

EXPERIMENTAL STUDY ON QUALITY OF LIFE AND OVERLOAD IN FAMILIES CARING FOR GIFTED CHILDREN **ESTUDIO EXPERIMENTAL SOBRE LA CALIDAD DE VIDA Y LA SOBRECARGA EN FAMILIAS QUE CUIDAN A NIÑOS/AS CON ALTAS CAPACIDADES**

Evaristo Barrera-Algarín

Universidad Pablo de Olavide

ebaralg@upo.es

ORCID n°: <https://orcid.org/0000-0001-8201-9423>

Rocío Martínez-Fernández

Universidad Pablo de Olavide

rmarfer@upo.es

ORCID n°: <https://orcid.org/0000-0001-8683-5487>

Ana Vallejo-Andrada

Universidad de Huelva

vallejo@dstso.uhu.es

ORCID n°: <https://orcid.org/0000-0002-2776-8859>

Teresa Fernández-Reyes

Centro Promotor del Talento y Altas

Capacidades

centrocadistfr@gmail.com

ORCID n°: <https://orcid.org/0000-0002-3108-9752>

Abstract

The scientific literature and previous research show that families of gifted children tend to compensate for the deficits in meeting the educational needs of the group, making use of a multitude of resources and extracurricular activities. The objective of this study is to quantify and measure the amount of these curricular activities and their impact on the quality of life of families of gifted children compared to families of non-gifted children. The methodology is a survey experiment involving 160 families in Seville: 80 families with gifted children (experimental group) and 80 families with non-gifted children (control group). The results show that gifted children attend almost twice as many extracurricular activities per week as their non-gifted peers, and the cost to their families is four times higher. This is perceived by mothers of gifted children as detrimental to their quality of life and overburdens their free time, as measured by the GENCAT and ZARIT scales.

Keywords: Gifted children, Conciliation, Quality of Life, Extra-curricular Activities, Overload.

Resumen

La literatura científica y las investigaciones previas muestran que las familias de niños superdotados tienden a compensar los déficits en la satisfacción de las necesidades educativas del grupo, haciendo uso de multitud de recursos y actividades extraescolares. El objetivo de este estudio es cuantificar y medir la cantidad de estas actividades curriculares y su impacto en la calidad de vida de las familias de niños superdotados en comparación con las familias de niños no superdotados. La metodología es una encuesta experimental en la que participan 160 familias de Sevilla: 80 familias con niños superdotados (grupo experimental) y 80 familias con niños no superdotados (grupo de control). Los resultados muestran que los niños superdotados asisten a casi el doble de actividades extraescolares por semana que sus compañeros no superdotados, y el coste para sus familias es cuatro veces mayor. Las madres de los niños superdotados consideran que esto va en detrimento de su calidad de vida y sobrecarga su tiempo libre, según las escalas GENCAT y ZARIT.

Palabras clave: Menores con Altas Capacidades, Conciliación, Calidad de vida, Actividades extraescolares, Sobrecarga.

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1. INTRODUCTION

Recent decades have clearly seen an evolution in the relevant terminology and studies attempting to define and characterise gifted children and their different typologies. Intellectual giftedness is understood as the possession of three basic sets of closely-related characteristics, with an equal emphasis on each such as possessing above average intellectual ability; a high capacity for dedication to tasks that require mental perseverance, endurance, dedicated practice, self-confidence, etc.; and high levels of creativity, this being defined as people's capacity to respond to logical problems and challenges with fluidity, flexibility and originality" (Barrera et al., 2008). But gifted children need educational care that promotes their development to prevent them from underestimating their abilities (Silva, et al., 2024).

Everything begins with what we understand by intelligence, and how we can measure it. Gardner (2008), seven different types of intelligence were identified: spatial, linguistic, logical-mathematical, body-kinaesthetic, musical, interpersonal and intrapersonal. Subsequently, other research and scientific contributions (Sánchez and Baena, 2017) (Cotes and Gómez, 2009), (Gamboa, et al., 2013), (Larivée, 2010), (Muñoz and Ayuso, 2014), (Suárez, et al., 2010), expanded it to nine, with the inclusion of naturalistic and spiritual intelligence. Renati et al. (2023), in an exploratory study focused on examining the profiles of a sample of 44 gifted children, confirmed that there are aspects related to health status, precociousness of development, and peculiarities of their potentiality and peculiar emotional profile in gifted childrens.

All these types of intelligence must be developed through the different socializing agents, such as the school. And on many occasions, when the school is not able to respond to these developmental needs of the different intelligences, families of gifted children look for alternatives in extracurricular activities. Gifted children do not always lead successful lives, especially without sufficient support and investment in education (Vuyk et al., 2024).

Subjects capable of high achievement are those with demonstrated achievement and/or ability in any of the following areas: general intellectual ability; specific academic aptitude; creative and productive thinking; visual arts and representations; psychomotor ability; and leadership ability (Higueras-Rodríguez and Fernández-Gálvez, 2017:151). But giftedness should never be viewed merely as an individual characteristic. Doing so not only distorts reality but creates procedures that tend to pass identification and development of giftedness inequitably through successive generations of families by virtue of the families' resources (Sternberg, 2024:3). However, some studies revealed that teachers considered students to be gifted when, compared to their peers, students were superior in cognitive domains, especially with respect to academic achievement. (Golle et al, 2023)

According to previous authors (e.g. Agudo, 2017; Barrera et al., 2008) gifted children have many qualities, one of the most prominent for our research is the need to do many hobbies. These hobbies are attended rarely to by the schools.

Extracurricular activities provide crucial opportunities for the development of gifted children, particularly when deficits exist within the standardized school context. These activities assist gifted minors in exploring and discovering their passions and interests, potentially influencing their future academic and professional decisions positively. They enable the acquisition and refinement of a wide range of skills, encompassing athletic, artistic, social, and academic domains. Cognitive stimulation is of paramount importance; hobbies and extracurricular activities offer additional

intellectual challenges. In many instances, they facilitate the generation of personal projects that foster initiative, responsibility, and the desire for continued learning.

Extracurricular activities also confer benefits in the social and emotional spheres, as they promote social interaction and aid in establishing friendships with other children of similar interests. Moreover, achievements in these activities can boost the confidence and self-esteem of gifted minors. Concurrently, they provide a means to alleviate stress and relax, contributing to emotional well-being. Consequently, participation in extracurricular activities can help prevent certain common challenges in gifted children, such as academic demotivation and hyperactive behaviour (when present). In this regard, extracurricular activities play a crucial role in the development of gifted children, offering opportunities to stimulate their potential and address their specific needs. These encompass a variety of intellectual and creative activities, including those focused on research projects, programming, logic games, etc., which present mental challenges that satisfy their need for cognitive stimulation and help develop problem-solving skills. Additionally, artistic and expressive activities such as literary composition, writing, creation of stories, poems or even scripts, painting, sculpture, or musical instrument classes, among others, are beneficial. Physical and social activities should not be overlooked, including various types of sports, educational outings or excursions (visits to museums, observatories, or archaeological sites), reading and writing clubs, etc.

As indicated, these activities foster connection with other children of similar interests, while improving academic skills and imagination. They offer intellectual challenges, promote creativity, allow for the exploration of personal interests, and encourage socialization. In general terms, extracurricular activities can have a significant impact on improving the self-esteem of gifted children in various ways. They allow gifted children to excel in areas where they have natural talent, reinforcing their confidence, developing their interests and passions outside the traditional academic environment.

