

Home Environment of Selected Filipino Gifted Individuals

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Abstract

This study investigated the home environment of selected Filipino gifted individuals. It aims to answer two research questions: (1) what is the giftedness profile of the selected Filipino gifted?; (2) what types of home environments do Filipino gifted have? This study uses qualitative methods, specifically narrative research strategy, to provide a description of the home environment, the socio-emotional, intellectual, and physical environment that nurtures the intellectual skills, exceptional talents and leadership abilities of the gifted. The study highlighted important Filipino family values in describing this home environment. In this study, the home environment of the gifted contributed immensely to their positive development, not only in the nurturance of their giftedness, but also in the development of their socio-emotional skills and values system. This study recommends that there should be a strong link between the school and the family of the gifted, leading towards the establishment of stronger family support programs for the development and nurture of Filipino gifted students. Furthermore, schools can also develop different student support programs for gifted students to create stronger collaboration with the families of gifted students.

Keywords: home environment, giftedness, Filipino gifted

Introduction

The Philippines, through the Department of Education, is currently developing its first national gifted education curriculum standards for the country. This national curriculum will be used in both public and private schools that will offer gifted education programs. Except for the Philippine Science High School System, the Philippine High School for the Arts, and public regional Science high schools, most of the programs for the gifted offered in the Philippines are adapted from abroad, such as multiple intelligence and Headstart programs, among others. There are also special classes for music, arts, sports, and science offered in elite private schools. The K-12 Basic Education Curriculum is designed primarily for regular students but it also encourages educators and schools to develop and implement curricular programs for other students specially the learners with special education needs, including the gifted.

While it is necessary to develop a curriculum and programs for Filipino gifted learners, it is also imperative to develop a support system for the development of their personalities, socio-emotional skills, and values system. In this study, the role of the family for the development of Filipino gifted learners is examined.

The study draws inspiration from the home-family experiences of the Filipino gifted that contributed to their positive personal and social development leading towards positive behavior and motivation, and academic success. The study aims to examine the family that molded them, and the home that served as their immediate environment during their early childhood days. In this study, giftedness could be innate to all human beings; however, the development of this giftedness and of the gifted could be a product of a positive home environment and happy relationship among family members.

The concept of giftedness varies between scholars. Davis, Rimm, and Siegle (2011) noted that there is no single definition of “gifted” that is universally accepted. Some scholars refer to it as having special talents and abilities, while others think of it as a state of high intellect or genius. Reading the literature from a myriad publications and studies conducted by experts on giftedness gives a clear insight that the concept of “giftedness” is always associated to the attributes of “great people” having “great accomplishments”, developing “great ideas” and producing “great works, inventions or performances”. In some cases, giftedness is also associated with people having outstanding talents.

Tannenbaum (2003) proposed a definition of giftedness in children to denote their potential for becoming critically acclaimed performers or exemplary producers of ideas in spheres of activity that enhance the moral, physical, emotional, social, intellectual, or aesthetic life of humanity. For Gagne (1985), giftedness refers to domains of human abilities, talents, to domains of human accomplishments. Giftedness also involves excellence, rarity, productivity, demonstrability, and value attached to the skills/products of the individual (Sternberg & Zhang, 1995).

Given the nature of giftedness, gifted learners can move beyond the limits of their knowledge and skills. They can easily adapt to any new topics or skills to learn. Upon examining several studies, Davis, Rimm, and Siegle (2011) reported that gifted individuals are well adjusted in childhood, and reported to have had greater personal adjustments, emotional stability, self-esteem, professional success, and personal contentment.

Pfeiffer and Blei (2008) identified the Gifted Rating Scales (GRS) developed in the United States as a tool to assist in the identification of gifted students. In the GRS, there were six principles that were considered:

1. Intellectual ability – the student’s verbal and/or non-verbal mental skills, capacities, or intellectual competence.
2. Academic ability – student’s skill in dealing with factual and /or school-related material.
3. Creativity – student’s ability to think, act, and/or produce unique, original, novel, or innovative thoughts or products.
4. Artistic talent – student’s potential for, or evidence of ability in drama, music, dance, drawing, painting, sculpture, singing, playing a musical instrument, an/or acting.
5. Leadership ability – student’s ability to motivate others toward a common or shared goal.
6. Motivation – student’s drive or persistence, desire to encourage, tendency to enjoy challenging tasks, and ability to work well without encouragement or reinforcement (pp. 117–118).

