

**CHALLENGES FACED BY GIFTED AND TALENTED LEARNERS IN
ACADEMIC PERFORMANCE IN SCHOOLS IN KENYA. THE CASE
OF LAIKIPIA CENTRAL DISTRICT, LAIKIPIA COUNTY**

**BY
GEORGE AWANDU**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
POST GRADUATE DIPLOMA IN EDUCATION OF THE UNIVERSITY
OF NAIROBI**

2014

DECLARATION

This research project is my original work and has not been submitted for any degree or PGDE in any university.

Signature

Date

Otieno George Awandu

L40/79215/2012

This research project has been submitted for examination with my approval as the University Supervisor.

Signature

Date

Dr. Anne Aseey

Senior Lecturer, University of Nairobi

DEDICATION

To my loving mother, sisters and friends for being wonderful people to me, without you, I would not have been where I am, may God's grace be with you always.

ACKNOWLEDGEMENT

First, I thank God the Almighty for the wisdom, knowledge and strength he gave me throughout the course. I also wish to extend my gratitude to my supervisor Dr. Anne who without her valuable time, advice and guidance, this project couldn't have been successfully carried out.

I thank all my colleagues Oloo, Gichuki, and the entire staff of Laikipia Air Base Secondary School, who really supported me in this project and the entire course. Lastly, I acknowledge the support, encouragement and advice from my friends and workmates who among other were really supportive to me in this course.

Thanks a lot and God bless you all.

ABSTRACT

Gifted and talented learners sit in class rooms bored and frustrated, they are left out and are not really benefiting from an equal educational opportunity as their peers, and their full potential is not considered. Effective management of learners who are gifted and talented has continued to be an issue because the gifted are not catered for individually.

This research project is on challenges faced by gifted and talented learners in academic performance in schools in Laikipia Central District, Laikipia County. It has been organized in five chapters. The first chapter provides the background of the study, purpose of the study, objectives, and significance of the study. Chapter two contains a review of literature on the challenges of gifted and talented learners and ways to inform the public and students the importance of nurturing their talents and converting them to opportunities which can be developed into careers.

Chapter three is on the methodology and the study design that the researcher used to reach out to the society and the community of Laikipia County. This helped to discover what the community is doing in nurturing and developing the talents of the young learners who have different talents amongst themselves and the challenges that they face in relation to academic performance.

Chapter four discusses the data analysis and interpretation. The data collected looked into their study habits, the academic challenges they face and how their talents are being nurtured. Chapter five provides ways of improving the skills and talents of students all over the county. This constitutes a perfect step in helping the young gifted and talented learners in the society.

LIST OF TABLES

Table 1-	Attitude level for various aspects	16
Table 2-	Resources available to teachers and students	17
Table 3-	Percentage of resource allocation to each category	18
Table 4-	Methods of teaching in various secondary schools	19
Table 5-	Curriculum in various secondary schools	20
Table 6-	Frequency of challenges for gifted and talented learners	21

TABLE OF CONTENTS

Declaration.....	i
Dedication.....	ii
Acknowledgement	iii
Abstract.....	iv
List of Tables.....	v

CHAPTER ONE

1.1 Background to the problem.....	1
1.2 Statement of the problem.....	2
1.3 Purpose of the study.....	3
1.4 Objectives for the study	3
1.5 Research questions	4
1.6 Significance of the study.....	4
1.7 Statement of hypothesis.....	4
1.8 Definition of terms.....	5

CHAPTER TWO

2.1 Introduction.....	7
2.2 Teachers attitude towards gifted learners	7
2.3 Resources used by gifted learners.....	8
2.4 Teaching methods used to teach learners.....	8
2.5 Type of curriculum used by learners.....	9
2.6 Challenges faced by learners	11

CHAPTER THREE

3.1 Introduction.....	12
3.2 Research design.....	12
3.3 Target population.....	12
3.4 Sample design and sampling procedures.....	13

3.5	Research instruments.....	13
3.6	Validity of the instruments.....	14
3.7	Reliability.....	14
3.8	Limitations of the study.....	14
3.9	Delimitations of the study.....	15
3.10	Data analysis.....	15

CHAPTER FOUR

4.0	Data analysis, findings and discussion	16
4.1	Introduction	16
4.2	The attitude of teachers towards gifted and talented learners.....	16
4.3	The resources available for gifted and talented children.....	17
4.4	The teaching methods used for gifted and talented learners.....	18
4.5	The curriculum used for teaching gifted and talented learners.....	20
4.6	Academic challenges of gifted and talent learners.....	20

CHAPTER FIVE

5.0	Summary, conclusion and recommendation.....	22
5.1	Introduction.....	22
5.2	Summary.....	22
5.3	Conclusion.....	23
5.4	Recommendations.....	24
5.5	Recommendation for further research.....	24
	REFERENCES.....	25
	APPENDICES.....	26
	Appendix 1-Headteachers and teachers questionnaire.....	26
	Appendix 2-Students Questionnaire.....	28
	Appendix 3-Letter of Introduction.....	30

CHAPTER ONE

INTRODUCTION

This chapter shall discuss the background of the study, statement of the problem, purpose of the study, objectives, research questions and significance of the study.