These activities enable the acquisition and refinement of a wide range of skills, from athletic and artistic to social and academic, improve self-discipline and time management, facilitate social interaction in a more relaxed environment, and foster connection with other children who share similar interests, promoting a sense of belonging. This is especially beneficial for gifted children who may feel different or isolated in the regular school environment. And, of course, it allows them to explore new interests and discover hidden talents.

Likewise, the educational needs that most gifted school-aged youngsters usually present, (Agudo (2017) (Barrera, et al, 2008), and that should be addressed, are well referenced in the literature. Among them, and more in connection with our research, we can highlight: An environment that nurtures their creative attitudes or originality; flexible learning schedules and paces, based on their interests; having enough educational resources to supplement the ordinary offerings; recognising their work and encouraging them towards new achievements; and cultivating and exercising social skills, aspects of personality, and motivation.

However, the formal educational framework is often not capable of satisfactorily meeting all the special educational needs of gifted children. Previous studies (Alencar, 2008; Soriano, 2008) confirm that, in typical educational environments, the superior potential of gifted children is not adequately addressed and cultivated. Generally speaking, standard education is aimed at the average and below-average student, while gifted students, in addition to being left out of this system, are perceived with

distrust by teachers, who can feel threatened, questioned, and pressured by their questions and comments. (Higueras-Rodríguez and Fernández-Gálvez, 2017)

Hence, previous authors (e.g. Cano, 2002; Higueras-Rodríguez & Fernández-Gálvez, 2017) argue that these children require specific educational programs and services beyond what normal school programs provide, for them to be able to realise their potential and make contributions to society. As we can see, this completely accords with the arguments that we are advancing in these pages.

When schools are opposed to meeting their children's needs, parents take their own initiative to meet them. Usually, these parents will seek support from professionals with expertise in the field and from other parents of gifted children (Souza et al., 2024:162).

With reference to extracurricular activities, we find different terminologies to denote them: extracurricular, complementary, or para-school activities; educational activities outside school hours, complementary formative activities, complementary extracurricular activities, etc. In general, the term extracurricular activities is used to refer to all those activities that are carried out outside school hours in an organized and structured manner (Hermoso, 2009:85). The meaning that seems to prevail today is the one that considers extracurricular as events (in this case the activities) taking place outside the time when the school performs its educational and socializing function (at least through organized classes). Based on this criterion, a second pedagogical phase is established to continue students' educations outside regular school hours. (Sicilia,1998)

There are numerous studies that demonstrate both the utility and the benefits and the disadvantages of extracurricular activities. The implementation of extracurricular activities is positively associated with academic performance or orientation and the person's physical and psychological development (Eccles et al., 2003) (Larson, Hansen and Moneta,2006) (Meroño et al., 2015). However, another researches (Busseri et al., 2006) (Darling, 2005) (Denault and Poulin, 2009) (Fredericks and Eccles, 2006) (Mahoney, 2000) confirm that the practice of activities during non-school time -especially those that are less structured- is also related to negative assessments, including risky behaviours, the assumption of unwanted social norms, addictions, and increases in anxiety or stress. Finally, we can find studies (World Health Organization, 2010) (Ponce de León et al., 2015) (Torregrosa et al.,2014), that indicate that extracurricular activities promote physical, personal and social development; favouring attitudes aimed at physical and psychological improvement; the promotion of well-being and a healthy lifestyle and increases in self-esteem and motivation. But, other studies (Pham and Altman, 2024), showed that parents of gifted children could participate in supplementary educational programs only if they had sufficient financial resources.

In any case, an overload of extracurricular activities can overwhelm the families of gifted children. According to the World Health Organization (2005), a sense of a lack of time is one of the greatest stressors today on families and individuals. Previous studies (Burke & Greenglass, 1999; Varela et al., 2016) have already pointed out these aspects.

A study indicates, precisely, in its conclusions, that the families of gifted children get involved in their children's educations by taking them to different activities in order to boost their learning potential and to develop other personal qualities apart from academic ones. Some of these outside-school activities include language learning;

sports, such as football, swimming, basketball, etc.; and artistic endeavours, such as music and dance, all so that these children cultivate interests that transcend the academic sphere. To encourage their children to learn, families also offer them different resources enabling them to search for information, including access to computers and the Internet, periodicals, books, etc.; and they also take them to education-inducing sites, such as libraries, monuments, and camps; and the countryside, so that they recognize different types of flora and fauna, etc. (Higueras-Rodríguez and Fernández-Gálvez, 2017). Peebles et al. (2023) identified that parents of gifted children adopted a parenting approach driven by the educational needs of their children, which led to social isolation due to lack of understanding from other parents, and feelings of physical and emotional exhaustion. Some studies, such as those by Matthews et al. (2024), will highlight the fundamental role of mothers of gifted children in providing alternatives to standard formal education when it is not adapted to meet special educational needs. These mothers seek to address five primary deficits: their children's preferences, academic aspects, concerns about future educational opportunities, satisfaction, and well-being. There is even research (Post, 2024) linking the fundamental role of families of gifted children with the proper development of their resilience skills.

The care and nurturing of gifted children can generate significant burden on families, presenting unique challenges that require additional attention and resources. In many instances, gifted children exhibit cognitive and emotional characteristics that demand special attention from their caregivers. Their rapid intellectual development, combined with potential asynchrony in other developmental areas, can create complex situations within the family environment. Affective-intellectual desynchrony, for example, may produce distress in the child due to the disparity between their intellectual capacity and emotional maturity, necessitating careful management by parents. In this regard, one of the primary factors contributing to caregiver burden is the need to provide adequate cognitive stimulation. Parents often find themselves in the position of constantly seeking additional educational resources, specialized programs, and extracurricular activities to meet their children's intellectual needs. This not only entails a significant time investment but also emotional effort and, in many cases, financial expenditure. The social difficulties that gifted children may experience add another layer of complexity to family care. Parents frequently must assist their children in navigating complex social situations, mediating conflicts with peers, and seeking environments where their children can establish meaningful relationships with intellectual peers. The lack of understanding and support from the traditional educational system can exacerbate family burden. Parents are often compelled to advocate for curricular adaptations and specialized services, which may result in conflicts with educational institutions and require significant time and energy commitments. The results of some studies (Alkhawaldeh, et al., 2023) reveal, among other things, that the concern of parents to seek information and identify the characteristics of gifted children to determine the educational needs of their gifted children, causes them to reorganize their way of education and relationship with the school. In a study conducted by Zanetti et al. (2024) involving 362 mothers of gifted children, it was determined that effective family functioning, which fosters internalization and externalization, could counteract the socioemotional difficulties faced by these children.

It has been demonstrated that parents draw on all kinds of educational and learning resources to create favourable environments to support their children's development. (Vialle, 2017)

Families with gifted children can be overwhelmed by needs arising from raising children with these profiles, often facing situations that parents are unaware of and without professional advice on how to deal with this situation. (Domingo, 1998); they do not receive professional advice about the situation. For this reason, it is necessary to act with these families (provide families with professional services from the school) so that they understand the situation so that they can help the child as much as possible without generating stereotypes that could lead the child to failure (Higueras-Rodríguez and Fernández-Gálvez, 2017:153).

The main challenge lies, precisely, in the early identification of gifted students, and then, in searches for and the use of the support mechanisms necessary to facilitate their development (Callahan & Hertberg-Davis, 2012). Studies (Souza's et al., 2023) have shown the importance of providing support and guidance groups for parents of gifted children. The findings also provide suggestions about program design and implementation, as well as information that might benefit professionals to help parents overcome challenges and develop successful strategies in raising their gifted child.

