

# Parenting Strategies in Optimizing the Art Potential of Specially Gifted Children

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## Abstract

The purpose of this research is to investigate whether or not there is a connection between kids' emotional development and their level of violent conduct. The correlational quantitative approach was used throughout the course of this investigation. It is possible to assess whether or not there is a connection between the independent variable, which is emotional maturity, and the dependent variable, which is violent conduct, by using this approach. This research used a method known as purposive sampling. The total number of participants that took part in this survey was 143 pupils. The findings of this study, when analyzed, indicate that there is a significant negative relationship between emotional maturity and aggressive behaviour, with a Pearson correlation value of  $-0.282$  and a significance of  $0.001$  ( $p < 0.05$ ). This indicates that there is a significant negative relationship between emotional maturity and aggressive behaviour. While other characteristics are responsible for 71.8% of the variance in violent conduct, emotional maturity is responsible for 28.2% of the variance.

**Keywords:** Parenting • Gifted Children • Potential

## Introduction

It has been shown that education in and via the arts may make the learning process more enjoyable, which in turn leads to the accomplishment of superior outcomes. In the meanwhile, art education as a medium not only shapes people with sensitivity, artistic inventiveness, intuitiveness, and criticality of the surroundings, but it may also enhance the fundamental potential of students as they study to obtain the best possible outcomes [1]. In accordance with the aforementioned assertion, human beings possess the power of soul, which includes creativity, initiative, and labor. The balanced cultivation of all of a person's abilities is necessary for complete human growth.

Incomplete human growth is likely to emerge from development that places an excessive amount of emphasis on the development of a single power alone. It turns out that education simply fosters creativity at this point, paying less attention to the processing of a person's taste and purpose. He said that education that places a greater emphasis on the intellectual side would only serve to isolate pupils from their society. In the event that it continues, it will make people less human or humane. Since of this, there is a significant need for education in the arts because the nuances of the students' brains need to be educated and developed [2]. Children are taught to engage their right and left hemispheres of the brain in a manner that is harmonious via the study of art. In addition, students are given the opportunity to study in a pleasant manner via the medium of art instruction. The experience of art may stoke feelings of patriotism and bring a nation's diverse population closer together in terms of aesthetics [3].

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A child's emotional intelligence may be developed via the study of the arts. Because art education has the ability to process all sorts of activities relating to physical activity and a feeling of beauty, which may then be poured into acts of expression, investigation, production, and enjoyment via the mediums of language, appearance, sound, motion, and roles [4]. It is anticipated that children's participation in art education will play a role in the construction of their personal harmony between logic, ethical, artistic, and aesthetics, as well as in the growth of their ability to appreciate cultural variety and their capacity for creative expression [5].

There are two aspects of a person's environment that contribute to the development of their potential. The first element is referred to as the individual factor, while the second factor is known as the additional individual factor [6]. Individual variables are aspects of a person's life that originate from inside them, such as their interests, motivations, values, and personality. Individual factors also play a role in talented children's lives. While extra individual variables are those that originate from outside of the talented children themselves but nevertheless have a substantial impact on gifted children, intra-individual factors are those that come from inside the gifted children themselves [7]. Examples of such factors include the social environment, the educational environment, the number of workouts performed, the hurdles overcome, and the availability of facilities and infrastructure. In accordance with the assertion, a potential may be a performance that is impacted by both one's personality and the environment in which they live.

As a matter of fact, many parents are not aware of their children's skills at this time. As a result, parents are only able to witness their children's successes in academics based on the report card scores that are received at school by their children [8]. This leads to parents being overzealous in their desire for their children to achieve higher levels of intellectual capacity at an earlier age. The process of providing intellectual stimulation to children begins when they are still in the womb. All of the stimulus that is offered to children may help them achieve success in their academic endeavors while they are in school; nevertheless, this accomplishment loses its significance once children become adults.

The majority of children are unable to explore the fields that they excel in or enjoy outside of school due to the fact that their parents already have a plan in place, even from the time the child is in the womb, regarding the type of work that their child will do in the future, which may or may not be aligned with the child's talents or interests [9]. Not only that, but on the other

side, many parents have too much freedom to pick what they want without offering clear guidelines or targeted assistance, which results in children not truly exploring any area. This is a problem since children miss out on the opportunity to learn about new things. This may occur as a result of a lack of understanding on the part of the parents about how to recognize children's skills and what steps should be taken to make the most of such talents [10].