1.1 Background to the Problem.

The study was intended to examine the challenges faced by gifted and talented learners in academic performance in secondary schools in Laikipia Central District, Laikipia County. The researcher wanted to know how gifted students are nurtured by both the school and the community and how it relates to their performance in schools.

According to the Salamanca Declaration (1994) on special needs education, every child has a fundamental right to education. Talented and gifted children must be given an opportunity to achieve and maintain an acceptable level of learning. Gifted and talented children are the most misunderstood and educationally neglected in secondary schools in Laikipia Central District, Laikipia County. They suffer so much from lack of interest in them as persons and from exploitation under great pressure to perform for the benefit of society. Gifted and talented children need specialized and unique education that is different from other exceptional children in specific areas, but rather a uniquely enriched education with unique teaching and learning strategies.

All children have a right to develop their own potential; education of the child has become a priority worldwide which every member state should accomplish. American Public Law, Chapters 91 –250 defines gifted and talented children as those identified by professionally qualified persons, who by virtue of outstanding abilities are capable of high performance and require differentiated educational programmes and/ or services beyond those normally provided by the regular school programmes in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas;

1. General intellectual ability
2. Specific ability
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts
6. Psychomotor ability

Lewis Terma and Leta Hollingsworth (1925) found out that modern intelligence tests have roots in America, were identified primarily on basis of performance in and out of the school. 1980 American psychologist, James Catell called for the development of a test that would measure the mental ability of gifted children which earned him the title of “Father of the Gifted Movement”.

According to National Association for Gifted Children (1998), students who have both gifted and learning difficulties require an intervention programme that nurtures the gifts and talents which accommodates learning weaknesses. Talented learners require a supportive environment that values and appreciate individual abilities.

A learner who is gifted and talented usually does much better than learners of the same age group and hence requires services or activities not ordinarily provided for the ordinary learner. The gifted and talented learners may be good in one or more areas that give promise of the future high level achievement (Mwaura and Wanyera (2002))

1.2 Statement of the Problem.

Effective management of learners who are gifted and talented has continued to be an issue because the gifted are not catered for individually. According to Eric (2004), gifted and talented learners sit in class rooms bored and frustrated, they are left out and are not really benefiting from an equal educational opportunity as their peers, and their full potential is not considered.

Gifted children by nature are highly inquisitive beings who normally should become high achievers as a result of their curiosity, experimentation, discoveries, assimilation, organization, use of information, perception of relationships and memory. Gifted children are made into under achievers as a result of specific handicaps: a dull, meager curriculum; inappropriate teaching strategies that are incompatible with their learning

styles; child in need of learning how to handle socio-economic conflict, to gain self-control, and to set realistic self-expectations.

In Laikipia Central District, and other arid and semi-arid lands learners who are gifted and talented are not effectively catered for and as a result face a lot of challenges. This include but not limited to negative attitude towards the learners, inappropriate curriculum, poor methods of teaching and inadequate teaching and learning resources (Republic of Kenya 2005).According to Clarissa (1992), Desarrollo (2007), Evans (1999), Jagero (1999), Scharff and Brady (2006), and Oloo (2003), the greatest problem faced by gifted students in arid and semi-arid areas was that their home environment was not conducive to reading. Other problems include: long distances from school, bad company at home, lack of proper accommodation and proper diet. All these factors attracted the researcher to study the challenges faced by learners who are gifted and talented and suggested some remedies to these challenges.

1.3 The Purpose of the Study

The purpose of the study was to investigate the challenges faced by learners who are gifted and talented in academic performance in secondary schools in Laikipia Central District.

1.4 Objectives for the Study

The following were the objectives for the study.

1. To investigate teachers attitude towards learners who are gifted and talented.
2. To establish resources used by teachers to teach learners who are gifted and talented.
3. To establish the teaching methods used by teachers to teach learners who are gifted and talented.
4. To explore the academic challenges faced by gifted and talented learners in schools.
5. To investigate the contribution of Head Teachers, Deputy Head Teachers, Heads of guidance and counseling and teachers in the motivation of gifted students in secondary schools.
6. To find out the kind of structures both in and outside the school to accommodate gifted and talented students.

