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COMPARISON OF WRITING ATTITUDES OF GIFTED AND AVERAGE PRIMARY SCHOOL STUDENTS (3RD AND 4TH GRADES)

Research article

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Abstract

The aim of the study is to compare the writing of gifted and average primary school students (3rd and 4th Grade). Relational survey model was used in the study. The study group of the study consisted a total of 118 primary school 3rd and 4th grade students (52 gifted, 66 non-gifted) with convenient sampling in Trabzon. The “Writing Attitude Scale” was used for data collection. Mann Whitney U and Kruskal Wallis tests were used in the analysis of the obtained data. At the end of the study; It was found that the writing attitudes of average primary school students were higher than that of gifted primary school students. It was determined that the writing attitudes of the average and gifted primary school (3rd and 4th grade) students in their own groups did not change according to the grade level, and the writing attitudes of all primary school students did not change according to the grade level.

Keywords: primary school students, average and gifted, writing attitude

1. Introduction

In ancient times, people expressed their thoughts and feelings by drawing pictures or various symbols on stones. With the invention of paper, it is seen that while people write their feelings and thoughts on paper, they also transfer their feelings and thoughts to the computer environment with the development of technology. Writing; In addition to basic needs such as food, water and sleep, communication is one of the skills that people need in their daily lives. Writing; It is defined as a clear written statement of elements such as thoughts, feelings and dreams (Temizkan, 2018). Writing allows people to think, organize, develop and consolidate their thoughts (Kahn & Holody, 2012; Morris et al. 2007; Hizriania, Rufaidhab, Norc & Handrianto, 2022). For this reason, writing should be done in a planned and gradual way. For an effective writing, first of all, a good topic should be selected and the topic should be limited, then the writing purposes and expressions should be determined, then the opinions determined about the topic to be written should be planned, and finally the plan should be written down (Özdemir, 2002). While following the writing stages, it is important to pay attention to correct spelling, use of words, grammar, punctuation and associating the information in the paragraph (Kellogg, Bascom ve Raulerson, 2007).

Writing is more difficult to develop than reading, speaking and listening skills, which are among the basic Turkish language skills. (Duran & Akyol, 2010). Writing; It is affected by the coordination of skills and processes such as writing type, difficulty level of the subject, knowing the subject of the writing, motivation to write, anxiety and attitude (Blasco, 2016; Brown, Morrell & Rowlands, 2011; Lee, 2008; Olinghouse & Santangelo, 2010; Wright et al. 2020). People who do not develop writing skills make mistakes such as not being able to create a meaningful whole, expression disorders and punctuation marks because they do not have enough knowledge about the subject they will write (Zorbaz, 2010). However, writing skills play an important role in students' career and school success. For this reason, students should develop positive attitudes towards writing and writing activities (Knudson, 1995).

Writing attitude is the disposition of students to think about whether they feel unhappy or happy during the act of writing. (Graham, Berninger & Abbot 2012). In order for students to write about the new information and feelings they have learned, their writing attitudes should be high (Tavşanlı, Bilgin & Yıldırım, 2019). In other words, it is thought that students' success in the written expression process depends on their high writing attitude (Chen & Liu, 2019; Hess & Wheldall 1999). Graham, Berninger & Fan (2007) concluded that students with a high writing attitude write more often, make an effort to write, and increase their writing success compared to students with a low writing attitude.

