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AN ANALYSIS ON THE RELATIONSHIP BETWEEN PRIMARY SCHOOL TEACHERS' SELF-EFFICACY BELIEFS AND ATTITUDES TOWARDS GIFTED EDUCATION ¹

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ABSTRACT

The purpose of this research is to investigate whether there is a significant relationship between attitudes and self- efficacy beliefs of primary school teachers towards gifted education; the level of Self-Efficacy Belief and Attitude and whether they differ according to various variables. In the study, correlational survey model was employed in order to determine a relationship between attitudes and self-efficacy beliefs of primary school teachers towards gifted education. Two scales were used in the study. The scales are called as; "The Self- Efficacy Scale towards Gifted Education (SESTGS)" and "The Attitude Scale towards Gifted Education (ASTGS)". As result of the data analysis, it was seen that the levels of primary school teachers' self-efficacy beliefs towards gifted education were found at the medium level according to the sub-dimensions of academic efficacy, mentorship efficacy, and responsibility; and found at a high level according to the sub-dimensions of personal characteristics, supporting creativity efficacy, and instruction planning efficacy, and to the total averages. The self- efficacy beliefs of primary school teachers towards gifted education show a statistically significant difference in terms of the sub-dimensions of; personal characteristics, supporting creativity efficacy and instruction planning efficacy, and total averages according to the gender variable. This statistically significant difference is in favor of the male primary school teachers. The self-efficacy beliefs of primary school teachers towards gifted education do not demonstrate a statistically significant difference according to marital status and age variables. It is seen that there is a low-level, positive and significant relationship between the total self-efficacy beliefs and attitudes of primary school teachers towards gifted education.

Keywords: gifted, gifted education, attitude, self- efficacy belief, teacher

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INTRODUCTION

In the century we live in, countries need individuals who are well-educated, well-equipped, happy, sensitive, and who can love, think, decide and protect their countries. Parents and teachers have important responsibilities in terms of raising these individuals. In order to fulfill these tasks, first of all, children should be known very well (San Bayhan and Artan, 2014). The interests, wishes and needs of children who are the owners of the future should be determined ideally, and both parents and teachers should ensure that they receive the necessary support which is necessary for revealing their existed potential at the highest level.

As people are different from each other regarding various characteristics in the world that we live in, these differences should be considered from pre-school to university in terms of the preparation of curriculums. Subjecting individuals to a uniform education without considering their personal characteristics, and expect the same level of success from everyone in the framework of this program cause to a recede in the most successful field and prevents to reach the expected level in other fields. The frequent changes made in the curriculums prepared between the years of 1924 and 2005 and the fact that the qualities of the outcomes are not at the expected level may cause from the structure of the program (Baysal and Ada, 2015). By preparing curriculums that have properties to reveal the capacities of students with different qualities in line with their personal characteristics, generations which are qualified, well-equipped, avant-garde and creative can be raised.

In a society, the main purpose of education is to make the individuals beneficial to society. In line with this purpose, the environment has an impact on the upbringing of individuals with all of its living-nonliving components. Economic, political, cultural and related institutions, mainly the institution of family, are included in the concept of environment. However, among these institutions, the one which is responsible for the upbringing of a child is the educational institution, in other words, the school. In this direction, the person who is responsible for the education of a child is a teacher. A teacher, who is the most important components of the education system, is responsible for raising new generations in a country and the human power that the country needs. A child gains educational and sometimes non-educational experiences from the environment. The relationship between a child and environments never comes to an end. The duty of a school and teacher is to raise the child and transform these non-educational experiences is an educational direction (Küçükahmet, 2015). Education is the leading activity that has been taken place since the beginning of humanity. The functions of education which is actualized as a necessity of life have differed in every age and society (Ada and Baysal, 2013). Today, education can be identified with the formal school environment. Education can be provided formally under certain conditions. An information should be examined, memorized, used when it is necessary and passed to the next generation. There are also academic branches which reflect the process that the culture applies to cope with physical, biological, and personal problems. Schools have emerged all over the world in the course of time to serve these purposes. The understanding of school is closely related to the existence of writing systems which are considered as necessary to reach religious, economic and social objectives. As education goes beyond the basic primary school years, it starts to include learning different branches of science as history, religion and science (Gardner, 2006).

A school is the place where education-instruction activities take place (Girgin, 2016). A school expresses a formal space whose formal rules are previously specified. All countries perform research and development in the direction of benefitting from the talents that individuals have through curriculums. Developed countries gain significance with values that they give to their citizens and contributions they make to their education (Duman, 2005). Turkey is one of the countries with the oldest primary school system. The political leaders of our country have attached importance to the issue of primary school from the beginning of the 19th century. Our leaders have not seen primary school only as a medium which passes our national traditions and ethical values to next generations, but at the same time consider it as a medium of renovation. Furthermore, in the Republic period, the primary school has gained another importance in terms of introducing the reforms of the republic to the new generations and enhancing secular thinking. It was also considered as effective in terms of social and economic development during the pilot of village institutes and after the 27 May Revolution (Kaya, 2009).

Primary schools which have important tasks in terms of building a modern human being leads to raising human beings who think multi-dimensionally, question what is thought and not consider them as absolute truths and have a creative character. Revealing the modern human being is possible with a contemporary education process (Arslan, 2007). Many transformations and alterations have occurred since the emergence of the idea of education. However, the only thing that has not changed in this fields in the pursuit of quality in education. Since the early periods, many educational scientists have put efforts to enhance the quality of education. In the past, the focus of these studies was the question of "How we can teach individuals?". However, today, educators focus on the question of "How individuals learn?" in the reforms have recently emerged as a requirement of the information and technology era. In this sense, the purpose of education has changed as enabling students to learn how they can develop themselves during a lifetime, instead of loading them with information (Küçüktepe, 2007). Parents and teachers who prepare children to live as 'behavior scientists' educators should be sensitive to the developmental characteristics of children of every age. Therefore, it is important that they make their guidance and assessments in the light of scientific data provided by developmental psychology in order to raise healthy generations (Aydın, 2007). In modern societies, the task of passing social values and norms to the next generations that are fulfilled by the family and social environment primitive societies is performed by schools, and particularly by primary schools and primary school teachers. One of the main reasons for the mandatory primary school education in our time is the inevitability of socialization of generations. Besides the task of passing the values of a society to the next generations, schools also have the aim of changing and shaping behaviors. Education is the process of improving the talents of an individual in an optimal manner (Akyüz, 2012).

