

**CHALLENGES FACED BY GIFTED AND TALENTED LEARNERS IN
REGULAR PUBLIC PRIMARY SCHOOLS IN BONDO ZONE,
MIGORI DISTRICT (KENYA)**

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DECLARATION

I Adhiambo Eunice Ogutu declare to the best of my knowledge that this research report is entirely my original work and has never been presented for conferment of degree at any university or any other Institution.

The Citations and Literature from other people's work have been duly referenced and acknowledged in the text.

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Date..... 19-03-2008

APPROVAL

This research report has been submitted for examination with my approval as the supervisor.

Sign.....

Kaizeri Dorothy

Date.....19/08/08

DEDICATION

This research work is dedicated to my husband Sam who was ever a constant source of inspiration to me and all the family members: John Mark, Basil, Ken and Jeff, for their enormous and invaluable support.

ACKNOWLEDGEMENT

I give the almighty God all the glory for the wisdom and the ability he has given me to accomplish this work. May He receive all the glory.

Special thanks to my supervisor Ms. Kaizeri Dorothy for all her efforts she has made to help me complete what I was set out to do satisfactorily by guiding me through the whole research to make it achieved.

Sincere thanks to my dear mother Perez, to my brothers, Ken and Jeff for showing me love, moral and material support that encouraged all the time.

May God bless them all.

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ABSTRACT

The major purpose of this study was to investigate the challenges faced by the gifted and talented learners in regular primary schools in Bondo Zone, Migori District. Quantitative approach using questionnaires was used to collect data for the study. Twenty teachers and six Head teachers from six regular primary schools took part in the study.

The findings of the study show that most teachers understand learners who are gifted and talented but their needs are overlooked.

Since they behave differently and are of different categories their education does not arouse prompt professional favour.

The differences that exist among these learners cause them to learn at different rates to succeed or to fail or to be bored in school.

The positive response of the respondents on the regular educational programme is revealed and therefore the teachers' commitment is required for the provision of special attention to these learners for them to excel.

Teachers and other stakeholders who work with these learners need special training and the government should put in place a good policy governing the educational placement for learners who are gifted and talented.

CHAPTER ONE

1.0 GENERAL INTRODUCTION

1.1 Introduction

Children who are gifted and talented form one of the exceptional children. According to Cruickshank (1958) exceptional children are those who deviate intellectually so markedly from what is considered to be normal growth and development. They cannot receive maximum benefit from regular school programmes and require special supplementary instructional services.

1.2 Background to the study

The 1971 Delegate Assembly affirmed that every person is valuable in his/her own right and should be afforded equal opportunities to develop full potential. Most of the educational writings capture school its challenges in adequately serving the gifted and talented learners. Failure to fulfill the educational needs of the gifted and talented learners is not only a denial to democratic right but also a serious omission of potential efforts from the society as a whole.

The needs of children who are gifted and talented are often overlooked and their education does not arouse prompt professional favour. Every regular class is made up of learners with unique individual needs and

every individual has a history that is unique to him/her. The differences that exist among learners cause them to learn at different rates to succeed or fail to be interested or to be bored in school.

There are many changes in education at present which make it extremely important for teachers to keep up to date with the happenings. Some of these are related to restructuring of the national curriculum to reflect the needs and aspirations of our country. These changes have to be adapted. The education of the very able gifted and talented has been sensitized nationwide and teachers in particular have been requested to be conscious of the need of these exceptionally intelligent learners. This prompted the researcher to investigate the problems encountered by the gifted and talented learners in regular public primary schools in Bondo Zone, Migori District.

1.3 Statement of the problem

Learners who are gifted and talented are capable of high performance as identified by professionally qualified personnel. They require different educational programmes and services beyond those normally provided by the regular school programmes in order to achieve their full potential and contribution to self and society. These learners, if not recognized and provided for, their unique characteristics often develop

patterns of boredom, lazy scholarships and a disastrous belief that all problems can be solved easily. Our government has over the years done a commendable job in endeavoring to provide educational opportunity to all Kenyans irrespective of differences in abilities as can be noted in any group of people in a nation. However, the area of catering for the gifted and talented is still wanting. For instance, in Bondo Zone, Migori District, the existing records at the assessment center showed that from 1993 to date, none has been identified and referred for assistance. This has been so because teachers do not understand these individual learners' behaviours and needs.

The state of gifted and talented learners not catered for, prompted the researcher to investigate whether the teaching of these learners would be of any meaningfulness when appropriate instructional educational programmes were used.

1.4 Objectives of the study

General ;

- To determine the challenges faced by gifted and talented learners in regular public primary school in Bondo Zone, Migori District.