Generally, most identified characteristics of gifted individuals appear to be always positive. However, some examples of negative characteristics of gifted can also be observed in various social and educational situations like strong preference to work independently, lack of motivation and underachievement in areas uninteresting to them, extremely perfectionist, non-conformity, impatient, and sometimes they are not comfortable following rules (Page, 2006; Davis, Rimm, & Siegle, 2011; Pawilen, 2014). Pawilen (2014) observed that the environment where they live, especially the family, influenced these characteristics of gifted. Furthermore, the negative attitudes of the gifted towards learning and other academic tasks are manifestations of their dissatisfaction to traditional classroom instruction. Thus, given a positive social, educational, and home environment, gifted individuals can overcome these weaknesses.

In the Philippines, there are few studies conducted on the gifted characteristics of Filipinos. Camara (1994) first identified a list of attributes of Filipino gifted that includes intelligence, attitudes, and values. Wong-Fernandez and Bustos-Orosa (2007) did a study to look into the conceptions of giftedness among Tagalog-speaking Filipinos and suggested a culture-based understanding of giftedness based on the experiences of the Tagalog people. Mingoa (2006) examined the making of Filipino scientists and identified gifted characteristics of scientifically gifted students. Similarly, Larroder and Ogawa (2015) identified scientific awareness, rational observation, experimentation, application, visualization, initiative, quantification, oblivion in learning, engrossment in learning, integrated learning, and acquiring of skills (p. 15) as characteristics of students who are gifted in the field of science based on the checklist developed by a Japanese scholar, Manabu Sumida, in 2010. Pawilen (2014) also identified general attributes of Filipino gifted individuals and classified the characteristics of Filipino gifted into three areas: (1) high intellectual ability, (2) exceptional talents, and (3) outstanding leadership skills.

This study will be an addition to the growing study and literature on gifted education in the Philippines. Understanding the home environment of the gifted will provide insights to educators and parents, and possibly influence the government to provide proper nurture and support to the gifted members of the society, especially young children.

Conceptual Framework

The characteristics of gifted students are greatly influenced by personal and social factors related to the individual's immediate environment, especially family and community values and culture. The nature of gifted students demands an environment that is supportive, empowering, creative, and democratic. Reichenberg and Landau (2009) pointed out that despite strong genetic influence on intellectual potential, evidence shows that children's development is also largely affected by their family lifestyle, values, goals, and other environmental characteristics. Amabile (1996) and Hennessy (2004) also opined that the environment of the gifted also plays a central role in the degree to which high-ability learners can become independent, innovative, imaginative thinkers. A gifted individual should be nurtured in an appropriate, compassionate environment

In this study, home environment is necessary for the holistic development of the gifted potentials and abilities of every person. Tannenbaum (1989) emphasized that society and the environment, which includes the home environment, provides the direction and pathway towards fulfillment of the giftedness of each individual. Knafo and Plomin (2006), in their study, also pointed out that the overall family environment, particularly the relationships and communication between its members, provides the foundation for children to develop both cognitive and affective components of psychosocial behavior, such as social relatedness and empathy.

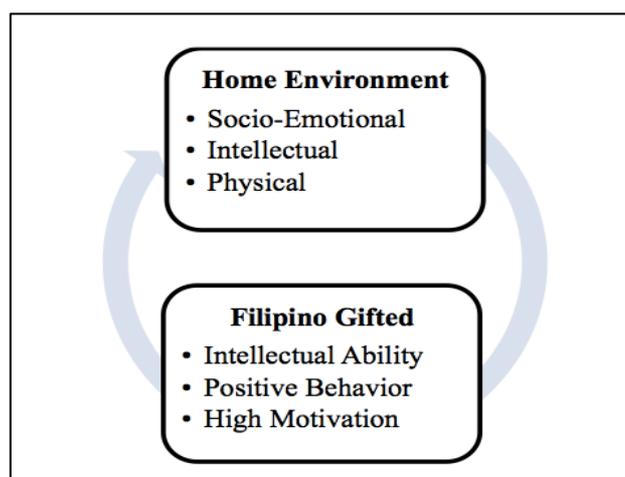


Figure 1: Conceptual Framework

Figure 1 shows the Conceptual Framework of the study. It shows that the home environment of the selected Filipino gifted had great impact and influence in the development of their gifts and in the formation of their character. The positive support from their parents contributed much to their personal, social, and intellectual development. Filipinos are generally family-oriented. They value their relationship with their family members as a source of inspiration and strength. Pawilen (2014) observed in his study that Filipino gifted draws their inspiration to succeed in their studies or in all endeavors, in order to be of help to their families. Filipino parents are also influential in the development of their children. Parents set the norms and expectations for each members of the family. For Filipinos, the home is always the center of their lives. It provides them an environment where they can experience comfort, empowerment, love, and affection. Thus the home is influential in the development of the gifted.