Another studies (Bazan et al., 2007), demonstrated the important role that families play in finding extracurricular supports for their gifted children. Families are thus a complement to the school. But many times, the school does not value these contributions from the family of gifted children. Is necessary to give orientation and counselling to the family from the school, integrating the family in the process of diagnosis of giftedness; improving the coordination of family education and school education; informing families about the activities of curriculum adaptation and asking them to collaborate in it; asking parents to participate in enriching activities in the school centre and in the classroom; collaborating with the family in the integration of the children; and also establishing common strategies to take care of the social aspects of these gifted children. At the same time, it is necessary to recognize the essential function of educational complement that families with gifted children bring to regular education (Artils et al., 2005). Yildiz and Altay (2024), in a study on perceived parental attitudes, psychosocial problems and quality of life in parents of gifted children, concluded that parents should be supported and guided in order to help their children. Supporting the families of gifted children generates significant benefits, reducing stress levels through the enhancement of social supports (Casino-García et al., 2024).

The objective of this study is to quantify and measure the amount of these curricular activities attended and their impact on the quality of life of families of gifted children compared to families of non-gifted children. Specific objectives: To find out if the fact that families take care of their children's educational needs has an impact in terms of overload; and to find out if the fact that families take care of their children's educational needs has an impact on their quality of life.

2. MATERIALS AND METHOD

The methodology is an experiment with survey to 160 families in Seville: 80 families with gifted children (experimental group) and 80 families with non-gifted children (control group). The analysis is made through control and experimental groups to allow comparison, and above all the differences in terms of overload and quality of life for the families.

The methodology is described and developed in the following sections.

2.1. Research design

We used an experimental post-test-only control group design (which applies when we can only make post-test observations or measurements) from March 2022 to January 2023.

This type of research allows us to work with a control group and an experimental group, which have been previously constructed by means of a random sampling procedure. The model is ideal for our research, since it is plausible in circumstances in which it is not possible to make pretest observations, and therefore we can only make a single post-test measurement. In our study we could only perform a single post-test measurement, and if randomization was possible for the construction of the experimental and control groups.

The cross-checking of data and, above all, the comparison with a control sample, ensures that the risks of connection between dependent and independent variables are minimised, as well as ensuring better control of internal consistency.

2.2. Sampling Procedure and Participants

The final sample was composed of 80 families with gifted children (experimental group) and 80 families without gifted children (control group) (Table 1). For this reason, two sample selection processes were carried out, one for each group.

Table 1. Experimental Group, Control Group and Sample

	Experimental Group	Control Group	Total
Random	$\mu = 456$.	$\mu = 2125$.	2581
universe	Using Excel, we generated 80 cases from the Universe. Families with children around 11 years old.	Using Excel, we generated 3 contexts of extracurricular activities in the city of Seville. 11-year-old participants.	
Sample	N=80 (50%)	N=80 (50%)	160 (100%)
Families with children with High Intellectual Abilities	80 (100%)	0 (0%)	80 (100%)

Fuente: Own elaboration.

The experimental group sample selection. It started with a known universe of 2106 subjects from CADIS (Talent and Giftedness promotion Centre) databases; a centre for gifted children in Seville. The sample selection meeting the following eligibility criteria: 1) Families with gifted children, around 11 years old (all participants are between 10 and 12 years old); 2) In order to identify the subjects as “gifted children”, they had passed different diagnosis scales (see Table 2) and tests for the detection of giftedness (all the tests described in Table 2 have been applied to 100% of the children detected with Giftedness at the CADIS Centre); and 3) Children participants in extracurricular activities. The following sample exclusion criteria were subsequently applied: 1) No caregiving family attending to a dependent person and 2) No caregiving families of those with some kind of disability (the last 2 conditions were established so as not to modify the results of the ZARIT Overload scale). After applying these criteria, we were left with an initial sample of 456 subjects, to which we applied a random selection procedure using Excel. We then established the final sample of 80 (17.5%

of the initial sample) families in the experimental group. In this group only the mothers of the children wanted to participate (no fathers wished to participate).

Table 2. Diagnosis scales and tests for the detection of giftedness

Characteristic	Measure	Reference
Psycho-educational development	Questionnaire on psycho-educational development of the CA-DIS Centre for gifted children	Fernandez and Sánchez (2010)
Detection of gifted children	Questionnaire for the detection of gifted children (ages 8-14)	Pérez (2006)
Clear-thinking ability in children	Raven Progressive Matrices CPM	Raven, Raven, and Court (1998)
Intelligence	Wechsler Children's Intelligence Scale WISC-V	Wechsler (2014)
Intelligence	Kaufman K-BIT Intelligence Brief Scale	Kaufman and Kaufman (2004)
Intelligence	General and Factorial Intelligence IGF-2r	Yuste (2018)
Memory	RIAS Intelligence Scale Memory Subtest	Reynolds and Kamphaus (2003)
Creative Intelligence	CREA Creative Intelligence Test	Corbalán and Limiñana (2010)
Creativity	Children's Creativity Test, TCI	Romo, Alfonso-Benlliure, and Sanchez-Ruiz (2016)
Perception	Difference perception test CARAS-R	Thurstone and Yela (2012)
Intelligence	Multiple Intelligence Questionnaire	Sreenidhi and Helena (2017)

Fuente: Own elaboration.

The control group sample selection.- The randomness in the control group was established drawing upon a known universe of 2,125 11-year-old children (all participants are between 10 and 12 years old) found in the extracurricular activity databases of the city of Seville meeting the following eligibility criteria: 1) Families without gifted children, and 2) Children listed as participants in extracurricular activities by the City of Seville. The following sample exclusion criteria were subsequently applied: A) No caregiving families of dependent persons and B) no caregiving families of those with some kind of disability (the last 2 conditions were established so as not to modify the results of the ZARIT Overload scale). After applying these criteria, we were left with an initial sample of 1,956 subjects, to which we applied a random selection procedure using Excel Software. We then established a final sample of 80 (4.1% of initial sample) families in the control group. In this group only the mothers of the children wanted to participate (no fathers wished to participate).

With the 160 families in the final sample (80 from the experimental group and 80 from the control group) we conducted meeting to complete surveys with the main caregiver (the mother, or the person who spends the most time facilitating their child's extracurricular activities). These meetings began with the signing of a permission document for participation in the study. Finally, the questionnaires and scales described below were administered for an average time of one hour.

This sample of 160 families (distributed in two groups of 80, according to control group and experimental group), perhaps could not have been taken from other parts of the Autonomous Community of Andalusia or other parts of Spain, mainly because of the difficulty of access by the research groups to families and children with giftedness. Furthermore, it should be added that the subjects of the sample (experimental group and its reference universe), and above all that their giftedness was identified and assessed in a methodologically competent manner, made the designation of this sample in the city of Seville necessary.

The study was carried out in accordance with the Code of Ethics for Social Work and the International Federation of Social Workers, and Organic Law 3/2018 of 5 December on the Protection of Personal Data and Guarantee of Digital Rights (Spain). Additionally, we acquired informed consent from the participants; both the subjects of the sample and the institutions and professionals involved: Universidad de Pablo de Olavide and the CADIS centre for gifted children (It is a centre that offers guidance, help and counselling to gifted children and their families. It also offers specialized after-school programs).

