

# The Influence Of Parents On Gifted Handicapped Children Teaching English Language Skills

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## **ABSTRACT**

Some gifted handicapped children face burden, distraction, disruptions, tardiness, or risk factors, preventing them from reaching their full potential without special treatment or intervention. The purpose of this par was to discover the impact of parental involvement on the learning motivation and achievement of gifted handicapped children. This study used a regressive model. The population consisted of gifted youngsters with various disabilities. The test results indicated that there is an impact of parents involvement in talent handicapped children. Based on the findings, it can be recommended that parents be more strenuous in assisting, accompanying, and guiding their children, particularly gifted children with special needs, in order to improve their inspiration and educational success. It is also suggested that instructors and institutions accommodate their students' needs and prospects..

**Keywords:** Children with special needs, learning achievement, parents' involvement, motivation,

## **INTRODUCTION**

Human growth occurs continually or concurrently, and success in one stage of development determines success in the next. It is difficult to attain optimal development and growth if the evolvment process is impeded and interrupted. This shows that the notion of kids with special needs has larger meanings and emission spectra than the concept of exceptional, handicapped, or disadvantaged kids. gifted Children with varying abilities not only include children with chronic unique requirements due to impairments, but also youngsters with transient different abilities. Children with momentary diverse capabilities are referred to as risk factors, as are individuals who

have developmental issues that might be influenced by their future academic skills, or who have vulnerabilities, weakness, or high risks of the appearance of obstacles or abnormalities in learning or subsequent development.

Gifted According to Handoyo (2001), "behavior is all activities of an individual, whether tiny or large, that can be seen, heard, and sensed by the sense of taste in the skin, and (not in the heart) by others or selves."

The assistance provided to special needs children by their parents in becoming acquainted with school regulations keep up with the needs and recommendations to special syllabus schooling that improves

the structure in their work of progress as education professionals, individuals, and as parents to aspire for and ensure best practitioner achievement and process. It assesses the whole impairment training to self-efficacy in their academic achievement to theoretical intelligence, and aims in educational preferences attributing effort in stressing the setting of learning. It also gives learning difficulties with a self-regulatory cognition on the qualities of motivational learning impacts in support of their unique children. It indicates both parents' commitment to providing and supporting a secure environment in which to explore existing and prospective difficulties and capabilities. Interests, emotions, attitudes, effectiveness, and intentions give services to incorporate learning processes inside the classroom. As a result, the assistance provided in the creation of a constructive partnership with gifted special needs children in school assists the student in providing important information. It guarantees that effective communication is constantly maintained and that progress is made. The conversation between the instructor and the parents might be informal or formal. It is referred to as relationship building between parents and their children. It does, however, build and execute awareness and knowledge of the child's sustainable growth in their learning process. It investigates the role of education in the sustainability of special needs kids (Hirst, 2019).

### **RESEARCH QUESTIONS:**

1. Does parental participation alter the motivation of talented and disabled children?
2. Does the engagement of parents impact the motivation and accomplishment of talented disabled children?

The purpose of this study is to recognize the impact of parental participation on gifted

handicapped children's accomplishment encouragement and learning achievement.

### **LITERATURE REVIEW**

According to Ma et al. (2016), it might be difficult to distinguish between concepts such as parental participation and parental engagement. 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 gifted handicapped children". However, when the concepts "engagement" and "involvement" are noted together in one context, they appear to differ from each other.

Seedorf (2014) traced the origins of student identification for gifted programs to Terman (1925), who offered a score point for eligibility. According to that study, "a Stanford-Binet intelligence Quotient (IQ) score of more than 140 designated a student as gifted and talented (Dale, Finch, McIntosh, Roethlisberger, & Finch, 2014). More measures were introduced to the IQ score by 1972. For for than two decades, academics have agreed that twice exceptional individuals should be able to participate in gifted education" (Seedorf, 2014).

Gifted children can weary and confuse new parents. Gifted newborns typically sleep less than regular babies and demand additional stimulus when awake. It is beneficial to have expanded family in the house, grandparents who live in the neighborhood, a tight society of friends or family, or a teen in the nearby area who can devote time with the kid while the primary caregivers relax and do other things. Such assistance is especially vital for single parents. Gifted youngsters seek information and frequently challenge authority from the moment they can speak. "Do it because I said so" is ineffective with these youngsters. Generally, parents taking

the time to clarify their requests receive greater cooperation than authoritative parents. These youngsters tend to respond politely when they are addressed to and responded to with regard and respect.