Methodology

This study is qualitative. It utilizes a narrative research strategy of inquiry in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives (Clandinin and Connelly, 2000). The narrative research strategy is used in this study to describe the home environment of selected Filipino gifted. It aims to describe the socio-emotional, intellectual, and physical home environment of the selected Filipino gifted. It seeks to understand how the home-environment contributed to the nurture of the Filipino gifted individuals. Specifically, it aims to answer the following research questions: what is the giftedness profile of the selected Filipino gifted?; what types of home environment do Filipino gifted have?

Research Participants

Purposive sampling was used to identify and select 10 Filipino gifted individuals, from ages 20—30, to participate in this study. Purposive sampling helped the researcher to select gifted participants from different disciplines and areas. Ethical considerations were also observed in the selection of the research participants. A letter was sent to the participants to confirm their willingness to be part of this study. The letter also provided assurance that the researcher will handle data and responses with utmost confidentiality and respect for privacy. The research participants were selected using the following criteria:

1. They belong to any of the fields of Science, Mathematics, Language, Social Sciences, and Humanities.
2. They possess exceptional talents and outstanding leadership skills.
3. They received different academic awards and recognition from their schools and from the community where they belong.
4. They belong to the top graduates of their schools.

Research Instrument

An interview questionnaire was developed and used to gather data about the profile of giftedness and family background of the gifted participants. The questions are not strictly structured in order to allow the researcher to make follow-up questions on important information relevant to the study. The interview questionnaire asked the gifted participants to describe their relationship with their family, parents, and siblings. It also asked the gifted to describe the socio-emotional and physical environment of their homes.

Data Gathering Procedure

This study is limited to the profile of giftedness and the home environment of 10 identified Filipino gifted. The profile of the participants will focus only in identifying the specific domains or disciplines where the participants are identified as gifted, and in identifying their special talents and abilities. The researcher had the privilege of having personal encounters with these gifted individuals.

The personal meetings provided opportunities for the researcher to interact with the gifted in a natural setting to gather important information about the home environment of the gifted. The data gathering procedure included the following:

1. Preparation of questionnaire for the interview
2. Schedule for personal or online interview with the gifted
3. Online and personal interviews to the gifted

4. Consolidation of result

Data Analysis

Using the narrative research strategy proposed by Clandinin and Connelly (2000), the researcher studied the lives of selected Filipino gifted individuals and asked them to provide stories about their lives through interview. The researcher reported the information into a narrative chronology that provided meanings that are relevant to the aims of the study.

The researcher used thematic analysis to analyze the result of interviews. Only the important information and statements of the gifted participants were recorded for the analysis. Some of these original responses of the gifted participants were included in this paper to provide support to the analysis. The statements were organized into different themes that will describe the home environment of the gifted. Statements that include confidential information were excluded in the study to respect the privacy of the research participants.

Results and Discussion

The results of the study were organized based on the two main research questions explored in this study.

1. What is the profile of giftedness of the selected Filipino gifted?

The first result of the study provided a profile of giftedness of the selected Filipino gifted. It identifies the specific disciplines or domains where the participants are considered gifted, including their special talents and abilities.