1.5 Research Questions

- i) What are teachers' attitudes towards learners who are gifted and talented?
- ii) Which resources do teachers use to teach learners who are gifted and talented?
- iii) What teaching methods do teachers use to teach learners who are gifted and talented?
- iv) What are the academic challenges experienced by gifted learners in secondary schools in Laikipia Central District?
- v) What is the contribution of Head Teachers, Deputy Head Teachers, Heads of Guidance and Counseling and Teachers in the motivation of gifted students in secondary schools?
- vi) What structures are there both in and outside school to accommodate gifted and talented students?

1.6 Significance of the Study.

The research findings of this project shall be a milestone towards improving the quality and value of education to talented and gifted learners in Laikipia Central District. It shall create substantial awareness to a number of people. Teachers, peers and parents in the school and home environment shall endeavor to understand the nature of the gifted and talented child. Moreover, it shall provide teachers and curriculum developers with skills and knowledge of planning individual educational programmes of instruction for gifted learners. Lastly, it shall help teachers adopt the curriculum to suit the needs of learners who are gifted and talented.

1.7 Statement of Hypothesis

This study will be guided by the following hypotheses:

- Gifted and talented learners in arid and semi-arid lands experience academic challenges.
- There is no difference in academic challenges between learners in arid and semi-arid lands and other regions.

1.8 Definition of Significant Terms

The following terms are defined as used in the study.

(i) Teaching resources

These are teaching aids, which include charts, graphs, maps, models and other community resources that can be available to illustrate and demonstrate what is being taught. Others include textbooks and wall charts prepared by Kenya Institute of Curriculum Development (KICD).

(ii) Teacher competence

Teacher competence refers to the qualification and experience of the teacher in the teaching profession. It also includes the ability of a teacher to be an examiner with the Kenya National Examination Council, or even being a head of department (HOD). Included is whether or not, a teacher has been involved in setting examinations either locally or nationally.

(iii) Attitude

The way an individual thinks, feels and behaves towards somebody

(iv) Education

It is a process that enables learners to acquire and develop desire, new knowledge, skills and attitudes.

(v) Gifted Learners

Gifted children are those who possess the human traits of being above average abilities, high level of task, commitments, and high level of creativity.

(vi) Talented Learners

Talented learners are those who excel in specific area that is in leadership, sport, performing art design, athletic and technology.

(vii) Gifted and Talented Learners

These are learners who give evidence of high performance capability in area such as intellectual, creative or specific academic field and who requires service of or activities not ordinarily provided by the school in order to fully develop such capabilities.

(viii) Inclusive Setting

This is a situation where all learners including those with special needs participate in all activities in the community. The school centers of learning and system is opened to all children.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, a review of related literature in relation to the objectives for the study and research questions was carried out. The sub-themes reviewed included teachers' attitudes towards learners who are gifted and talented, resources used by gifted and talented learners, teaching methods used for gifted and talented learners, type of curriculum used and the academic challenges that gifted and talented learners face.

2.2 Teachers Attitude towards Learners who are Gifted and Talented.

According to Clark (2002), learners who are gifted and talented often ask questions and need more information about ideas than the teacher is prepared to give. This can be seen as challenge to the teacher's authority. They may refuse to do work that they consider boring. These children can be demanding, challenging, intense, critical, oversensitive, high level and physical active. None of these traits are problems in themselves, but they can present real problems for teachers who are not prepared to meet their needs. Some teachers do not know what to do with these learners and feel incompetent and threatened by them. All these make the teacher to develop negative attitude.

According to Thomas (1982), attitude is an acquired orientation towards or away from some objects, person group or ideas. Teacher's attitude is important towards performance of the learners. The perception teachers have towards their ability and work, significantly relates to the success of their learners.

According to Davis and Rimm (1998), not all teachers agree gifted learners truly need special service. Teachers have different problems such as complaining that gifted programmes require additional work and they are already overworked. Some believe that the gifted child is somehow "getting out of" the required work and will individually penalize them by grading on a normal curve ignoring the fact that the learners were pre-selected.

According to Mwaura and Wanyera (2002) some teachers find learners who are gifted and talented too challenging and often misinterpreted their behavior as being rude and cheeky. This will make the teacher feel incompetent and threatened because they view such learners as being challenging, critical and demanding.

2.3 Resources used by Learners who are Gifted and Talented

Kenya is committed to achieving education for all of its citizens (Mulama N.D, Ndurumo 2001, Oriedo, 2003). According to Oriedo, Kenya's Policy on special needs education promises to identify gifted and talented children early and provide them with special programmes that will increase development of special gifted and talents.

According to Hiuhu (2007) learners who are gifted and talented are highly inquisitive and therefore require exploratory resources which may include encyclopedias which can be found from the libraries, biographies and autographic of successful people, textbooks beyond the one normally provided in the classrooms. At least modern technology equipment like computers and enrichment recourse experience allowing learners to investigate topics of interest in much greater detail and in depth than is usually done in the school curriculum, enrichment recourse includes challenging games such as chess or scrabble, reading novels and magazines for leisure and language development. Invitation of special guests who have excelled in their field to give professional skills can also help them.