Although students use different methods and approaches to improve their writing skills, they cannot gain sufficient attitude towards writing individually (Sarkhoush, 2013). Students' writing attitudes; reading attitudes, enthusiasm for writing, writing tendencies, evaluation concerns, writing environments, subjects, durations and writing anxiety that lead to students' perceptions of inadequacy are seen to be negatively affected (Demir & Çiftçi, 2019; Uysal, Tolun & Sidekli, 2021; Yıldız & Kaman, 2016). In order to prevent these negativities, some duties fall on teachers and family members. Teachers are expected to motivate students to write and create a positive writing atmosphere in the classroom in order to improve students' writing attitudes (Bruning & Horn, 2000). In addition, teachers should carry out their writing activities in a planned way, and they should support students to write about their own feelings, newly learned topics, topics that they are interested in or that they choose themselves (Allal, 2018; Canitezzer, 2014; Tavşanlı, Bilgin & Yıldırım, 2019). In fact, teachers need to use different methods in the writing process, give enough time to students, and give feedback on what they have written (Tok, Rachim & Kuş, 2014). In order to improve students' writing attitudes, families are expected to set an example for their children by writing and keep a diary for their children (Eminoğlu & Bağçeci, 2020). Although teachers and families fulfill their duties on writing attitude, not all students' writing attitudes may be at the desired level. Because although they are studying in the same class, there can be differences in the language skills of students with different mental proficiency levels (gifted, average and learning disability). For example; gifted students learn to read earlier than their average friends studying in the same class, and it is seen that they are at least two years ahead of their peers in reading (Reis et al., 2004; Wood, 2006). In fact, while the reading attitude of the students with average decreases over time, it is seen that there is no such problem in the gifted students and that their reading attitudes are higher than their peers. (Ley & Trentham, 1987; McKenna, Kerr & Ellsworth, 1995). In addition, it has been determined that the reading motivation and intrinsic motivation of the gifted students are better than their friends with average (Aslan, Yılar & Karaman, 2022). Gifted students who better understand what they read using effective reading strategies (Fehrenbach, 1991; Ökcü & Akgül, 2021); they do not differ from their average friends in reading for entertainment and academic purposes (Bahar, Kaya & Bahar, 2016).

It is seen that gifted students and average students are compared in different dimensions (motivation, attitude) of reading, which is one of the basic Turkish language skills, but not in speaking, listening and writing skills. Innalı (2017) also states that there are not enough studies investigating the language skills of gifted students. Writing attitudes of average primary school students; it is seen that the relationship between writing attitudes and writing anxieties, achievements, dispositions, and self-efficacy have been investigated (Bulut, 2017; Graham, Berninger & Fan, 2007; Sarikaya, 2021; Temel & Katrancı, 2019; Ulu, 2018; Yıldız & Kaman, 2016). On the other hand, it is seen that the creative writing skills of gifted students are limited to the studies that examine the relationship between creative writing skills and the writing attitude of creative writing. (Kara & Ünal, 2021; Özcan, Konaş & Polat, 2020; Saluk & Pilav, 2018; Sevim, Karabulut & Elkatmış, 2021). In this sense, the fact that the writing attitudes of the gifted and average primary school students have not been compared makes it necessary to

study. It is thought that the result obtained from the comparison of the writing attitudes of the gifted and average primary school students will guide the primary school teachers to take into account individual differences while doing writing activities with their students, to differentiate and enrich their writing studies. In this important study, the writing attitudes of the gifted and average primary school students (3rd-4th grades) will be compared. For this purpose, the study will try to answer the following questions:

1. Is there a statistically significant difference between the writing attitudes of gifted and average primary school students?
2. Does the grade level of the gifted and average primary school students make a statistically significant difference between their writing attitudes?
3. Does it make a statistically significant difference between the writing attitudes of the gifted and average primary school students?

2. Method

2. 1. Research Design

Relational survey design was used in the study. The relational survey design aims to reveal the current state or level of change between two or more variables. (Karasar, 2013). In the study, the effect of the variables of being gifted or average, studying in the 3rd or 4th grade and liking mathematics, science and verbal lessons on the writing attitudes of primary school students was tried to be revealed.

2. 2. Study Group

The study conducted to compare the writing attitudes of gifted and average primary school students (3rd and 4th grade); 118 primary school students studying in Trabzon province were included with convenient sampling method. Ekiz (2009) stated that convenient sampling is one of the purposive sampling methods and is used when it is desired to speed up the research. In the study, gifted students were easily reached thanks to the fact that they were studying at the Science and Art Center where the researcher works. In addition, the fact that average primary school students were chosen from the immediate environment made it easier to reach students. Information on primary school students is shown in Table 1.

Tablo 1. *Demographic information of students*

Durumlar	Değişkenler	Students			
		Gifted		Average	
		f	%	f	%
Gender	Girl	25	21.19	31	26.27
	Boy	27	22.88	35	29.66
Grade	3rd grade	21	17.80	31	26.27
	4th grade	31	26.27	35	29.66
Love for Lesson	Mathematic	24	20.34	21	17.80
	Science	16	13.56	29	24.58
	Verbal	12	10.17	16	13.55

44.06% of the primary school students participating in the study are gifted and 55.94% average. While 47.46% of primary school students are girls (21.19% with gifted, 26.27% average), 51.93% of them are boys (22.88% with gifted, 29.66% average). 44.06% of primary school students are in the 3rd grade of primary school, while the others are in the 4th grade. In addition, 38.14% of primary school students like mathematics, 38.14% like science and the rest like verbal lessons such as social studies and Turkish.