Specific ;

- To determine the prevalence of the gifted and talented learners in regular public primary schools in Bondo Zone, Migori District.
- To identify the predominant category of the gifted and talented learners in regular public primary schools in Bondo Zone, Migori District.
- To establish the characteristics of the gifted and talented learners in regular public primary schools in Bondo Zone, Migori District.
- To evaluate educational intervention strategies for the gifted and talented learners in regular public schools in Bondo Zone, Migori District.

1.5 Research Questions

- What is the prevalence of gifted and talented learners in regular primary schools?
- What are the predominant categories of the gifted and talented learners in regular primary schools?
- What are the characteristics of the gifted and talented learners in regular primary schools?
- What are the educational intervention strategies for the gifted and talented learners in regular primary schools?

1.6 Significance of the Study

- The study will create positive awareness towards the potentiality of the gifted and talented learners. It will also provide useful information that will be used to promote provision of education of learners who are gifted and talented.
- The information gathered will also be used in developing awareness programme for families on how they can assist these challenged learners to get education.
- It will also provide research information used by the Kenyan government in promoting the education of these learners.
- It will assist educationists and policy makers to come up with programmes to assist the gifted and talented learners to get better education.

1.7 Scope of the Study

The study on the challenges faced by gifted and talented learners in regular public primary schools was carried out in Bondo Zone, Migori District. Which had a total of 14 schools. Of the 14 schools, 6 schools were sampled for the study, 6 Head teachers from the sampled schools participated in the study. The study also involved 20 teachers. The number was adequate in the provision of information needed for the objectives to be achieved.

1.8 Limitations of the Study

- The study was scheduled to be carried out within a short period of time, hence time allocation was inadequate. The researcher attended to other professional and domestic chores. This hindered the work in one way or the other.
- Finance. The researcher needed materials and had to meet typing and printing costs. Fare was also needed while moving from one school to another since the schools were far apart.
- Negative attitude by some respondents. The researcher had to convince the respondents that the study was worthwhile and that the purpose was beneficial.

Due to the mentioned challenges, the researcher did the following to overcome such problems.

- The researcher had to reschedule her time table by getting to the sites of study before the stipulated times in order to cover content information.
- The researcher had to go extra miles by burning the midnight oil typing and printing the report. The research had to be conducted in the nearby schools to save the expense due to the increased transport cost

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- The researcher had to clarify the purpose of the study and assure the respondents of their confidentiality

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Historically, definition of gifted and talented learners is in terms of precocious accomplishment and actual achievement. The United States public law 91-250 defines gifted and talented as those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance.

According to Gardner (1977), bright children are generally delightful youngsters. They respond enthusiastically to normal recognition, attention and friendliness. Gifted and talented children have unusual needs because they are different from contemporaries for whom most schools and community programmes are planned. The differences in intellectual ability require as much attention and special planning as so other differences. The concept of giftedness and talentedness has not been as broad as inclusive as the definition is used today. In the past, the gifted and talented children were more limited in nature.

However, the early Romans admired the different qualities of excellence especially in administration and organization. Those found to possess such abilities were individually nurtured as far as education

was concerned. Today's children with high mental ability are the only source from which to draw the most creative thinkers of the future. This chapter therefore gives an overview of how the gifted and talented are categorized, their prevalence, their characteristics and the educational intervention measures required by teachers for the gifted and talented learners in regular schools.

2.2 The prevalence of gifted and talented learners

Gifted and talented learners differ from other learners in their approach to learning, rate of learning, reaction to learning resources and learning situations. According to Torrance (1959), learners who are gifted and talented can be identified before School entry, more readily in the primary grades. They can be identified from disadvantaged sectors of the population, from isolated geographical areas and may be identified from minority element. Their prevalence depends on specific criteria used in identification.

According to Fliegner in Torrance (1959), if one is identified as gifted, the upper 20% of given population in an intelligence test alone, he would miss 70% of those who would be identified as gifted by test of creative thinking. Using the 3% prevalence estimate, Francis (1973), estimated that, in the early 1970's there were 510 pre-school age and

960 elementary schools in the United States public schools considered gifted and talented.

The prevalence according to Gardner (1977) composed of four groups within each sex:

- Those in the top half of the distribution of intelligence and also in the top half of the creativity
- Those in the top half of the distribution of the intelligence and the lower half of creativity
- Those in the lower half of intelligence and in the top half of creativity.
- Those in the lower half on both intelligence and creativity

Most countries, notably the United States estimates that 3 percent of their population is gifted and talented learners. No precise number has been given on the exact number of gifted and talented children in Kenya. However, Ndurumo (1990), estimated that the learners who are gifted and talented enrolled in primary schools mentioned in 1979-1983 – Development Plan is 3, 624, 000. In the current (1989-1993) Development Plan, Ndurumo (1990) noted again that in 1987, there were 5,031,000 children in primary schools. It is estimated that the entire population is 20, 000, 000. If 3% of the population is gifted and



talented, it is likely that Kenya has nearly 670,000 gifted and talented individuals.