According to Mwaura and Wanyera (2002) learners who are gifted may have other exceptional abilities. These exceptional abilities are called talents. For learners to develop such talents, they need project materials which depend on the interest of the child. These materials should provide opportunities that will stimulate curiosity in the learners and enable him/her to build his/her future e.g. piano for music; colour brushes for fine arts etc.

2.4 Teaching Methods used to teach Learners who are Gifted and Talented.

Research suggests that most classroom teachers make no or any minor modification to meet unique needs of learners who are gifted and talented. According to Ruzulli (1992) learners who are gifted and talented are to be placed in clusters. This is where learners with similar needs and interest provide on intellectual peer group as well as

age mates or learners to promote challenging, cognitive and positive emotional development.

According to Charlotte's Web, assignment is another method of teaching. One group of learner might be working on basic facts about one in the classroom. Assignment allows for individualization of instruction according to ability level.

The application of critical thinking skills and the development of problem solving abilities along with acquisition of knowledge are some of the benefits associated with using problems based learning in the classroom pupils who use this method are highly motivated and very engaged in their own learning (Smith and Dowdy (2004)).

According to Ngugi and Kabuchoru (2009) collaborating learning and co-operative learning are used interchangeably. This is based on the idea that children learn from one another by doing activities together. It enhances the spirit of pulling together in learners which promotes the skill of sharing ideas and responsibilities, listening to each other and working together to succeed. It helps them to control their emotions, make decision, develop tolerance with each other and take turns in speaking or doing things and being accountable.

According to Arika (2009), mentoring is important to gifted learners. This is a programme in which gifted learner is paired with an adult in order to apply knowledge in real life situation. It enables the gifted learner to have somebody to talk to concerning their issues such as perfection, low self-esteem among others. It also develops communication and social skills through the programme.

2.5 Types of Curriculum used for Learners who are Gifted or Talented

Children who are gifted need opportunities to work hard on challenging learning tasks. Instructional practices need to be modified in order to address the cognitive and social emotional needs of learners with unique talents and gifts. According to Tomlinson (1999), differentiation of curriculum is necessary in order to accommodate these differences and to provide a learning environment in which all children including children who are gifted and talented can thrive. In different classrooms teachers begin where learners are not the front part of a curriculum guide. They accept to build upon the premise that learners differ in important ways.

Differentiated curriculum should address several issues such as being responsive to the needs of the gifted learner both as a member of the general population and should include aspect of regular curriculum. The curriculum should provide the learners who are gifted with opportunities to exhibit those characteristics that were instrumental in their identification as gifted individuals and should not academically or socially isolate these learners from their peers and should be used as a reward or punishment for the learners who are gifted. Garguelo (2006) suggested that the curriculum instruction for the learner, possess, academic should be traumatic and interdisciplinary in approach.

Kirk, (1972) defined enrichment as the adaptation regular programmes to provide educational experience over and above those in regular programmes. It is the type of activity devoted to the further development of particular intellectual skills and talent of the gifted and include abilities such as associate and interrelated concept, evaluate facts and argument, crucially, create new ideas and originate new line of thoughts, reason taught complex programmes and understand other situation and people. This approach of enrichment is the best as the children who are gifted and talented remain in heterogeneous class. They can develop leadership skills; allow learners to remain with their age mates who are especially valuable for a child who is universally developed, and make every teacher a teacher of gifted and thus elevating the quality of instruction for the learner.

Acceleration is permitting the student to move swiftly as possible through the required curriculum or material over a shorter period than in ordinarily recommended. Silverman (1995), Garguyo (2006) and Kirk (1972) states that acceleration is a necessary response to give highly gifted students faster pace of learning and suggests several acceleration options which include; early entrance to school, grade skipping, continuous progress, self-paced instruction and dual enrolment. Other are combined classes, curriculum compacting, con-current enrolments, advanced placement, credit by examination correspondence courses, extra – curricular programmes, mentorship and early entrance into junior, high school, college and university programmes.

2.6 Challenges of Gifted and Talented Learners in Kenya

Individual challenges may be within learners themselves, located in educational system or located in the school physical surrounding. Generally, challenges include;

- i. lack of motivation sources as attributes of superior ability are neglected
- ii. exploitation and under great pressure to perform
- iii. inappropriate teaching strategies that are compatible with their learning styles
- iv. curriculum limitations

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter deals with the methodology and procedures that were followed in carrying out the study.