Primary school is an institution that set the foundation for the tasks of adult life. The knowledge that is gained in this institution has an impact on the further educational life to a great extent. In addition, the positivity or negativity of relationships that are established with teachers and peers affect behaviors displayed in the following steps of education. Starting to the primary school is one of the most important milestones in the life

of a child. Primary school is a different environment that a child who left the house for the first time spend time with new friends and adults. In primary school, a child confronts duties as participating in activities that programmed education requires for the first time, following the rules in a plan of disciplined, fulfilling the instructions of a teacher, and most importantly learning about the subjects as reading, writing, and arithmetic (Polat, 2011). It is important to create opportunities that will ensure the positive development of a child and enable children to establish good relationships with each other and with adults. Furthermore, their behaviors should have a form to be given as an example. Primary school is a stage that a child's social and emotional development is structured. In this period, the teacher is the key person in terms of a child's development both in knowledge and skills, and personal aspect. This is related to the behavior and attitude of the teacher, as it is related to the school environment. Expectations from the primary school vary in different periods. The conditions of our world are changing and transforming in each era. These changes also have an inevitable impact on education-instruction processes. Therefore, educational institutions are obliged to restructure themselves due to the changing conditions (Oktay, 2007).

From Seljuk's to Ottoman Era, Ottoman's to the Republic and early years of Republic to today, different programs have been applied in primary schools for certain periods of time in the education system. As a result of this, graduated who are expresses as outcomes, are raised with different knowledge, skills and habits. The difference among the socio-economic conditions in each era gives rise to different implementations and consequences in primary education, as other steps of education (Baysal and Ada, 2015). It is required to enhance and strengthen the status of teachers in the largest sense in order to enable them to make a revitalizing and developing contribution. Teachers should be raised as individuals who are informed, virtuous, stuck to the principles of freedom and democracy, have a scientific understanding, honest, hard-working and able to bring economic and social vitality to their environment. Only such a teacher can make their impact in a longer time by raising free minds, qualified individuals, and make an impact in a shorter time by making a contribution to development (Akyüz, 2012). The two main purposes of education which are constant in the face of different time and spaces is to imitating the roles of faults and passing the cultural values. Young people should be raised in a way to enjoy improving various fields of interests and feed their minds. As Plato says: "The purpose of education is to create individuals who want to do what they are obliged to do" (Gardner, 2006).

Giftedness

Intelligence takes the shape that affects certain interaction schemes with a subject or subjects and objects in a close circle. The uniqueness of it is based on these schemes that are created in this sense. The arrangement order to the basic structures or the schemes related to the development of intelligence can be listed as rhythms, arrangements and groupings (Piaget, 2016). Defination of Intelligence is involve capacity to learn from experience and ability to adapt to the surrounding environment. Than the definition has emphasized to the importance of metacognition—people's understanding and control of their own thinking processes (Sternberg and Detterman, 1986). Contemporary experts also more heavily emphasized the role of culture. They pointed out that what is considered intelligent in one culture may be considered less intelligent in another culture (Ang,

Van Dyne & Tan, 2011) As Sak says 2007, Turkey has very deep cultural roots about giftedness but the official definitions used in our country were mostly influenced by the definitions of Western societies, especially in the United States (Sak, 2007). In our culture Practical ability, logical thinking and leadership have been the most valued abilities throughout history. The cultural values of these talents can be seen in Turkish epics, stories and paragraphs. For example, in Turkish epics and stories, important characters such as Keloglan and Nasreddin Hodja appeared as symbols of practical ability and logical thinking (Sak, 2007). Although the definition of giftedness has changed and the ability has been focused, but serious changes in identification processes are not seen in our country (Sak and others, 2015). Only science art centers considers drawing and music talent with general intelligence. Fortunately, teachers of the future said that they believed "people have more than one type of intelligence, not one." (Sak and others, 2015).

Giftedness generally includes characteristics as the success, extreme curiosity, creative thinking, abstract comprehension skill, high energy, extensive fields of interest, independence, being persistent, leadership and social maturity (Aral and Gürsoy, 2011). Gifted children have the talent to fulfil tasks that are not explicitly expected from them. They are interested in different issues that many children do not think about. Gifted children think differently and learn about a new information quicker than average students. They need opportunities to express themselves for improving their creativity (Cunklin and Frei, 2015).

The most influential groups in the education journey of talented children are teachers and schools. Teachers set objectives for gifted and talented children, select instructional methods or strategies, help them to the creation of values, and maybe the most important present models for students (Davasligil, 2004). In general, the majority of the parents of gifted children, do not understand the concept of giftedness. Gifted children have important needs that can be perceived as extremely demanding by today's busy parents, in order to take an action. Children who are defined as gifted in early ages and raised accordingly have the opportunity to develop a character which is described with creativity, good social skills and being ambitious. Some of the gifted children may have advanced social cognitive skills, yet they might not display them in their social interactions. The personality development of gifted children reflects the complex nature of giftedness. These individuals possess a wide range of fields of interests, skill levels, social development and physical abilities. Their undulant development process can be annoying and unpleasant for them and for others. They might lack coping skills. The limited opportunities and encountering might jeopardize the development of gifted children. The point that should be underlined is that they are understood and supported by adults in order to be socially and emotionally successful (Mendaglio and Peterson, 2016).

Childhood is a fundamental period that prepares people to their future lives starting from the present time, and that a child is aware of the duties and tasks which are gradually increasing and learn about them by experience. The development process is very quick in the period that covers the ages between 0 and 8 and called as the early childhood. Therefore, it is particularly important to monitor whether children gave developmental features which are in line with the development standards in the early childhood period. If children are growing up faster or slower than the normal development standards, the educational and other

approaches that are provided to them should be considerably altered. Particularly, it is very important to organize home environments according to the abilities, interests and skills of gifted children, creation of curriculums, and informing parents and teacher are significant in the early childhood period with the identification of the giftedness, in terms of increasing their cognitive, physical, social and emotional developments to the highest point (Dağlıoğlu, 2014). The gifted and talented children in general education classes may face the risk of failure and receive grades that are inconsistent with their skills, due to the fact that school curriculums are not prepared according to their interest and characteristics. Therefore, the preparation of programs that are multi-dimensional instead of one-dimensional, prepared on the interests and needs of children and making adaptations in school programs are required. The adaptation should aim at minimizing boredom, concerns and prevention of children and maximizing their learning and personal development; they should aim at bringing psychologic, social and educational needs to the highest point, and meet children's psychologic, social and educational needs (Sucuoğlu and Kargin, 2008).

The characteristics of gifted children can be given as; being able to learn quickly, having high-level of cognitive curiosity, having a tendency for science, being able to use the language properly, being able to start reading before school, having a high level of vocabulary in terms of quality and quantity, having a strong memory and advanced imagination, and being creative (San Bayhan and Aratan, 2014). Another important quality of gifted children is perfectionism. Many of them think that all the projects and activities should be perfect. Even their activities and products have a high quality, they might not be satisfied. They might experience demoralization. This situation decreases their motivation and productivity (Davis, 2014).