Table 1: Gifted Profile of the Participants

Participant	Discipline/Domain of Giftedness	Special Talent & Abilities
Gifted 1	Political Science/Economics	Literature & Leadership
Gifted 2	Language	Leadership
Gifted 3	Natural Sciences	Leadership
Gifted 4	Music	Leadership & Language
Gifted 5	Social Science	Music & Leadership
Gifted 6	Math	Music & Language
Gifted 7	Social Science	Leadership & Sports
Gifted 8	Social Science	Music
Gifted 9	Social Science	Theater Arts & Leadership
Gifted 10	Mathematics	Language

Table 1 shows the giftedness profiles of the Filipino gifted participants. The result of the study confirms several studies (Sternberg & Zhang, 1995; Davis, Rimm, and Siegle 2011, Pawilen, 2014) that gifted individuals excel in one or more disciplines and they also possess exceptional talents in different areas like literature, music, art, sports, and foreign language. They also possess outstanding leadership skills. They are leaders in university organizations; some are occupying middle management positions in local government units and private companies. They belong to the top graduates of the universities where they study. The researcher observed that in spite of their outstanding performance and accomplishments, they are highly sociable and very humble people.

The gifted participants are fully aware that they are gifted in their own special way. They grew up knowing that they have special talent and they are motivated to study various topics that are interesting to them. For example, aside from his musical intelligence, Gifted 4 pursued his interest in declamation. Gifted 8 pursued his interest in music and learned to play the organ and piano by himself. Gifted 9 joined a theater arts group to pursue her interest in drama, and Gifted 10 joined a students' organization to develop his leadership and social skills. The gifted individuals are products of a happy home environment. Nurture plays an important factor in the development of their giftedness.

The result of the study shows an interesting story about the 10 Filipino gifted. First, they possess high intellectual ability, outstanding talent and skills, and leadership skills. They excel in different areas and domains from sciences, social sciences, and humanities. They also possess various talents in arts and music. These findings support earlier studies done on the characteristics of Filipino gifted conducted by Pawilen (2014), Camara (1994), and Wong-Fernandez and Bustos-Orosa (2007).

The gifted in this study are aware of their gifts that made them different from other people. They are aware of their intellectual ability and they are also happy to have special talents and interests in other areas especially in music, arts, and literature. They see the world differently compared to other people. They think differently and they express their ideas and thinking in the most creative way. They understand that giftedness is embedded in their identity as a person.

2. What types of home environment do Filipino gifted have?

This section provides a description of the home environment of the selected Filipino gifted participants in the study in terms of (a) socio-emotional environment, (2) intellectual environment, and (3) physical environment of their home.

The Socio-emotional Environment of their Home

The result of the interview and discussion with the gifted provides interesting insights that are valuable for the study to understand the home environment of the gifted. The Filipino gifted in this study live in a happy home with parents, brothers and sisters, and some with their relatives. The results from the interview were analyzed based on the several themes based on their expressions and statements. In this section, sample statements for each theme or category are reported.

- A.** The participants grew up in different socio-economic contexts. Not all of them came from rich or middle class families. Out of the nine Filipino gifted participants in this study, only three come from upper class families. Seven of the gifted belong to poor families.

We are largely dependent on the salary of my father who works abroad augmented by some rental payments collected from our small landholdings. We are also a Christian, United Methodist family and we value our faith as we count it to be the glue that binds us together (Gifted 1).

My family is the exact definition of a simple conventional family. My father was a fisherman while my mother used to sell seafood at the market. We were 9 in the family: my parents, my 6 siblings, and me. We belong to the average type of family in terms of finances and resources (Gifted 5).

We have a simple family but my parents provide everything we need (Gifted 7).

I came from a family of farmers. We are poor, but my parents work hard to provide our daily needs (Gifted 8).

My parents are working. We don't see each other much because we all have work and school in the morning (Gifted 9).

I grew up in a modest house. We have a simple life compared to our neighbors. My mom works hard for our family (Gifted 10).

- B.** The gifted grew up in religious families. This confirms the former study of Pawilen (2014) that while there are Filipino gifted who are known to be atheists, many of them are raised in deeply religious families. Six of the gifted are very active in church organizations as youth leaders. Gifted 2 and 3 are youth leaders in the church, Gifted 4 and 8 are church musicians, and Gifted 6, 7, and 9 are active in the church.

We are Christians. We value our faith as we count it to be the glue that binds us together (Gifted 1).

My family is guided by the wisdom from the Lord. We usually talk about matters in the church and our spirituality (Gifted 5).

We are a protestant family. We are all active in the church (Gifted 8).

We are very close to the Lord. We always go to church on Sundays (Gifted 9).

I go to church with my family. They are devoted Christians (Gifted 10).