3.2 Research Design

The researcher employed the descriptive survey as a design for collecting data. A survey design involves asking a large group of respondents' questions about a particular issue (Mugenda, 1999). The researcher then uses statistical techniques to make conclusions about the population based on the sample, especially if the population is large. Survey method will be relevant in acquiring information about learner's knowledge, skills, academic achievement and intelligence. It will also be necessary when gathering information about teaching-learning resources and curriculum.

3.3 Target Population

Laikipia Central District is one of the four districts in Laikipia County. It shares a common border with Laikipia East, Laikipia North and Laikipia West Districts. The district covers an area of about 1570 km², which is divided into three divisions, eight locations and eighteen sub-locations. It has three educational zones: Tigithi, Sirima and Ngobit. Arable area is approximately 756.2km². The altitude is between 1500m-2611m above sea level. Temperature ranges between 16⁰c to 27⁰c.

Economic activity in the district consists mainly of tourism and agriculture, chiefly grain crops, ranching and green house horticulture. The district has a cool, temperate climate with both rainy and dry seasons. Most of the people live in clusters next to trading centres. The highest population is settled in Sirima trading centre. Others live in trading centers such as Ngare Ngiro, Wiyumiririe, Matanya, Chuma, Marura and Baraka among others. The land holdings are large due to low population pressure.

The research study targeted a total of seven hundred students and mathematics teachers in Laikipia Central District. From the students' population, only form three

and four were considered for the basis of this study. This population was from three zones: Ngobit, Sirima and Tigithi comprising of sixteen secondary schools; fifteen public and one private. Out of the fifteen public schools ten are day schools and five are boarding schools. The private school is mixed day/ boarding.

3.4 Sample Design and Sampling Procedures

Out of this population, a sample of 85 was considered for the purpose of the study; 10 head teachers, 8 heads of Guidance and Counseling, 25 teachers and 42 students. Simple random sampling was the major technique though strategic sampling technique was used where schools were mixed (boys and girls), followed by simple random sampling. This ensured gender balance in the mixed schools. Simple random sampling was chosen to be the major technique because it gives the chosen population an equal opportunity to be included in the sample.

The researcher took questionnaires to the selected secondary schools in the district and administered them. The sampled population was required to fill in the questionnaire. After completion of the questionnaires, they were collected and analyzed statistically. For direct observations, the researcher requested for permission to attend randomly selected lessons in some schools to observe teaching methodology and use of resource materials.

3.5 Research Instruments

The main instrument that was used by the researcher was the questionnaire, one for the teachers and the other for students. The questionnaires were included in the appendix.

- The students' questionnaire was intended to provide information about their interests, experiences, attitude, their source of motivation and the academic challenges they experience.
- The teachers' questionnaire was intended to provide information about their qualification, teaching methodology and resources, working experiences and personal opinion regarding gifted and talented students.

Interview schedules were also used to interview heads of guidance and counseling and head teachers. This is because of the important role they play in the management of gifted and talented students.

3.6 Validity of the Instruments

To ensure that the research instrument was valid and consistent, the researcher administered nine questionnaires to students and three questionnaires to teachers of the same school. Questionnaires allow for upholding of confidentiality. The respondent was not to reveal his/her identity and the name of the school. The respondents also had freedom of expression.

The English language teachers at Laikipia Air Base Secondary School who are authorities in the area of study further scrutinized the questionnaires and interview schedules to ensure the validity of the instruments. Their comments were used to improve the research instruments.

3.7 Reliability

The questionnaire method was reliable and convenient to the researcher as it covered many respondents. It was not tedious and did not consume much time. The reliability of the instruments was ensured by assessing the responses from the respondents during the pilot study in three secondary schools in Laikipia Central District. The pilot studies were conducted in three schools for a period of two weeks. The purpose of conducting the pilot study was to check on the suitability and the clarity of the questions on the instruments designed, relevance of the information being sought, the language used and the content validity of the instruments from the responses given.

3.8 Limitations of the study

Time: There was limited time for carrying out the study because the researcher is employed and was therefore to request for time off from the employer in order to conduct the research. Such request was not easily granted. Also most of the secondary schools in Laikipia Central District are far from one another making the distribution of the questionnaires tedious and uneconomical with regard to time and travelling expenses.

Finances: The cost of traveling from one school to another was very high which means the researcher was to hire either a motorbike or take a tax.

3.9 Delimitations of the Study

Since the researcher hails from Laikipia Central District it was easier to locate the targeted schools. The researcher has also worked in this area for eight years and this was an added advantage as the research area is well known to him.

Language was not a great problem as the researcher would communicate in Kiswahili to respondents who do not understand English.

3.10 Data Analysis

Data collected using questionnaires was registered, coded and translated in such way that it would assist in answering the research questions of the study. Descriptive and inferential statistics were majorly used in the analysis of data.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis findings and discussion. The chapter presents the analysis and descriptive findings of data collected from secondary schools in Laikipia Central District.