2. 3. Data Collection Tool

The “Writing Attitude Scale” developed by Erdoğan (2012) for primary school students was used to compare the writing attitudes of gifted and average primary school students (3rd and 4th grade). The one-dimensional scale, consisting of 22 questions in total, was prepared in a 3-point Likert style. As a result of the exploratory factor analysis for validity, it was determined that the KMO value was .953, and the Barlett test was at a significant level ($p=.00$). It was determined by the exploratory factor analysis and cronbach alpha calculation by Temel and Katrancı, (2019) and the confirmatory factor analysis by Sarikaya (2021), that the scale developed for primary school 5th grade students is a valid and reliable scale suitable for primary school students. The writing attitude scale was also applied by the researcher to 143 primary school 3rd grade students to determine its suitability for primary school 3rd grade students, and as a result of the exploratory factor analysis, it was found that the KMO value was .92 and the Barlett test was at a significant level ($p=.00$). The Cronbach alpha test result was found to be higher than .70.

2. 4. Data Analysis

The data in the study were collected in the last week of the second semester of the 2021-22 academic year. The scale was filled by primary school students in 30 minutes, accompanied by a researcher. Explanations were made by the researcher for the questions that the students did not understand. The statistically significant differentiation of primary school students' writing attitudes according to gifted/average, grade level and favorite subject was analyzed with the help of SPSS 21.0 program. Before starting the analysis, the normal distribution of the scores was checked. According to George and Mallery, the scores that should be in the range of ± 2 points for normality; It has been revealed that primary school students are higher than the value they should be according to their ability field (gifted or average) and grade level. It has been determined that primary school students are in the required range according to the lessons they love for lesson, but the number of students who like verbal lessons is less than 30 (see Table 2). Can (2017) states that in cases where the number of samples is less than 30 and the scores do not show a normal distribution, non-parametric tests should be analyzed. For this reason, the Mann Whitney U test, which is one of the non-parametric tests in bivariate conditions such as grade level and gifted/average status; The writing attitude scores of primary school students were analyzed with the Kruskal Wallis test in three-variable situations such as mathematics, science and verbal lessons.

3. Findings

In this part of the study, the results of the analysis of the writing attitudes of the gifted and average primary school students (3rd and 4th grade) according to their gifted/average, grade level and love for lessons status are included.



Tablo 2. Descriptive results of the writing attitude scale

Situation	variable	N	X	Sd	Skewness	Kurtosis
Gifted/Average	Gifted	52	1.95	.19	1.034	3.242
	Average	66	2.04	.18	-.378	.812
Grade	3rd grade	52	2.05	.19	.192	-.675
	4th grade	66	2.03	.18	-1.089	2.670
Love for lesson	Mathematic	45	2.05	.19	-.94	-.439
	Science	45	2.01	.19	-.616	1.566
	Verbal	28	2.09	.17	-.015	1.266

It was revealed that average primary school students' writing attitude average scores were higher than gifted students' and their standard deviation scores were lower. It was determined that the average scores of writing attitude and standard deviation scores of primary school 3rd grade students were higher than 4th grade students. It is seen that the writing attitude scores of primary school students who like verbal lessons are higher than those who like mathematics and science lessons, and their standard deviation scores are lower.

3. 1. Comparison of Writing Attitudes of Gifted and Average Primary School Students

The writing attitudes of primary school students were compared with the Mann Whitney U test and the results are presented in Table 3.

Tablo 3. Writing attitudes of gifted and average primary school students

Dimension	Students	N	\bar{X}	Sd	Levene test		t	p
					F	p		
Writing attitude	Gifted	52	1.95	.19	.66	.80	-2.781	.01
	Average	66	2.04	.18				

It was revealed that the writing attitudes of average primary school students were higher than those of the gifted students ($p < .05$).

3. 2. Comparison of Writing Attitudes of Gifted and Average Primary School Students by Grade Level

The Mann Whitney U test was conducted to determine how the writing attitudes of the gifted and average primary school students changed within themselves.