A family meeting may be a wonderful opportunity for older children to share responsibilities and acquire negotiating skills. Family gatherings may give a place for children to express themselves as family members, as well as outlets for avoiding power clashes that could otherwise emerge. It is critical for talented children to feel socially encouraged by their families, even when they disagree (Folostina et al., 2020).

Montgomery (2015) distinguished between two styles of thinking that are significant in creative behavior: divergent and convergent thinking. Convergent thinking is similar to traditional intelligence concepts in that past information is synthesized in order to arrive at an appropriate answer (Gonzales, 2020). Many instructors and educational systems rely primarily on this way of mindset in education and evaluation where a rigid, traditional 'one correct answer' is required and deemed necessary to meet curriculum and reporting requirements. Convergent thinking is an essential element of schooling, yet it is insufficient on its own in the creative process (Gonzales, 2020).

(Montgomery, 2015) proposed that creativity be described in terms of divergent thinking, which would lead to judging creativity based on the number of varied solutions created (Gonzales, 2020). This is consistent with how many instructors perceive creativity, but it is troublesome when looking for innovation that is both original and beneficial (Gonzales, 2020). It is critical to recognize that both styles of thinking are required for creativity. This is critical

for instructors to understand since how the creative job is given and judged influences the learners' thought pattern (Gonzales, 2020). Divergent thinking is required to recognize previously unnoticed creative paths and issues and to investigate potential solutions. Convergent thinking's job is to use relevant and necessary knowledge to solve the assignment creatively (Gonzales, 2020).

"A study of gifted kids with learning impairments discovered that those who received both gifted and learning disability services or solely gifted programs had greater self-concept than those who received intensive or exclusive learning disability treatments" (Nielsen & Mortorffalbert, 2001). "Making accelerated or expanded academic experiences available to exceptional kids with learning impairments may thus have good social and emotional as well as cognitive consequences".

Children first learn from their parents. Spending time with their talented child allows parents to become more aware of their child's best interests and react by providing suitable educational enrichment options. Even if their children are able to read to themselves, parents should read to them often. Parents may assist their children find their particular interests in the early years by exposing them to their own hobbies and encouraging them to learn about a wide range of things such as art and painting, sports, music, institutions, and nature. Children that are interested in a certain topic require opportunity to go deeper into that field. Home stimulation and desire support are critical to the enhancement of skills. Adopting the kid's lead will assist the youngster thrive (Folostina et al., 2020).

According to Bal et al. (2020), intrinsic motivation is a "very fragile and frequently transient thing" (p.1), and educators should recognize that their brilliant students' precocious intellectual ability are insufficient to guarantee that creativity thrives in the classroom. The classroom atmosphere should be a secure and supportive one in which creative solutions are welcomed and the instructor models innovation. The educational environment is critical not just for fostering creativity and giftedness, but also for sustaining and raising levels of intrinsic motivation in students, as well as for balancing student knowledge (Bal et al., 2020).

Gagne (2015) proposed that "giftedness is transformed that gifted with special need is transformed into talent through the systematic pursuit of a structured program of activities over a significant and continuous period of time, the talent development process is facilitated by the action of two catalysts". These triggers are both internal and external in nature.

### **Teaching English language skills to gifted people with disabilities**

We've all met the kid that continuously fidgets, never finishes his or her work, doesn't know what page we're on, or does not hear the homework. It is possible that persons who exhibit these and other characteristics are just distracted or even lazy; learning challenged people are frequently labeled as lazy. They are constantly urged to try harder. Furthermore, there is little comprehension of the reality that having children with learning disabilities repeat a lesson or task is not the same as having them do it properly. Language skills vulnerabilities are heightened for ESL students, particularly those with learning difficulties, because they are attempting to acquire not only language, but a new language. It is our responsibility as educators to guarantee that

the classroom atmosphere does not promote learning failure.