It is intended that as a result of this study, parental tactics would shift in order to become more effective at recognizing the unique abilities that children possess. And ensure that these youngsters get the appropriate level of assistance and guidance in order for their creative potential to be fully realized. In order to facilitate a rise in the quantity of competent human resources [11]. The preceding explanation demonstrates how critical it is to make the most of gifted potential and how essential it is for parents to play an active part in this process. Therefore, the authors are curious as to what instances of parental techniques have been successful in maximizing the potential of talented children in order to generate performance from such youngsters [12]. Numerous activities that are pertinent to the child's area of giftedness may be used to foster the development of talent. The author is interested in researching a variety of potentials, one of which is creative skill. How are talented children supported in their efforts to develop their artistic abilities, and what kind of creative freedom do they have over how their work is displayed?

When it comes to creativity, which is one of the factors that determine artistic potential, the role of parents and their level of education have a positive effect on the level of creativity of particularly gifted children [13]. This is due to the fact that parents who have a higher education have a tendency to raise their children in a manner that is not conventional. In order for special gifted children to develop their creative potential, their parents should implement one or more of the following seven strategies: general exploration activities; individual choice activities; individual projects; exchanging ideas; providing facilities; encouraging and appreciating their children's efforts [14].

The purpose of this research is to investigate not only the creative growth of exceptionally talented children as one of the components of art, but also other components of art, including self-expression as an element of art. In reference to the instructions that parents offer to their children so they may exert some kind of control on the degree to which their children express themselves creatively.

## Methods

The technique of investigation is a qualitative one, and it takes the form of a case study [15]. The parenting strategy is the focus of this research as it relates to the context of maximizing the creative potential of children within the framework of the category of specially gifted children. The unit of analysis for this study is the parenting strategy. The process of obtaining the necessary data via data collecting is one that is methodical and consistent. Research participants were deliberately chosen for the study. The interviews were carried out in a format that was only semi-structured. The talk will be geared at investigating the issue, as well as the interview criteria that have been established and the new questions that have been prepared to investigate the subject [16]. After the data from the interviews has been collected, it will be transcribed, processed, and analyzed using various theme analysis approaches. Finally, conclusions will be formed based on the findings of the study. In this investigation, the data will serve as the foundation for the subsequent theme analysis that will be carried out. The method of coding the data was carried out without making any reference to the preexisting code structure or the analysis by earlier academics. Inductive reasoning is used to produce code from raw data [17].

## Results and Discussion

### Subject observation and interview results

Subject 1 teaches children new things by teaching children to write,

even when children have not been taught to write at school. Subject 1 also teaches children computers, which are then used by children to type their writings. Even when children have not been taught to write at school, subject 1 teaches children to write. In addition, children have the opportunity to learn new things through the participation of children from the Little Writer Community, the provision of encouragement and direction to children so that they will have the courage to send their works to publishers and magazines, the sale of comics and stickers to their friends, and the participation in particular lessons.

Subject 1 offers students with access to a variety of material resources, including a variety of instructional materials for writing and reading, such as books for studying, books for writing, and stationery. Subject 1 may also offer the necessary resources for children to pursue their interests and develop their skills, such as books for children who like reading as a hobby, writing tools for children who are talented writers, and drawing equipment for children who enjoy drawing as a hobby. In addition, subject 1 offers the students with the media that they need for school, namely the school supplies that the children require such as books and computers. Subject 1 also offers amenities that children want and need, such as image dictionaries and tale books, and it fulfills their requests for these services.

Subject 1 provides children with samples of the work produced by other people, such as publications and books that include the writings of young authors such as youngsters, in order to stimulate children to produce their own work. In addition, Subject 1 encourages children to produce specific works by offering them the chance to read or go for a walk as a reward for their efforts. In addition, topic 1 encourages children to enhance their skills by providing them with interactive CDs, calendars that help children learn their numbers, and educational toys. The calendars help children learn their numbers.

Subject 1 assists children with their work by providing answers to questions posed by children, attempting to make it simpler and more expedient for children to do their tasks, and providing children with directions. Because of this, subject 1 is able to discover the path and process that publishers follow in order to produce works for children. As a result, subject 1 is aware of the criteria that the publisher seeks, the conditions that need to be satisfied, and the editing process that takes place before a children's work can be published. The participation of pupils in contests held in a variety of disciplines is another way that subject 1 inspires young people to achieve their full potential. The first topic does not provide any guidance or recommendations for effective methods of labor. Subject 1 will provide suggestions and suggestions on how to work properly, but if the youngster refuses, then Subject 1 will not compel them to work. For example, when subject 1 asked the kid to submit his work right away, the youngster flatly refused, therefore subject 1 did not insist that the child send it.