- C.** The participants grew up with parents who are loving and supportive. All the gifted received full support from their parents who appreciated their giftedness. Their parents provided them emotional support whenever they encounter academic or personal problems. This contributed much in the development of their behavior and character. Their parents served as their first mentors. It can also be observed that, although the gifted have had very good relationship with their fathers, all of them are closer to their mothers.

A spirit of openness permeates my relationship with my parents. However, I am closer to my mother. (Gifted 1)

I have a loving, supportive, and caring family (Gifted 2).

My family is very supportive of my gifts, and they affirmed those early on, and found opportunities and avenues for me to continuously hone my God-given abilities. However, they do not push me too much, as some parents do who have a "advance to be recognized" attitude (Gifted 4).

I treat my family as a gift from the Lord. They have always been my source of comfort and wise decisions. I always find joy whenever we have conversations over dinner and simple family bonding like going to church (Gifted (5)).

I believe my family nurtured my gifted potential and abilities by showing me support to achieve my dreams in spite of numerous predicaments that hinder the path to this dream. Moreover, allowing and supporting me to join and compete in several school competitions have greatly helped me to develop my potentials and abilities (Gifted 6).

My parents are very supportive. They put no pressure on us but see to it that they live by example all the values and skills they want to impart to us. I can say that I'm closer to my mom, "mama's boy." My father's traits balance the perfectionism brought by my mother (Gifted 7).

In spite of their limited resources, my father and mother make sure that our basic needs are provided (Gifted 8).

- D.** The gifted have positive relationships with their parents especially with their mother. This helped them develop their self-esteem. The gifted shared about their positive relationship with their parents as a key to their success. The emotional bond between them and their parents developed in them a positive outlook about life. The open communication between them and their parents allowed them to become independent and create their own identity. They are not pressured to follow either the footsteps of their mother or father.

I treasure my relationship with my parents. I am very close to both my mother and father. I can easily share them my struggles and problems. I always seek and follow their advice before making decisions (Gifted 3).

I am more open to my mom rather than to my dad. We spend a lot of time together. Most of the time, I defer to their opinions, views, and decisions, especially on important matters (Gifted 4).

I feel that whenever I need their assistance, they, especially my mother, always show their everlasting support. Moral values imparted by my parents have also guided me to not stray from what is right and just, to always dream for something extraordinary, and to exhaust all rightful means to overcome difficulties (Gifted 6).

My father is strict but my mother is a good team leader of the family. We are encouraged to pursue our interests and develop our talents. They encouraged us to join church and social activities that can help us further develop our abilities (Gifted 8).

It was my mom who always ensured that I excel in class. After school, she would tutor me and would give me a lot of exercises and worksheets (Gifted 9).

I enjoyed their company. They support me in everything I do. They helped me understand peoples' behavior and how to deal with them (Gifted 10).

- E.** The participants have good relationships with their siblings. The gifted in this study talked about happy moments they spent with their brothers and sisters. While there were times when they had disagreements or arguments at home, their relationship with their siblings remained strong.

I am more open to my sister since she is my twin. She knows well about my strengths, weaknesses, problems, victories, and dreams. We have different temperaments but we have learned to understand each other and support each other's tasks (Gifted 3).

My brother and I are very close, and we bond together by doing different activities, such as playing music together, playing sports such as basketball, and even in playing computer games. (Gifted 4).

My little sister and I are very close to each other. We were playmates during our childhood. Though we have a six-year gap, we can still identify with the interests of each other and laugh at the same jokes. (Gifted 5).

I usually get along with my brothers although we have different personalities and ideologies (Gifted 6).

I enjoyed the company of my siblings. They are loving and very supportive. We make sure to support each other in everything we can (Gifted 10).

- F.** The gifted learned essential values and important lessons at home. Their parents served as their mentors and guides. They helped the gifted examine their personal values. Their parents taught them to behave properly and to develop good rapport or relationships with other people. Their parents also taught them to have positive personal discipline, to value education, and to dream for a good life. Their parents never failed to remind them to focus on using their gifts to create a good life.

Most important is to make Jesus the center and core of my life because only in Him is true peace found. Further, loving one's work and oneself was always emphasized (Gifted 1).

I have learned simplicity, humility, faith, and perseverance from my parents. These have served as the fundamentals of my life, equipping me with the right tools to face life's battles (Gifted 2).

Without the perpetual reminder of our parents to always be gritty, to persevere, and to value education, I would be misguided and not so adamant about dreaming big and taking necessary steps to pursue success (Gifted 6).