Most of the gifted students are influenced by three different groups in the school environment. These groups are; studies in the school environment, teachers and peers. When the social adaptation problems are taken into the consideration as one of the problematic areas for gifted students (Kadioğlu, 2017; Kadioğlu Ateş et al., 2018), it is not surprising that school environments become the center of the problem. When the origin of the problems that children face in school is considered, it is seen that they can be issues that might create problems in different spheres of life. For instance, the experiences of a student with a neurotic perfectionism take place in a school environment can be seen as school-based problems. For example, a student who thinks that his classmates talk inappropriately might shy away from them, and this might cause loneliness. The same student might have to overcome different problems in an out-of-school environment due to the characteristics and displayed behaviors. For example, he might not want to go to a certain cinema hall as he/she found the behaviors of the worker inappropriate. The approaches that do not take the underlying perfectionism factor into the consideration (correcting the attitude of a worker in the cinema hall, not going to the cinema hall, or intervening to the behaviors of friends in the classroom) might not be a solution for the problems of a gifted student. It should be accepted that every environment can have pros and cons. In the same time, it should be seen that gifted students experience difficulties such as communication, besides the advantageous looking characteristics.

Students may have different educational needs. Teachers who have the responsibility of determining gifted and talented children and deliver courses for them face difficulties in terms of selection of these students and design of courses that will meet their needs (McClellan, 1985). Each student needs to receive educational processes that are appropriate to his/her cognitive capacity. Organization of learning environments that will support socialization by preventing boredom and which are suitable for their capacities are among the most challenging task for teachers. Lichtenwalter (2010) indicate that teachers who do not have any education of gifted education may display negative behaviours towards these students, and have the tendency to maintain their routine processes in their classrooms by ignoring them. Competence areas are areas that an individual should demonstrate in order to meet the requirements of a certain position; in other words, when it is considered that they pertain to a specific action or area (Pajares and Schunk, 2002), it is seen that a high self-efficacy of teacher who will provide education for gifted students and the quality of education are closely associated.

Environments that do not burst curiosity, and where readings are made loudly in a way to support the pursuit of an answer to questions can be considered as fortunate for gifted students. Sometimes students find these opportunities in the home, yet not in school. The knowledge and awareness of teachers who provide education for gifted and talented students towards the field can be given as one of the most important factors in high-levels of self- efficacy, yet, it can be thought that this result is reached as educators do not have an adequate education.

Slightly more than sixty percent of state and fifty percent of private school participant teachers said they had not received education or training in Gifted education. Another striking finding of the study was that classroom teachers made only “minor modifications in the regular curriculum to meet the needs of gifted students”. These results were consistent for all type of schools and student cohorts in different parts of the United States (Archambault et al., 1993; Reis, 2009).

Another study on classroom practices was conducted by Karen Westberg (1993) An observational study of instructional and curricular practices used with gifted and talented students in regular classrooms. She found little or none differentiation efforts in the curriculum and instruction. Reis (2009) said absence of differentiation may cause underachievement for gifted and Talented students. Differentiation of curriculum and instruction makes courses more challenging for gifted and talented students and help them realize their potential. Eddles-Hirsch et al. (2010) said unchallenging instruction not only influences gifted and talented students’ academic or talent development, but also affects their social and emotional development.

Another important result is that as the grade level of students’ increased, the positive perception of gifted and talented students towards their academic lessons decreased. Because of this reason, the researchers were faced with an unfavorable statement that their educational experiences do not have positive influence on students’ perception of their academic lessons. In other words, these gifted and talented students might feel comfortable in lower grades, but since the lessons have been complicated and difficult as a result of upper

grades' curriculum content, they may feel less comfortable. As a result of this tendency, more gifted and talented students failed to realize their real potential due to their lower perception of their academic lessons, especially in high schools and graduate education. This can be called an important finding that should be taken into consideration by educators, administrators and education policy makers. For example, it might be reasonable to say that inclusion is a proper way to educate gifted and talented students especially in primary school, but it cannot be as efficient in higher grades of elementary school and in later college and university.

Belief of Self-Efficacy

Self-efficacy is one of the main concepts of Albert Bandura's Social Learning Theory. The belief of an individual of having necessary skills, attitude and competence to perform a task or implementation is called as self-efficacy (Bandura, 1994; cited by Bozdoğan and Öztürk, 2008). Teachers' fulfilment of competence required by the profession of teaching is closely associated with their fulfilment of tasks and responsibilities, besides receiving a good education (Yılmaz et al., 2004). The concept of self-efficacy belief was translated into Turkish as through different terms as "competency expectation", "self-efficacy expectation", "self-efficacy belief", "self-efficacy perception" (Azar, 2010). The self-efficacy theory is interpreted as a theory that includes peoples' awareness on how they motivate themselves in their lives, how they think, how they behave and how they feel (Ritter, Boone and Rubba, 2001 cited by Yaman et al. 2004). Self-efficacy is a self-judgment, belief and perception of an individual about coping with different situations, ability to success and self-capacity (Senemoğlu, 2007).

The concept of self-efficacy is a concept related to the situation that an individual thinks about what can be done with the obtained talents instead of how talented is he/she on a particular issue (İpek and Acuner, 2011). The wide definition of self-efficacy can be expressed as a power to create an impact (Lacour and Wilkerson, 1991 cited by Vatansever Bayraktar, 2016).

Self-efficacy is the belief on an individual on the fact that he/she has the required skills to perform a task. The belief of self-efficacy also affects human behaviors. Human behaviors are based on the belief of people on what is true, rather than the reality. On the other hand, the efficacy of teaching/teacher is defined as beliefs of teachers on the talent of influencing students' performances and success, and it is closely related to teacher efficiency (Kurbanoğlu, 2004). Self-efficacy is based on judgements about how well individuals can perform actions that are necessary for overcoming possible situations. These judgements have an impact on activities which can be accurate or inaccurate and selection of environmental organizations (Hazır-Bıkmaz, 2004). Teacher self-efficacy may also be directly correlated with changing in-class behaviors, being open to other opinions and developing positive attitudes towards teaching (Hamurcu, 2006). It is believed that teachers with high self-efficacy beliefs can increase students' motivation and their levels of success by considering students' needs and adopting a student-centred approach (Ashton and Webb, 1986; Tschannen-Moran and et al., 2002 cited by Vatansever Bayraktar, 2016). The level of self-efficacy of an individual reflects the same level effort, persistence and resistance of an individual. Individuals with low self-efficacy believe that things are more

difficult than they are seen, and as they have a narrow perspective, they cannot overcome their problems or complete their studies with success (Kaptan and Korkmaz, 2002).

