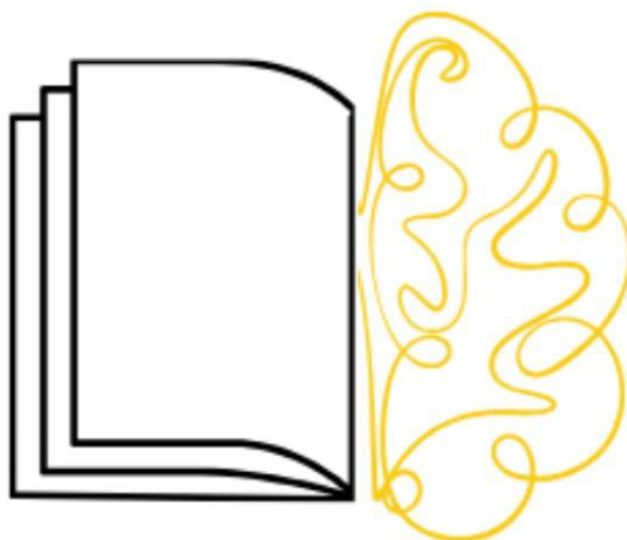


YOUR BREAKTHROUGH . SMART SOLUTIONS FOR SMART MINDS

2023-1-ES01-KA220-SCH-000153753



DATA ANALYSIS REPORT

EXPLORATORY SURVEY AMONGST PARENTS OF GIFTED CHILDREN, ELEMENTARY SCHOOL TEACHERS, AND GIFTED STUDENTS THEMSELVES.

In order to gain an overall understanding of how gifted students are served, an exploratory survey was created and distributed among parents, teachers and gifted students.

In total, 1295 respondents answered the survey, of which 1127 answered the English version, and 168 the Spanish version. 19 respondents were removed from the dataset, because they answered, 'none of the above' to the question 'What is your role?', which leaves 1276 usable responses.

From the 1276 usable responses, 1031 answered that they were parents of 1 or more gifted children. 171 responses came from teachers and 74 responses came from gifted elementary school students.

Parents

As mentioned before, 1031 respondents indicated that they were parents of (a) gifted child(ren).

They rated the following statements on a scale of 1 to 5:

Question	Result (on a scale of 1-5)
How well do you feel you understand what it means for a child to be gifted?	4.07 (SD 0.85)
How confident are you in your ability to identify giftedness in your child?	4.07 (SD 0.93)
How satisfied are you with the support and resources available for your gifted child?	2.43 (SD 0.97)
How much do you feel your child's giftedness impacts your family life?	4.14 (SD 0.94)
How effective do you believe your child's school is at accommodating and nurturing gifted students?	2.38 (SD 1.12)

These results show that the parents that answered this survey are quite confident in their ability to identify and understand their gifted child(ren). They do indicate that their child's giftedness has a quite high impact on their family life, whilst they show little confidence in the effectiveness of the schools.

Correlational analysis shows that on average, parents who feel more confident in their understanding of what it means for their child to be gifted, are also more likely to feel confident in their ability to identify giftedness in their child. Furthermore, parents who

indicated that their child's school is not effective in accommodating and nurturing their child's giftedness were more likely to be unsatisfied with the support and resources available to their children.

Although parents answered from a wide variety of countries, most countries only contained a few responses. In the following analysis of the answers per country, countries with less than 10 respondents were removed from the dataset. Values with an asterisk (*) are statistically different from the other countries.

Question	Belgium	Czech Republic	Italy	Netherlands	Spain
How well do you feel you understand what it means for a child to be gifted?	4.08	4.20	3.91	4.14	2.91*
How confident are you in your ability to identify giftedness in your child?	4.06	3.97	3.79	4.18	2.66*
How satisfied are you with the support and resources available for your gifted child?	1.97*	2.54	2.09	2.48	2.25
How much do you feel your child's giftedness impacts your family life?	4.19	4.00	4.00	4.17	3.78*
How effective do you believe your child's school is at accommodating and nurturing gifted students?	2.31	2.40	1.67*	2.42	2.21

This analysis by country shows that parents from Spain feel most insecure in their understanding of what it means for a child to be gifted. Parents from Belgium, the Czech Republic and the Netherlands seem most sure that they know what it means for their child to be gifted. The same pattern emerges from the statement: "How confident are you in your ability to identify giftedness in your child?", again parents from Spain are most insecure while parents from Belgium, the Czech Republic and the Netherlands are most sure.

Parents from Belgium are the least satisfied with the support and resources available to their gifted child(ren). Parents from the Czech Republic and the Netherlands are somewhat more satisfied, although their rating is still quite low.

With regards to the statement: "How much do you feel your child's giftedness impacts your family life?", parents from Spain give the lowest rating. The highest rating is found among parents from Belgium and the Netherlands.

Finally, parents from Italy are most disappointed in how effective they believe their child's school is at accommodating and nurturing gifted children, although all average ratings across all countries are quite low.