2.3. Measures

Three ad hoc instruments are designed to measure some important variables. First, the specification of the weekly numbers of hours dedicated to extracurricular activities. Second, the funds that the family dedicates to extracurricular activities monthly. And third, the assignation of leisure and free time of the main caregiver (mother): for this purpose, a grid sheet from the “2015 Sports Habits Survey” (Ministry of Education, Culture and Sport, 2015) was applied. This survey analysed the use of free and leisure time by Spaniards to find out how much time they devote to athletic activities. These areas obtained a reliability between .701 and .952.

Analysis of the mother's Quality of Life. (No fathers wished to participate). The GENCAT Scale was used for this purpose. The construction and validation of the GENCAT Scale was carried out using the multidimensional model proposed by Schalock and colleagues (Verdugo et al., 2007). Thus, the scale provides valid and reliable scores for the eight dimensions: emotional well-being, physical well-being, material well-being, self-determination, personal development, social inclusion, interpersonal relations, and rights (this dimension measures whether a person considers him or herself to be equal to other people, to be treated equally, to have his or her way of being, opinions, desires, privacy, human rights respected. The indicators used to evaluate this dimension are Intimacy, Respect, Knowledge and Exercise of rights.), as well as a global Quality of Life index. The internal consistency coefficient found for the total scale was .916, with reliability between .614 and .914, according to the dimensions (Verdugo et al., 2007). In our study a Cronbach's Alpha of .861 was obtained.

ZARIT overload scale. Although the instrument is more popular for measuring overloads affecting people who are assisting dependent, elderly people, it has also been used to measure overloads impacting people with children that needs special attentions (Barrera, et al., 2013; Pedraza, et al., 2013; Seguí, et al., 2008). The scale can be applied to different profiles of subjects, who may or may not be working, and who are caregivers of a child (or several children) and/or also of elderly people, people with disabilities, etc. In general terms it has an internal consistency of .910 and a test-retest reliability of .860 (Barrera et al., 2013). In our reliability test with Cronbach's Alpha, we reached .892.

2.4. Data Analytic Strategy

Data analysis was performed according to the variables described, seeking to compare the experimental group and the control group. Statistical Package for the Social Sciences (SPSS) v20 and Excel software were used for this purpose.

First specific software was used to analyse the GENCAT scale, designed by the University of Salamanca (INICO, 2020). A software that allows you to insert the data obtained from GENCAT, then generates an analysis for each of the dimensions analysed and gives you a Quality-of-Life index and a percentile associated with it.

Second, we carried out the necessary measurements to obtain the data from the ZARIT scale.

Third, we generated a descriptive statistical analysis across frequencies, comparing the sample of the experimental and control groups.

Fourth, we carried out variable crossings between sociodemographic variables, hours dedicated to extracurricular activities, the funds that the family dedicates to extracurricular activities monthly, the main caregiver's (mother's) use of leisure and free time, Quality of Life (GENCATS scale), and the ZARIT overload scale. For this purpose, we created different types of contingency tables.

Fifth, we performed a reliability analysis using Cronbach's Alpha. Finally, we performed Pearson-type correlation analyses between the different socio-demographic variables, hours dedicated to extracurricular activities, the funds that the family dedicates to extracurricular activities monthly, the main caregiver's (mother's) use of leisure and free time, Quality of Life (GENCAT Scale), and the ZARIT overload scale. Data analyses were conducted using the SPSS, adopting a 95% ($p \leq 0.05$) significance level.

3. RESULTS

This section presents the study's results, exploring the impact of having gifted children on families. It analyses four main areas: extracurricular activities (time and cost), quality of life (index and dimensions), free time (current and desired), and family overload. Experimental (families with gifted children) and control groups are compared, using scales such as GENCAT and ZARIT to quantify the differences and correlations between the studied variables.

3.1. Extracurricular activities

In the analysis of the number of hours dedicated to extracurricular activities, we can see that the average number of hours per week in the Experimental Group (the average is 7 hours) is higher than in the Control Group (4 hours). There is a substantial difference: 3 hours per week. Thus, we can appreciate that there is a greater burden of hours on the people in the experimental group (see Table 3).

Table 3. Hours per week dedicated to extracurricular activities, and cost

VEP001	Average number of hours per week dedicated to extracurricular activities.	Variation
Experimental Group	7	
Control Group	4	
		3

VEP002	Average total funds dedicated to extracurricular activities per month.	
Experimental Group	400	
Control Group	100	
		300

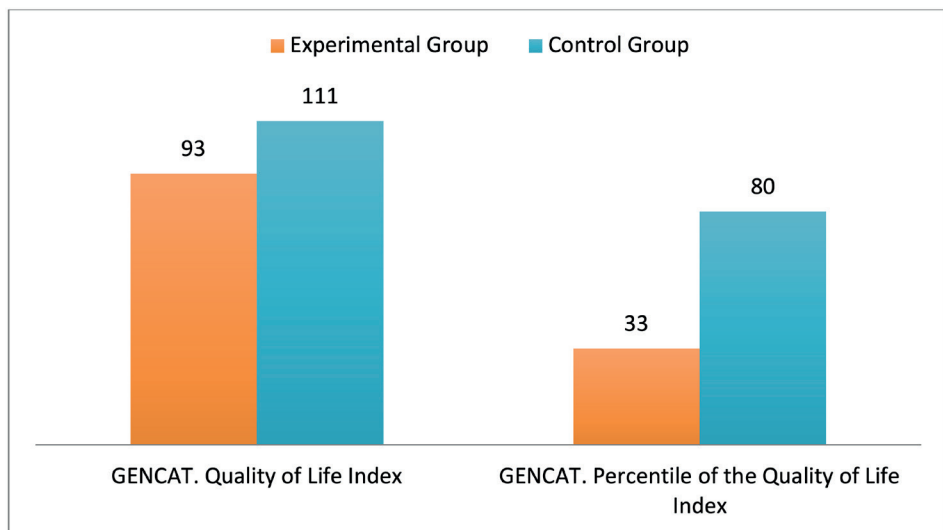
Fuente: Own elaboration

In the same way, the data show us that families with gifted children must disburse more funds for the extracurricular activities, to cover the costs of transport, materials, equipment, monthly fees, competitions, etc. The average variation between the experimental group and the control group is €300 (the experimental group pays 4 times more than the control group).

3.2. Quality of Life

In terms of relationships in the Quality-of-Life analysis, after applying the GENCAT (see Figure 1) scale to the 2 groups, we obtained some significant data. The scale allows us to measure the “Quality of Life index” and the “Quality of Life percentile”. After calculating those of the 160 subjects (mothers of the 80 children in the control group and the 80 in the experimental group), we found that the experimental group (gifted children) has a lower Quality of Life (93 points in the Quality-of-Life index, 33rd percentile) than the control group (111 points, 80th percentile). We can state that the Quality of Life of the experimental group is adversely affected.

Figure 1. Quality of Live in GENCAT



The GENCAT scale also allows us to observe which aspects of Quality of Life are better or worse, with these aspects justifying the “Quality of Life index” and the “Quality of Life percentile” (Figure 2).