The formal education institutions also play an important role in terms of the development of individuals' self-efficacy feeling as much as the society they live in. Undoubtedly, teachers have the most important role in terms of the development of this feeling. Teachers' fulfilment of this task in a required manner depends on the advancement of their self-efficacy concerning teaching profession. The concept of self-efficacy is related to the beliefs of an individual on his/her skills, rather than how competent the individual is in terms of skills. This belief indicates how individuals motivate themselves on a certain issue, what they think and how they motivate themselves and how they behave (Akkoyunlu, Orhan and Umay, 2005). The studies conducted on teachers' self-efficacy beliefs shows that students' self-efficacy beliefs have an important impact on their teaching styles, classroom behaviors, being open to new ideas, and developing new instruction attitudes (Ashton, 1984; Gibson and Dembo, 1984; Ramey and Shroyer, 1992 cited by Vatansever Bayraktar, 2016).

Self-efficacy is a motivation theory that was developed by Albert Bandura who is the first name that springs to mind about social learning theory. According to this theory, the psychological process that an individual possesses, serve to the individual to improve and reconstruct his/her efficacy expectation. The expectations of the individual enable to be persistent in terms of starting behavior and overcoming the behavior. The belief of an individual to their innate abilities during their activities also affects whether he/she can deal with the given task or situation. The efficacy that is perceived at this level has an impact on the selection of behavioral situations. According to Bandura, perceived efficacy is not directly effective in terms of the selection of behavioral situations solely. In addition to that, the effort is also an important factor in terms of reaching success. The effort that is made increases with a strong self-efficacy belief (Akar, 2008).

Bandura (1997), stated that self-efficacy is the perception of an individual towards inner capacity, and not knowing what to do. In this sense, self-efficacy is an assessment of an individual to the efficacy of transforming his/her skills to a behavior. An individual needs self-efficacy for performing actions. Self-efficacy has four sources: successful experiences, observing others performance, verbal persuasion and emotional conditions (cited by Gülay Ogelman, 2016).

While individuals with high self-efficacy are individuals who are patient in their work, have self-confidence to be successful, and more successful in their professional lives; individuals with self-efficacy are desperate and unhappy, they consider themselves as incompetent, and avoid trying again in the case of a failure (Korkmaz, 2008). Teachers should give instruction based on students' needs, include wide range of activities that are appropriate to the qualities of each student, employ instruction methods based on cooperation and avoid evaluation approaches based on comparison of students (Senemoğlu, 2007). It is asserted that teachers' self-efficacy beliefs might have an impact on classroom activities, particularly their teaching, opinions and tendencies regarding realization of teaching and instruction environments (Ashton and Webb, 1986 cited by Vatansever Bayraktar, 2016).

Attitude

In our country, a major dimension of problems concerning the education system and its implementations consists of raising teachers and the quality of teachers who are raised. Indeed, the efforts of enhancing and developing the institution of the teaching profession which is an important part of the education system from different aspects require a scientific determination of attitudes of different segments of the society (Erkuş et al, 2000). One of the most important components that constitute healthy societies is the education system and effective management of this system. Furthermore, the success of an education system depends on the qualities of teachers who found the system (Çeliköz and Çetin, 2004). It can be said that positive attitude facilitates learning, increase students and teacher success, and enhance the efficiency of the program; on the other hand, negative attitudes prevent learning and therefore decrease students and teacher success and also the efficiency of the program (Kutluca and Ekici, 2010).

Attitudes are hidden in certain value judgements and belief. Attitudes are shaped as a behavior and forms of movement in the face of life events. Attitude is the process of enthusiasm and recognition processes that emerge in relation to the inner world of an individual. Attitudes sustain their maintenance as long as their belief and value judgements are maintained (Eren, 2015). Attitudes should be long-termed. Certain tendencies that individuals demonstrate cannot be regarded as attitudes of an individual. An individual should display a tendency for a long time in order to define this tendency as an attitude. In addition, attitudes should include cognitive, affective and behavioral units. Attitude is not just an idea or an emotion. Within the scope of the tendency that is described as an attitude; there are behavioral components expressed themselves as beliefs that include cognitive aspects, emotions and excitements, and also emotional and observable activities (Cüceloğlu, 2016).

An attitude is a tendency that is attributed to an individual which shaped his/her thoughts, emotions and behaviors towards a psychological object in a regular manner (Smith, 1968 cited by. Kağıtçioğlu, 2010). Attitudes are different from opinions, values and beliefs. Even though attitudes and opinions are similar to each other; opinions are different from attitudes in terms of generalization degree and measurement method. Opinions are personal reactions that are given to particular formations or situations. On the other hand, attitudes are more general in terms of their impacts on an individuals' reactions in the face of a larger group of events or communities. People are aware of their opinions yet they might not be aware of their attitude (Tezbaşaran, 1997). Attitude is a psychological structure that is considered as a critical predictor of an individuals' behaviors from cognitive, affective and behavioral aspects (Anderson 1988 cited by Kan and Akbaş, 2005).

Purpose of the Research

The main purpose of the research study is to examine whether there is a significant relationship between attitudes of primary school teachers towards gifted education and their self-efficacy beliefs; the level of self-efficacy belief and attitude towards the gifted education and whether it differs according to different variables.

The sub-objectives that are determined in line with this general objective are given as:

1. What is the level of primary school teachers' self-efficacy beliefs about the gifted education?
2. What is the level of primary school teachers' attitudes towards the gifted education?
3. Is there a significant relationship between primary school teachers' attitude and self-efficacy beliefs towards the gifted education?
4. Do primary school teachers' self-efficacy beliefs towards the gifted education significantly differ according to the variables of gender, marital status and age?
5. Do primary school teachers' attitudes towards the gifted education significantly differ according to the variables of gender, marital status and age?

METHOD

The correlational survey model is the research model that aims to determine the existence and /or degree of a covariance between two or more variables (Karasar, 2002, p.77). In the research study, the correlational survey model was used in order to determine a relationship between primary school teachers' attitude and self-efficacy beliefs towards the gifted education.

Universe and Sample

The universe of the research study consists of 2800 primary school teachers who perform their duties in official primary school institutions, within the borders of İstanbul province, Küçükçekmece and Başakşehir districts. The sample of the study consists of 323 primary school teachers who perform their duties in official primary school institutions, within the borders of İstanbul province, Küçükçekmece and Başakşehir districts and selected by simple random sampling technique. Schools lists that use to choose random are taken from districts ministry of education web sites'

Data Collection Tools

For the reason of eliminating some problematic aspects in the reliability dimension of the "Attitude Scale towards Gifted Education (ASTGS)", the original scale was abbreviated. In this way, scales three factor-structure and 14 items short form were created (Tortop, 2014a). As a result of the reliability and total item correlation, it can be said that the scale is reliable. These findings were identified as "Needs of Gifted and Support Dimension" 0.724; "Opposing Special Services for Gifted" 0.614; "Forming Classrooms for Gifted" 0.749. The Cronbach alpha reliability coefficient of the entire scale is given as 0.801. There are three sub-dimensions of the ASTGS. Needs of Gifted and Support Dimension 5, 6, 7, 8, 9, 13, 14 (9, 11, 14, 15, 16, 30, 32), Opposing Special Services for Gifted 2, 3, 12 (4, 5, 28), Forming Classrooms for Gifted 1, 4, 10, 11 (2, 6, 20, 21) (Tortop, 2014a). In this study the Cronbach's alpha reliability coefficient of the whole scale was calculated as 0,712.