Simplicity, humility, Christ-centeredness, excellence, perseverance, and courage are the values I learned from my parents (Gifted 8).

I learned basic conventions like proper food etiquette and proper occasion etiquette. They would also always remind me of my gender and that I should be careful because I am a woman (Gifted 9).

I learned much of my life skills from my parents (Gifted 10).

- G.** The participants' families served as their inspiration to be successful. The gifted are aware of the sacrifices of their parents for their families. They want to give their family a sense of pride. They were not pressured to have academic awards in school, except Gifted 9, but it seems natural for them to be successful and strive for accuracy and

perfection in everything they do. This is considered to be a good way of “giving back” to their parents. Helping the family, particularly their parents, is one of the traditional family values.

My family served as my safe zone that defends and protects me from the hostility of life. They also served as my provider, counselor, critic, and comforter (Gifted 1).

They have supported my dreams and endeavors, so they are a huge part of my success. They also taught me that I should learn to be independent. This made me discover and learn things by my own, which boosted my self-confidence and maturity as a person (Gifted 4).

They have always been my inspiration. The sacrifices of my parents and my desire to be a good “kuya” fueled me to work hard for what I am now (Gifted 5).

My family, especially my mother, always serves as my inspiration and my motivation to dream big and pursue things that I think would be helpful both to me and to my family in the long run. They also guided me and helped me both personally and financially to overcome hindrances on the path I am taking (Gifted 6).

My family is basically who I am today. They have been very supportive, especially my parents, in all my endeavors. They never failed to provide (material/non-material) (Gifted 7).

I always considered my parents to be my inspiration in life. I will strive to do my best to become the pride of my family (Gifted 8).

I believe that without their constant nagging and reminder to always be the best versions of us in school, I wouldn't aim extra high. They would always remind us of what we could attain if we study hard and if we have a lot of achievements (Gifted 9).

My family serves as my inspiration in everything I do. They are my constant guides (Gifted 10).

- H.** There is a feeling of security with their family. The gifted consider their homes to be their comfort zones for all the support they need in life. At home they are happy knowing that they do not need to prove anything.

My family provided financial, emotional and spiritual support in forms of gifts, prayers, kind words, tender touches, advises, and prayers, that allowed me to dream freely and attain such (Gifted 1).

Despite of the fact that our parents were not able to graduate from college, they are doing their best to support our education. Our parents have always been willing to support us in our trainings in school and outside the school. My father always reminds us that our education is the best treasure they can offer to us (Gifted 2).

Our home is safe and secured. It is a place where I can relax after days of tiring work. It also has a welcoming feeling. I think the positive vibe coming from our relationship with one another adds to the good ambiance of our home (Gifted 5).

My family is surely my source of comfort and strength. They surround me with great love and support (Gifted 8).

Our home is a haven for me (Gifted 10).

- I. The participants are gifted, but they have always been treated as normal. The gifted grew up normally like their brothers and sisters. They did not receive special attention; instead, they were allowed to experience a normal family environment with no pressure to excel or be a model to their brothers and sisters, except Gifted 9 who is expected to get high grades and academic awards. This helps the gifted in their social adjustment and in the development of their social competence.

We were always treated equally, in my opinion. [There was] No favoritism involved (Gifted 4).

They have a fair treatment. Favoritism was never an issue in the family. We have our differences in terms of our biological sexes, age, and interests. So, different but not unequal treatment was given to us (Gifted 5).

I think our parents are trying their best to be fair to all of us (Gifted 7).

I have not heard my parents compare me to my siblings. I believe my parents consider the differences we have (Gifted 6).

I grew up as a normal child. There is no favoritism at home. I always have a great time with my siblings (Gifted 10).

Filipinos are generally known to be family-oriented. The 10 Filipino gifted in this study are products of a happy family environment. They are all happy to belong to a good family. They were nurtured and supported by families who understand their giftedness and feel proud of their accomplishments. This study affirms that the family plays a vital role in nurturing the giftedness of gifted individuals. This is supported by a study of Gecas and Schwalbe (1986), and Webb, Gore, Amend, and DeVries (2007) where the family is regarded as a place where a child's initial sense of self is formed through intimate, intensive interactions with the significant people in his or her life. These also support earlier studies on the Filipino gifted done by Pawilen (2014), Camara (1994), Mingoa (2006), and Wong-Fernandez and Bustos-Orosa (2007) where family environment and the positive relationship among family members was found to play an important role in the development of Filipinos who are gifted.

