' engagement in the education of their gifted child education is more important than the school role. … Sometimes, a student excels at school, not because she is better than her peers, but because her family is standing behind her.

Parents saw their engagement in the education of their gifted children as very meaningful because they believed their engagement helped their children become stronger students, especially when the school was limited in what it was able or willing to provide to support their children's academic growth.

Subtheme 2: Parents of gifted children may need to Be more engaged. Some parents talked about how gifted children entailed more work for parents and that they needed to engage more with their gifted children than with their non-identified siblings. They believed they needed to be more engaged with their gifted children because they

wanted them to acquire the best skills possible, and gifted programs, sometimes, required more work from the enrolled students. Fahd said, "I pay attention to all of them and ask about their school, they are all the same. But, because she is gifted, she may have extra tasks related to the gifted program. So, I may sit with her more." Some participants mentioned that giftedness needed to be supported by both parents as one of them would not be enough, since parenting gifted children required more attention and work. Maha shared, "It is very important for both parents to be engaged in order to support the giftedness among the child." Thus, most Saudi parents believed that being a parent of a gifted child actually increased their level of engagement in their children's education.

Other parents shared that although their children were identified gifted, it would be nearly impossible for them to progress and develop intellectually without parent support. They believed their gifted children also needed their support to overcome academic obstacles, especially because most of their children were not identified gifted in every school subject. Deena's mother said, "it's impossible for her to be versed in all aspects. I mean, I discovered that my daughter was gifted in the science subjects. But, she does not care about other courses." Being aware of their gifted children's capabilities and needs helped parents made parents engage more meaningfully in their children's schooling.

Theme 2: Obstacles restrict parents from being meaningfully engaged

Although parents saw their engagement as meaningful and necessary, there still were obstacles that restricted their engagement. The following subthemes emerged: (1) parents being overwhelmed in general; (2) the school is not supportive; and (3) children are not cooperating.

Subtheme 1: Parents being overwhelmed in general. Many parents talked about being overwhelmed with life's demands. These demands weakened their engagement in the education of heir gifted children and made it less meaningful at times. Fadi said, “Sometimes, there is not enough time to work with your child and being preoccupied may impede the involvement as well.” Other participants talked about having their own agenda and responsibilities which restricted them from being more engaged in their children’s education. Mona said, “Sometimes, there is not enough time to work with your children. I have an agenda and programs I must attend.” Mothers, especially, shared other aspects of being overwhelmed. They expressed that being employed added too much additional work to their existing work as mothers. Being overwhelmed made it hard for them to be more engaged in their gifted children’s education. Maha said,

> I try, but as a mother, I have too much to do, and I have job as well. …I think if the mother is an employee as well, it’s hard for her to do all the work like her home, husband, and children in addition to the work duties as a teacher.

Lastly, some participants talked about the financial burden of providing their children with a good education. They felt overwhelmed by financial stresses and believed that they could not meaningfully engage in their children’s education as much as they wanted to because they did not have the funds to be able to do so.

Sub theme 2: School is not supportive. Another obstacle that prevented Saudi parents from being meaningfully engaged in their children’s education was when they felt the school did not support their engagement. Schools sometimes became a hindrance to parents’ engagement, which caused them to become less involved in their children’s schooling. An example of this was when Fahd’s school was not communicating well her

and other parents. Fahd shared, “Sometimes, we ask them a question, and they reply after three days!” Parents shared that when schools were not being responsive, it made them exhausted because they could not determine what the school needed from them or their children. Also, they, as parents, needed to know how to be engaged more meaningfully at home. Conversely, one of the things that supported parental engagement was having good teachers who eased learning about different subjects for their children. However, parents of gifted children, sometimes, encountered unprofessional teachers who they felt were not well trained and who made it harder for them to be engaged in their children’s learning. From their perspective, those teachers did not deliver the information the right way, or they made it for parents to engage with their children because their children began disliking school and certain subjects. Maria said, “I think the teacher has a role in taking care of the gifted child. Some teachers are not qualified to work with gifted students, and they may push the student to hate certain subjects.” Because parents were supposed to extend the work of the school, when they felt schools were not doing their jobs correctly, parents often became overwhelmed having to t put forth an even greater effort in order to meaningfully engage with their children at home.

Subtheme 3: Children are not cooperating. Parents shared that, sometimes, they had all the resources they need to be fully engaged with their gifted children, but because their children did not cooperate with them, their engagement become difficult or not meaningful. Parents shared several difficulties related to this matter including their children’s moods and failure to recognize the efforts their parents doing were putting forth to benefit their children’s education. Maria shared, “Sometimes she [her gifted daughter] insists on certain opinions, and this opinion may not be right. I mean she is

stubborn and has her own opinion in certain things." Although parents wanted their children to be independent and have their own opinion, they still wanted their children to be flexible and to accept their engagement as parents, since they believed they knew better than their children in certain situations. Further, Mona shared her experience engaging with her children: "Sometimes my children might not like what I am doing because they don't realize the benefit from it, but I have to do that for their interest." Parents emphasized that sometimes their gifted children did not cooperate with them when they wanted to be engaged in their education. It became difficult for parents to keep making the effort when their children did not appreciate it and kept challenging them.

In addition, some parents shared that it was difficult when they wanted their children to reach a certain point or adopt a good habit, but their children ignored this. Sarah's father said, "The only difficulty that I have faced is pushing them to read more and more, I mean the free reading. I couldn't have them reach the level that I wanted." Overall, parents did not want to be assertive when they were trying to engage in their children's learning, so they did not impose what they wanted on their children. With that said, they still would have loved for their children to be more responsive to their efforts to engage with them at home.