The Self- Efficacy Scale towards Gifted Education (SESTGS): This scale was used with the purpose of determining the self-efficacy of teachers towards gifted education. SESTGS was developed by Tortop (2014b). It consists of 26 items. The scale has 6 dimensions as Academic Efficacy Dimension, Mentorship Efficacy Dimension, Responsibility Dimension, Appropriate Personality Trait Efficacy Dimension, Encouraging Creativity Dimension, and Instructional Planning Efficacy Dimension. In this study, the internal consistency coefficient of the scale was found as 0.94. The Self- Efficacy Scale towards Gifted Education consists of six sub-scales (Tortop, 2014b). In this study the Cronbach's alpha reliability coefficient of the whole scale was calculated as 0,958.

Data Analysis

The data collected for the research study were analyzed by using SPSS 23 program. The normality of the data was examined with the Kolmogorov Smirnov Test and it was determined that the data have a normal distribution ($p > .05$; $p = .200$). In this case, Independent Samples T-test, One Way ANOVA, and Pearson Product-Moment Correlation Coefficient Analysis were employed in the analyses of the data among parametric tests.

The level of primary school teachers' attitudes and self-efficacy beliefs towards the gifted education were calculated by using arithmetic means and standard deviation. For the purpose of determining whether primary school teachers' attitudes and self-efficacy beliefs towards the gifted education differ according to the variables of gender and marital status, Independent Samples T-test was conducted. For the purpose of determining whether primary school teachers' attitudes and self-efficacy beliefs towards the gifted education differ according to the age variable, One Way ANOVA was used. Pearson Product-Moment Correlation Coefficient Analysis was employed to test whether there is a significant relationship between primary school teachers' attitudes and self-efficacy beliefs towards the gifted education.

FINDINGS (RESULTS)

Table 1. The Descriptive Analysis Results on Primary School Teachers' Self-Efficacy Beliefs towards Gifted Education

Sub-dimensions	N	Mean (\bar{x})	Std. deviation
Academic efficacy	323	2.9690	.96617
Mentorship efficacy	323	3.0913	.91664
Responsibility	323	3.2497	.87142
Personality traits	323	3.7355	.69243
Encouraging creativity efficacy	323	3.7637	.73865
Instructional planning efficacy	323	3.4458	.82787
Total averages	323	3.4650	.65821

When Table 1 is examined, it was seen that primary school teachers' self-efficacy beliefs towards the gifted education are $\bar{x} = 2,96$ according to the academic efficacy sub-dimension; is $\bar{x} = 3,09$ according to the mentorship

efficacy sub-dimension; is $\bar{x}=3,24$ according to responsibility sub-dimension, and accordingly at a medium level; and at a high level as it is $\bar{x}= 3,73$ for the personality traits sub-dimensions, is $\bar{x} = 3,76$ according to the encouraging creativity efficacy sub-dimension, is $\bar{x}=3,44$ according to the instructional planning efficacy sub-dimension; and is $\bar{x}= 3,46$ according to total averages.

Table 2. Descriptive Analysis on Primary School Teachers' Attitudes towards Gifted Education

Sub-dimensions	N	Mean (\bar{x})	Std. deviation
Need-support	323	3.6042	.62010
Opposing special services	323	2.3942	.93329
Forming classrooms for gifted	323	2.9768	.56475
Total averages	323	3.1656	.37214

When Table 2 is examined, it was seen that primary school teachers' attitudes towards the gifted education are at a high-level with $\bar{x}= 3,60$ according to the need-support sub-dimension; at a low-level with $\bar{x}= 2.39$ according to opposing special services sub-dimension; and at a medium level with $\bar{x}=2.97$ according to the forming classrooms for gifted sub-dimension; and total averages of $\bar{x}=3,16$.

Table 3. The Independent Sample T-test Result on Primary School Teachers' Self-Efficacy Beliefs towards the Gifted Education and Gender Variable

Sub-dimensions	Gender	N	\bar{x}	S	df	t	P
Academic efficacy	Female	204	2.8938	.98658	321	- 1.874	.062
	Male	119	3.0980	.91991			
Mentorship efficacy	Female	204	3.0172	.93361	321	-1.944	.053
	Male	119	3.2185	.87609			
Responsibility	Female	204	3.2271	.87859	321	-.613	.540
	Male	119	3.2885	.86131			
Personality traits	Female	204	3.6422	.70479	321	-3.298	.001*
	Male	119	3.8956	.64257			
Encouraging creativity efficacy	Female	204	3.6846	.77573	321	-2.658	.008*
	Male	119	3.8992	.65139			
Instruction planning efficacy	Female	204	3.3464	.85183	321	-2.945	.004*
	Male	119	3.6162	.75868			
Total averages	Female	204	3.3874	.69165	321	-2.940	.004*
	Male	119	3.5979	.57535			

When the independent sample t-test result given in Table 3 is examined, primary school teachers' self-efficacy beliefs towards the gifted education demonstrate a statistically significant different according to the gender variable in the sub-dimensions of personality traits ($t(321)= -3.298, p<.05$), encouraging creativity efficacy ($t(321)= -2.658, p<.05$), and instruction planning efficacy ($t(321)= -2.945, p<.05$), and in total averages ($t(321)= -2.940, p<.05$)

The self-efficacy beliefs of the male primary school teachers towards gifted education are higher than the female primary school teachers in terms of the sub-dimensions of personality traits, encouraging creativity efficacy and instruction planning efficacy, and of the total averages.