Table 4. Writing attitudes of gifted and average primary school students by grade level

Students	Grade	n	Mean of Ranks	Sum of Ranks	U	Z	p
4th	35	33.36	1167.50				
Gifted	3rd	21	27.36	574.50	307.500	-.337	.74
	4th	31	25.92	803.50			
Total	3rd	52	60.65	3154.00	1656.00	-.327	.74
	4th	66	58.59	3867.00			

It was found that the writing attitudes of the students who were gifted and average in their own groups did not change ($p > .05$). In addition, it was determined that the writing attitudes of primary school students did not change according to the grade level ($p > .05$).

The differentiation status of the writing attitudes of the gifted and average primary school students in all groups was examined with the Kruskal Wallis test and is shown in Table 5.

Table 5. *The writing attitudes of gifted and average primary school students, Kruskal Wallis test results*

Students	Grade	n	Mean of Ranks	sd	χ^2	p	Meaningfulness (Mann Whitney U)
Average	3rd	31	67.92	3	9.629	.02	Average 4th > gifted 3rd
	4th	35	68.29				Average 4th > gifted 4th
Gifted	3rd	21	49.93	3	9.629	.02	Average 3rd > gifted 4th
	4th	31	47.65				

It was determined that there were differences between the writing attitudes of the gifted and average primary school student groups ($p < .05$). According to the results of Mann Whitney U test, which was conducted to reveal who favors the differences, the writing attitudes of average 4th grade students were better than gifted 3rd and 4th grade students, and average 3rd grade students were better than gifted 4th grade students.

3. 3. Comparison of Writing Attitudes of Specially Gifted and Average Primary School Students According to Their Favorite Lessons

The results of the Kruskal Wallis Test, which was conducted to determine how the writing attitudes of the gifted and average primary school student groups changed according to love for the lessons are shown in Table 6 and Table 7.

Table 6. *writing attitude results of gifted and average primary school students according to favorite course*

Students	Favorite course	n	Mean of Ranks	sd	χ^2	p
Average	Mathematic	21	34.14	2	1.603	.45
	Science	19	30.55			
	Verbal	16	38.00			
Gifted	Mathematic	24	25.10	2	3.721	.16
	Science	16	23.19			
	Verbal	12	33.71			
Total	Mathematic	45	56.38	2	4.681	.10
	Science	45	55.08			
	Verbal	28	71.63			

It was revealed that the writing attitudes of the gifted and average primary school students did not change according to love for the lessons, and even the writing attitudes of all primary school students did not change according to love for the lessons.

The results of the Kruskal Wallis test, which was conducted to determine the change in the writing attitudes of the gifted and average primary school students according to their favorite lessons, are shown in Table 7.

Table 7. *comparison of the writing attitudes of gifted and average primary school students according to favorite courses*

Situation	Variables	n	Mean of Ranks	sd	χ^2	p	Meaningfulness (Mann Whitney U)
Love for Lessons	Gifted mathematics	24	45,33	5	15.026	.01	Average mat. > gifted mat. Average verb. > gifted mat. Average ver. > gifted sci.
	Gifted science	16	41,22				
	Gifted verbal	12	64,83				
	Average mathematic.	21	69,00				
	Average science	29	62,72				
	Average verbal	16	76,72				

The writing attitudes of the gifted and average primary school students were compared according to **love for** lessons, and it was observed that the writing attitudes of the average primary school students who love for mathematics were higher than those of the gifted students who love for mathematics, and that the writing attitudes of the average primary school students who love for verbal lessons were higher than those of mathematics and science. It has been determined that it is higher than the gifted primary school students who love for their lessons ($p>.05$).

4. Conclusion and Discussion

In the study conducted to compare the writing attitudes of gifted and average primary school students (3rd and 4th grade), it was found that the writing attitudes of average primary school students were higher than that of gifted primary school students. It was determined that the writing attitudes of the gifted and average primary school (3rd and 4th grade) students, both within their own groups and of all students, did not change according to the grade level. However, the statistically significant difference between the writing attitudes of the gifted and average primary school students according to the grade level; It has been revealed that it is in favor of the 4th grade students who average students compared to the gifted 3rd and 4th grade students, and it is in favor of the 3rd grade students who average students compared to the gifted 4th grade students. It has been revealed that the writing attitudes of the gifted and average primary school students, both within their own groups and according to love for the lessons do not change. The writing attitudes of the gifted and average primary school students were compared according to for the lessons, and the writing attitudes of the average primary school students who love the math lesson differed from the gifted primary school students who liked the mathematics lesson, and the writing attitudes of the average primary school students who liked the verbal lessons were different from the mathematics and science lessons. It has been determined that it is higher than the gifted primary school students who love.