Summary

This chapter described the phenomenon of parents' engagement in the education of their gifted children. It detailed the role that Saudi parents believed they played as it pertained to engaging in their gifted children's education. These roles included the following: Guiding their Gifted Children, Challenging their Gifted Children,

Encouraging their Gifted Children, and Advocating for their Gifted Children. Further, parents *provided academic and religious guidance, structure at home,* and *supported their children independence*. Also, they encouraged their gifted children by *providing them with emotional and material encouragement*. Additionally, they advocated for their gifted children by *communicating with school* and *advocating for improvement*. This chapter also described different motivations that Saudi parents had regarding for engaging in the education of their gifted children. These motivations included: A Sense of Responsibility, To Ensure their Children Success in the Future, Lack of Confidence in the School, To Preserve the Gifted Label, and When They Feel Included by the School. Although Saudi parents believed it was their responsibility to engage in their gifted children's education, they perceived this responsibility differently for *mothers* and *fathers*. Further, the lack of confidence in the school among Saudi parents was a strong motivator because they felt *confident in themselves as facilitators*. Finally, this chapter described how parents saw their engagement in their gifted children's education. Saudi parents saw their engagement as a necessity because *parents are equally as important as school* and *gifted children may require more engagement*. Further, they described some Obstacles that Restrict Parents from Being Engaged Meaningfully, such as *being overwhelmed in general, the school is not supportive,* and their *children are not cooperating.* A visual representation of this study's findings is presented in Figure 3.

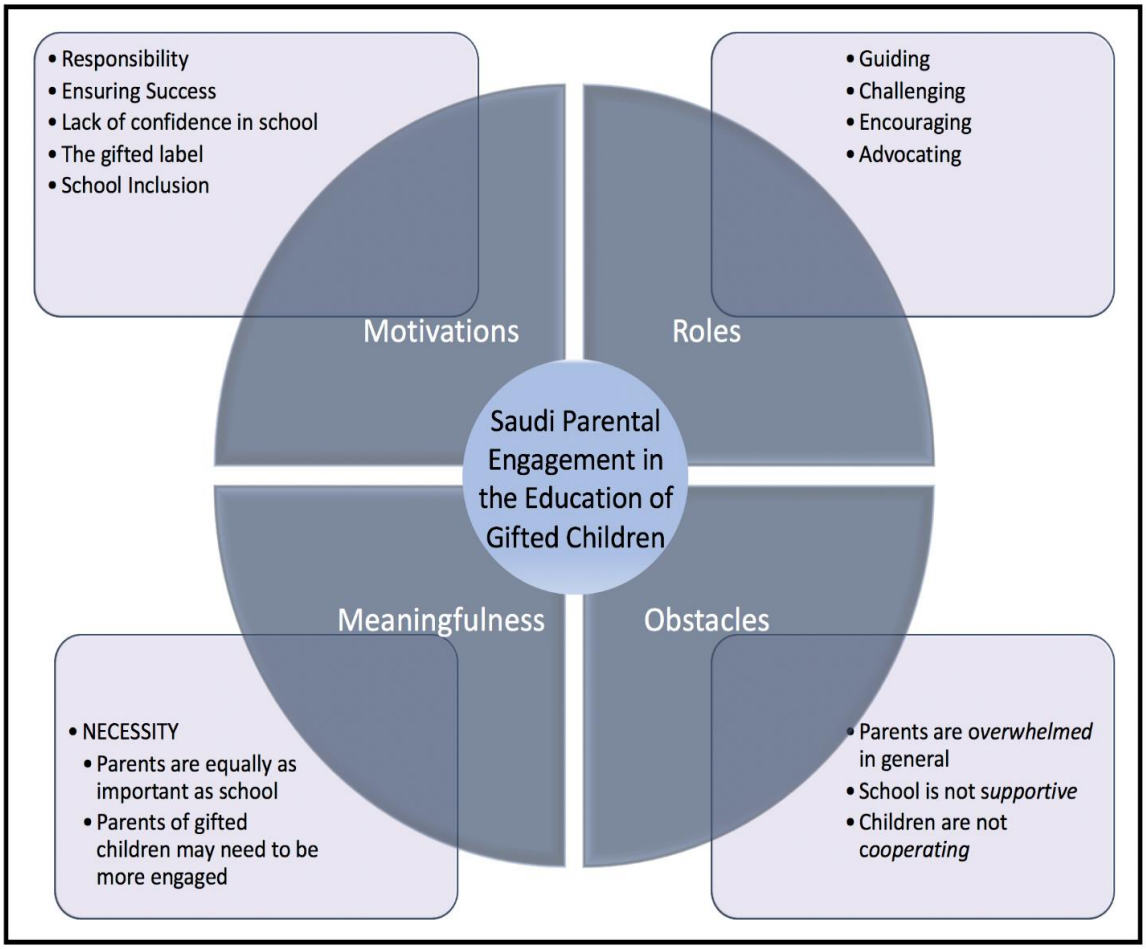

Figure 3. Visual Representation of Research Findings

CHAPTER V

DISCUSSION

Chapter five presents a discussion of the results of this study as it relates to the literature on parenting gifted children. Particularly, this chapter discusses the research questions of this study and the conclusions to these questions, implications for parents and professionals, limitations and suggestions for future research.

The purpose of this phenomenological study was to explore parents' perceptions of their experiences engaging in their gifted children's education in Saudi Arabia. The main research question for this study was:

Q1 What are Saudi parents' perceptions of their experiences engaging in their gifted children's education?

To understand the Saudi parents' perceptions of their experiences engaging in their gifted children's education, three sub-research questions guided this study, including:

Q1a How do they perceive their role as it pertains to engaging in their gifted children's education?

Q1b What motivates them to engage in their gifted children's education?

Q1c To what extent do they see their engagement in their gifted children's education as meaningful?

Although the phenomenon of parental engagement was extensively explored with non-identified children's education (e.g. Hill & Tyson, 2009; Jeynes, 2005), parental engagement in the education of their gifted children is relatively unexplored since there is

a scarcity of research focusing specifically on this subject as related to gifted children (Morawska & Sanders, 2009). In Saudi Arabia, very few studies were located regarding paternal engagement (Almoghyrah, 2015; Baydoun, 2015; Dubis & Bernadowski, 2015), and none of them involved gifted children. Therefore, this study attempted to understand what this phenomenon is like for Saudi parents of gifted students.