The self-efficacy beliefs of the primary school teachers towards gifted education do not show a statistically significant difference according to the gender variables in terms of the sub-dimensions of academic efficacy ($t(321) = -1.874, p > .05$), mentorship efficacy ($t(321) = -.613, p > .05$) and responsibility ($t(321) = -1.944, p > .05$)

Table 4. The Independent Sample T-test Result on Primary School Teachers' Self-Efficacy Beliefs towards the Gifted Education and Marital Status Variable

Sub-dimensions	Marital status	N	\bar{x}	S	df	t	P
Academic efficacy	single	119	2.9804	1.01708	321	.158	.875
	married	204	2.9624	.93769			
Mentorship efficacy	single	119	3.0945	.94218	321	.047	.962
	married	204	3.0895	.90375			
Responsibility	single	119	3.2605	.86047	321	.170	.865
	married	204	3.2435	.87980			
Personality traits	single	119	3.6555	.80499	321	-1.484	.139
	married	204	3.7822	.61473			
Encouraging creativity efficacy	single	119	3.6793	.85842	321	-1.467	.144
	married	204	3.8129	.65611			
Instruction planning efficacy	single	119	3.4370	.89648	321	-.142	.888
	married	204	3.4510	.78735			
Total averages	single	119	3.4260	.76949	321	-.757	.450
	married	204	3.4877	.58447			

When the independent sample t-test result given in Table 4 is examined, primary school teachers' self-efficacy beliefs towards the gifted education do not demonstrate a statistically significant different according to the marital status variable in the sub-dimensions of academic efficacy ($t(321) = .158, p > .05$), mentorship efficacy ($t(321) = .047, p > .05$), and responsibility ($t(321) = .170, p > .05$), personality traits ($t(321) = -1.484, p > .05$), encouraging creativity efficacy ($t(321) = -1.467, p > .05$), and instruction planning efficacy ($t(321) = -.142, p > .05$) and in total averages ($t(321) = -.757, p > .05$).

Table 5. One Way ANOVA on Primary School Teachers' Self-Efficacy Beliefs towards the Gifted Education and Age Variable

Sub dimensions	Source of variance	Sum of squares	df	Mean square	F	P
Academic efficacy	Between Groups	9.780	7	1.397	1.513	.162
	Within Groups	290.799	315	.923		
	Total	300.579	322			
Mentorship efficacy	Between Groups	5.684	7	.812	.966	.456
	Within Groups	264.872	315	.841		
	Total	270.556	322			
Responsibility	Between Groups	6.729	7	.961	1.273	.263
	Within Groups	237.792	315	.755		
	Total	244.521	322			
Personality traits	Between Groups	4.737	7	.677	1.425	.195
	Within Groups	149.648	315	.475		
	Total	154.385	322			
Encouraging creativity	Between Groups	2.158	7	.308	.560	.788

efficacy		Within Groups	173.524	315	.551		
		Total	175.683	322			
Instruction planning efficacy		Between Groups	2.090	7	.299	.430	.883
		Within Groups	218.601	315	.694		
		Total	220.691	322			
Total averages		Between Groups	3.523	7	.503	1.166	.322
		Within Groups	135.980	315	.432		
		Total	139.504	322			

When the One-Way ANOVA result given in Table 5 is examined, primary school teachers' self-efficacy beliefs towards the gifted education do not demonstrate a statistically significant different according to the age variable in the sub-dimensions of academic efficacy ($F(7, 315) = 1.513, p > .05$), mentorship efficacy ($F(7, 315) = .966, p > .05$), and responsibility ($F(7, 315) = 1.273, p > .05$), personality traits ($F(7, 315) = 1.425, p > .05$), encouraging creativity efficacy ($F(7, 315) = .560, p > .05$), and instruction planning efficacy ($F(7, 315) = .430, p > .05$) and in total averages ($F(7, 315) = 1.166, p > .05$)

Table 6. The Independent Sample T-test Result on Primary School Teachers' Attitudes towards the Gifted Education and Gender Variable

Sub dimensions	Gender	N	\bar{x}	S	df	t	P
Need-support	Female	204	3.5847	.66230	321	-.776	.438
	Male	119	3.6375	.54121			
Opposing special services	Female	204	2.4248	.95223	321	.783	.435
	Male	119	2.3417	.90141			
Forming classrooms for gifted	Female	204	2.9828	.53941	321	.244	.807
	Male	119	2.9664	.60797			
Total averages	Female	204	3.1642	.38229	321	-.091	.927
	Male	119	3.1681	.35564			

When the independent sample t-test result given in Table 6 is examined, primary school teachers' attitudes towards the gifted education do demonstrate a statistically significant different according to the gender variable in the sub-dimensions of need-support ($t(321) = -.776, p > .05$), opposing special services ($t(321) = .783, p > .05$), forming classrooms for gifted ($t(321) = .244, p > .05$) and in total averages ($t(321) = -.091, p > .05$).

Table 7. The Independent Sample T-test Result on Primary School Teachers' Attitudes towards the Gifted Education and Marital Status Variable

Sub dimensions	Marital status	N	\bar{x}	S	df	t	P
Need-support	single	119	3.5330	.70520	321	-1.488	.138
	married	204	3.6457	.56229			
Opposing special services	single	119	2.4734	1.03652	321	1.112	.267
	married	204	2.3480	.86677			
Forming classrooms for gifted	single	119	2.9475	.54934	321	-.720	.472
	married	204	2.9939	.57420			
Total averages	single	119	3.1387	.37037	321	-.997	.320
	married	204	3.1814	.37317			

When the independent sample t-test result given in Table 7 is examined, primary school teachers' attitudes towards the gifted education do not demonstrate a statistically significant different according to the marital status variable in the sub-dimensions of need-support ($t(321) = -1.488, p > .05$), opposing special services ($t(321) = 1.112, p > .05$), forming classrooms for gifted ($t(321) = -.720, p > .05$) and in total averages ($t(321) = -.997, p > .05$).

Table 8. One Way ANOVA on Primary School Teachers' Attitudes towards the Gifted Education and Age

Sub dimensions	Source of variance	Variable		Mean square	F	P
		Sum of squares	df			
Need-support	Between Groups	3.182	7	.455	1.187	.310
	Within Groups	120.635	315	.383		
	Total	123.817	322			
Opposing special services	Between Groups	5.604	7	.801	.917	.493
	Within Groups	274.865	315	.873		
	Total	280.469	322			
Forming classrooms for gifted	Between Groups	2.925	7	.418	1.319	.240
	Within Groups	99.776	315	.317		
	Total	102.701	322			
Total averages	Between Groups	1.380	7	.197	1.437	.190
	Within Groups	43.213	315	.137		
	Total	44.593	322			

When the One-Way ANOVA result given in Table 8 is examined, primary school teachers' attitudes towards gifted education do not demonstrate a statistically significant different according to the age variable in the sub-dimensions of need-support ($F(7, 315) = 1.187, p > .05$), opposing special services ($F(7, 315) = .917, p > .05$), forming classrooms for gifted ($F(7, 315) = 1.319, p > .05$) and in total averages ($F(7, 315) = 1.437, p > .05$).

Table 9. Pearson Product-Moment Correlation Coefficient Analysis Results Conducted for Determining the Relationship between Primary School Teachers' Self-Efficacy Beliefs and Attitudes towards Gifted Education with Total Scale Scores

		Total self-efficacy for gifted education	Total attitude for gifted education
Total self-efficacy for gifted education	r	1	0.12 **
	p		.000
	N	323	323
Total attitude for gifted education	r	0.12 **	1
	p	.000	
	N	323	323

When Table 9 is examined, it is seen that there is a low-level, positive and significant relationship between primary school teachers' self-efficacy beliefs and attitudes towards gifted education ($r = 0.12, p < .01$). With an increase in primary school teachers' self-efficacy beliefs towards gifted education, attitudes towards gifted education also increases.