4.2 The attitude of teachers towards gifted and talented learners.

The data was analyzed and revealed the levels of attitudes of different categories of sampled teachers and students for various secondary schools which were under investigation. The levels of attitudes are shown in the table number (I) below.

Table Number (1) Attitude level for various aspects.

Category name	obedience	participation	satisfaction	Grading
H/teachers	50	90	65	45
H/Guid.&C.	85	100	60	50
Teachers	40	90	42	60
Students	90	70	40	40

Source: Laikipia central district secondary schools March, 2013.

H/Guid. & C. - Heads of Guidance and Counseling,

Discussion

The first objective of the study was to investigate teachers' attitude towards learners who are gifted and talented. From the table above it can be seen that there was a considerable variation in the level of attitudes to different aspects by teachers and students. The percentage of teachers attitude towards the obedience of gifted and talented learners is 15% while that of students is 34%. therefore while the students considered themselves obedient the teachers believed they were far from that. The head teachers', Heads of Guidance and Counseling and teachers percentage attitude to

their level of participation is 28%, 26% and 26% respectively while that of students is 20%. therefore while the various categories of teachers consider this children as critical and challenging the students consider themselves underworked. The percentage level of teachers to satisfaction and students is 19% and 20% respectively. This means that both teachers and students derive minimal satisfaction from the learning experiences. From the analysis of data on grading it can be seen that the teachers believe that the performance of gifted and talented children tends to surpass the conventional performance and has to be always moderated.

4.3 The resources available for gifted and talented children.

The data was analyzed and revealed the resources available for gifted and talented children in different secondary schools which were under investigation. The responses of different categories of sampled teachers and students are shown in the table number (2) below.

Table Number (2) Resources available to teachers and students

Category name	computers	encyclopedias	Chess game
H/teachers	7	6	5
H/Guid.&C.	6	10	8
Teachers	8	9	4
Students	7	8	6

Source: Laikipia central district secondary schools March, 2013.

H/Guid. & C. - Heads of Guidance and Counseling.

Table Number (3) Percentage of resource allocation to each category.

Category name	No. of resources available	% of resources allocation.
H/teachers	18	21
H/Guid.&C.	24	29
Teachers	21	25
Students	21	25

Discussion

The second objective of the study was to establish resources used by teachers to teach learners who are gifted and talented. The data collected revealed that computers, encyclopedias and chess games were the special resources used in the district to teach gifted and talented learners. The graph drawn during the analysis of data indicates that there is varied access to various categories of teachers and students. However the outstanding fact is that the number of resources available is far below the requirements. Further more some head teachers have more access to the resources and yet the do more management and administration of schools than teaching. The percentage resources allocated to teachers and students is both at 25% because whatever material that the teachers used during learning was assumed to also have been allocated to learners. The heads of guidance and counseling had the highest percentage allocation of 29%. This is because it is believed that they are better placed to handle gifted and talented children. The numbers of schools that have elaborate guidance and counseling departments are very few.

4.4 The teaching methods used for gifted and talented learners.

The responses of different categories of sampled teachers and students on the methods used to teach gifted and talented learners were collected and recorded. Table number 4. Summarizes the various methods used to teach gifted and talented learners in secondary school in Laikipia central district.

Table Number (4) Methods of teaching in various secondary schools.

Teaching Method	frequency	% frequency
Demonstration	7	21
Discovery	5	15
Visits	4	12
Questions answer	8	24
Discussion	5	15
Assignment	3	09
Group learning	1	3
Mentoring	0	0

Source: Laikipia central district secondary schools March, 2013.

Discussion

The most common methods of teaching in secondary schools in Laikipia district are question and answer at 24% and demonstration at 21%. The questions are supposed to be relevant, meaningful precise clear, simple but challenging. However all these parameters are used with regard to normal students without any modification? In demonstration the teacher shows something to the learners and explains to them what he/she wants them to do. The learners assume a passive role which makes it inappropriate for learners who are gifted and talented. Discovery and discussion are at 15%. In discovery method the teacher focuses the learners' attention towards self and individual discovery from experiences. In discussion there occurs learner- to –learner talk usually in groups with occasional verbal interaction with the teacher. This enhances learner participation and development of new ideas and concepts. Therefore these are the right methods to use for gifted and talented learners but they are rarely used. Assignment and group learning which also work well for gifted and talented children stand at 9% and 3% respectively. There is no school in the entire district employs mentorship as a method of teaching gifted and talented learners.

4.5 The curriculum used for teaching gifted and talented learners.

The responses of different categories of sampled teachers and students revealed the curriculum in use. The data collected is shown in the table number (5) below.