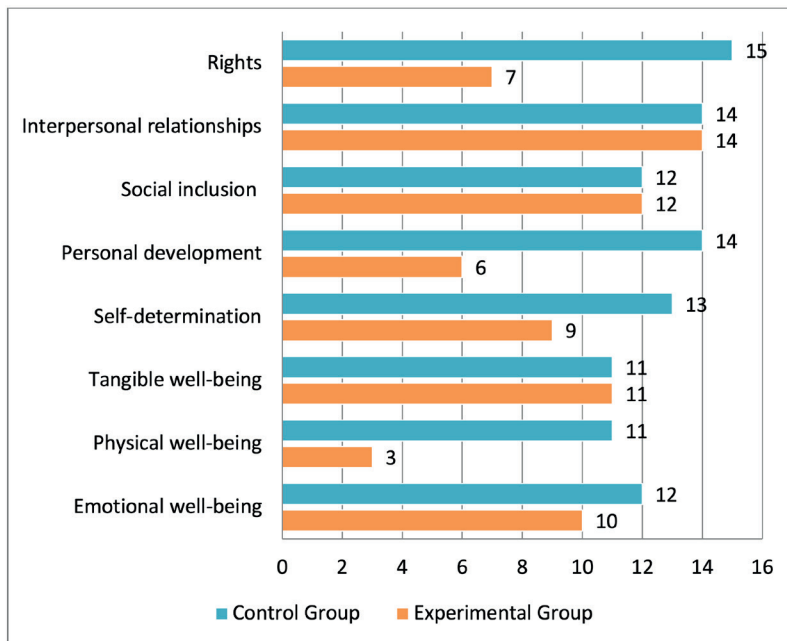
The data shows us that the experimental group suffers in the following dimensions:

- Physical well-being (Experimental Group 3 points, Control Group 11 points)
- Self-determination (Experimental Group 9 points, Control Group 13 points)

- Personal development (Experimental Group 6 points, Control Group 14 points)
- Rights (Experimental Group 7 points, Control Group 15 points)
- Emotional well-being (Experimental Group 10 points, Control Group 12 points)

These are significant differences in Quality of Life.

Figure 2. Dimensions of quality of life on the GENCAT Scale



3.3. Current and desired free time

In the analysis of the use of leisure and free time, we work with two analyses at the same time: “Current free time” and “Desired free time”. When we compare the two, we see that there is a discrepancy in the experimental group, between its “Current free time” and “desired free time”. Families with gifted children show a desire to be able to spend their free time on things like walking, listening to music, reading books, magazines..., listening to the radio, playing sports, dating one’s boyfriend/girlfriend, spending time with one’s wife/husband, going dancing, or attending concerts, the opera or the theatre.

They want to do things with their time, but they cannot because they must tend to the needs of their gifted children. In fact, there is a general divergence between “Current free time” and “Desired free time” (-32 points). There are also differences between “Current free time” and “Desired free time” in the control group, but it is less pronounced than in the experimental group: -14 points, suggesting that participants in the experimental group were more impeded from being able to make use of their free time in the way they would like to.

To explore this idea further, we can look at the difference between the two groups. For this purpose, we compare the “Current free time” scores between the two. In the experimental group there is a summation of 47 points, while in the control group it is 84 points, for a difference of -37 points, which demonstrates that the experimental

group is much more impeded from being able to make use of its free time the way it would like to. We can describe more details of the analysis; for example, the activities where there are major differences (see Figure 4).

Figure 3. “Current free time” and “Desired free time” in the Experimental group

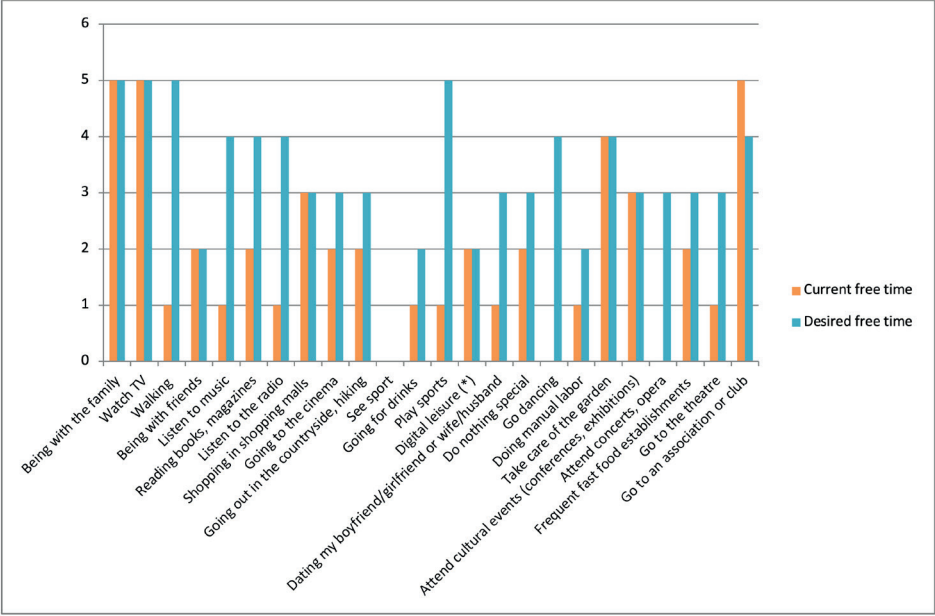
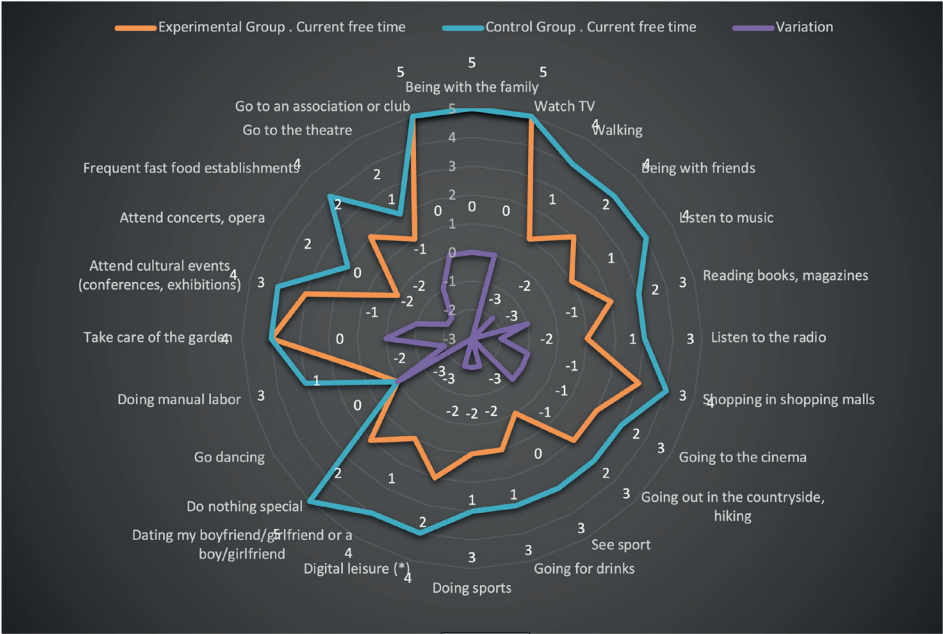


Figure 4. Comparison of “Current free time” scores between the experimental and control groups



The two figures, the bar chart (Figure 3) and a radar chart (Figure 4), collectively illustrate the impact of raising gifted children on parental free time and desired leisure activities. The bar chart compares current and desired activities, revealing a significant gap, especially within the experimental group (families with gifted children), who express a stronger desire for activities like cultural events and personal hobbies. The radar chart further emphasizes this by comparing current free time between groups and highlighting the discrepancy between current and desired activities. Both figures consistently demonstrate that families with gifted children experience a greater restriction in their free time and a reduced ability to engage in preferred leisure pursuits compared to the control group.