In Kenya today, teachers are able to recognize a few more bright children. But due to size of class due to free primary education, teachers do not pay attention to these gifted and talented learners and therefore disadvantaged, hence many have not been identified.

In Bondo Zone, the needs of gifted and talented are often over looked. For this reason very few have been identified in the entire population. It is therefore the researcher's feeling that the information given will create awareness to any party who may be interested in conducting any further research in the same area.

2.3 Predominant category of gifted and talented learners.

Teachers encounter gifted and talented learners in schools and so may not realize the fact that they do exist at any given time. People are used to average performers hence make it difficult for teachers, parents and even the community to cope up with the gifted and talented learners.

It was noted by Cruickshank (1958) that gifted and talented learners are not the same and because they do much more than ordinary

children, people are at a loss as to what to do with them. The following are the possible ways of classifying the gifted and talented learners in regular schools

2.3.1 High intelligence

These are superior in their mental ability. They are capable of making outstanding contribution at a very early age. This can only be possible if provided with suitable environment.

According to Kirch and Lord in Cruickshank (1958), the communities' adults are unaware of the nature range and power of these learners' intellectual interest hence the environment for these learners is significantly less rich than it should be. They also noted that the gifted and talented learners who are highly intelligent are influenced by varying environmental conditions. This can be motivated by early training by parents and in middle class status.

According to Dreyer (1960) in Gardner (1977), the community resources may provide for the gifted and talented far more meaningful learning opportunities that the school is able to arrange within itself. He found that the level of intelligence was strongly related to academic grades, the intelligence is not at all related to the level or quality of

achievement in any of forms of extra -curriculum activities. He also noted that the rural and home environment tend to restrict imagination.

It is the researcher's feeling that learners who are of high intelligence and happen to come from socially impoverished environment and received adequate stimulation from birth may end up achievers. It is a fact that intellectual ability is related most directly to success in school subjects which encompasses verbal, numerical, spatial, memory and reasoning factors of the primary mental abilities.

2.3.2 High academic aptitude

These learners are academically able. They have a superior capacity to perform well in one or more academic school subjects. They are above average and hence require different educational programmes and or services beyond those normally provided by the regular school programmes (professionally qualified personnel)

Torrance (1959) argued that very capable learners do enjoy learning with intellectual peers and often miss stimulation when the peers are not available. He noted that these group of learners who are gifted and talented form 15-20% of a school population. It was also noted by

Gardner (1977) that father's occupation and mother's education were significant variables for girls but not boys of academic aptitude.

In area of study (Bondo Zone), these learners have high degree of aptitude for specific school subjects or specific learning tasks. They are highly interested in school work and may excel in everything.

2.3.3 Creative thinking

Learners with creative thinking have the ability to come up with unusual ideas, unexpected questions and unconditional solutions to problems. Creative learners are capable of thinking of new ways of looking at things. Examples include designers, architects, engineers, e.t.c. Other examples include children making radios from such basic materials as wires, battery and rubber sandals.

According to Wersberg (1961) in Lord (1974) the unpossessive nature of the parent /child relationship permits creative children's emotion and freedom to develop independently. He also noted that parents of creative architects show extraordinary respect for the child and confidence in his ability to do what is appropriate. These parents also grant them unusual freedom in exploring their universe and making decision for themselves.

Lord (1974) noted that creative achievement was not related to intellectual discussion in the homes. It is also not related to father's occupation or education, the size of the home or number of possessions. However, he found that mothers of learners with creative thinking have more formal education than mothers of equally intelligent non-creative thinkers. Neither education level nor occupation of the father was related to creativity.

Lord (1974) also commented that lack of intellectual stimulation in the homes may be related to low creativity, but since learners with creative thinking have familiar backgrounds which was not only academically superior, but the parents also tended to provide models of interest and creative expressions.

According to Gardner (1977), today's children with high mental ability are the only source from which to draw the most creative thinkers of the future.

In the area of study (Bondo Zone), parents of creative learners are found to be less anxious with their children to conform to or possess socially desirable traits. These learners are encouraged to be engaged in more hobbies and activities with them.

2.3.4 Social leadership

This refers to the ability to help a group reach its goal to improve human relationship with the group. Such skills are necessary for those who will eventually assume the leadership position in business and industry, labour union, professional organization, community groups, government and international agencies. Examples of such people include the Late Mzee Jomo Kenyatta, Nelson Mandela among others.

According to Gardner (1977) learners who possess social leadership are those who have the same developmental needs like others, their needs are generally satisfied. They have parents who are intelligent, reasonable, and understanding. These learners are typically happy, active, self motivating and well adjusted boys and girls. Homes and neighborhood for such learners provide opportunities for living, learning and growing which are compatible with the needs of these learners.