Subject 1 enables students to concentrate on their chosen subject by allowing them the flexibility of time to pursue their interests and develop their skills, particularly in the areas of writing and painting. Subject 1 did not impose any time constraints on the kid's eating, bathing, or studying activities and allowed the child to engage in these pursuits from the moment the child arrived home from school until it was time for bed. Subject 1 not only allows youngsters the opportunity to concentrate on their disciplines, but it also does not need them to become experts in any other subjects. Because of this, the kid's current lessons are terminated when the child reaches grade 6, and topic 1 does not need the child to study continually, despite the fact that the child is preparing for a national examination.

Subject 2 also gives students access to the forms of transportation they need for school, including motorcycles and motorcycle taxis. The children are given the option to decide whatever mode of transportation they would want to utilize. Subject 2 also provides insurance for the kid's education, making it possible to ensure that the youngster will continue to get an education up until it is done. Subject 2 provides its students with a variety of material amenities, one of which is the opportunity to interact with people who are more knowledgeable in their respective fields. For example, subject 2 brings its students together with a drawing instructor by the name of Pak

Sigit and provides them with the chance to learn from him. In addition to Mr. Sigit, students in subject 2 participate in a variety of additional classes such as drawing lessons, topic lessons, computer lessons, and English lessons in order to provide children with the chance to learn from their tutors.

Subject 2 assists the children in their work by providing feedback on the children's projects at various points in the process. Subject 2 encourages children to create by going on walks with them to find inspiration, allowing them to forget about their surroundings when they are concentrating on drawing, encouraging children's aspirations to study art at specialized schools, teaching children how to find additional inspiration on the internet, and fostering trust between the children and themselves. kid's sense of self-worth by distracting the youngster whenever the child's faith in the image wanes. This is accomplished by pointing out that individuals have varying preferences in regards to drawings, as well as by boosting children's self-esteem in the event that they do not win the competition by stating that the children's drawings are nice, but that there are many others that are better. These are the kind of activities that are done to ensure that youngsters continue to have jobs. In addition to that, topic 2 motivates children to perform to the best of their abilities by incorporating them in contests. The competition consists of not only a competition for the development of characters, but also contests in other categories, such as a competition for the English language.

Subject 2 did not repress the kid in any way by refraining from making comparisons between the child and other youngsters. The subject's own drawing talent serves as a yardstick for evaluating the child's potential. Subject 2 additionally provided an explanation to the kid in the event that there was an issue, such as when the child lacked self-assurance after the painting was judged to be inferior in a competition or when a friend said that the picture was unappealing. Subject 2 emphasizes that while the drawings that youngsters make are nice, there are many more images that are much better. Subject 2 further noted that individuals have varying preferences in the images they like to look at.

Subject 3 is able to understand the characteristics of children through observation of children. These characteristics include the nature of children, which is that they are shy; how children always want their work to be different from that of other children; how children have high imaginations; how children are critical; how children respect elders; how children are rebellious; how children are impatient; how children are unruly; how children are very careful when making decisions; how children have a strong memory; how children are less caring for others and more selfish; and Subject 3 investigates whether or not the kid has a problem, determining whether or not the issue is with the community, the tutoring center, the school, or the child himself. One of these ways is through actively listening to the concerns that youngsters have about the issue.

Subject 3 also does not force children to master other fields by wanting to send their children to a specialized art school so that children can focus on developing their talents and learning from people who are more skilled in the fields that are their talents. Subject 3 also wants to send their children to a school where they can learn from people who are more skilled in the fields that are their talents. And when other people, like the children's teachers, push the children to become experts in other disciplines, topic 3 will attempt to convey to the children's instructors that each kid is uniquely talented in their own way.

### Parents in stimulating gifted children

The children's imagination and creativity may be recorded during early childhood evaluations, such as those that are conducted using dynamically constructed observations [18]. As a result, it is essential for the topic at hand to give enough consideration to each phase of child development in order to get an understanding of how children's imaginations and creative capacities have evolved since infancy. The three individuals did this to their own children during the experiment. It is important for parents to put themselves in their children's shoes and experience what it is like to feel, think, and behave as they do. This may be accomplished by the parents

demonstrating that they care about what the youngster has to say by actively listening to the child's desires. This is in line with what subject 1 did, which was to assist the kid in accordance with the wants and requests of the child, as well as the results of observations of what fascinates the child. This is in agreement with what was done.

Parents are better able to appraise their kid if they have a solid grasp of the youngster. Parents are in the best position to provide their children with beneficial criticism that will further their education [19]. The conclusion reached by the researcher is that children are seldom employed, which is consistent with what was done by the subject of topic 3. After this, the students were encouraged to continue practicing what they had learned. Understanding children may also include being aware of the things that youngsters like. Because parents have a larger chance to teach specific characteristics in young children via games, music, and the tales that are their children's favorites, in addition to the eagerness to explore and find out more about aesthetics, expression, and creativity [20]. It is possible to draw the conclusion that parents have the ability to inculcate a work ethic in their children if they do it in a way that is enjoyable to their children.