Howard Gardner's work on multiple intelligences and the many methods in which we all learn, recall, execute, and comprehend may be useful in this area. Gardner has recognized seven human intellects to date: linguistic, logical-math, geographical, artistic, bodily-kinesthetic, interpersonal, and intrapersonal intelligences (Dashti et al., 2020). Betty Edwards' study on spheric ramifications, the functions that the left and right brains play in human thinking, reasoning, and sophisticated mental tasks, is also relevant. ("Left-brain characteristics include verbal, analytic, symbolic, abstract, temporal, rational, digital and linear patterns of thought and behavior while the right-brain characteristics can be described as nonverbal, nontemporal, nonrational, spatial, intuitive and holistic approaches") (Dashti et al., 2020). Instructors may enhance the learning environment for many children, especially those with learning disabilities, by designing projects that need different intelligences and matching the engagement needed of each hemisphere of the brain.

### **DEFINITIONS:**

#### **Definition of child with special needs:**

"Children with Special Needs" (CSN) has a wider connotation than children with differing abilities. CSN is a kid who, unlike other children, requires specialized educational services. A child is considered to have special needs if he has something less, maybe more, than others. Alimin (2004) characterized children with special needs as children who require more consideration, such as in regarding education; nevertheless, education must be linked with the barriers to education as well as the particular requirements of the child

**Definition of Gifted children:**

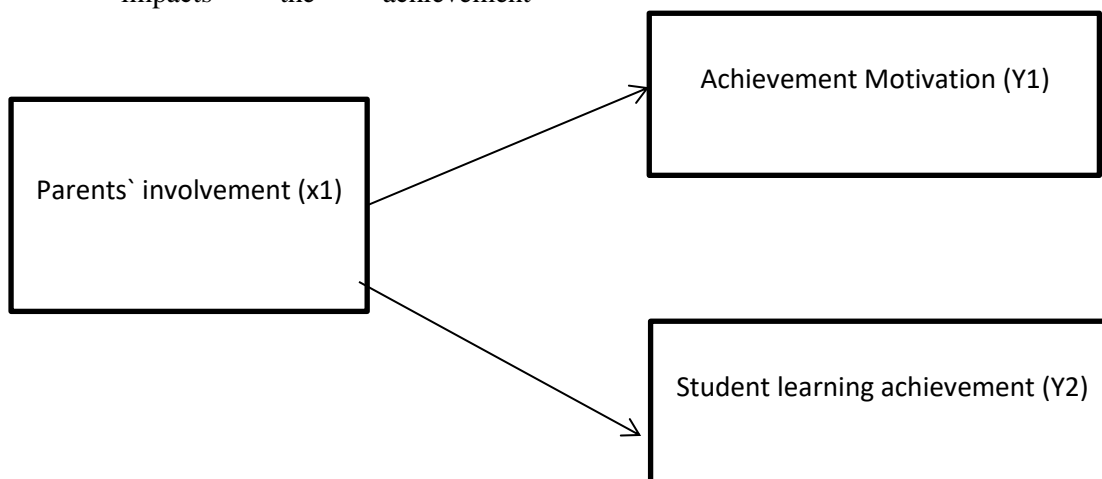
Who can function at a better level in one or more fields than others their age, experience, and surroundings. They need to change their school experience in order to learn and attain their full potential. gifted and talented student:

- Belong to all racial, ethnic, and cultural groups, as well as all economic strata;
- Require enough access to suitable learning opportunities in order to fulfill their full potential..
- Can have learning and behavioral issues that need specific intervention and adaptation.
- Requires assistance and supervision to grow emotionally, socially, and in their area of skills.

**RESEARCH HYPOTHESES**

The following hypotheses are created based on the assumptions:

1. Parents' participation greatly impacts the achievement



**Research Variables:**

Parents' engagement is the independent variable, while accomplishment motivation and learning achievement motivation and learning achievement are the dependent

motivation of talented children with special needs.

2. The engagement of parents has a substantial impact on the achievement motivation of brilliant children with exceptional needs.

**METHODOLOGY**

This study is planned as a survey research (data collected from a sample, then results extrapolated to the group), complete with data gathering methods and methodologies. The explanatory survey technique was employed in this study, along with a quantitative approach using regression and correlation analysis. The assessment should be used to describe the phenomenon with quantifiable prognostication in evaluating the coefficient between intervention variable to achievement motivation and learning achievement the object of this paper is the gifted handicapped children and their parents, totaling 14 gifted kids with special needs Documentation and survey studies are used to acquire data.