In the study, it was revealed that the writing attitudes of the average primary school students were higher than the gifted primary school students. The reason for the difference between the

writing attitudes of the gifted and average primary school students; It may be that students do not spend enough time on writing by the primary school teachers in their schools, teachers do writing exercises on topics that are not suitable for the students' interests during the writing process, do not inform the students enough to write their thoughts and feelings gradually, and students have anxiety about being evaluated and feel inadequate in writing (Demir & Çiftçi, 2019; İşeri & Ünal, 2012; Pajares, 1996; Zorbaz, 2011). The fact that gifted students need help to develop their writing skills and that the education to be given is more complex than their peers (Henshon, 2005) is not supported both in the schools they study and in Science and Art Centers, the fact that gifted primary school students do not gain writing self-efficacy and therefore their writing attitudes do not develop according to their peers. may be the reason.

In the study, it was determined that the writing attitudes of primary school students did not change according to the grade level, and this result was the same within the own groups of the primary school (3rd and 4th grade) students who were gifted and average. However; It has been revealed that the writing attitudes of the average primary school 4th grade students compared to the gifted primary school 3rd and 4th grade students and the 3rd grade students who average compared to the gifted primary school 4th grade students are higher. While Yıldız and Kaman (2016) concluded that average primary school students' writing attitudes were better than secondary school students, Zorbaz and Kayatürk (2015) concluded that secondary school students' writing attitudes were higher in the first years of secondary school than in the following years. In the study of Graham, Berninger and Fan (2007), it was determined that the writing attitudes of the students in the older and younger age groups did not differ. In the studies, the writing attitudes of the students in the lower grade levels were found to be high; factors such as keeping a diary and reading attitude (Türkben, 2021; Yıldız & Kaman, 2016). During the primary school period, activities such as keeping a diary, writing a story and completing a story are carried out by the primary school teachers to improve the writing skills of the students. In order to improve the reading skills of students who have passed the first reading and writing process well, the practice of reading hours at schools or the reading activities carried out at home with their families not only improves the vocabulary of the students, but also facilitates the students' ability to easily sort the events in the order they occur and to create meaningful texts related to each other. Thus, students' writing success in primary school increases and students can develop a positive attitude towards writing with the increase in their writing success. However, when gifted students studying in primary schools cannot find an environment to write on topics that will reveal their creativity, their writing attitudes may be adversely affected. Because creative writing activities prepared for gifted students improve students' writing attitudes. (Saluk & Pilav, 2018). For this reason, the writing attitudes of the gifted primary school students may be lower than the students with normal development.

In the study, it was revealed that the writing attitudes of primary school students did not change according to love for the lessons, nor did the writing attitudes of all primary school students change according to love for the lessons. It was found that there were differences between gifted and average primary school students whose writing attitudes were compared according to their favorite lessons; It has been determined that the writing attitudes of the average primary school students who love the math lesson are higher than the gifted primary school students who love the math lesson, and the writing attitudes of the average primary school students who love the verbal lessons are higher than the gifted primary school students who love the math and science lessons. In this sense, it can be thought that the writing attitudes of the primary school students who love for mathematics and verbal lessons and average students are better than the gifted students who love for mathematics lessons. It is seen that gifted students are interested in the field of science (Hoover, 1989; Ürek & Dolu, 2013). The fact that gifted students are not interested in the Turkish lesson in which the development of



their language skills is supported, that writing, which is one of the basic language skills of Turkish lesson, is more difficult to develop than other language skills, may be the reason why the writing attitudes of the gifted primary school students are lower than those of the average primary school students.

5. Suggestions

1. In order to improve the writing attitudes of gifted primary school students, creative writing activities can be done on topics suitable for their interests.
2. Technology-assisted writing studies can be done to improve the writing attitudes of gifted and average primary school students.
3. Qualitative studies can be conducted to determine why the writing attitudes of gifted primary school students are lower than those average students.
4. The study carried out to determine the writing attitudes of gifted and average primary school students can also be conducted with secondary school students.

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