Parents' Role as it Pertains to Engaging in Their Gifted Children's Education

One of this study's goals was to describe the different roles that Saudi parents played in engaging in the education of their gifted children. In this study, it is clear that Saudi parents were profoundly engaged in the education of their gifted children. This is clear because they shared several roles they played in the participation of their gifted children's education. These roles included Guiding their Gifted Children, Challenging their Gifted Children, Encouraging their Gifted Children, and Advocating for their Gifted Children. These four roles were similar to some of the types of engagement that were mentioned in the models of Epstein (1995) and Ho Sui-Chu and Willms (1996). Further, both models supported the parents' roles that this study revealed.

Although both Epstein (1995) and Ho Sui-Chu and Willms (1996) mentioned volunteering at school as a type of parental engagement, Saudi parents in this study were less excited about volunteering in school, as only two mothers talked briefly about volunteering. This finding aligned with Almoghyrah's (2015) finding that Saudi parents of children with mild cognitive disabilities as he mentioned were less likely to volunteer in school settings. From the current study and Almoghyrah's (2015) study, it seems that volunteering at school is not something that Saudi parents do that often. Parents were only willing to volunteer in their child's school if the school made efforts to include

them. Otherwise, they not feel compelled to engage in their children's education through volunteering at school.

Part of the guidance role that Saudi parents provided to their gifted children was supporting their independence and providing structure at home. Saudi parents mentioned the importance of teaching their children to be independent because it would help the child learn more as compared to a child who would wait for someone to push him or help him to do his schoolwork. This independence was expected by parents to grow overtime until the gifted child became totally independent. Vialle (2017) stated that supporting gifted children to become independent learners is one of the types of roles that parents need to engage in with their children. Parents in this study strong believed that guiding their children to become more independent contributed to their achievement in school. Additionally, providing structure at home was one of the roles that Saudis used in their guidance of their gifted children. This was a very important role that parents performed to help their children manage their time so that they could not only accomplish school-related tasks, but also enjoy their free time as well. In fact, several studies (i.e. Vialle, 2017; Wang & Neihart, 2015) mentioned that parents of gifted children supported them with time management strategies in order to help them become successful achievers.

Saudi parents' role in engaging in their gifted children's education also emphasized religion and how it was vital to them for religion to be integrated into the guidance they provided for their children, even when they were guiding them academically. As stated in the results, parents put Islam and Islamic identity before anything else. As an example, although one of the parents valued the fact that her daughter was identified as gifted, still she asked her to be concerned about her Islamic

obligations first and then worry about her school work. In other words, religious obligations came first and anything else was valued after that. This is not surprising given the Saudi people in general are religiously oriented, and they put a great emphasis on Islamic values and principles.

Further, Saudi parents challenged their gifted children and placed high expectations on them to support their academic growth. Parents based their expectations on their children's capabilities, so they would not put them under unfair pressure. This finding aligned with other studies that found parents often set high expectations for their high-achieving children (e.g. Hébert et al., 2009; Henderson, 2006; Lee- Corbin & Denicolo, 1998; Robinson et al., 2002). Many studies actually found that parental expectations had a significant and positive relationship on children's academic achievement, (Hill & Tyson, 2009; Jeynes, 2007; Koshy et al., 2014). Parents in this study also believed their high expectations led their children to become more successful in school. This was not only true of their gifted children, but their non-identified children as well.

All participants highlighted the importance of encouraging their children whether this encouragement was emotional or material. All the participants gave examples of how they provided this type of encouragement. Furthermore, they emphasized that both emotional and material encouragement pushed their children to do better in school. This finding aligned with other studies' findings which highlighted the importance of parental encouragement in contributing to positive educational outcomes for gifted children's outcomes (e.g. Alomar, 2003; Bicknell, 2014; Hébert et al., 2009; Vialle, 2017).

The last role that Saudi parents shared was advocating for their gifted children. All parents talked about advocating for their gifted children as one of the roles that they played to support their gifted children's education. In fact, almost a third of the parents who participated in this study mentioned the word "advocating" in their responses. The rest talked about it in different ways such as communication with the school to get more information about what they required, or to stay informed about their gifted children's performance, as well as asking the school to do some reforms to help their children receive a better education. This finding is supported by Epstein's (1995) suggestion that establishing several means of communication between parents and school allows schools to deliver information to parents about school programs, policies, and student progress, and allows parents to deliver any ideas or concerns through the same channels. Campbell and Verna (2007) and Lee- Corbin and Denicolo (1998) also highlighted how it was important to parents to be connected with the school and to be informed about what was occurring within the school and throughout the school system. As Campbell and Verna (2007) mentioned, parents of gifted children often establish a good relationship with their children's teacher and rarely found themselves having "to wait for report cards to arrive to find out how well their child was doing at school" (p. 513). Similarly, in this study, some parents shared that they would go to the school and ask about their children without waiting for an invitation from the school to do that.

Parents' Motivations to Engage in Their Gifted Children's Education

Saudi parents shared their motivation for engaging in the education of their gifted children. While some parents mentioned more than one reason for their motivation, some talked about only one primary reason. The first reason that parents shared was the sense

of responsibility that they had for their children and their children's education. This sense of responsibility came from parents' belief that their children needed their help and this help would benefit them presently and in their futures. This finding is supported by Hoover-Dempsey and Sandler's (1995, 1997) suggestion that parents become more engaged if they believe their children need them and their engagement will help their children.