The selected Filipino gifted considered their homes to be the major influence in the development of their behavior and giftedness. It can be observed from the responses of the selected gifted participants that they have an intimate relationship with their mothers. The feminine touch of a mother inspired them to develop their talents and pursue their interests. It was also their mothers who inspired and guided them in their academic journey. The hands-on mentoring of their mothers developed their high level of motivation in all their endeavors.

Intellectual environment of the home

The intellectual environment of the home is important in the development and nurture of the selected Filipino gifted. The responses reported here demonstrate the participants' perceptions of this environment.

- A.** The participants discuss different issues and were trained to analyze and solve problems. The gifted shared common sentiments that their parents are good teachers. They were trained to develop analytical and critical thinking by engaging them in critical discussions about various topics and social issues. Campbell and Verma (2007) pointed out that an academic home climate is an essential environment for the gifted.

Political and theological matters spring out as usual topics of conversation and that such are not considered to be taboo, even if one contradicts the older people, the tradition, and even if one talks about relationships, romance, sex and sexuality (Gifted 1).

Both my parents are academic achievers, and they strongly believe in the value of education. My mom helped me to have a love for books. My dad is good in Mathematics and logic. There is always a craving for information, and we almost always have a newspaper everyday. We also have discourses and discussions during dinnertime about the day's events, politics, news, and anything worth talking about (Gifted 4).

I have always been open to them about my problems in all aspects of my life. My parents just listen, process my thoughts, help me analyze, and encourage me to find solution by myself (Gifted 5).

My family values excellence. We seldom talk of non-sensible things (Gifted 7).

We always have discussions on various issues every night before we sleep. I learned to value history because of this (Gifted 8).

My mother and my sisters are the ones who love reading and studying (Gifted 9).

We do have a lot of intellectual discussions at home. It's like we are in a classroom (Gifted 10).

- B.** The gifted are encouraged to pursue their own interest and develop their giftedness. The gifted in this study are not products of stage parents. They were allowed to explore possibilities and opportunities to develop their interests and passion for something. Their parents and older siblings are there to provide advice only when needed. This allowed the gifted to make personal decisions and experience taking risks.

I believe my parents have provided us equal support to what we think is important and necessary for us. (Gifted 6)

Their unconditional support motivates and inspires me to keep growing and dreaming (Gifted 2)

I was not that sheltered, my parents made it sure that I would have a well-balanced upbringing by giving me the chance to learn life by experiencing various circumstances by myself. It made me more open and understanding of other persons' perspectives. (Gifted 4)

My mother always reminds us to do our best. She supported us. She always encouraged me to do all the things that can improve myself and so I had many extracurricular activities way back then. (Gifted 5)

My parents were not able to go to college because of poverty. However, they are persistent in encouraging us to do well in our studies. They also taught us some skills in music like playing instruments and voice. They made sure that we have normal lives. Our mother is good in helping us process our problems. (Gifted 8)

My mother encouraged me to pursue my interest in Mathematics. She encouraged me to develop my talents too (Gifted 10).

The intellectual environments of their homes are essential in the development of the gifted. This provides nurture to the intellectual abilities of the gifted. They were exposed to different social issues, they were encouraged to speak out and share their opinions, and they were trained to argue and develop reasoning skills. This made the gifted develops their critical thinking and communication skills. For the Filipino gifted, the role of the mother is essential in supporting the development of their giftedness. Freeman (2001) noted that for all high achievers, the most important influence in their lives has almost always been exceptional support and encouragement from their parents.

The Physical Environment of their Home

The physical environment is also contributory to the development of the selected Filipino gifted in this study. This section describes the physical environment of their homes.

- A. The participants live in simple homes. They do not have the luxury that other people and families are enjoying. The gifted in this study grew up in homes that are enough to give them the space they need, equipped with basic amenities.

We have a comfortable and safe home nestled in the countryside, with most of the modern conveniences of life (Gifted 1).

Our home is very simple yet orderly and neat. There is enough space for leisure and study (Gifted 2).

Our home is very simple yet orderly and neat. My mother is very responsible in managing our needs at home. She also wants us to develop such skill so that we can also manage our future families well (Gifted 3).