Teachers

171 respondents indicated that they were teachers. They rated the following statements:

Question	Result (on a scale of 1-5)
How knowledgeable do you feel about the characteristics and needs of gifted students?	3.80 (SD 1.05)
How confident are you in your ability to identify and assess gifted students in your classroom?	3.66 (SD 1.01)
How well do you feel you adapt your curriculum to meet the needs of gifted students?	3.25 (SD 1.17)
How often do you participate in professional development related to gifted education?	3.33 (SD 1.31)
How well supported do you feel by your school or district in providing for the needs of gifted students	3.13 (SD 1.29)

These results indicate that teachers feel moderately to quite knowledgeable about the characteristics and needs of gifted students. They feel only moderately supported by their school or district in providing for the needs of their gifted students.

Correlational analysis shows that the answers to all 5 statements are positively correlated, which indicates that, on average, teachers who feel more knowledgeable and able to identify gifted students also feel more able to adapt their teaching. They also participate in more professional development related to gifted education and feel more supported by their school/district.

Although teachers answered from a wide variety of countries, most countries only contained a few responses. In the following analysis of the answers per country, countries with less than 10 respondents were removed from the dataset. Values with an asterisk (*) are statistically different from the other countries.

Question	Netherlands	Spain
How knowledgeable do you feel about the characteristics and needs of gifted students?	4.05*	3.30*
How confident are you in your ability to identify and assess gifted students in your classroom?	3.95*	3.05*

How well do you feel you adapt your curriculum to meet the needs of gifted students?	3.73*	2.27*
How often do you participate in professional development related to gifted education?	3.88*	2.32*
How well supported do you feel by your school or district in providing for the needs of gifted students	3.34*	2.83*

This analysis shows that teachers from Spain answered differently to all statements when compared to teachers from the Netherlands. Teachers from the Netherlands feel more knowledgeable and more confident in their ability to identify giftedness in their classrooms. Dutch teachers also feel that they adapt their curriculum better to gifted students than teachers from Spain. Dutch teachers also participate more in professional development related to gifted education. Finally, Spanish teachers feel less supported by their school or district in providing for the needs of their gifted students.

Students

Of the respondents, 74 indicated that they are students at a primary school. They rated the following statements:

Question	Result (on a scale of 1-5)
How much do you enjoy school?	2.89 (SD 1.25)
How often do you feel challenged by your schoolwork?	2.54 (SD 1.00)
How well do you understand what it means to be a gifted student?	2.99 (SD 1.10)
How supported do you feel by your teachers in your learning?	2.55 (SD 1.05)
How often do you get the chance to learn things that are more advanced than what is taught in your regular classes?	2.01 (SD 0.90)

These numbers indicate that students enjoy school only moderately. They don't often feel challenged by their schoolwork, and most students indicate that they only have somewhat of an understanding of what it means to be a gifted student. They don't feel very supported by their teachers, and they indicate that they don't often get the chance to learn more advanced material.

Correlational analysis shows that the students that indicate that they often feel challenged by their schoolwork are more likely to indicate that they enjoy school. Furthermore, students that indicated that they often get the chance to learn more advanced material are more likely to indicate that they feel supported by their teachers in their learning.

Although students answered from a wide variety of countries, most countries only contained a few responses. In the following analysis of the answers per country, countries with less than 10 respondents were removed from the dataset. Values with an asterisk (*) are statistically different from the other countries.

Question	Netherlands	Spain
How much do you enjoy school?	2.08*	3.05*
How often do you feel challenged by your schoolwork?	1.92*	2.67*
How well do you understand what it means to be a gifted student?	3.75*	2.84*
How supported do you feel by your teachers in your learning?	2.17	2.67
How often do you get the chance to learn things that are more advanced than what is taught in your regular classes?	2.00	2.02

These analyses indicate that the students from the Netherlands, on average, do not enjoy school, while the students from Spain enjoy school moderately. The Spanish students also feel more challenged by their schoolwork, although the Dutch students indicate that they have a somewhat better understanding of what it means to be a gifted student. No difference was found in the perceived support from teachers and in how often the students get the chance to learn more advanced material.

Summary

Most parents feel knowledgeable with regards to giftedness and feel able to recognize giftedness in their child(ren), at the same time they are unhappy with the way the schools of their children accommodate and nurture their children, and the services provided to them. Teachers indicate that they feel only moderately knowledgeable and able to identify gifted students in their classroom. They feel somewhat able to modify their curriculum for gifted students, and they indicate that they only feel some support from their school or district in providing for the needs of the gifted students in their classroom. The gifted elementary school students that filled out this survey do not enjoy school that much and indicate that they do not often feel challenged by their schoolwork. They also have only somewhat of an understanding of what it means to be a gifted student. Furthermore, they indicate somewhat of a lack of support from their teachers, and a lack of opportunities to learn advanced material.

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