3.4. Overload

At the end of our study, we applied the ZARIT overload scale. The experimental group has an average on the ZARIT overload scale of 56, and the control group, an average of 40. According to the scale interpretation parameters, we must consider the following values: < 46 (No overload); 46 to 55 (Slight overload); and > 55 (Intense overload). Families with gifted children present average values constituting an intense overload, well above those of families without gifted children, who do not present these overloads.

To see the relationship between Overload (ZARIT) and Quality of Life (GENCAT), we must cross the data, finding a significant correlation ($\chi^2 = -.701$, $p < .001$). In other words, a significant inverse relationship is established between the two variables: the lower the Quality of Life, the greater the Overload.

Significant correlations were established between the two variables of overload and Quality of Life: belonging to the experimental group (families with gifted children) implies a greater overload (ZARIT) ($\chi^2 = .712$, $p < .005$); and entails a reduction in Quality of Life (GENCAT) ($\chi^2 = -.680$, $p < .005$), with these significant correlations.

4. DISCUSION OF RESULTS

This study aimed to quantify the engagement in extracurricular activities and assess their impact on the quality of life of families with gifted children compared to families with non-gifted children. A survey-based experimental design was employed, involving 160 families in Seville: 80 with gifted children (experimental group) and 80 with non-gifted children (control group). Results indicated that gifted children participated in nearly twice as many weekly extracurricular activities, incurring costs four times higher for their families. This increased engagement was perceived by mothers of gifted children as having a detrimental effect on their quality of life and significantly impacting their free time, as measured by the GENCAT and ZARIT scales.

This research confirms that families of gifted children undertake a greater burden of extracurricular activities to address their children's specific needs, significantly impacting the family in two primary ways: disruption of desired weekly time organization and allocation, and substantial monthly financial investment. This aligns with profiles described by Agudo (2017), Barrera et al. (2008), Renati et al. (2023), Golle et al. (2023), and Silva et al. (2024) regarding the characteristics of gifted children and their need for extracurricular engagement. Furthermore, our findings corroborate previous research (Alencar, 2008; Cano, 2002; Higuera-Rodríguez & Fernández-Gálvez, 2017; Soriano, 2008) asserting that the Spanish formal education system inadequately addresses the needs of these children, necessitating reliance

on supplementary resources outside the formal educational framework. This reliance, consequently, demands extraordinary and often burdensome efforts from families. This overload negatively impacts the quality of life of caregivers of gifted children, particularly affecting their physical well-being, self-determination, personal development, rights, and emotional well-being. Finally, families of gifted children experience limited free time, evidenced by a clear discrepancy between parents' current and desired leisure activities.

In addition, the impact on mothers made by their high-ability children's demand and need for extracurricular activities leads to Intense Overload. It should be noted that Vialle (2017) demonstrated that parents draw on all kinds of educational and learning resources to create favourable environments supporting their children's development. In this regard we see that an excess of extracurricular activities can overwhelm the families of gifted children. We agree here, then, with the statements of the World Health Organization (2005) and previous contributions in the same area (Burke & Greenglass, 1999; Varela et al., 2016; Alkhawaldeh, et al., 2023; Post, 2024; Zanetti et al. 2024). Or the impact on parents measured by Peebles et al. (2023).

Seen the above results we fully agree with the contributions of Yildiz and Altay (2024), or Matthews et al. (2024), which establishes that parents must be supported and guided to help their children. We also agree with Vuyk et al. (2024) that for gifted children to achieve adequate personal development, sufficient investment in educational support is essential.

When the special educational needs of gifted children are not optimally met or covered by formal education, causing the families of these children to resort to many extracurricular activities, with the consequent burden they entail, an effort that can overwhelm and overload many families.

To mitigate this burden, it is crucial for families to have access to appropriate support resources. These may include psychological counselling, support groups for parents of gifted children, and specialized educational programs. Collaboration among families, educational institutions, and mental health professionals is essential for developing effective strategies that address the unique needs of these gifted children and their families.

The contributions made by Artils et al. (2005), it is necessary to give orientation and counselling to the family from the school, integrating the family in the process of diagnosing giftedness; to improve the coordination of family education and school education; to inform families about the activities for adapting the curriculum and ask them to collaborate in this; to ask parents to participate in enriching activities in the centre and classroom; to collaborate with the family in the integration of the children; and also to establish common strategies to take care of the social aspects of these gifted children. Let us remember, as stated by Casino-García et al. (2024), that supporting the families of gifted children generates significant benefits, reducing stress levels through the strengthening of social supports.

5. CONCLUSIONS

In conclusion, the care of gifted children presents significant challenges that can result in substantial burden for families. Understanding these factors is essential for developing effective interventions and support systems that enable families to raise

their gifted children in a healthy and balanced manner, promoting both the child's potential development and overall family well-being.

For future studies, conducting interviews with participants would help to say definitively that extracurriculars are the cause of overload, and/or if families feel this way, asking parents if they claim to enrol their children in extracurriculars because the current educational system does not meet their children's needs. It would also be interesting to include fathers, and not only mothers. Furthermore, it would be necessary to extend the study to samples with similar characteristics and the same methodology in more Spanish contexts and cities, to consider regional differences and their distinct regulations and legislation. It would be of utmost interest to conduct comparisons with other European regions and the international community in general.

From our research work, we believe that new avenues of research can be opened, for example, it would be opportune to carry out an extensive study applying the same instruments to a greater number of cases, in order to validate its hypothesis. For example, by making comparisons with samples from different regions and countries. It would also be valuable to link paternal figures (comparative) to look at family overload correlations by gender. Perhaps we can find significant differences in overload and Quality of Life, which affect fathers and mothers differently, perhaps because of different lifestyles, different perceptions or different types of social support that each one has depending on their life, work and gender. Likewise, it would be interesting to investigate the existing family care services to help families of gifted children. And from here, to detect elements of improvement and to be able to make technical and professional proposals to improve the services.

The data obtained in this research can be an element of reflection and improvement in the care of gifted children and especially in the identification of the needs of their parents. Until now, this field has been poorly explored and has not been worked on by schools and family care services. Although the attention to gifted children presents important deficits in general, if we also consider their families, they lack the necessary support and attention.

Based on the conclusions described above, we can make some considerations of practical use. Sometimes, the professionals focus only on school contexts, and on how students can perform better and better in these contexts, leaving families in the background. In this sense, the family's comprehensive well-being, encompassing social and economic aspects, is frequently neglected. Given the significant levels of parental burden and its detrimental effects on family quality of life, as highlighted in our research, a more nuanced intervention strategy is required. A collaborative, multidisciplinary approach, involving schools, families, community resources, social services, and other relevant professionals, is essential to provide holistic support to these families and their gifted children. This approach should focus on addressing the unique needs of these families, including economic support, respite care, and strategies for managing overload.

We must improve and expand the possibilities of working with families beyond the educational context itself, so that we can solve or at least soften the impact that certain problems have on the families of gifted children. It can be of vital importance the connection between the different professionals involved and working with families; psychologists, educators, pedagogues, counsellors, lawyers, social workers... and the different protection systems in order to achieve better results and higher levels of welfare in the families of gifted children.

It will be essential in the coming years to implement better defined protection plans and systems focused on giftedness, to overcome the obstacles and difficulties that the current system causes to these families and their children.

CONFLICTS OF INTEREST

There are no conflicts of interest on the part of the research group.