The following diagram depicts the concept.

variables. The impact of parental engagement factors on achievement motivation and learning accomplishment will be investigated and reviewed. This impact was also explored in terms of how

big and how features are based on connection:

## **RESEARCH RESULTS AND INTERRUPTION**

### **Data analysis**

Prior to conducting the hypothesis test to examine the impact of independent factors (parents involvement) on the dependent variable (achievement motivation), Goodation test data in the form of reliability and Goodity test and precondition test regression analysis were collected.

### **Goodity test**

As previously stated, a survey questionnaire should be Goodated for Goodity and reliability. The reliability of this survey instrument is determined by comparing each participant's answer items to the number of questions on each variable. The pearson correlation test was applied, as shown in the table below.

The preceding is a restatement of the calculated values (r calculation) of each item question by the quantity for 5 variables and evaluated with the r table. The problem is Good if r computed > r table, and vice versa.

**Table 1: shows the correlation of calculation results (r calculate) for each question item to assess the correctness of each question**

| Variables            | Questions no | correlation of calculation result ( r calculate) | R table ( on respondants number 21, df =19 | Explanation |
|----------------------|--------------|--|--|-------------|
| Parenting (X1)       | 1            | 0.7226   | 0.4333                                     | Good        |
|                      | 2            | 0.6035   | 0.4333                                     | Good        |
|                      | 3            | 0.7043   | 0.4333                                     | Good        |
|                      | 4            | 0.8765   | 0.4333                                     | Good        |
| Communication (x2)   | 1            | 0.8043   | 0.4333                                     | Good        |
|                      | 2            | 0.9654   | 0.4333                                     | Good        |
|                      | 3            | 0.6953   | 0.4333                                     | Good        |
|                      | 4            | 0.7104   | 0.4333                                     | Good        |
| Voluntarity(X3)      | 1            | 0.5556   | 0.4333                                     | Good        |
|                      | 2            | 0.5006   | 0.4333                                     | Good        |
|                      | 3            | 0.6415   | 0.4333                                     | Good        |
|                      | 4            | 0.7194   | 0.4333                                     | Good        |
|                      | 5            | 0.8182   | 0.4333                                     | Good        |
| Home studying (X4)   | 1            | 0.6822   | 0.4333                                     | Good        |
|                      | 2            | 0.7403   | 0.4333                                     | Good        |
|                      | 3            | 0.6395   | 0.4333                                     | Good        |
|                      | 4            | 0.5895   | 0.4333                                     | Good        |
|                      | 5            | 0.5622   | 0.4333                                     | Good        |
| Decision making (X5) | 1            | 0.8888   | 0.4333                                     | Good        |
|                      | 2            | 0.5111   | 0.4333                                     | Good        |

|                              |   |        |        |      |
|------------------------------|---|--------|--------|------|
|                              | 3 | 0.8152 | 0.4333 | Good |
|                              | 4 | 0.5163 | 0.4333 | Good |
|                              | 5 | 0.4503 | 0.4333 | Good |
| Collaborating (X6)           | 1 | 0.4756 | 0.4333 | Good |
|                              | 2 | 0.5705 | 0.4333 | Good |
|                              | 3 | 0.4503 | 0.4333 | Good |
|                              | 4 | 0.5134 | 0.4333 | Good |
|                              | 5 | 0.5965 | 0.4333 | Good |
| Hope (Y1.1)                  | 1 | 0.5104 | 0.4333 | Good |
|                              | 2 | 0.5376 | 0.4333 | Good |
|                              | 3 | 0.7535 | 0.4333 | Good |
|                              | 4 | 0.6604 | 0.4333 | Good |
|                              | 5 | 0.6443 | 0.4333 | Good |
| Hope(Y1.2)                   | 1 | 0.6262 | 0.4333 | Good |
|                              | 2 | 0.5813 | 0.4333 | Good |
|                              | 3 | 0.6388 | 0.4333 | Good |
|                              | 4 | 0.4967 | 0.4333 | Good |
|                              | 5 | 0.5586 | 0.4333 | Good |
| Perception (Y1.3)            | 1 | 0.7585 | 0.4333 | Good |
|                              | 2 | 0.5884 | 0.4333 | Good |
|                              | 3 | 0.6943 | 0.4333 | Good |
|                              | 4 | 0.8172 | 0.4333 | Good |
| Need (Y1.4)                  | 1 | 0.7141 | 0.4333 | Good |
|                              | 2 | 0.6671 | 0.4333 | Good |
| Feedback (Y1.5)              | 1 | 0.6731 | 0.4333 | Good |
|                              | 2 | 0.7354 | 0.4333 | Good |
|                              | 3 | 0.7176 | 0.4333 | Good |
| Success consideration (Y1.6) | 1 | 0.5457 | 0.4333 | Good |
|                              | 2 | 0.6723 | 0.4333 | Good |
|                              | 3 | 0.9411 | 0.4333 | Good |
| Menyatudengantugas (Y1.7)    | 1 | 0.8056 | 0.4333 | Good |
|                              | 2 | 0.7912 | 0.4333 | Good |