2.3.5 Mechanical Ability

This refers to craft skills and is closely related to talents in the fine arts, science and engineering. Success in the field depends on manipulating facility, spatial ability and perception of visual pattern, details, similarities and differences, some of our Juakali artisans in the

informal sectors fit into this category very appropriately (Hegarty 1981)

Since learners are not a like, Gardner (1977) commented that, teachers have a formidable challenge of recognizing and developing the potential of each individual learner. Every learner regardless of handicaps and disabilities has a right to a broad and balanced curriculum

2.4 Characteristics of gifted and talented learners

Characteristics of learners who are gifted and talented can be both positive and negative since this is a study of developmental consequences as a result of giftedness and talentedness. Even when a child is not achieving in school, a way to discover gifted and talented children in the learning situation has been described by Cruickshank (1958). He says that a talented and gifted child merits the following characteristics.

- Learns quickly and easily when interested
- Demonstrates to learn, retain and apply
- Has a wide range of interest and is basically curious
- Has a profound interest in a single area and tends to concentrate on it and be an expert on that subject, thereby evidencing a specific aptitude

- Is not conformist and shows independence in thinking
- Shows an intense desire to know and understand
- Shows initiative in pursuing outside project of his own choice
- Can be noticeably creative and inventive
- Evidences greater sensitivity and awareness regarding self and others i.e. she/he is super- sensitive and perceptive.
- Tends to be perfectionist. He/she is generally critical of himself, expects of himself high standard of personal achievement
- Has a high desire to excel

According to Ward (1962) in Florence (1984) the gifted and talented posses the following characteristics

- Tenacity of purpose
- High Degree of endurance
- Stubbornness and reluctance to do as directed
- Capacity to follow through extensive but meaningful plans
- Varied, numerous and penetrating inquiries
- Easily bored with routine and sameness
- Have accurate perception of social and natural situations
- Demonstrate independence, rapid and efficient learning of facts and principles
- Make clear meaning of their readings even when reading fast

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- Have forceful reasoning and readily grasp principles, underlying things as they appear at first sight
 - Have sensitivity to make references from a given fact, discover consequences of propositions
 - Can spontaneously elevate an immediate observations to higher level of abstraction
 - Have discriminatory power and can identify similarities and differences of a given object

Gifted and talented were noted to have the following characteristics according to Gardner (1977):

- Displays originality and artistry
- Learns rapidly and actively
- Displays talents that give evidences or promise of contribution of lasting merits
- Above average in height, strength, energy and in general health
- Uses large number of words easily and accurately.
- Retain –easily what has been learnt or read and heard
- Is a alert , keen observant and responds quickly
- Displays capacity to solve important problems at high level of abstraction

- Tends to develop reading skills easily
- Excellent scholarstic attainment in areas requiring verbal comprehension and usage
- In a group, makes superior social and emotional adjustments, more self sufficient, more dominant
- Highly gifted, prone to develop personal social problems due to isolation from contemporaries, frustration or learning needs, boredom and concern for ethical and moral problems
- Displays talent so usually advanced that special arrangements are needed for its fullest developments
- Displays wider range of interests than normal peers.

From the above characteristics, it is noted that in learning and classroom situations, the gifted and talented children are away ahead of their average contemporaries. These learning characteristics demand that the gifted and talented be given special consideration in order to maintain their tempo, learn faster and also excel and move to a higher grade.

2.5 Educational intervention strategies for gifted and talented learners

The gifted and talented learners are often misunderstood and neglected by parents, teachers, communities and classmates (Gardner 1977). This is due to the failure of educational department in realizing that they need special programmes and instructional methods different from the ones of the average children. This has resulted to psychological and social adjustment problems to these learners.

Hegarty (1981) stated that there is need for some educational programmes that will equip one with ideas about how to work with gifted and talented learners in a learning situation. This will help them develop the actual and potential abilities. The educational programmes include the following:

2.5.1 Enrichment

This is the addition of disciplines or areas of learning not normally found in the regular curriculum. Enrichment experiences allow each a child to investigate topics of interests in depth.

According to Lord (1974), teaching programmes should be enriched for gifted and talented learners to give them interesting, challenging and motivating environment where they have little to criticize. He also

commented that environment experiences allow learners to investigate topics of interest in much greater details than normally done in the standard school curriculum. This is done by providing these learners with special materials like encyclopedia, maps and laboratory chemicals. They should be exposed to a wide range of instructional materials to learn from, such as audio visual materials. They should also be encouraged to give creative expression in written and oral work and research work involving enquiry.