Table Number (5) Curriculum in various secondary schools.

Nature of curriculum	Frequency
Differentiated	3
Enrichment	2
Regular	8
Acceleration	1

Source: Laikipia central district secondary schools March, 2013.

Discussion

The most common curriculum adopted in almost all secondary schools in Laikipia district is the regular programme. This type of curriculum only benefits regular learners at the expense of gifted and talented learners. The differentiated curriculum is used in form of learner centred approach of teaching. Some schools apply some level of enrichment. The acceleration curriculum which is most appropriate for gifted and talented learners is rarely used with elements of grade skipping and early entrance.

4.6 Academic challenges of gifted and talent learners.

The responses of different categories of sampled teachers and students revealed the challenges that gifted and talented learners face. The data collected is shown in the table number (6) below.

Table Number (6.) Frequency of challenges for gifted and talented learners.

Challenge	Frequency	% preference
Lack of motivation	6	24
Inappropriate teaching methods	4	20
Inappropriate curriculum	5	16
Exploitation and mistreatment	3	12
Isolation	7	28

Discussion

Gifted and talented children in Laikipia central district face a number of challenges. Most of the challenges are related to isolation which leads to withdrawal as their behaviors are considered out of order. Therefore they are not understood by fellow playmates parents and teachers. This is represented by a preference rate of 28%. The second common challenge is lack of motivation from parents, teachers and peers at 24%. The learners dislike routine and drill and are non-conforming. Therefore they hardly get praised for whatever they do. They have a tendency to criticize self and others which leaves no room for intrinsic motivation. The least reported challenges are those related to mistreatment and exploitation represented by 12%. Other challenges are those related to inappropriate teaching methods and curriculum use for gifted and talented learners.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary conclusion and recommendations based on the findings of the study.

5.2 Summary of the findings

Teachers in Laikipia central district, Laikipia County had a low attitude towards the gifted and talented because they lacked understanding and did not use appropriate teaching approaches and methods. The teaching resources were insufficient and were allocated to wrong individuals. The schools were mainly using the regular curriculum in total disregard of the need to integrate it with the special needs curriculum. This left the gifted and talented students isolated, demotivated and with feelings of exploitation and mistreatment.

5.3 Conclusions

- (i) The prevailing attitudes of teachers to students in Laikipia central district, Laikipia county was motivated by lack of a needs assessment for gifted and talented learners. There was a clear misunderstanding by the teachers of what facilitates learning among gifted and talented learners.
- (ii) Computers, encyclopedias and chess games were the only special resources used in the district to teach gifted and talented learners. However the numbers available were insufficient and was not allocated to the right individuals.
- (iii) The methods used for teaching students in Laikipia central district, Laikipia county benefits the regular students. Discussion and assignments methods were rarely used while mentorship was not used at all.

- (iv) The regular programme was the most common curriculum adopted in almost all secondary schools in Laikipia district. Acceleration and enrichment which provides maximum benefit to gifted and talented learners were rarely used.
- (v) The problems of gifted and talented learners in Laikipia central district, Laikipia County were related to isolation, lack of motivation, inappropriate teaching method, inappropriate curriculum and exploitation and mistreatment.

5.4 Recommendations

The government through the ministry of education should develop and disseminate the policy on special needs education for children with special needs specifying among other things the criteria for admission and roles of various stakeholders. It should also design and implement effective communication strategy to create awareness about the policy. A staff balancing exercise should be carried out to ensure that all schools with special learners have enough teachers.

The ministry of education should look for a way that would ensure that all schools with gifted and talented learners should be provided with exploratory resources which may include encyclopedias, textbooks beyond the one normally provided in the classrooms, computers and enrichment recourse experience including challenging games such as chess or scrabble, reading novels and magazines for leisure and language development. Teachers should invite special guests who have excelled in their fields to give professional advice. For learners to develop talents, they need project materials which depend on the interest of the learner. These materials provide opportunities that stimulate curiosity in the learners and enable them to build their future careers

Teachers and parents should be prepared to meet the needs of gifted and talented learners. This can be done through provision of relevant training. Furthermore the teachers should be in serviced on new methods of instilling discipline in schools with gifted and talented learners. This will make them not to develop negative attitude towards them.

5.5 Recommendations for further research

There is need to investigate the challenges faced by learners who are gifted and talented in academic performance in secondary schools in other counties in Kenya. It is also worthwhile to investigate whether the free primary and free secondary education funds factor in issues of the gifted and talented.