Our home is a medium sized place, modest but warm. There is always free space to roam around, and there is a big garden at the side. My parents enjoy nature so there are a lot of plants and there are several trees planted in our lot. Our village is not yet that heavily populated so there is still a lot of greenery left. This enhances my way of thinking, and also refreshes the mind during times that I need some space (Gifted 4).

The house is small but enough to accommodate all of us in the family. It is located in a remote area from the town proper. Because of the location, establishments are not readily available (Gifted 6).

Our house is not that big but spacious enough for the five of us. It's basically the standard type of house and nothing much grand inside it (Gifted 9).

We live in a normal urban home. My mother tried her best to provide everything we need (Gifted 10).

- B.** The participants have books and other resources in their homes that they can use to develop their intellectual skills and abilities.

We have a pretty mini library where encyclopedia, books on theology, history books, and elementary, secondary, and tertiary textbooks abound along with printouts of some academic journal articles (Gifted 1).

Three quarters of my room are devoted to books. We have enough educational resources that we can use at home. We have musical instruments and musical pieces that we can use to develop our music skills (Gifted 4).

My parents are good providers. They try their best to give us lots of learning materials at home, from books to personal computer (Gifted 7).

We aren't rich and so we couldn't afford extra classes and workshops. My mother was always the one who would review me for quizzes and tests (Gifted 9).

We have books, computer, and other resources at home. My mother tried her best to provide everything we need (Gifted 10).

- C.** Some of the gifted have limited resources for learning and live in simple homes, but they are surrounded by nature. Their context inspired them to develop themselves and to strive for success and develop creative ideas. Nature has its own way to nurture the gifts of the gifted. They did not allow the limits of their environment to impede their giftedness. In fact, they use their environment as inspiration and as a laboratory for pursuing their interests and to dream.

Our house is far from the town proper. Because of the location, establishments are not readily available and we do not have all the resources we need. However, we are surrounded by nature that inspires my creativity to study science and mathematics (Gifted 6).

We have limited resources at home. We borrowed books and magazines from our neighbors. We were taught to be creative and make use of what we have. Farms also surround our house, so I developed my interests of science looking at the insects, local plants, and other objects that make me curious about the world. At night, I would look up to the sky and feel that I am surrounded by science (Gifted 8).

The study stressed the importance of the physical home environment in the development of the gifted. Csikszentmihalyi (2013) pointed out that even the most abstract mind is affected by the surroundings of the body. In this study, the selected Filipino gifted grew up in homes with resources like books and other printed resources, have access to basic technology, and are surrounded by nature. Two of the gifted do not have all the resources they need but they seem

to disregard this. Instead, they study and live happily even in the most dismal surroundings. Weiner (2016) also sets out to examine the connection between the surroundings and the most innovative ideas. According to Weiner, the gifted draws inspiration from their environment to develop ideas and inventions, which contribute to solving problems. This also holds true in this study. The spatiotemporal context in which gifted participants live has consequences in their lives. Csikszentmihalyi (2013) pointed out that regardless of whether the conditions they find themselves are luxurious or miserable, the gifted manage to give their surroundings a personal pattern that echoes the rhythm of their thoughts and habits of action.

Conclusion

The study attempted to describe the home environment of selected Filipino gifted. It subscribes to the idea that the outstanding abilities of the gifted are raw materials that need to be nurtured, and the home environment of the gifted are contributory to the holistic development of the gifted. The 10 Filipino gifted in this study belong to families of different socio-economic backgrounds. They were born with outstanding intellectual abilities and talents. They have outstanding academic performance in various areas and disciplines like mathematics, science, language, music, humanities, and social sciences. They are fully aware of their giftedness, talents, and potentials.

The study concludes that the home environment has a positive impact in the development of the gifted. The study shows that the selected Filipino gifted are products of a positive home environment. Parents who are loving and supportive nurtured them, and equally loving and supportive siblings provided support in the development of their giftedness. These enabled the gifted to develop their self-esteem, social competence, intellectual ability, positive behavior, and high motivation. Furthermore, the study concludes that there is a need to strengthen the family support for gifted students. Educational institutions and professional organizations may need to reach out to parents and families of gifted individuals to help them understand the giftedness of their children and develop ways how to support them. Love, support, and understanding from the family could be the best gifts that a family could give to a gifted person.

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