According to Ndurumo (1993), gifted and talented learners get bored easily with routine and sameness. They should be involved in educational trips, in such in places as, plantations and mines and should be involved in organizing clubs e.g. 4 K club. They should also be given leadership roles e.g. class prefect to instill concern for others. If programmes involving technology are available, they should be introduced to learning computers or using special prepared programmes for them to move at their own pace without getting bored. These programmes are intended to stimulate the learners not only to work at their own pace but also to make them experts in their subjects of concentration or interests.

A practical disadvantage of enrichment in the regular classroom is that it often places intolerable burden on already overloaded classroom

teachers. Enrichment in classroom is not easy for teachers to manage in this generation of free primary education in Kenya where there are many learners in the classroom.

2.5.2 Acceleration

Acceleration is a way of helping learners with outstanding ability to skip a grade. Traditionally, capable children had been advanced through school faster than average ones by occasionally grade skipping. Higher grade offers additional challenge because of the additional increase in difficulty of school work (Florence 1984)

According to Ndurumo (1993), this procedure is used in Kenya and other countries where bright learners are allowed to skip one, two or more grades. He commented that the gifted and talented are fast learners and through acceleration, they are able to move ahead educationally as long as they are able to master the subjects of the next grade although not necessarily all of them.

Although skipping a grade makes them interact with children much older than themselves, this does not mean that they experience emotional and adjustment problems. If such problems do exist, most likely, may not be because they are with older children, but that they

take time to make friends. Skipping grade is most effective if accompanied by wise guidance and follow up with provision of tutoring of gaps in learning. It allows the learners to move through a subject or area of interest at their own rate. It also allows the learners to reduce the time in school or training and give them more years of productivity outside education.

When thinking of acceleration, age must be considered. In school subjects that are progressive and developed step by step, the child will not have covered all the work necessary to be able to function the same level of development programme accelerated. Therefore, a thoughtful teacher will help the learner cover the material missed.

2.6.3 Ability grouping

This approach means separating children from others in the same class and placing them in their own ability group.

According to Rimm, (1935) in Torrance (1955) the gifted and talented learners should be paired so that they can discuss at the same level. Very capable learners do enjoy learning with intellectual peers and often miss stimulation when the peers are not available.

According to Gardner (1977), these learners should be provided with some counseling outside class time so that they are able to grow socially and morally as they speed along the fast track of learning things. Often the ability of children is not identified at all except on the basis of classroom achievement or occasionally group test.

Many learners who have greatest need for challenge are overlooked. It is therefore a reality that each classroom teacher must know who are the gifted and talented children in his/her class and the nature of their giftedness and talentedness

However, Hegarty (1981) proposes that education programmes be evaluated by determining how much students have developed as well as how much they have gained in subject mastery. Gifted and talented may perform below their expected level unless special intervention procedure are taken into account.

An extended curriculum requires more and different content, revised methods and new techniques of teaching. Each procedure may be used alone.

Children with high mental ability of whatever kind and degree require significantly different education from that prescribed for the majority of children if the gifted and talented learners are to have equal opportunity to learn.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methods and procedures the researcher used to collect data pertaining to the study of the gifted and talented learners in Bondo Zone, Migori District.

3.2 Research Design

The researcher used the quantitative approach, this approach was appropriate as it clearly showed as specific number of occurrence of variables being investigated. It was also easy to use in a short time.

The researcher used survey method of collecting data. She used this method because it was appropriate when selecting samples from a large population.

3.3 Population and Sampling

The study targeted teachers and head teachers in regular primary schools in Bondo Zone since they are in contact with these learners and are at position to talk about the learning processes at school level.

The Zone has 14 regular primary schools and also 150 teachers' .Six (6) schools were sampled with six head teachers and 18 regular

teachers, three from each sampled school. The research employed random sampling to get the number of school. This was the convenient way of getting good information because the sampling was small and time for carrying out the study was limited.

3.4 Research Instruments

Questionnaire was used for this study because this was a valid tool to use as the targeted schools were far from one another and widely distributed all over the Zone.

3.5 Validity and Reliability of Research Instruments

Questionnaires were valid for this study as they gave standardized information needed from all subjects in the sample .i.e. same questions asked of all subjects. The instrument was also reliable as conditions of administration of the questionnaires were as similar as possible for each subject

3.6 Data Collection Procedures

The data was collected between April and August in the six sampled schools in Bondo Zone, Migori District. The researcher initially got permission from the institution (Kampala International University) allowing her to carry out the study in the intended area. She then

physically visited the schools and sought permission from the authority (Head Teachers). This was followed by holding discussions with the head teachers and teachers. The questionnaires were then left to be completed by the respondents within the agreed time for them to be collected.



CHAPTER FOUR

4.0 PRESENTATION ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Introduction

In this chapter , the results of the study are presented , analyzed and interpreted in the context of the objectives and research questions as they were formulated at the beginning of the study.

The study was intended to investigate the challenges faced by the Gifted and talented learners in Bondo Zone, Migori District.