Table 10. Pearson Product-Moment Correlation Coefficient Analysis Results Conducted for Determining the Relationship between of Primary School Teachers’ Self-Efficacy Beliefs and the Sub-dimensions of the Attitude Scale towards Gifted Education

		Academic efficacy	Mentorship efficacy	Responsibility	Personality traits	Encouraging creativity efficacy	Instruction planning efficacy	Total averages of self-efficacy belief	Need-support	Opposing special services	Forming classrooms for gifted	Total average of attitude
Academic efficacy	r	1	.805**	.400**	.567**	.538**	.584**	.788**	.090	-.003	.145**	.136*
			.000	.000	.000	.000	.000	.000	.106	.953	.009	.014
	N	323	323	323	323	323	323	323	323	323	323	323
Mentorship efficacy	r		1	.418**	.577**	.563**	.577**	.807**	.073	.013	.182**	.147**
	p			.000	.000	.000	.000	.000	.190	.810	.001	.008
	N		323	323	323	323	323	323	323	323	323	323
Responsibility	r			1	.449**	.426**	.388**	.604**	.122*	-.143**	.004	.026
	p				.000	.000	.000	.000	.028	.010	.944	.636
	N			323	323	323	323	323	323	323	323	323
Personality traits	r				1	.855**	.684**	.892**	.228**	-.195**	-.004	.084
	p					.000	.000	.000	.000	.000	.949	.134
	N				323	323	323	323	323	323	323	323
Encouraging creativity efficacy	r					1	.759**	.888**	.227**	-.176**	.019	.103
	p						.000	.000	.000	.001	.729	.064
	N					323	323	323	323	323	323	323
Instruction planning efficacy	r						1	.817**	.136*	-.048	.107	.134*
	p							.000	.014	.388	.054	.016
	N						323	323	323	323	323	323
Total averages of self-efficacy belief	r							1	.193**	-.127*	.084	.128*
	p								.000	.022	.133	.021
	N							323	323	323	323	323
Need-support	r								1	-.413**	-.103	.566**

		p		.000	.064	.000
		N	323	323	323	323
Opposing special services		r	1	.587**	.448**	
		p		.000	.000	
		N	323	323	323	
Forming classrooms for gifted		r		1	.663**	
		p			.000	
		N		323	323	
		r				1
		p				
Total average of attitude		N				323

When Table 10 is examined, it was determined that primary school teachers' self-efficacy beliefs and attitudes are correlated in different dimensions through the Pearson's correlation analysis that includes sub-factor correlation analysis results. There is a low-level, positive and significant relationship between the academic efficacy sub-dimension of the Self- Efficacy Scale Towards Gifted Education, and the forming classrooms for gifted sub-dimension ($r=.145, p<.01$) of the Attitude Scale Towards Gifted Education and general attitude (total scale scores- $r=.136, p<.05$). With an increase in primary school teachers' academic self-efficacy beliefs towards gifted education, attitudes towards forming classrooms for gifted and the general attitude towards gifted education also increase.

There is a low-level, positive and significant relationship between the mentorship efficacy sub-dimension of the Self- Efficacy Scale Towards Gifted Education, and the forming classrooms for gifted sub-dimension ($r=.182, p<.01$) of the Attitude Scale Towards Gifted Education and general attitude (total scale scores- $r=.147, p<.01$). With an increase in primary school teachers' mentorship self-efficacy beliefs towards gifted education, attitudes towards forming classrooms for gifted and the general attitude towards gifted education also increase.

There is a low-level, positive and significant relationship between the responsibility sub-dimension of the Self- Efficacy Scale Towards Gifted Education, and the need-support sub-dimension ($r=.122, p<.05$) of the Attitude Scale Towards Gifted Education and a low-level, negative and significant relationship between the opposing special services ($r= -.143, p<.01$) sub-dimension of the Attitude Scale Towards Gifted Education. With an increase in primary school teachers' responsibility beliefs towards gifted education, attitudes towards need-support also increase. With an increase in primary school teachers' responsibility beliefs towards gifted education, attitude towards opposing special decreases.

There is a low-level, positive and significant relationship between the personality traits sub-dimension of the Self- Efficacy Scale Towards Gifted Education, and the need-support sub-dimension ($r=.228, p<.01$) of the Attitude Scale Towards Gifted Education and a low-level, negative and significant relationship between the opposing special services ($r= -.195, p<.01$) sub-dimension of the Attitude Scale Towards Gifted Education. With an increase in primary school teachers' personality traits beliefs towards gifted education, attitudes towards need-support also increase. With an increase in primary school teachers' personality traits beliefs towards gifted education, attitude towards opposing special services decreases.

There is a low-level, positive and significant relationship between the encouraging creativity sub-dimension of the Self- Efficacy Scale Towards Gifted Education, and the need-support sub-dimension ($r=.227, p<.01$) of the Attitude Scale Towards Gifted Education and a low-level, negative and significant relationship between the opposing special services ($r= -.176, p<.01$) sub-dimension of the Attitude Scale Towards Gifted Education. With an increase in primary school teachers' encouraging creativity beliefs towards gifted education, attitudes towards need-support also increase. With an increase in primary school teachers' encouraging creativity beliefs towards gifted education, attitude towards opposing special services decreases.

There is a low-level, positive and significant relationship between the instruction planning efficacy sub-dimension of the Self- Efficacy Scale Towards Gifted Education, and the need support sub-dimension ($r=.136, p<.05$) of the Attitude Scale Towards Gifted Education and general attitude (total scale scores- $r=.134, p<.05$). With an increase in primary school teachers' instruction planning beliefs towards gifted education, attitude towards need support and the general attitude towards gifted education also increases.

There is a low-level, positive and significant relationship between the general self-efficacy beliefs of primary school teachers towards gifted education and the need-support sub-dimension ($r=.193, p<.01$) of the Attitude Scale Towards Gifted Education and general attitude (total scale scores- $r=.128, p<.05$); and a low-level, negative and significant relationship between the opposing special services ($r= -.127. p<.05$) sub-dimension of the Attitude Scale Towards Gifted Education. With an increase in primary school teachers' personality traits beliefs towards gifted education. attitudes towards need-support also increase. With an increase in primary school teachers' personality traits beliefs towards gifted education. attitude towards opposing special services decreases.

CONCLUSION and DISCUSSION

The self-efficacy beliefs of primary school teachers towards gifted education are at a medium level according to the sub-dimensions of academic efficacy, mentorship efficacy and responsibility efficacy; and at a high level according to the sub-dimensions of personality traits efficacy encouraging creativity efficacy and instruction planning efficacy and to general averages.