Depending on the instruments, 5 independent variables and one dependent variable have larger values of  $r$  calculate than  $r$  table ( $r$  calculate  $>$   $r$  table) or greater than 0.433, at  $df= 19$ , implying that all items in the study's indicator are legitimate and viable for use in research data.

### Reliability test

The following table displays test reliability using cronbach alpha from the SPSS software.

Here is a summary of the planned reliability test findings.

**Table 2: The Cronbach alpha test for reliability is shown.**

| Variables   | No. of question | Cronbach alpha minimum | Cronbach alpha calculate | Explanation |
|-------------|-----------------|------------------------|--------------------------|-------------|
| Variable X1 | 4               | 0.6                    | 0.7859                   | Reliable    |
| Variable X2 | 4               | 0.6                    | 0.7880                   | Reliable    |

|               |   |     |        |          |
|---------------|---|-----|--------|----------|
| Variable X3   | 5 | 0.6 | 0.7577 | Reliable |
| Variable X4   | 5 | 0.6 | 0.7547 | Reliable |
| Variable X5   | 5 | 0.6 | 0.7482 | Reliable |
| Variable X6   | 5 | 0.6 | 0.6770 | Reliable |
| Variable Y1.1 | 5 | 0.6 | 0.7443 | Reliable |
| Variable Y1.3 | 5 | 0.6 | 0.7160 | Reliable |
| Variable Y1.3 | 4 | 0.6 | 0.7645 | Reliable |
| Variable Y1.4 | 2 | 0.6 | 0.7319 | Reliable |
| Variable Y1.5 | 3 | 0.6 | 0.7732 | Reliable |
| Variable Y1.6 | 3 | 0.6 | 0.7945 | Reliable |
| Variable Y1.7 | 2 | 0.6 | 0.8314 | Reliable |

Depending on the outcomes of the preceding tests, it is possible to infer that the research method is both Good and dependable.

### **FACTORS INFLUENCING THE LEARNING ACHIEVEMENT**

As a result of the human rights movement, a new viewpoint has emerged that all talented children with various skills such as drawing, molding, and playing must be educated alongside normal children in the same location. This means that outstanding youngsters should not be denied the opportunity to attend the public school of their choice.

Conversely, comprehensive learning is an important approach in which pupils in public school are referred to be gifted children with special needs or talented children with special education. Several impressive suggestions were offered by Balli (2016), who noted that parents were not interested enough in school life to secure their children's participation in the normal education system; parents believe they should be more involved in the aims rather than merely signing the forms. Parental participation in school is important for attaining inclusive education for their brilliant children with special needs, who can speak up to preserve their own rights.

### **CONCLUSION**

The findings demonstrate the extent of the impact of parental participation on the success and motivation of brilliant children with special needs. This is because children's motivation might come from inside or without them. Motivation is a dynamic process that results in goal-directed behavior. Motivation, as an internal or psychological process that happens in an individual, is heavily impacted by a variety of circumstances. As a result, parental participation should be encouraged in order to increase children's motivation. The findings also demonstrate the degree of parental engagement in children's lives. There is no other rationale than the one stated above regarding parents' practical participation in enabling and boosting their children's learning accomplishment.

Ultimately, it can be stated that parental participation has a substantial influence on the achievement motivation of talented children with special needs in the test group.

### **Limitations**

This research, however, is subject to some limitations as we unfortunately had a limited access to the newest peer-reviewed articles regarding the topic of sexual risk in autism, so we had to make use of some of the older ones. Nevertheless, the scope of



discussions is in not as wide as we hoped for, which is the thing that we look forward to enhance in future works. Moreover, the sample size would have been much preferable if it was bigger, and the time constraint was pushing really hard.

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