The respondents of this study were mainly trained teachers in primary schools who are always in contact with these learners and therefore understand them better. Both male and female teachers participated in the study hence making the study gender balanced.

The schools sampled were Nyamome, Sagero, Kowino, Sangla, Nyabisawa and Kasembo. The results of the study were tabulated mostly in frequency and percentage.

RESEARCH QUESTION 1

Table 4.1 Distribution of pupils in each school per class

School	Classes								
	1	2	3	4	5	6	7	8	Total
NYAMOME	127	101	95	105	80	70	44	25	647
SAGERO	77	75	71	93	54	63	59	24	516
KOWINO	62	95	80	82	65	58	52	22	516
SANGLA	72	76	67	62	58	56	56	32	479
NYABISAWA	91	89	91	79	77	70	68	35	600
KASEMBO	60	76	86	61	54	52	54	21	464
TOTAL	489	512	490	482	388	369	333	159	3222

The table above was intended to show the distribution of pupils in the 6 sampled schools per class to help in the establishment of the prevalence of learners who are gifted and talented. It is clearly shown from the table that Nyamome School has got the highest population and the other schools have average population. From the table, the total population of pupils shown indicates a high enrolment. This is due to the introduction of free and compulsory primary education in Kenya from 2003.

Table 4.2 Distributions of teachers per school

School	Teachers			
	Male	Female	Frequency	Percentage
NYAMOME	5	11	16	22.9%
SAGERO	4	5	9	12.9%
KOWINO	3	6	9	12.9%
SANGLA	3	11	14	20%
NYABISAWA	8	4	12	17.1%
KASEMBO	8	2	10	14.3%
TOTAL	31	39	70	100%

The above item was to indicate the distribution of teacher per school. This was aimed at establishing whether the teachers were enough to handle the number of pupils .Nyamome School has the highest population of teachers(22.9%) that is, 16 teachers out of 70. The findings based on high population of teachers are due to the fact that child enrolment is also high in Nyamome. Other schools have adequate number of teachers as no school is seen to be understaffed.

Table 4.3 Distribution of learners who are gifted and talented per school

SCHOOL	TOTAL NUMBER OF PUPILS /SCHOOL	FREQUENCY	PERCENTAGE
NYAMOME	647	30	6.4%
SAGERO	516	13	2.5%
KOWINO	516	14	2.7%
SANGLA	479	13	2.7%
NYABISAWA	600	24	4%
KASEMBO	462	13	2.8%

The data above was intended to find the prevalence of learners who are gifted and talented in Bondo Zone in Migori District. From the findings, it is revealed that most schools have above 2.5% of these learners. Nyamome has the highest percentage (6.4%) due to high population of learners while Nyabisawa has 4% of learners who are gifted and talented. This shows that the higher the enrollment the higher the prevalence of these learners.

RESEARCH QUESTION 2

Table 4.4 Categories of learners who are gifted and talented

RESPONSE/CATEGORY	FREQUENCY	PERCENTAGE
- High academic aptitudes	2	33.3%
- Creative thinking	--	
- High intelligence	2	33.3%
- Social leadership	2	33.3%
TOTAL	6	100%

The above data was intended to find out the various categories of gifted and talented learners enrolled in regular schools in Bondo Zone. According to 6 head teachers from the sampled schools. It is clearly evident from the above data that most of the schools reported to have three (3) categories of gifted and talented learners. That is: High academic aptitude, High intelligence and social leadership. No creative thinking cases were enrolled in regular schools.

RESEARCH QUESTION 3

Table 4.5 Meaning of gifted and talented learners

RESPONSE	FREQUENCY	PERCENTAGE
- Learners who are above average	4	20%
- Learners who perform much better than the children of the same age	14	70%
- Learners who are below average	--	--
- Learners who are stubborn in class	2	10%
TOTAL	20	100%

The above item was aimed at finding out the knowledge on the ground about what gifted and talented learners are. The result from the table clearly revealed that 14 out of 20 respondents (70%) defined gifted and talented learners as learners who perform much better than the children of the same age. However 4 out of the 20 respondent (20%) maintained that these learners are above average. A small percentage, that is 10% (2 out of 20) responded that they are learners who are

stubborn in class while no respondent seemed to argue that they are learners who are below average.

RESEARCH QUESTION 4

Table 4.6 Educational intervention strategies for gifted and talented learners

RESPONSE	FREQUENCY	PERCENTAGE
Enrichment	1	17%
Acceleration	0	0
Ability grouping	5	83%
TOTAL	6	100%

This was aimed at finding out the views of respondents (head teachers) on the Educational Intervention strategies for learners who are gifted and talented in regular primary schools. It is indicated that 5 out of 6 Head teachers (83%) use ability grouping in their schools as an educational intervention strategy, while 17% (1 out of 6) use enrichment method. There was no response on acceleration meaning no school employs this method.