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AUTHORS CONTRIBUTIONS

Evaristo Barrera Algarín: Research design, instrument design, fieldwork implementation, data analysis, results elaboration, conclusions establishment, drafting of the research report and article.

Rocío Martínez Fernández: Fieldwork implementation, data analysis, results elaboration, conclusions establishment, contribution to the drafting of the research report and article.

Ana Vallejo Andrada: Fieldwork implementation, data analysis, results elaboration, conclusions establishment, contribution to the drafting of the research report and article.

Teresa Fernández Reyes: Fieldwork implementation, data analysis, results elaboration, conclusions establishment, contribution to the drafting of the research report and article.

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Anexo: Cuestionario de Altas Capacidades utilizado en la investigación



Entrevistador/a	
Nº de cuestionario	
Fecha	

Buenas tardes;

El cuestionario que le proponemos forma parte de una investigación llevada a cabo por el grupo de investigación oficial PAIDI Sej-608 en Trabajo Social y Nuevas Tecnologías para la Intervención Social (GITTEC) de la Universidad Pablo de Olavide de Sevilla, cuya finalidad es analizar el impacto de las actividades extraescolares realizadas por los menores.

Toda la información que suministre será tratada de forma anónima y confidencial bajo la Ley de calidad y uso de los datos estarán de conformidad con la Ley 15/1999 de Protección de Datos

Gracias por su colaboración.

¿Es usted responsable del cuidado de alguna persona dependiente?

SÍ NO

¿Es usted madre/padre de algún hijo/a con Altas Capacidades?

SÍ NO

¿Y con algún tipo de diversidad funcional?

SÍ NO

*En el caso de haber contestado “no” a todas las preguntas anteriores, continúe el cuestionario con normalidad.

Si por el contrario en alguna de las preguntas ha contestado “sí”, pídale información a quien le haya entregado el cuestionario.



Entrevistador/a	
Nº de cuestionario	
Fecha	

1. Complete esta tabla con el horario semanal del/la menor incluyendo todas las actividades extraescolares a las que acude con normalidad.

Horario	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado-Domingo
09:00-14:00	Horario escolar					
14:00-15:00						
15:00-16:00						
16:00-17:00						
17:00-18:00						
18:00-19:00						
20:00-21:00						

Observaciones (p.e.: si tiene una actividad extraescolar cada 15 días, o si esporádicamente acude a algún evento relacionado con las actividades extraescolares como, por ejemplo, a un encuentro de un club de lectura, competiciones deportivas, etc.):



2. Las actividades extraescolares a las que acude su hijo/a con normalidad, ¿requieren algún tipo de preparación previa?) P. e., si acude a clases extraescolares de algún idioma y lleva deberes para casa o tiene que preparar exámenes). ¿Cuántas horas aproximadamente dedica el/la menor a estas tareas?

- ☐ Menos de 1 hora semanal
- ☐ De 1 a 2 horas semanales
- ☐ De 2 a 4 horas semanales
- ☐ De 4 a 8 horas semanales
- ☐ Más de 8 horas semanales, ¿cuántas?: _____
- ☐ Otros

3. ¿Qué tiempo dedica semanalmente al desplazamiento desde un lugar a otro para llevar a su hijo/a de una actividad extraescolar a otra o desde su casa??

- ☐ Menos de 1 hora semanalmente
- ☐ De 1 a 2 horas semanalmente
- ☐ Más de 2 horas semanalmente, ¿cuántas? _____

4. ¿Cuál es el coste total aproximado dedicado a las actividades extraescolares de su hijo/a? (Incluyendo material, transporte, equipamiento, mensualidad, etc.).

4.1. Material y equipamiento (ropa, utensilios, libros, etc.)

- ☐ Menos de 100€ mensuales
- ☐ Entre 101 y 150€ mensuales
- ☐ Entre 151 y 200€ mensuales
- ☐ Entre 201 y 250€ mensuales
- ☐ Más de 251€ mensuales, ¿cuánto? _____



4.2. Transporte

- Menos de 100€ mensuales
- Entre 101 y 150€ mensuales
- Entre 151 y 200€ mensuales
- Entre 201 y 250€ mensuales
- Más de 251€ mensuales, ¿cuánto? _____

4.3. Mensualidad

- Menos de 100€ mensuales
- Entre 101 y 150€ mensuales
- Entre 151 y 200€ mensuales
- Entre 201 y 250€ mensuales
- Más de 251€ mensuales, ¿cuánto? _____

4.4. Otros gastos vinculados con la actividad extraescolar de su hijo/a

- Menos de 100€ mensuales
- Entre 101 y 150€ mensuales
- Entre 151 y 200€ mensuales
- Entre 201 y 250€ mensuales
- Más de 251€ mensuales, ¿cuánto? _____



Entrevistador/a	
Nº de cuestionario	
Fecha	

1. A continuación, se presentan una serie de afirmaciones relativas a la calidad de vida. Por favor, marque la opción de respuesta que mejor describa su situación y no deje ninguna cuestión en blanco.

Bienestar emocional		Siempre/casi siempre	Frecuentemente	Algunas veces	Nunca/casi nunca
1	Se muestra satisfecho/a con su vida presente				
2	Presenta síntomas de depresión				
3	Está alegre y de buen humor				
4	Muestra sentimientos de incapacidad y seguridad				
5	Presenta síntomas de ansiedad				
6	Se muestra satisfecho/a consigo mismo/a				
7	Tiene problemas de comportamiento				
8	Se muestra motivado/a a la hora de realizar algún tipo de actividad				
Relaciones interpersonales		Siempre/casi siempre	Frecuentemente	Algunas veces	Nunca/casi nunca
9	Realiza actividades que le gustan con otras personas				
10	Mantiene con su familia la relación que desea				
11	Se queja de la falta de amigos/as estables				
12	Valora negativamente sus relaciones de amistad				
13	Manifiesta sentirse infravalorado/a por su familia				
14	Tiene dificultades para iniciar una relación de pareja				
15	Mantiene una buena relación con sus compañeros/as de afición				
16	Manifiesta sentirse querido/a por las personas importantes para usted				
17	La mayoría de las personas con las que interactúa tienen una condición similar a la suya				
18	Tiene una vida sexual satisfactoria				



Bienestar material		Siempre/casi siempre	Frecuentemente	Algunas veces	Nunca/casi nunca
19	El lugar donde vive le impide llevar un estilo de vida saludable (ruidos, humos, olores, inaccesibilidad, desperfectos...)				
20	El lugar donde realiza sus actividades de ocio cumple con las normas de seguridad				
21	Dispone de los bienes materiales que necesita				
22	Se muestra contento/a con el lugar donde vive				
23	El lugar donde vive está limpio				
24	Dispone de los recursos económicos necesarios para cubrir sus necesidades básicas				
25	Sus ingresos son suficientes para permitirle acceder a caprichos				
26	El lugar donde vive está adaptado a sus necesidades				
Desarrollo personal		Siempre/casi siempre	Frecuentemente	Algunas veces	Nunca/casi nunca
27	Muestra dificultad para adaptarse a las situaciones que se le presentan				
28	Tiene acceso a nuevas tecnologías (internet, teléfono móvil, etc.)				
29	Su estilo de vida le permite el aprendizaje de nuevas habilidades				
30	Muestra dificultades para resolver con eficacia los problemas que se le plantean				
31	Desarrolla su vida de manera responsable				
32	Su entorno más cercano (lugares físicos, personas, etc.) toma en consideración su desarrollo personal y aprendizaje de habilidades nuevas				
33	Participa en la elaboración de su programa individual				
34	Se muestra desmotivado/a en su vida				
Bienestar físico		Siempre/casi siempre	Frecuentemente	Algunas veces	Nunca/casi nunca
35	Tiene problemas de sueño				