The attitude of primary school teachers towards gifted education is at a high level according to the sub-dimension of need-support; at a low level according to the sub-dimension of opposing special services and at a medium level according to the sub-dimension of forming classrooms for gifted and to general averages.

There is a significant difference between the self-efficacy beliefs of primary school teachers towards gifted education and the sub-dimensions of personality traits encouraging creativity efficacy instruction planning efficacy and general averages according to the gender variable. This significant difference is in favour of the male primary school teachers. The self-efficacy beliefs of primary school teachers towards gifted education do not demonstrate a statistically significant difference according to the gender variable in the sub-dimensions of academic efficacy mentorship efficacy and responsibility.

The self-efficacy beliefs of primary school teachers towards gifted education do not demonstrate a statistically significant difference according to the marital variable in the sub-dimensions of academic efficacy mentorship efficacy, responsibility, personality traits, encouraging creativity efficacy, instruction planning efficacy and general averages.

The self-efficacy beliefs of primary school teachers towards gifted education do not demonstrate a statistically significant difference according to the age variable in the sub-dimensions of academic efficacy, mentorship efficacy, responsibility, personality traits, encouraging creativity efficacy, instruction planning efficacy and general averages.

The attitude of primary school teachers towards gifted education does not demonstrate a statistically significant difference according to the gender variable in the sub-dimensions of need support, opposing special services and forming classrooms for gifted and general averages.

The attitude of primary school teachers towards gifted education does not demonstrate a statistically significant difference according to the marital status variable in the sub-dimensions of need support, opposing special services and forming classrooms for gifted and general averages.

The attitude of primary school teachers towards gifted education does not demonstrate a statistically significant difference according to the age variable in the sub-dimensions of need support, opposing special services and forming classrooms for gifted and general averages.

It is seen that there is a low-level, positive and significant relationship between total self-efficacy beliefs and attitudes of primary school teachers towards gifted education.

When the literature is reviewed, it is seen that teachers do not have the necessary knowledge on gifted students as a result of the studies carried out with teachers (Şahin and Kargın. 2013; Gökdere and Ayvacı. 2004; Gökdere. 2004; İnan. Bayındır and Demir. 2009; Kontaş. 2009; Şahin. 2011). In another study in which opinions towards the education of gifted individuals were investigated by university students it was determined that university students generally lack information about gifted individuals and their education and generally have

negative perceptions (Kadiođlu Ates et al., 2017). Furthermore, it is seen that competencies of teachers of gifted students are increased with trainings (Kanlı and Yađbasan, 2002; Gökdere and Çepni, 2005; Büyükcan, 2008; Kıldan and Temel, 2008; Alkan 2013).

Tortop and Dinçer (2016) asked for opinions and suggestions of teachers on pull -out classes for gifted students and other issues. Teachers highlighted the existence of quality in-service education. They made suggestions like including activities in them or receiving support from universities. They indicated their demands on the fulfilment of the needs for improving pull -out classes. Nar (2017), stated that most of the primary school teachers who receive pull -out classes education and work in these classes indicate that provision of in-service education is insufficient and these training should be formed in a way to enhance teachers' competencies for preparing differentiated instruction designs towards the education of gifted students.

In the study conducted by Kurnaz, Tüybek and Taşkesen (2009) entitled to "Opinions and Practices of Primary School Teachers towards Gifted Students" it was found out that primary school teachers do not have any practice that results in a regular product concerning gifted students' out of class studies and research they do performance homework or project tasks that are given to other students and that they do not form their work based on gifted children.

In the study of Dađlıođlu (2010) entitled to "Teacher Competencies and Features in Education of Gifted Children" it was indicated that gifted children are different from their classmates in terms of potential; learning pace-depth and in other interests; and in this case teachers should also have a set of different features and competencies.

Gültekin, Çubukçu and Dal (2010) identified in their study called, "Primary School Teachers' Ins-Service Needs Towards Education- Instruction" that primary school teachers need training in the competency fields of recognizing student, planning instruction, developing material, teaching, teaching management, assessing success, guidance, improving basic skills, serving gifted students, educating adults, making out-of-class activities, improving themselves, improving the school, and improving school-environment relations in terms of education-instruction.

The main principle in education is to subject an individual to an education in line with his/her capacity and talent. It is known that gifted children have existed in every society to a certain extent. Therefore, making this potential, whose existence is accepted in every society, educable, has a strategic importance for that society (Bilgili, 2000).

The future of each child is valued for themselves, their families and for the society. Gifted children have many high skills that they can share with society. These skills should be encouraged, instead of being limited. The good aspect is the enthusiasm and excitement towards gifted education occur in the present day (Davis, 2014). These children have the brain power and potential that will allow society to develop in every sphere. Therefore,

the possessed brain power and potential should be used in the best way possible. In addition, it should not be forgotten that gifted people played an important role in the production of civilization (Enç, 1973).

Teachers raise leaders and intellectuals by means of school. State men, politicians, generals and all intellectual and writers are students of teachers (Akyüz, 2012). Teachers who will teach to gifted children should have a set of different competencies and features from others. If a student likes and accepts the teachers, he/she can motivate to lectures, and if the teachers have high professional competencies, the lecture will be productive (Şahin, 2015).

Gifted children should be supported and well-understood by their parents and teachers to develop their talents, interests and capacities at the highest level. In order to receive the most productive outcomes in gifted children's education, they should be diagnosed in the early childhood period, live in an environment equipped with rich stimulants, and encouraged for experiences that will activate their five sense-organs. For enabling a child to realize his/her intellectual potential, and to reveal the genetic potential at the optimal level, they should be given the best education without passing the critical period. Both parents and teachers should be given necessary information, skill, behavior, and competency support, and their good communication should be ensured.

It is mandatory for intellectuals, scientists and policymakers to create an education system in the second fifty years of the Republic that will accelerate development that will enable Turkey to keep up with modern societies that are transforming at an unprecedented pace. Undoubtedly, the brave and realistic approach of the new generations to the development problems that cannot be solved until today will depend on the quality of the education system (Kaya, 2009).

RECOMMENDATIONS

The given suggestions were included in line with the obtained findings: Apart from primary school teachers, school counselors and pre-school teachers' attitudes and self-efficacy beliefs towards gifted education can be examined. Teachers can be given informative in-service seminars and courses through experimental studies, and it can be analyzed whether there is a difference in attitude and self-efficacy beliefs. Qualitative studies which examine the attitude and self-efficacy of teachers towards gifted students, and studies in the form of case study etc. can be carried out. The attitude with the superiors can be investigated from the perspective of administrators, as they are obliged to receive education support chamber education. Educational problems of families can be examined. Studies that explain which tasks a teacher should fulfill and how they should be fulfilled can be conducted for the recognition of a gifted student, with the purpose of being a guidance both for parents and for teachers.

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