Another interesting finding regarding mothers versus fathers arose from this study. Although participants reported that mothers were more engaged in their gifted children's education than fathers, some fathers were described as being equally engaged or more engaged in certain situations. Perceptions that mothers were more engaged could be attributed to the fact that the gifted children in this study were all daughters. Mothers, therefore, would be more engaged at school because of the segregated school settings in Saudi Arabia; in other words, it would not be appropriate for fathers to have interactions at their daughters' schools because of gender segregation. Fathers were especially more engaged when their children needed help in an area that fathers viewed as an area of personal interest or an area of expertise, or when there was a need to physically attend their gifted sons' schools because of the segregated educational system that exists in Saudi Arabia. Kim and Hill (2015) found that fathers were more impactful when they engaged with their children *at home,* while mothers were more impactful on student achievement when they engaged *at school*. Similar to the findings in this study, mothers and fathers often engaged differently in their gifted children's education. Both mothers and fathers believed their engagement positively impacted the education of their children even if mothers were more actively involved in their children's education.

All Saudi parents considered their children's success in the future as motivation for them to be engaged. They saw their children's success as their own success. This motivated them to help their children achieve the knowledge and skills they felt they would need to become a productive member of their community in the future. Therefore, for some parents helping their children achieve better academic outcomes, which would allow them to be part of their nation's development and prosperity, was a strong motivator for them spending time and effort helping their children achieve these outcomes. This finding was supported by Hoover-Dempsey and Sandler's (1997) theory which posits that mentioned that part of parents' motivation to be involved in the education is because they believe their involvement will lead to increases in their children's knowledge, skills, achievement, and self-efficacy (Hoover-Dempsey & Sandler, 1997).

Another reason that made Saudi parents engage in their gifted children's education was their lack of confidence in their children's schools. All parents asserted that since the teachers of their gifted children had not been trained in how to work with such students, their responsibility as parents was greater. They wanted to make sure that their gifted children received a good education, and the fact that their children's teachers were not well-trained required them to be more engaged. The problem of not having trained teachers for gifted students seems to be a global one. The National Association for Gifted Children (2015) in the United States reported that in the majority of classrooms in which gifted learners spend most of their school, instruction is led by teachers who do not have any preparation in gifted education. Additionally, two international studies, one by Koshy et al. (2014), conducted in the United Kingdom and another by Vialle (2017)

conducted in Australia, agreed that there was a lack of teacher training at schools concerning gifted education. While Saudi parents were less confident in schools to help their gifted children, they were confident in their ability to facilitate their children's education at home. Similarly, Koshy et al. (2014) found that parents who engaged with their gifted children described themselves as having enough information about the content being studied by their children to be able to help them in their learning at home.

Surprisingly, some Saudi parents shared that they were more motivated to engage in their gifted children's education because of their "gifted" label. They felt that having their child identified as gifted pushed them to be more engaged for several reasons including their desire to preserve this label for their children. Since they were made aware of their children's unique abilities, they believed it was their responsibility to help him or her benefit from these abilities. Those parents were obviously proud of their children's giftedness and were worried about their children losing the "gifted" label if they failed to perform well in school. Matthews et al. (2014) also found that parents of gifted children were proud of their children's gifted identification and many saw the label as a reflection of their ability as parents.

Finally, several parents in this study shared that they would be more motivated to engage in their children's education if the school included them. Those parents talked about how the school would never contact them or inform them on a regular basis regarding their children's learning at school. But, if the school did put forth this effort, that would be more motivated to engage at school. Hoover-Dempsey and Sandler (1995) also stated that when parents were invited or received specific requests to participate

from their children's school, parents were more likely to engage because they received this invitation and felt like their presence was needed.

Parents' Perceptions of the Meaningfulness of Their Engagement in Their Gifted Children's Education

All of the roles that Saudi parents played to support their gifted children along with their different motivations can be traced right back to parents' perception that their engagement was a necessity. Saudi parents believed that their engagement was associated with their gifted children's accomplishments, and they were the ones who discovered their children's potential before anyone else. They believed that if they did not engage, their children would not be as successful as they were. This finding aligned with what Wu (2008) mentioned about parents of gifted children believing their children's high achievement was related to their direct engagement in their education. Additionally, Jolly and Matthews (2012) asserted that "parents exert strong influences on the achievement of their children in all cultures" (p. 272). Other researchers have also found that parents are sometimes are better able to recognize their children's ability than school staff (Lee & Olszewski-Kubilius, 2006; McBee, 2010).

Saudi parents' perception about the necessity of their engagement came from their belief that they were equally as important as the school. They believed that they were performing an important role to support their children's giftedness. This finding is supported by Olszewski-Kubilius's (2008) contention that parents of gifted children play a pivotal role in determining whether their children's abilities are developed and nurtured to the fullness of their potential. Further, when gifted adults talk about their talent, achievement, and success, they often refer to the inspiration and direction their parents

provided, more so than the impact of their schooling (Bloom, 1985; Freeman, 2000; Milgram, 1991; Silverman, 1993).

Moreover, Saudi parents believed their engagement was a necessity because they had to provide supports that were frequently not available in schools. This finding supports the common expression in the United States that gifted children cannot make it on their own. Internationally, Koshy et al. (2014) found that parents of gifted children recognized that even if their children were identified as gifted in one area, they could still have learning difficulties in another and need additional support. Saudi parents even shared that parenting complicated their gifted children was at times more complicated than parenting their non-identified children. This is similar to Morawska and Sanders's (2009) statement that, "Parents of gifted and talented children are faced with many of the same parenting challenges that all parents have to manage; however, they also have additional issues to contend with" (p. 171).

Finally, Saudi parents raised red flags about some obstacles they faced that undermined their engagement in the education of their gifted children. Some parents mentioned the lack of time they had to spend with their children, the lack of support they received from schools, and the lack of cooperation they often got from their gifted children when they tried to engage with them. The first obstacle, not having enough time, aligns with what Hoover-Dempsey and Sandler (1995) theorized regarding factors that affect parental engagement. They said that parents need to be able to balance their time and the different demands on their lives, such as family and work that can potentially limit their energy to engage in their children's education. Thus, if their work is flexible, this would allow them to allocate time for being engaged in their children's

education. Also, as it is mentioned in the literature, in many occasions parents of gifted children may feel abandoned and have a sense that there is no support available to them (Alsop, 1997), especially when the services provided to their children at school are not making a noticeable difference in their children's learning experiences (Rotigel, 2003). Lastly, what parents mentioned about their gifted children not being cooperative can be related to the challenge of parenting gifted children mentioned by DeVries and Webb (2007). It has been suggested that parents may face some difficulties related to the characteristics and strengths of gifted children. For example, gifted children may reject their parents' suggestions believing that they know better and even resist opportunities to be challenged in their learning at home.