36	Dispone de ayudas técnicas si las necesita				
37	Sus hábitos de alimentación son saludables				
38	Su estado de salud le permite llevar una vida normal				
39	Tiene un buen aseo personal				
40	Alguien supervisa la medicación que toma				
41	Sus problemas de salud le producen dolor y malestar				
42	Tiene dificultades de acceso a recursos de atención sanitaria				
Autodeterminación		Siempre/casi siempre	Frecuentemente	Algunas veces	Nunca/casi nunca
43	Tiene metas, objetivos e intereses personales				
44	Elige cómo pasar su tiempo libre				
45	La gente de su alrededor tiene en cuenta sus preferencias				
46	Defiende sus ideas y opiniones				
47	Otras personas deciden sobre su vida personal				
48	Otras personas deciden cómo gastar su dinero				
49	Otras personas deciden a la hora a la que se acuesta				
50	Organiza su propia vida				
51	Elige con quién vivir				
Inclusión social		Siempre/casi siempre	Frecuentemente	Algunas veces	Nunca/casi nunca
52	Utiliza entornos comunitarios (piscinas, bibliotecas, cines, muesos, etc.)				
53	Su familia lo apoya cuando lo necesita				
54	Existen barreras que dificultan su inclusión social				
55	Carece de apoyos necesarios para participar activamente en la vida de su comunidad				
56	Sus amigos/as le apoyan cuando lo necesita				
57	En su barrio se fomenta la participación en actividades de la comunidad				
58	Sus amigos/as se limitan a los que asisten al mismo lugares o espacios que usted				
59	Es rechazado/a o discriminado/a por los demás				



Derechos		Siempre/casi siempre	Frecuentemente	Algunas veces	Nunca/casi nunca
60	Su familia vulnera su intimidad (lee su correspondencia, entra sin llamar a la puerta...)				
61	En su entorno es tratado con respeto				
62	Dispone de información sobre sus derechos fundamentales como ciudadano/a				
63	Muestra dificultades para defender sus derechos cuando éstos son violados				
64	En los lugares que acude con cierta frecuencia se respeta su intimidad				
65	En los lugares a los que acude se respetan sus posesiones y derecho a la propiedad				
66	Tiene limitado algún derecho legal (voto, ciudadanía, procesos legales, respeto a sus creencias, etc.)				
67	En los lugares a los que acude se respetan y defienden sus derechos (confidencialidad, información de sus derechos como usuario/a)				
68	En los espacios a los que acude se respeta la privacidad de la información				
69	Sufre situaciones de explotación, violencia o abusos				



Entrevistador/a	
Nº de cuestionario	
Fecha	

1. A continuación, marque con una X la asiduidad de cada una de las actividades que describimos sobre su tiempo libre y de ocio.

Tipo de actividad	Todos los días	2-3 veces/semana	1 vez/semana	Con menos frecuencia	Vacaciones
Estar con la familia					
Ver televisión					
Pasear					
Estar con amigos/as					
Escuchar música					
Leer libros, revistas					
Oír la radio					
Ir de compras a centros comerciales					
Ir al cine					
Salir al campo, ir de excursión					
Ver deporte					
Ir de copas					
Hacer deporte					
Ocio digital (*)					
Salir con mi pareja					
No hacer nada					
Ir a bailar					
Hacer trabajos manuales					
Ocuparse del jardín					
Ir a actos culturales					
Ir a conciertos					
Ir a establecimientos de comida rápida					
Ir al teatro					
Ir a alguna asociación o club					
Tocar un instrumento					
Ir a reuniones políticas					
Otras (indicar cuáles)					

(*) La categoría "ocio digital" corresponde a la suma lógica de las actividades: navegar por Internet, uso de redes sociales (WhatsApp, facebook) y otros similares.



Entrevistador/a	
Nº de cuestionario	
Fecha	

2. A diferencia de cómo ha respondido en la anterior pregunta, marque con una X donde considere en función de cómo le gustaría emplear a usted su tiempo libre y de ocio normalmente.

Tipo de actividad	Todos los días	2-3 veces/semana	1 vez/semana	Con menos frecuencia	Vacaciones
Estar con la familia					
Ver televisión					
Pasear					
Estar con amigos/as					
Escuchar música					
Leer libros, revistas					
Oír la radio					
Ir de compras a centros comerciales					
Ir al cine					
Salir al campo, ir de excursión					
Ver deporte					
Ir de copas					
Hacer deporte					
Ocio digital (*)					
Salir con mi pareja					
No hacer nada					
Ir a bailar					
Hacer trabajos manuales					
Ocuparse del jardín					
Ir a actos culturales					
Ir a conciertos					
Ir a establecimientos de comida rápida					
Ir al teatro					
Ir a alguna asociación o club					
Tocar un instrumento					
Ir a reuniones políticas					
Otras (indicar cuáles)					

(*) La categoría "ocio digital" corresponde a la suma lógica de las actividades: navegar por Internet, uso de redes sociales (WhatsApp, Facebook) y otros similares.



Entrevistador/a	
Nº de cuestionario	
Fecha	

1. A continuación, marque con una X en la casilla que mejor responda a cada una de las siguientes cuestiones:

		Nunca	Rara vez	Algunas veces	Bastante s veces	Casi siempre
1	¿Piensa que su hijo/a le pide más ayuda de la que realmente necesita?					
2	¿Piensa que debido al tiempo que dedica a su hijo/a no tiene suficiente tiempo para usted?					
3	¿Se siente agobiado/a por intentar compatibilizar el cuidado de su hijo/a con otras responsabilidades (trabajo, familia)?					
4	¿Siente vergüenza por la conducta de su hijo/a?					
5	¿Se siente enfadado/a cuando está cerca de su hijo/a?					
6	¿Piensa que el cuidar de su hijo/a afecta negativamente la relación que usted tiene con otros miembros de su familia?					
7	¿Tiene miedo por el futuro de su hijo/a?					
8	¿Piensa que su hijo/a depende de usted?					
9	¿Se siente tenso/a cuando está cerca de su hijo/a?					
10	¿Piensa que su salud ha empeorado debido a tener que cuidar de su hijo/a?					
11	¿Piensa que no tiene tanta intimidad como le gustaría debido a tener que cuidar de su hijo/a?					
12	¿Piensa que su vida social se ha visto afectada negativamente por tener que cuidar de su familiar?					
13	¿Se siente incómodo/a por distanciarse de sus amistades debido a tener que cuidar de su hijo/a?					
14	¿Piensa que su hijo/a le considera a usted la única persona que le puede cuidar?					
15	¿Piensa que no tiene suficientes ingresos económicos para los gastos de cuidar a su hijo/a, además de sus otros gastos?					
16	¿Piensa que no será capaz de cuidar a su hijo/a por mucho más tiempo?					
17	¿Siente que ha perdido el control de su vida desde que conoce la situación de su hijo/a?					
18	¿Desearía poder dejar el cuidado de su hijo/a a otra persona?					
19	¿Se siente indeciso/a sobre qué hacer con su hijo/a?					
20	¿Piensa que debería hacer más por su hijo/a?					
21	¿Piensa que podría cuidar mejor a su hijo/a?					
22	En general/normalmente, ¿qué grado de “carga” experimenta por el hecho de cuidar a su hijo/a?					

