

Self-Adjustment of Gifted Students to Parental Treatment

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Abstract

There are several reasons that may contribute to the social difficulties of academically gifted children. This impacts the child's capacity to communicate and interact with his environment's people. The authoritarian parenting style of intellectually capable parents may have a negative effect on their children if these parents raise their children. This study focuses on the coping strategies used by extraordinarily brilliant children raised by parents with authoritarian parenting styles. This analysis employs a qualitative method, particularly a case study-based strategy. Most of the information was gathered via interviews, observations, and document analysis. This study demonstrates that the patterns and complexities of an individual's personal adjustment may be utilized to estimate the degree to which intellectually gifted children adapt to their settings. Intellectually gifted children face problems that are not shared by other children when it comes to adjusting to their environment; yet these obstacles may be found in each of these several kinds of adaptation. These elements may be comprehended in terms of the three major issues examined in this study. The degree to which a child with exceptional intelligence adapts to his or her surroundings may be influenced by three factors: the child's personality, the child's immediate environment, and the parents' degree of authoritarianism. Academically gifted children may have difficulty adjusting in several ways, including the capacity to moderate their emotions, define realistic goals for themselves, and improve on their existing skills.

Keywords: Parental Attention, Achievement, Gifted Students.

Introduction

The process of adjustment refers to the mental and behavioral responses that people have in response to stressful situations, irritation, and conflicts with expectations (Aziz et al., 2021). Children who are exceptionally talented may be able to learn how to adjust not just to the world around them but also to their own distinct personalities. Children who are intellectually gifted grow and utilize their abilities in distinctive

ways, and their responses to new experiences are distinct from those of normally developing children of the same age. Children who are gifted academically may experience a shift in their coping techniques as a natural consequence of their maturation brought on by the influence of their relationships with other people (Almukhambetova & Hernández-Torrano, 2020).

The authoritarian parenting style of parents who are intellectually competent may have a detrimental impact on their children if those children are raised by such parents. Authoritarian parents are those who choose to rear their children in a manner that is strict and restrictive (Masud et al., 2019). These parents put in additional effort to guarantee that their children acknowledge and appreciate their efforts and that they adhere to the regulations that they establish. The children of authoritarian parents are expected to adhere to a strict set of guidelines, and they are never encouraged to interact with one another or discuss their emotions. Instilling in their children an unhealthy obsession with how they measure up socially, making them less eager to take the initiative, and suppressing their natural communication abilities are all ways in which authoritarian parents may have a detrimental impact on their children. Children who are raised by parents who have authoritarian tendencies are at an increased risk of growing up to have poor psychosocial abilities (Iacono et al., 2018). Children who have attended schools with accelerated class programs or superior courses with IQ standards specified by the school are more likely to be intellectually gifted than their peers who have not attended such schools. This can have an effect on the development of both the child and the parents. Preliminary research found that children who attended schools with advanced class programs and that had previously used IQ tests on children to screen children entering class were more likely to be intellectually talented (Wai & Allen, 2019). Both of these factors were present in schools that had previously administered IQ tests on children (Ricciardi et al., 2020). The findings of these studies indicate that students attending prestigious institutions may be used as a proxy for determining those who possess extraordinary intellect.

Children that are in the superior class get more attention from the teachers. Students in the top socioeconomic class of the school are given additional advantages and are required to fulfill a variety of distinct tasks in comparison to students in the lower socioeconomic class of the school (Jury et al., 2017). Children sometimes have responsibilities that take place after school, such as taking part in extracurricular activities or representing their school in theme contests. When compared to their peers from lower socioeconomic brackets who do not receive treatment, children from higher socioeconomic brackets have a tendency to devote a notably greater amount of time to academic pursuits such as studying, enrolling in enrichment programs that extend

beyond the typical school day, and participating in competitive training in a variety of fields.

Although it is essential for children to develop their social skills, the intense educational activities that are part of the advanced class may make it challenging for some of the students to adjust to their new environment. However, there are some children who are able to triumph over their challenges and flourish in spite of the changes that have been made to their environments (Domitrovich et al., 2017). Concerns over one's place among one's peers and difficulties in the classroom are two of the most typical obstacles encountered by brilliant youngsters.