By setting children tasks and promising them prizes if they do them, subjects may encourage children to improve their skills and performance. Because of this, children will have chances to learn about a wide variety of topics, which will help to increase the quality of their thinking overall, including their creative abilities. As was done by subject 1, who dared the youngster to finish his assignments in exchange for the promise of a brand-new book as an incentive. Stimulating children is another method that may be used to help children increase their capabilities [21].

This method was used by subject 1, who provided children with educational toys so that children could study and practice on their own to enhance their capabilities. Because learning about art is something that can be done on one's own, and the criteria of worth that can be derived from works of art can only be appreciated when done so on one's own. Because each individual's sense of aesthetics has a role in the evaluation of the work.

According to research, environmental effects have a beneficial impact to an individual's levels of motivation, engagement, and performance in a variety of domains, one of which is work. One of the things that can be done to motivate people is to provide feedback in the form of praise [22]. This is because offering instant feedback may help youngsters feel flow, which is another way of saying that they can like what they are doing. This is one of the things that can be done. Because the people around children have the ability to assist children in becoming what they want to become and offer support for children so that they may achieve their capabilities. As a consequence of this, the three people expressed their gratitude to the boy by complimenting him. Even subject 3 mentioned the fact that children possess skills that adults do not have.

It is important that children be allowed the flexibility to pursue interests that are aligned with their passions. Because it is the responsibility of parents to honor their children's ambitions and to provide them with the chance to pursue their interests. Giving children the option to participate in activities that are driven by their interests will provide them the chance to learn new things and develop their creative potential [23]. It is possible to encourage children's creative potential by allowing them the flexibility to pursue their own interests and giving them the chance to participate in activities related to those interests. This is in accordance with what Subject 1 did, which provided the child with the opportunity to study what major in the future. It is also in accordance with what Subject 2 did, which provided the child with the opportunity to choose what major the child wants when entering high school, and it is in accordance with what the child wants. carried out by topic 3, who looks for children to attend school in the area of fine arts according to the child's preferences and strives to find solutions to children's difficulties with instructors who want children to master numerous disciplines of study.

Parents shouldn't place an undue amount of pressure on their children

to create works while the youngsters are working or doing anything in accordance with their own desires. When parents have very high expectations of their children's performance, it might be detrimental to their children's creative development. Therefore, parents shouldn't make their children create works when they're not in the mood to, as was the case with topic 3, and they shouldn't make their children work when they're experiencing issues, as was the case with subject 1.

## Control

Children who are televised have a low level of involvement while participating in things that they like. To the point where youngsters often lose track of time and are also able to concentrate for extended periods of time when engaging in activities that they find enjoyable. Therefore, in order for children to keep their health in check, their parents need to remind them to eat and get enough sleep. As was shown by subject 2, who said that he would disconnect the wireless internet connection if the kid used the internet during the times when the child was meant to be sleeping.

The level of control exercised by the parent has an impact on the child's ability to exercise executive function. The executive function, on the other hand, refers to the act of exerting control over one's conduct in order to reach a certain goal [24]. Children that are gifted have a natural drive to excel, which implies that one of their primary objectives should be to become an expert in the area that will eventually become their area of skill. Therefore, it is possible to draw the conclusion that parental supervision might have an effect on a child's desire to excel in a certain sector of skill.

One of the things that parents try to maintain control is monitor and restrict their children's usage of the internet. Despite the fact that it has a wide variety of applications, the internet is not without its drawbacks, one of which is a loss of interest in one's profession [25]. It has been shown that parental supervision is an effective means of protecting children from these potentially harmful effects. Therefore, subject 3 wishes to get his kid a mobile phone from an older generation that does not connect to the internet in the hopes that this would break the child's habit of playing video games online.

## Conclusion

According to the results of the study, one possible conclusion that can be drawn is that there are ten distinct strategies that parents may use in order to assist their children who are artistically inclined in reaching their full potential as individuals. It is important to provide youngsters with the chance to acquire new skills and for adults to make an attempt to appreciate the perspectives of young people. Help young people with their work, inspire them to improve their abilities, make it possible for them to do so by providing the facilities and opportunities they need, and incentivize them to do so. Provides young people with the opportunity to focus on the aspects of their lives that most interest them, to plan for the future, and to work toward achieving those objectives. Maintain command at all times, but steer clear of exerting unnecessary pressure on the child. In addition, the method's ten findings will serve as the basis for the researchers' follow-up suggestions, the majority of which will be aimed at the parents of other exceptional children. These recommendations will be produced as a result of the follow-up study.

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