Table 4.7 Range of manifestation of learners who are gifted and talented.

MANIFESTATION PERIOD	FREQUENCY	PERCENTAGE
- After 18 years	0	0
- From birth to 18 years	8	40%
- From birth throughout life time	12	60%
TOTAL	20	100%

The data above was meant to find out the awareness of the respondents handling gifted and talented learners. From the data 60%, that is 12 out of 20 respondents maintained that the manifestation period of these learners is from birth throughout life time. On the other hand 40%, that is 8 out of 20 respondents observed that the manifestation period of these challenged learners is from birth to 18 years. The above result also revealed that many teachers do understand that giftedness and talentedness does not begin after 18 years but from initial stages of growth and development.

Table 4.8 Benefits of regular education programme to the learners who are gifted and talented.

RESPONSE	FREQUENCY	PERCENTAGE
BENEFIT	4	67%
DO NOT BENEFIT	2	33%
TOTAL	6	100%

The above data was meant to investigate if learners who are gifted and talented benefit from the regular education programme as a way of preparing them for future dependent learning. It is revealed from the table that 4 out of 6 Head teachers (67%) accepted that regular school programme benefits these learners, while 2 out of 6 did not support the regular Education programme.

Table 4.9 Attitude of other learners towards learners who are gifted and talented.

RESPONSE	FREQUENCY	PERCENTAGE
POSITIVE	5	25%
NEGATIVE	15	75%
TOTAL	20	100%

The above data was aimed at finding out the respondent's view of knowledge of the attitude of other learners towards these learners. 15 out of 20 respondents (75%) viewed it negatively while 5 out of 20 respondents (25%) responded positively. This is a clear indication that learners who are gifted and talented do not get support from their peers.

Table 4.10 Termination of educational level

RESPONSE	FREQUENCY	PERCENTAGE
At university level	0	0
Drop out early before completion	7	35%
Depends on education intervention strategies provided	13	65%
TOTAL	20	100%

The above item was intended to establish the educational placement of learners who are gifted and talented. It is an indication from the data that 65% that is 13 out of 20 respondents suggested that it depends on the intervention method applied. This can make them excel or drop. On the other hand 7 out of 20(35%) responded that these learners drop early before completion hence this question had a mixed reaction on the placement of these learners. There was no response on them reaching university level.

CHAPTER FIVE

5.0 DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the main findings as covered in the first four chapters. It also presents discussion of the findings/new discovery as compared to literature review. Conclusion and recommendation then follow. Here the major findings are related to the purpose and objective of the study.

5.2 Summary

The researcher having encountered learners who are gifted and talented in regular primary schools, developed an interest on how these learners could be encouraged and given special attention to excel

The title of the study was, "The Challenges Faced by the Gifted and Talented learners in regular schools in Bondo Zone Migori District". The problem that prompted the research was that, most teachers understand what these learners are but their needs are often overlooked. The purpose of the study was to investigate challenges

and appropriate Instructional Educational Programme and Intervention strategies in Bondo Zone, Migori District.

The research sought for more detailed background knowledge about the topic of investigation by conducting a thorough literature review. It was the researcher's opinion that the background knowledge would provide satisfactory information for any interested parties who may want or address this problem in the Zone.

The researcher adopted quantitative research approach. This was appropriate and showed specific number of occurrences of the variable- that was being investigated. The study targeted 150 regular teachers and 14 head teachers. Out of this, 20 regular teachers and 6 Head teachers were sampled.

The data was collected using questionnaires since it favoured the respondents because they could read and interpret them effectively. It also guaranteed their privacy. Finally, the data was presented in tables of frequencies and percentages because it was a convenient way of presenting and analyzing statistical data.

5.3 Discussion

In this section of the study, the research findings are discussed by basing them on the research questions by deliberately relating chapter two with the findings in chapter four and also where necessary the views of the writer.

The findings revealed that gifted and talented learners do exist in regular primary schools. According to table 4.3 they are approximately 3% of the entire school population in the school. In support of this view, most countries notably the United States estimated the population of gifted and talented to be approximately 3% of their entire population. Indeed the bigger percentage in most regular schools is average learners but the gifted and talented is represented by a lower percentage.

One of the findings as seen in table 4.5 revealed that most teachers understand these learners as those who perform much better than the learners of the same age. They agree with Gardner (1977) who defined gifted and talented as bright and delightful youngsters different from their contemporaries. However, it is the researcher's view that these learners are above average and of course, learners who are above average perform better than the average learners of the same age.