Implications for Practice

Implications for practice from this study are intended for two groups of stakeholders: parents of gifted children and gifted school personnel. From this study, it is obvious that parents who engaged in their gifted children's education were able to help, and they perceived that their help was beneficial and meaningful for their children. Thus, Saudi parents of gifted children should be engaged in order to help their children achieve their fullest potential. This study revealed four main roles that helped Saudi parents engage more meaningfully, including; Guiding, Challenging, Encouraging, and Advocating for their Gifted Children. Furthermore, the interviewed parents shared specific experiences regarding these roles that parents can adopt to nurture their gifted children's capabilities. Some recommendations for parents based on these experiences are as follows:

- Parents should have a designated time for their children to discuss their schoolwork or any other life aspect and provide help as needed.
- Parents should cultivate a love of reading for their children at home by creating a library at home and having books always available for their children.
- Parents can benefit from community resources such as: libraries, mosques, community centers, and bookstores as enrichment activities for their gifted children.
- Parents should stay connected with their children's school, even if they feel the school does not include them.
- Parents should encourage their children emotionally and materially, including, but not limited to, being with their children during events and activities in and outside of school.
- Parents should have an activity day every week for their children where their talents are nurtured and encouraged.

Parents of gifted children can learn from these experiences and adapt them with in order to help their children maximize their potential.

Moreover, parents of gifted children need to know more about how to effectively engage with their gifted children at home, especially as their children get older. Although many parents believed it was important for their children to become independent, they still felt it was important for them to provide support as needed. This was very challenging for parents when they children were not willing to receiver this support. Parents can refer to parent guides like Webb et al.'s, (2007), *A Parent's Guide to Gifted*

Children (the Arabic translation), for excellent tips on how to better support their gifted children at home.

One great obstacle that parents felt prevented them from being more engaged in their children's education was the absence of school support. Thus, schools should support parents to be more engaged by communicating with them frequently, inviting them to participate in school functions, and improving their current methods of communication like parent conferences. Although parent conferences are available at Saudi schools and represent a great step forward in promoting parent engagement, there still needs to be improvements made to the format of conferences to ensure they are informative and helpful for parents. Schools might consider surveying parents about how to improve parent-teacher conferences to maximize the benefits that parents and their children receive from them. These conferences might also be a great opportunity for parents to receive more information about giftedness in general and how best to supplement their children's learning at home. Further, schools should encourage parents to volunteer in the school setting and since most Saudi parents are influenced by religion, schools should consider connecting their invitation to parents to volunteer to the broader concept of volunteerism in Islam, which promotes doing anything that benefits one another.

Additionally, all participants shared some concerns regarding teachers in gifted schools and how they felt some of these teachers were not trained well to work with gifted students. The Ministry of Education should improve the quality of training teachers in general and particularly, teachers working with gifted students, receive. Parents were overwhelmed by their gifted children's needs not being met at school, and

they, as parents, felt they could meet their children's needs alone. In addition, community institutions, such as Mosques, libraries and community centers should be involved in helping schools and parents by including gifted children and their needs in their programs in order to help those children succeed, indirectly benefiting his or her country and nation in the long term.

Limitations and Suggestions for Future Research

One of the limitations of this study was the setting. In this study, although the purpose was to explore the phenomenon of parental engagement with gifted children in Saudi Arabia, only two regions of Saudi Arabia were selected to recruit participants. Saudi Arabia consists of 13 regions, so including more participants from more regions may add some insights to this study. Although the culture varies little across these regions, adding more regions to the target population could help in getting a more complete picture of this phenomenon.

Another limitation related to participants is that only two parents said that their gifted child was a boy and the rest of them were parents of gifted girls. Including more parents of gifted boys may add important information like how boys and girls react similarly or differently to their parents' engagement in their education. This is also especially important due to the segregation in the educational system in Saudi Arabia. The two different settings, separate boys' and girls' schools, may be different in how they support parental engagement.

An additional limitation of this study was that the participants were limited to only *parents* of gifted children as the researcher was interested only in parents' perceptions of this phenomenon and what they perceived regarding engagement in the

education of their gifted children. However, since the schools were criticized by parents, including members of the school community may add some clarification regarding this criticism about parental engagement in general. Teachers and gifted coordinators could add to this research about their role regarding parental engagement and why parents do not feel supported by the school.

Studies that concern parental engagement in the education of gifted children are few. As Morawska and Sanders (2009) mentioned, empirical research on how parents should be involved in their gifted children's education is limited. Thus, researchers interested in gifted education need to look at the important findings in the general education literature, since there is an abundance of research available on the impact of parenting and parental involvement in non-identified children's educational outcomes. For example, researchers can replicate some of these studies with gifted learners to determine if there are differences between parental engagement in the education of gifted children versus non-identified children. Another possible research area could be examining the types of engagement in Epstein's (1987, 1995) theory and their effects on the educational outcomes of gifted children. Further, Saudi Arabia is still lacking in its understanding of parental engagement in the areas of general and special education as well; therefore, researchers should also examine how parents engage in the education of students in general education and special education to acquire a more complete understanding of this phenomenon.

Finally, although parents talked about how they supported their gifted children by counseling them and encouraging them emotionally, they did not explicitly talk about their role in supporting their gifted children affectively. This is an important research

area that needs to be investigated more, especially with the Saudi parents, to know more about how they can provide social-emotional support to their gifted children and what their perceptions are of their gifted children's needs in this area.