The historical groundwork for this study focuses on the question of how children who have extraordinary intellect adjust to the circumstances in which they are raised. For this reason, it is essential to have an awareness of how intellectually gifted individuals deal with the challenges that come with their early growth in order to ensure that young people reach the subsequent stage of development in excellent physical health (Szymanski & Wrenn, 2019). As a consequence of this, it is intended that more complete and accurate information will be acquired on the most effective ways to nurture intellectually gifted children across a variety of parenting ideologies. This will be accomplished as a result of the fact that.

Methods

In this particular study, qualitative research methods are used, and a case study methodology is utilized for the data gathering process. Throughout the whole of the period devoted to the gathering of data, this study made use of the approaches of observation, interviews, and documentation. This study made use of three distinct approaches to theoretical coding data analysis: open coding, axial coding, and selective coding. Each of these approaches is a sort of theoretical coding. The first stage is called open coding, and it consists of summarizing, contrasting, and categorizing data by building a category. This is done before moving on to the next step. This is completed during the first phase. The second stage is termed axial coding, and it is the act of putting data back once the process of open coding has been completed. This step comes after the first step. This may be accomplished by constructing linkages between categories, or it can be thought of as the act of associating subcategories with the categories to which they belong. The third stage is referred to as the selective coding stage, and it is comprised of the process of selecting primary categories. This is accomplished by methodically integrating the core categories with additional categories that are stated in a paragraph that has a succession of categories to establish a pattern or theme. These additional categories are stated in a

paragraph that has a succession of categories to establish a pattern or theme.

Results and Discussion

Factors Affecting Self-Adjustment

How effectively an unusually bright youngster adapts to their surroundings may be influenced by three factors: the child's own personality, the child's exposure to outside stimuli, and the extent of parental authoritarianism (Mercer, 2019). Whether a kid with exceptional intelligence uses one set of coping mechanisms or another depends on personal circumstances including the child's current state of health, the accessibility of environments the child finds unpleasant, and the difficulty of the subject matter being studied. The social milieu, conflicts that arise during interactions, the calibre of friendships developed, and the breadth and depth of extracurricular activities undertaken are all external factors that may impact the social adjustment of intellectually gifted children. Besides parental expectations and parental support, other elements of authoritarian parenting may affect the social adjustment of children with exceptional intelligence. This is because kids who excel academically also tend to have more complex social needs (House et al., 2020). The impact of these variables leads to differences in the coping strategies of gifted children. Researchers concluded that the authoritarian parenting style of the respondent's parents contributed to the success of their children in becoming intelligent adults (Doepke & Zilibotti, 2017).

Children who have not been sufficiently socialized are more likely to experience anxiety and disappointment in their ability to interact with their peers. Kids who don't get along with others have a harder time adjusting to new situations. It is fairly uncommon for children whose parents do not take the time to have meaningful conversations with them to have a limited vocabulary and difficulty expressing themselves as adults (Hastings et al., 2019). Because they rely so much on their parents for information, children have trouble making sound decisions. Additionally, it hinders young people's capacity to form their own identity.

Restricting and pressuring a youngster to act in a certain way might have an effect on their ability to influence others. This is because children have a negative reaction when they are forced to do anything. They will have a hard time keeping their cool when justifying their behavior to other people because they are afraid of making errors and have a low tolerance for annoyance. That makes it harder for them to control their emotions and tone while communicating. Kids are afraid to make errors because they have been used to a specific manner of doing things (Munro, 2019). However, when children aren't given clear instructions,

they might develop fearful of taking chances. As a result of this anxiety, some young people make the error of thinking that doing everything exactly as instructed makes them right. When instructed properly, children do not act this way. Children who are taught to value norms that are imposed using threats or physical force are more likely to have a negative worldview and have difficulty trusting others (Crane & Broome, 2017). This is because the focus of teaching for young children shifts to meeting mandated requirements.

From the inside out, we may describe health problems as either physical or mental. Disagreements about what to eat, health problems, and mental demands all fall into this category. The responder's health problem is internalized to the degree that it affects his reaction to environmental factors. Consider the following illustration: The respondents have a few pet peeves, such as a dislike for certain activities or an aversion to particular possessions.