It was noted that 67% of Head teachers in regular primary schools accepted that even though these learners are above average, the regular education programme can still benefit them. While 33% disagreed with regular school programme as shown in table 4.8. The 33% Head teachers concur with what was proposed by Hegarty (1981) that educational programme be evaluated and curriculum requires more and different content, revised methods and new techniques of teaching. It is the researchers view that regular education programme can still benefit these learners if well attended to

It is also revealed from table 4.4 that all learners who are gifted and talented are not the same hence, majority in regular schools are dominated by High intelligence, high academic aptitude and social leadership. It supports what was commented by Kirch in Cruickshank (1958) that the gifted and talented learners of the above categories are influenced by varying environmental conditions which can be motivated by early training by parents. It is the researchers feeling that different categories are related to motivations in the homes. The parents should provide model of interest for creative expression since most home environments tend to restrict imagination.

It is the researcher's opinion that the use of ability grouping can succeed. It was also noted through the findings that 83% (table 4.6) of the schools practise ability grouping. As was commented by Rimm (1935) in Torrance (1959) that the gifted and talented should be paired so that they discuss at the same level.

The learners who are gifted and talented if given special attention can be better placed and excel to lead a bright future life.

5.4 Conclusion

The most crucial finding of the study was that, the learners who are gifted and talented should be identified at an early stage to enable for early intervention so that they become productive members of the society. The researcher agrees with the respondent's recommendations that they should be given special attention, motivated and stimulated by grouping them according to their abilities. This will help them maintain their tempo, learn faster and also excel.

The study also revealed that teachers are aware of who the gifted and talented are even though the percentage is small. The predominant category is high intelligence, high academic aptitude and social leadership. Since they are of different categories it needs

collaboration of several stakeholders e.g. parents, teachers, government organizations, Non-Governmental Organizations (NGOs) to come together/pull resources and share ideas for the success of these learners.

5.5 Recommendations

The researcher gave the following recommendations in view of the findings and conclusion of the study

- There should be an increase in rate of change towards individualized pupil centered programmes for learners who are gifted and talented in regular primary schools. This should be initiated by regular teachers, by organizing individualized educational programmes.
- The uniqueness of learners who are gifted and talented should be recognized and identified early by the specialist and teachers. This should be done by providing opportunities in keeping in pace with their special needs.
- More teachers need to be trained in special needs education especially in the area of dealing with the gifted and talented learners. The government should achieve this by expanding and ensuring efficiency at the Kenya Institute of Special Education

(KISE) so that the gifted and talented become beneficiaries of such programmes.

- Adequate and reliable educational resources should be made available in regular schools by the government. This can be done by instilling concern for other programmes embracing technology e.g. computer literacy. They should provide computers to all regular schools so that these learners are exposed to a wider range of instructional materials to learn from.
- There is need to sensitize other learners, parents and the community to have positive attitude towards gifted and talented learners. This can be done by the Ministry of Education in collaboration with the teachers and parents. This should be taken into account since today's children with high mental ability are a source from which a generation of creative thinkers in the society is made.
- The government should put in place a good policy governing the educational placement for the gifted and talented learners.

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Office of the Director

24th April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR... ADHAMBE EUNICE OGUTO

REG. #... BED/7134/51bf

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

CHALLENGES FACED BY THE GIFTED AND

TALENTED LEARNERS IN BONDO ZONE

MIGORI DISTRICT.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE

QUESTIONNAIRE FOR THE HEAD TEACHERS.

Dear respondent,

Please fill in the questionnaire by putting a tick at the most appropriate answer or giving a suitable response.

DO NOT write your name on the questionnaire.

1. What is the child enrolment in your school?

CLASS	1	2	3	4	5	6	7	8	TOTAL
BOYS									
GIRLS									
TOTAL									

2. What is the total enrolment of teachers in your school?

MALE	FEMALE	TOTAL

3. Are there learners who are Gifted and Talented in your school?

Yes

No

if yes. How many?(Give an approximate number).

BOYS	GIRLS	TOTAL

4. The following are the categories of Gifted and Talented learners. Which is the predominant category in your school?

High academic aptitude

Creative thinking

High intelligence

Social leadership

5. Do regular education programme benefit learners who are Talented and Gifted?

Yes

No

6. Which educational intervention strategy for Gifted and Talented is adapted in your school?

Enrichment

Acceleration

Ability grouping

Thanks for your cooperation.

QUESTIONNAIRE FOR REGULAR TEACHERS.

Dear respondent,

Please fill in the questionnaire by putting a tick at the most appropriate answer or giving a suitable response.

DO NOT write your name on the questionnaire.

1. Who are the Gifted and Talented learners? (Put a tick in the box where applicable)

- Learners who are above average
- Learners who perform much better than the children of the same age
- Learners who are below average
- Learners who are stubborn in class

2. Which age bracket do we identify the Gifted Talented learners?

- After 18 years
- From birth to 18 years
- From birth throughout life time

3. (a) In your opinion, do you think Gifted and Talented learners excel in regular school subject?

- Yes No

b) Give reason for your answer

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