Conclusion

This research provides a much-needed glimpse of what parental engagement in gifted children's education looks like in Saudi Arabia and how parents perceive their experiences engaging in their children's learning at home and at school. Ten parents were interviewed to explore the phenomenon of parental engagement in the education of their gifted children. Following thematic analysis, four themes emerged to explain the roles that parents play in the engagement of their gifted children's education. Also, another five themes were found that explained why parents were engaged in the education of their gifted children. Finally, parents talked about the necessity of their engagement in the education of their gifted children and shared some of the obstacles that may undermine this engagement. A discussion of these findings was presented to give a more nuanced understanding of how parents perceive their engagement in their children's education in Saudi Arabia and how this relates to other literature that has been written on this topic. Additionally, implications for practice were discussed to help parents become more engaged in their gifted children's education and to help teachers become more supportive at school in order to help gifted children strive and excel. Limitations and areas for future research were also discussed to help researchers build on this research. It is my hope that these findings will be used to support Saudi parents in meaningfully engaging in the learning of their gifted children.

In closing, many positives can be gleaned from this research with regards to the parenting of Saudi mothers and fathers. Findings from this research depicted dedicated, religious parents who spent a great deal of time and effort helping their children succeed and promoting their cultural values. Both mothers and fathers were especially dedicated to cultivating their gifted daughters' potential while upholding Saudi cultural values. Finally, this research showed that Saudi parents were mutually respectful and supportive of one another when they were engaging in their gifted children's education. Their strong relationship with one another served as the foundation for their gifted children's success in school and in life.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL

UNIVERSITY OF
NORTHERN COLORADO

DATE:	April 23, 2018
TO:	Aiman Alyahya, M.A.
FROM:	University of Northern Colorado (UNCO) IRB
PROJECT TITLE:	[1231356-1] Parental Engagement in the Education of their Gifted Children in Saudi Arabia: A Phenomenological Study
SUBMISSION TYPE:	New Project
ACTION:	APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE:	April 23, 2018
EXPIRATION DATE:	April 23, 2022

Thank you for your submission of New Project materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

Thank you for a clear and thorough IRB application. Before using the consent form please update the last sentence in the last paragraph to reflect accurate contact information in the case of mistreatment as a research paritcipant to 'contact the IRB Administrator.....970-351-1910'. Please make this change before using the form in data collection.

Best wishes with your study.

Sincerely,

Dr. Megan Stellino, UNC IRB Co-Chair

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Sherry May at 970-351-1910 or Sherry.May@unco.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

APPENDIX B

SCREENING PROTOCOL FOR PARTICIPANTS

ENGLISH & ARABIC

Screening Protocol for Parents of Gifted Students

When the schools that serve gifted students gave the contact information of parents of gifted students, I contacted them to confirm their eligibility and willingness to participate in this study. I contacted the parents by phone made sure they fit the criteria for participating in this study. The phone dialogue was as follow:

Hi, I am Aiman Alyahya. I am a doctoral student at the University of Northern Colorado and I am conducting a study about the phenomena of parental engagement in the education of their gifted children in Saudi Arabia. I got your name and phone number from the administration of your child's school and I am wondering if you are willing to participate in my study. The purpose of this phenomenological study is to explore parents' perception of their experiences engaging in their gifted children's education in Saudi Arabia. I have some questions for you if you can answer them please,

1. *Are you a Saudi parent of at least one gifted child?*
2. *Has your child been identified as gifted through the National Project to Identify Gifted Students in Saudi Arabia?*
3. *Has your child studied for at least six months in one of the gifted schools, classes, or programs established under the guidelines of the Saudi Ministry of Education?*
4. *Do you have interest in participating in this study?*
5. *Do you have any questions about the study?*

If any one of the parents answered question number 1, 2, or 3 with a "No," I thanked him/her for his/her time and asked if he/she can recommend other people who would fit these criteria.

إجراء الفرز لأولياء الأمور الطلاب الموهوبين

عندما أخذت معلومات الاتصال بأولياء أمور الطلاب الموهوبين من المدارس التي لديها هؤلاء الطلاب، قمت بالاتصال بهم للتأكد من أهليتهم واستعدادهم للمشاركة في هذه الدراسة. تم الاتصال بالوالدين عبر الهاتف للتأكد من أنها يطابقون المعايير الخاصة بالمشاركة في هذه الدراسة. حوار الهاتف كان على النحو التالي:

السلام عليكم، معكم أيمن اليحيى. أنا طالب دكتوراه في جامعة نورثرن كولورادو أقوم بإجراء دراسة حول ظاهرة مشاركة الوالدين في تعليم أطفالهم الموهوبين في المملكة العربية السعودية. حصلت على اسمك ورقم هاتفك من إدارة مدرسة طفلك وأتساءل عما إذا كان لديك الرغبة للمشاركة في هذه الدراسة. الغرض من هذه الدراسة الظاهرية هو استكشاف فهم أولياء الأمور المتعلق بخبراتهم في تعليم أطفالهم الموهوبين في المملكة العربية السعودية. لدي بعض الأسئلة لك إذا كنت تستطيع الإجابة عنها من فضلك،

١. *هل أنت والد سعودي لطفل واحد موهوب على الأقل؟*

٢. *هل تم تحديد هوية طفلك كموهبة من خلال المشروع الوطني لتحديد الطلاب الموهوبين في المملكة العربية السعودية؟*

٣. *هل درس طفلك لمدة ستة أشهر على الأقل في واحدة من المدارس أو الفصول أو برامج الموهوبة التي تم إنشاؤها*

بناء على إرشادات وزارة التعليم السعودية؟

٤. *هل ترغب في المشاركة في هذه الدراسة؟*

٥. *هل لديك أي أسئلة حول الدراسة؟*

إذا أحد الوالدين أجاب على السؤال رقم ١ أو ٢ أو ٣ بـ "لا" ، قدمت له شكري على وقته وسألته عما إذا كان يمكنه التوصية بأشخاص آخرين يلائمون هذه المعايير.