There was evidence that respondents' answers were impacted by their perception of the unpleasantness of the activities at hand when asked how they adapt to execute things they don't enjoy but had to do to fulfill social and cultural norms (Manstead, 2018). Respondents are expected to meet these criteria because of the importance society puts on them. The respondent's dislike for certain aspects of his environment affects how he adjusts to circumstances he'd like not be in. Academic challenges have been cited by respondents with respect to the internal part in and of itself, such as conflicts with previously taught information and errors. All of the respondents' responses to the lessons they like and the lessons they don't enjoy but still need to study to maintain their level of competence throughout all of their courses are impacted by the conflicts that emerge inside the session. The responder's capacity to adapt to dealing with the learning errors that lead others to misunderstand the responder is influenced by the responder's previous mistakes.

In terms of external factors, the manner in which the responder's social environment treats the responder is a factor that influences the responder's ability to adapt to the perspectives and behaviors of others in the environment (Miller & Pescaroli. 2018). Environmental therapy refers to activities of this kind. The social environment's treatment included the respondent's father treatment, family treatment, sibling treatment, mother treatment, parent perception of respondent, friend treatment, teacher treatment, friend perception of respondent toward respondent, teacher perception of respondent toward respondent, consequences received, and an insufficient home environment. A social conflict involves putting the respondent's coping strategies to the test so they can figure out how to best resolve challenges that have arisen as a result of their social interactions with people in their local area (Broukhim et al., 2019). This battle was started by an external actor or

group. Disagreements are possible in a number of settings, such as interactions with siblings, when playing, with friends, or even with no one at all. Even if there is no one else there, there is always the potential for a disagreement.

In spite of the fact that some respondents' relationships with both instructors and friends are less than friendly, a significant number of respondents claim that they feel at ease in their connections with certain close friends (Duffy et al., 2020). The capacity of the responder to adjust to the new social environment is impacted by a variety of external factors, one of which is the nature of the respondent's pre-existing social contacts. On the other hand, not all relationships lead to happiness and joy. The interactions that a person has with their family, the people who teach them, and the people who are in their peer group make up their social life. Regarding the external factor, the respondent's capacity to adjust to the manner in which social activities are required to be carried out by the respondent due to obligations is impacted by a variety of social activities. This is due to the fact that the respondent is obligated to participate in certain social activities. In addition to rigorous teaching and tasks performed at home, activities that take place at school but in which the participant does not take part are considered to be examples of "social activities" (Kaljača et al., 2019). The degree to which a person is able to get along with the others that comprise their social context is impacted by each of these elements.

Parental Pattern

Authoritative parenting is characterized by the imposition of stringent rules and expectations, most of the time without first seeking the children's input. A child who is raised in an environment that is dominated by authoritarian parenting may grow up to have sentiments of dissatisfaction, a lack of initiative, and willingness to handle difficulties, and poor communication skills (Jaureguizar et al., 2018).

Both the expectations and the support of parents are parts of the authoritarian parenting style that are studied in this article. Both of these characteristics have an effect on how well intellectually gifted children are able to adapt to their environments (Pilarinos & Solomon, 2017). The respondent's parents displayed authoritarian tendencies because they adhered to the five tenets of authoritarian parenting. These tenets are as follows: standardizing limits and firm control over children; limiting children's opportunities for verbal dialogue; restricting and coercing children into doing what the parents want; placing a premium on parental needs and the authority of parental opinion; and maintaining close, watchful vigilance over their children.

The two-way flow of information between a parent and their child may be inhibited by a method of parenting that puts a priority on the parents' needs and desires, as well as the parents' own honest judgment

(Lévesque et al., 2020). When children learn that their parents' words carry the most weight and that their own ideas are not valued as highly, it makes them less likely to voice their own ideas and more likely to wait to be told what to do. This is because they have learned that their parents' words carry the greatest weight. Because the care provided by the respondent's mother has a detrimental impact on the independence of the respondent, in the sense that the youngster is less likely to take the initiative to achieve tasks for himself and is less likely to do so successfully. Parents who limit their children's activities as a kind of severe punishment often foster in them a disposition that is more obedient, less independent, and less self-assured than parents who give their children more leeway to pursue their own interests.