REFERENCES

- Arika .E. (2009) *Neglected Groups of Gifted and Talented Persons*, Nairobi, KISE
- Clark, B. (2002) *Growing up Gifted*, Sixth Edition Inc., Upper Saddle River NJ; Person Educational Publishers
- Clark, C. and shore, B. (1998) *Education Students With High Ability* .France, UNESCO
- D. Thomas (1985), *The Determinants Of Teachers Attitude To Integrating The Intellectually Handicapped*. *British Journal of Education Psychology*
- Hiuhu, B. (2007). *Introduction To Educational Resources Part I*, Nairobi; KISE
- Kirk, S.A (1972). *Education of Occupational Children. second edition*, Boston, Houghton, Mifflin Company.
- Lewis & Leta, H. (1925) *Gifted Children, Their Nature and Nurture*, New York: Macmillan.
- Ndurumo, M.M (1993) *Exceptional Children Development and Intervention*; Nairobi; Longman Kenya Limited.
- Ngugi, W. and Kabuchoru, C. *Introduction to inclusive education*, Nairobi: KISE
- Smith. T. and Dowdy, C. (2004) *Teaching Students With Special Needs (4th Ed)* Upper Saddle River, NJ: Persons Education
- Tomlinson, C. (1999) *The differentiated classroom: responding to needs of all learners*, Alexandria, via, Association for supervision and curriculum development
- Wanyera, S. and Mwaura, S. (2007) *Introduction to special needs education*, Nairobi: KISE

APPENDICES

APPENDIX 1

HEADTEACHERS AND TEACHERS QUESTIONNAIRE

1. What is your gender? Male/female.....
2. How old were you in your last birthday.....
3. What is your level of education and subject combination?.....
4. How long have you worked in this school?.....
5. What is your current position in the school.....
6. Which classes do you teach?
7. Does the school have a copy of the policy on special needs education for children with special needs? Yes/no.....please explain your answer.....
8. Does the school keep a record of students who are talented and gifted?.....
9. In your opinion do the teachers have any special training in on handling students who are talented and gifted.....
10. Please explain the level of cooperation between the teachers and parents of students who are talented and gifted in this school.....
11. To what extent is the ratio of staff/student with special needs in this school match that recommended in the standard guidelines.....
12. Are all students who attain less academic performance handled like high attaining learners?.....

- 13. What are the various ways in which the school motivate students' effort.....
- 14. Does the school have teaching- learning materials for use by students who are talented and gifted?.....
- 15. In your opinion how often are parents of talented and gifted students consulted on the academic programs of their children.....
- 16. Does the school have guidance and counseling services for talented and gifted students and their parents?.....if yes explain its impact on class performance.....
- 17. Does the school have individual education programme for talented and gifted students?.....
- 18. Explain how accessible referral services for talented and gifted students available within this county.....
- 19. Identify the various problems that talented and gifted students face in your school.....
- 20. What are the positive and negative characteristics of talented and gifted students?.....

Thank you for participating

APPENDIX 2

STUDENTS QUESTIONNAIRE

- What is your gender? Male/female.....
- How old were you in your last birthday?.....
- Which class are you in?
- How many students are in your class?
- Which subjects do you enjoy and excel in?.....
- In your opinion is the physical environment in classrooms, learning materials and their display adequate for your current teaching yes/no.....please explain your answer.....
- Explain how you consider your academic performance with other students.....
- How do your teachers treat you?
- Are you given much homework?
- To what extent do teachers work closely with parents of talented and gifted students`.....
- Explain the availability of teaching- learning materials for use by students who are talented and gifted in your school.....
- Does the school have individual education programme for talented and gifted students?.....

- 13. Does the school have guidance and counseling services for talented and gifted students and their parents?.....if yes explain its impact on class performance.....
- Give the challenges that talented and gifted students face in your school.....
- How will you describe the attitude of teachers and other students towards talented and gifted students in your school.....
- What is the source of your motivation for academic performance?.....
- Are all the students in the school expected to attend classes irrespective of their special needs?.....
- How many schools around this area that only admit students who are talented and gifted?.....

Thank you for participating

APPENDIX 3-LETTER OF INTRODUCTION

GEORGE AWANDU.
P.O BOX 342-10400,
NANYUKI.
17/03/2014

THE HEADTEACHER
..... HIGH SCHOOL
PO BOX.....
NANYUKI.

Dear sir/Madam,

REF: PERMISSION TO CARRY OUT INTERVIEWS

My name is George Awandu. I am a teacher and a student at the University of Nairobi.
I am undertaking a research project that will lead to the award of post graduate diploma in Education. My study is on the *challenges faced by gifted and talented learners in academic performance in schools in Kenya; the case of Laikipia central district, Laikipia county.*
I wish to get permission to interview your students, teachers and yourself. In pursuing this study, I would like to assure my respondents that I will respect their rights and confidentiality.
I humbly request you to assist me gather information.

Thanks in advance.

Yours faithfully,

George Awandu.
PGDE Student, University of Nairobi
Reg. No. L40/79215/2012