APPENDIX C

CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH

ENGLISH & ARABIC

CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF NORTHERN COLORADO

Project Title: Parental Engagement in the Education of their Gifted Children in Saudi Arabia

Researchers: Aiman Alyahya (970) 584-8222 alya5755@bears.unco.edu
School of Special Education

Research advisor: Jennifer Ritchotte, Ph.D. (970) 351-1657 jennifer.ritchotte@unco.edu
School of Special Education, College of Education and Behavioral Sciences, University of Northern Colorado

Dear Participant,

I know your time is valuable, and I really appreciate that you agree to participate in this study. I am Aiman Alyahya, the study primary researcher, and I am asking for your informed consent to participate in an interview involving questions about parental engagement such ones in the Appendix C. The purpose of this phenomenological study will be to explore the perceptions of gifted children's parents regarding their engagement in the education of their children.

This interview should last approximately one hour. I will ask for your interpretations and/or perceptions of past and present experiences regarding your engagement in your gifted child's education. The interview will be conducted face to face at a location that is convenient to you or through other means such as phone call or Skype. For the purpose of reviewing the interview, an audio recording will be used during the interview. At any point during the interview that you would like to stop recording, please inform the researcher and your recording will stop. Some images in your memory box that you have shared with the researcher will also be used for data analysis and may be used as examples in the final version of the research. _____

In this study, data are not considered to be sensitive in its nature. The risk in this study is not expected to be more than what an individual may encounter on a normal day. Potential benefits include a discussion of parents' participation in the achievement of gifted children. These discussions may provide clarity and guidance to participants in helping their children achieve better educational outcomes. Another potential benefit is to contribute to enriching researches by exploring the phenomenon of parental engagement in the education of their gifted children in Saudi Arabia, where there is a paucity of research in parental involvement in general, particularly parents' engagement in the education of their gifted education.

Any recording made by the researcher will be considered private and respected by the researcher as such. The transcriptions and recordings will be stored for a period of five years on a locked password protected personal computer. As an effort to achieve anonymity of your responses I will be giving you a pseudonym for the recording and transcriptions of this interview.

Participation is voluntary. You may decide not to participate in this study and even if you started participation, you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in a loss of benefits to which you are otherwise entitled. Please retain this consent form for your records and future reference. Please select the appropriate radio button below if you consent to participate in this research. If you have any concerns about your selection or treatment as a research participant, please contact the IRB Administrator, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

Signature: _____ Date: _____

UNIVERSITY OF
NORTHERN COLORADO

نموذج موافقة المشاركين في البحث العلمي
جامعة نورثرن كولورادو

عنوان المشروع: مشاركة الوالدين في تعليم أطفالهم الموهوبين في المملكة العربية السعودية

الباحثون: أيمن اليحيى ٩٧٠٥٨٤٨٢٢٢ alya5755@bears.unco.edu
قسم التربية الخاصة
المشرف على البحث: د. جنيفر ريتشوت ٩٧٠٣٥١١٦٥٧ jennifer.ritchotte@unco.edu
قسم التربية الخاصة، كلية التربية والعلوم السلوكية، جامعة نورثرن كولورادو

عزيزي المشارك :أعلم أن وقتكم ثمين، وأنا مقدر لكم موافقتكم على المشاركة في هذه الدراسة. أسمي أيمن اليحيى وأنا الباحث الرئيسي لهذه الدراسة، وأنا اطلب موافقتكم على المشاركة في مقابلة تتضمن أسئلة حول مشاركة الوالدين في تعليم أطفالهم الموهوبين كتلك الواردة في الملحق C. الغرض من هذه الدراسة هو استكشاف تصورات والدَي الأطفال الموهوبين بشأن مشاركتهم في تعليم أطفالهم الموهوبين. ستستغرق هذه المقابلة ما بين ٤٠ دقيقة إلى ساعة. وسأطلب تفسيراتكم و / أو تصوراتكم حول التجارب السابقة والحالية بشأن مشاركتكم في تعليم أطفالكم الموهوبين. سيتم إجراء المقابلة وجها لوجه في موقع مناسب لك أو من خلال وسائل أخرى مثل مكالمة هاتفية أو سكايب. ولغرض مراجعة المقابلة، سوف أقوم باستخدام تسجيل صوتي أثناء المقابلة. عند رغبتك بالتوقف عن التسجيل يرجى إبلاغ الباحث في أي وقت أثناء المقابلة وسوف يتم ايقاف التسجيل. كذلك سوف يتم استخدام بعض الصور المتعلقة بالأشياء التذكارية التي شاركتموها مع الباحث لغرض تحليل البيانات وقد يتم استخدامها كأمثلة في النسخة النهائية للبحث. _____

أي تسجيل يقوم به الباحث سوف يعامل على أنه خاص بحيث لا يطلع عليه إلا من هم لهم علاقة بالدراسة. سيتم تخزين التسجيلات والمواد المفرغة منها لمدة خمس سنوات في الكمبيوتر الشخصي للباحث والمؤمن بواسطة استخدام كلمة مرور. في محاولة لتحقيق عدم الكشف عن هويتكم سوف أقوم بإعطاء اسم مستعار للتسجيل والمواد المفرغة منه والمتعلقة بهذه المقابلة.

فيما يتعلق بهذه الدراسة، لا تعتبر البيانات حساسة بطبيعتها. من غير المتوقع أن تكون المخاطر في هذه الدراسة أكثر مما قد يواجهه الفرد في يوم عادي. وتشمل الفوائد المحتملة مناقشة مشاركة الوالدين فيما يتعلق بإنجاز الأطفال الموهوبين. قد توفر هذه المناقشات الوضوح والتوجهات الصحيحة للمشاركين فيما يتعلق بمساعدة أطفالهم على الحصول على نتائج تعليمية أفضل. وهناك فائدة أخرى ممكنة تتمثل في المساهمة في إثراء البحوث من خلال استكشاف ظاهرة مشاركة الوالدين في تعليم أطفالهم الموهوبين في المملكة العربية السعودية، حيث توجد ندرة في الأبحاث في مشاركة الوالدين بشكل عام، ولا سيما مشاركة الوالدين في إطار تعليم الموهوبين.