The responder's adjustments to how to carry out the orders given by the parents is influenced by the parental expectations that are present in parenting styles such as the authoritarian approach. This ensures that the responder continues to carry out the directives as instructed. The characteristics and obligations that come hand in hand with being a parent are what we refer to when we talk about "parental demands" (Roskam & Mikolajczak, 2020). These needs have an impact on the ways in which people's ideas, feelings, and behaviors respond to everything in their environment. The component of authoritarian parenting has an effect on the manner in which a response is adapted to determine the most effective approach to accept and make use of parental help.

The support of parents consists of encouraging their children to study and encouraging their children to participate in competitions (Halim et al., 2018). The academic processes and results of the respondents are impacted as a result of this help. In light of this, it should come as no surprise that factors inside the kid, factors within the child's environment, and the parenting style of the child's parents all play a role in deciding how well children with exceptional intelligence transition to school.

Gifted Students Self Adjustment

Academically talented children need to work on three aspects of their identities at once in order to adapt to their new circumstances, their responses, their expectations of themselves, and their skills. In the first form of adjustment, one's manner of responding is comprised of one's beliefs about how one is treated in social contexts, one's emotions in response to such treatment, and one's strategies for dealing with social situations and activities (Stricker et al., 2020). The cognitive, affective, and behavioral characteristics of intellectually talented children are typically cited as instances of the kind of adjustment called as responding.

The way a person is treated socially may provide light on their underlying cognitive traits or their preferred mode of thought. The way

a person feels emotions might reveal something about their affective characteristics. Information about the aspects of behavior connected with action may be gleaned from an individual's responses to treatment and participation in social activities (Tarafdar et al., 2020). How well kids are able to adjust to changing circumstances is a major factor in how well they will overcome any challenge they face.

The second kind of self-adjustment involves having expectations not just for oneself but also for one's family and for oneself in terms of growth and development (Noviandari & Mursidi, 2019). So, self-expectations include more than just an individual's desires. Children exhibit self-expectations, a sort of self-adjustment in which they want the projected changes to occur not just in themselves but also in the others around them in order for things to improve. When kids want things to improve, that's when you see them make these kinds of adjustments. The third kind of self-adjustment, self-excess, may be seen in acts like self-accomplishment, the creation of games, and the pursuit of hobbies. Self-absorption refers to this kind of adjustment (Ghoreyshi et al., 2019). The kid may be adjusting to the benefits of the self via the way they are provided for and educated. This is the child's uniqueness in his maturation, and it may be seen. This might be a means of adapting to the new circumstances.

Brilliant children may have varied degrees of trouble adapting as a consequence of this, with the differences stemming from differences in the causes that contribute to this difficulty and the strategies employed to cope with it (Collins & Jones Roberson, 2020). Intellectually talented children's development is characterized by a wide range of outcomes, all of which can be traced back to differences in the ways in which they cope with their own unique challenges and adapt to their social environments. Gifted academics frequently struggle in three areas of their personal lives: adjusting to their own self-conditions, adjusting to the demands that are placed on them, and adjusting to their own health. Social adjustment is a process that children with exceptional intelligence must go through (Lakin & Wai, 2020). This involves adjusting to the way they are treated by their family, by their teachers and classmates, and by the larger society.

Conclusion

The results of the research indicate that the forms and variations of adjustment that are shown by intellectually bright children may provide some insight into the factors that influence the adjustment of these individuals. The technique of data mining, which consisted mostly of interviews, observations, and document reviews, led to the discovery that the adjustment of intellectually bright children could be broken down into three distinct groups. This study focuses on three main topics:

the factors that impact the adjustment of intellectually talented children; the different forms of adjustment that intellectually gifted children experience; and the disparities in the adjustments that intellectually gifted children experience.

It is possible for parents of talented children, and especially parents of gifted children, to get to know their children on a deeper level if they give their children plenty of opportunities to voice their thoughts and emotions about the challenges they face. Families with talented children have children who are more likely to be gifted themselves. It is important for parents to maintain a watchful check on their children without overreacting to any particular circumstance. The encouragement of intellectually talented children to participate in more regular communication is one of the most important roles that siblings, in addition to the parents, play in the development of gifted children.

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