المشاركة تطوعية. وهذا يعني أن لديكم الحق بعدم المشاركة في هذه الدراسة، وإذا وافقتم على المشاركة يمكنكم التوقف والانسحاب في أي وقت. سيتم احترام قراركم ولن يؤدي ذلك إلى خسارة المنافع التي يحق لك الحصول عليها. يرجى الاحتفاظ بنموذج الموافقة هذا في سجلاتكم وذلك عند الحاجة للرجوع إليها في المستقبل. يرجى منكم التوقيع ووضع تاريخ اليوم إذا وافقت على المشاركة في هذا البحث. إذا كان لديك أي مخاوف بشأن اختيارك كمشارك في هذا البحث، يرجى الاتصال بـ

The IRB Administrator, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

التوقيع:_____ التاريخ: _____

APPENDIX D

INTERVIEW QUESTIONS

ENGLISH & ARABIC

Interview Questions

1. I'd like you to build a mental picture for me. Think about a time when you were engaging with your gifted child in a task related to his/her education. Please tell me about it.

2. Do you feel parental engagement in the education of gifted children is important? Please explain.

3. What types of situations and experiences have influenced how you engage in your child's education?

4. Why do you engage in your gifted child's education? Are there times or situations where you choose to not engage in your child's education? Tell me about them?

5. What do you think ideal parental engagement should entail for parents of gifted children? Why?

6. What are the parental engagement activities that help you engage meaningfully in the education of your child (children)?

7. What is easy and what is hard for you in regard to helping your child succeed in school?

8. Do you think your engagement in the education of your children differ based on the gender of your children? Is your engagement the same with your son and daughter or it is different? Why or why not?

9. If you have a child who is identified gifted and another who is not, do you think your engagement in their education is the same or different? Why or why not?

10. Who is usually more engaged in your gifted child education, you or your husband (wife)? Please explain. Why do you think this is happening?

11. What are the efforts that your child's school makes to nurture and grow parental engagement for gifted students?

12. Are you currently involved in the school community? If so, in what ways? If not, why?

13. When you have questions or concerns about how your child is doing in school, who do you turn to for help?

14. Are there any obstacles that prevent you, as a parent, from being engaged in your gifted child's education?

15. Is there anything else you'd like to me to know about your engagement in your gifted child's education?

أسئلة المقابلة

1. أود منك أن تبني صورة ذهنية في مخيلتك. فكر في وقت شاركت فيه طفلك الموهوب في مهمة تتعلق بتعليمه. من فضلك صف لي هذا الحدث.

2. هل تشعر أن مشاركة الوالدين في تعليم طفلكم الموهوب مهمة؟ يرجى التوضيح.

3. ما هي المواقف والخبرات التي شكلت طبيعة مشاركتك في تعليم طفلك؟

4. ما الذي يدفعك للمشاركة في تعليم طفلك الموهوب؟ هل هناك أوقات أو حالات تختار فيها عدم المشاركة في تعليم طفلك؟ أخبرني عن هذه الحالات؟

5. ما الذي يجب أن تتضمنه المشاركة الأسرية المثالية لوالدّي الطفل الموهوب؟ لماذا؟

6. ما هي أنواع الأنشطة الأسرية التي تساعدك على المشاركة بشكل هادف في تعليم طفلك (أطفالك)؟

7. أرجو منك توضيح النقاط التي تجدها صعبة أو تجدها سهلة فيما يتعلق بمساعدة طفلك على النجاح في المدرسة؟

8. هل تعتقد أن طبيعة مشاركتك في تعليم أطفالك تختلف حسب جنسهم؟ هل هي نفسها مع ابنك وابنتك أم أنها مختلفة؟ يرجى التوضيح؟

9. إذا كان لديك طفل مصنف على أنه موهوب وآخر ليس كذلك، هل تعتقد أن مشاركتك في تعليمهم ستكون متشابهة أم مختلفة؟ أرجو التوضيح؟

10. من هو الأكثر مشاركةً في تعليم طفلكم الموهوب، أنت أم زوجك (زوجتك)؟ يرجى توضيح السبب وراء ذلك؟

11. كيف يؤثر نوع المدرسة الملتحق بها طفلك الموهوب على مشاركتك في تعليمه؟ ما الذي تريده أن يتحسن في هذا المجال؟

12. عندما يكون لديك أسئلة أو مخاوف حول كيفية أداء طفلك في المدرسة، فمن الذي تتوجه إليه طلباً للمساعدة؟

13. هل أنت تتفاعل مع مجتمع المدرسة؟ وضح لي طبيعة تفاعلك/مشاركتك في مجتمع المدرسة؟
لماذا تعتقد أنك غير متفاعل/مشارك في مجتمع المدرسة؟

14. كونك أحد والدي الطفل الموهوب هل هناك أي عقبات تمنعك من المشاركة في تعليمهم؟

15. هل هناك أي شيء آخر تود مني أن أعرفه عن طبيعة مشاركتك في تعليم طفلك الموهوب؟

APPENDIX E

DEMOGRAPHIC QUESTIONNAIRE

ENGLISH & ARABIC

DEMOGRAPHIC QUESTIONNAIRE

Pseudonym: _____

Age: _____

Sex: _____

Highest Level of Education Completed: _____

Number of children you have: _____

Change to How many identify as gifted? _____

Occupation: _____

Please include any other information you feel is important for us to know, in relation to your participation in this study.

_____

_____

_____

استبيان ديموغرافي

اسم مستعار: _____

العمر: _____

الجنس: _____

أعلى مستوى تعليمي: _____

عدد أطفالك: _____

كم عدد أطفالك الذين تم تصنيفهم على أنهم موهوبين: _____

الوظيفة: _____

يرجى تضمين أي معلومات أخرى تتعلق بمشاركتكم في هذه الدراسة وتشعر أنه من المهم لي معرفتها:

_____

_____

_____

_____