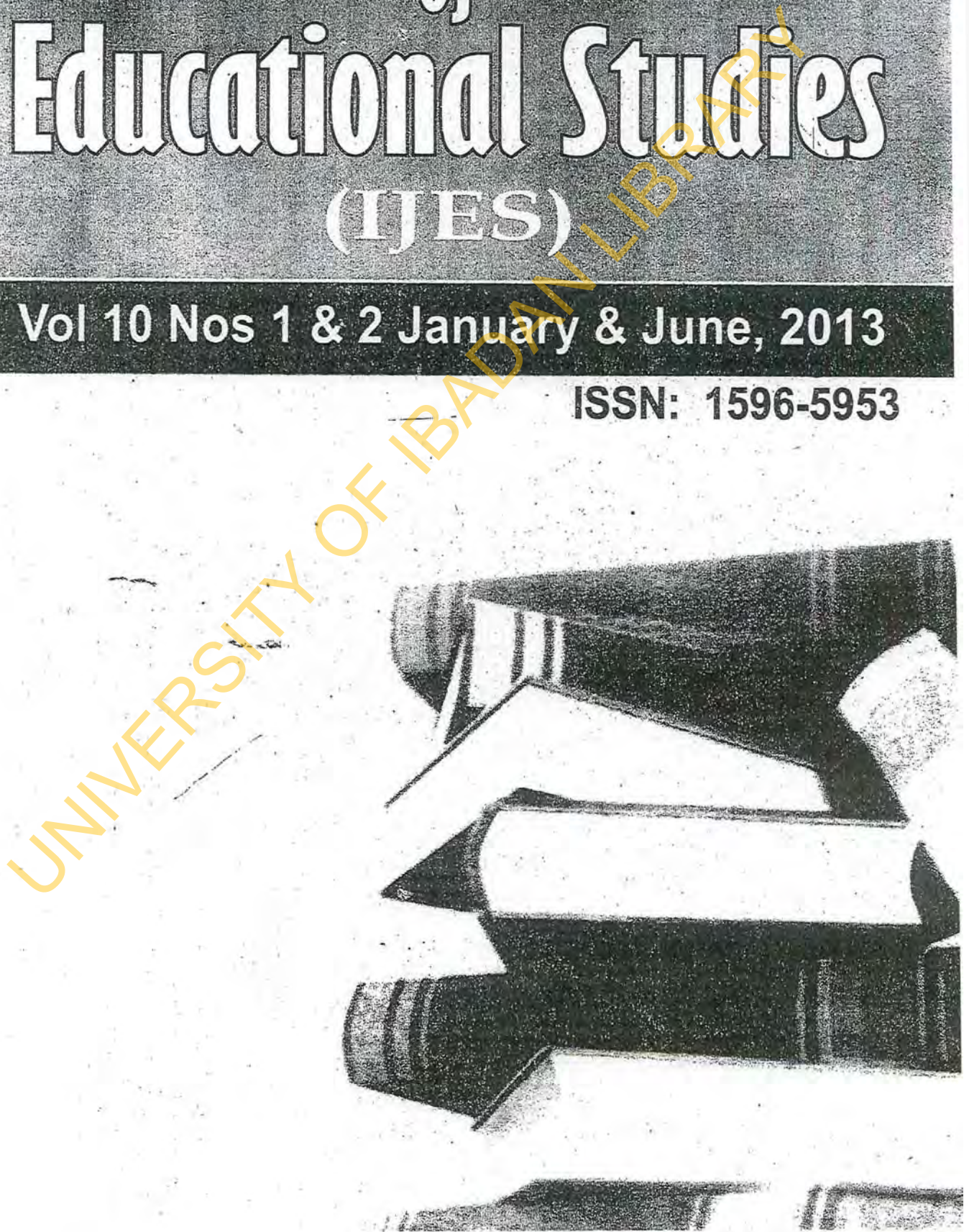


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Editorial Comments

Volume 10, 2013 of Ibadan Journal of Educational Studies publishes articles in different fields of education. This current edition contains eighteen (18) articles, most of which are research-based.

Articles in this volume include: Formal education: An imperative for the transformation of Nigerian Socio-cultural economic and political dimensions in the post-colonial era; Cognitive Styles and family structure as predictors of academic performance of Senior Secondary Students in Ibadan North Local Government Area of Oyo State, Nigeria; Peace education, labour-management relations and workers' welfare in service oriented organizations in Nigeria; The influence of self-efficacy, emotional intelligence, social support and family involvement on academic persistence of fresh university students; Effect of logotherapy on sexual risk-taking behaviours among in-school adolescents in Rivers State, Nigeria; Efficacy of two ICT-based presentation models on secondary school students' cognitive performance in biology; Emotional intelligence, Self-esteem, age and gender of learners as correlates of academic self-efficacy of secondary school students in Ibadan, Nigeria; Effects of permissive and ADIMA methods on basic science and technology performance of pupils with mild intellectual disability in Ibadan, Oyo State, Nigeria; Effects of two modes of skill acquisition on accurate performance of penalty kick among in-school male adolescents in Ibadan municipality after an 8-week skill practice; Psycho-social factors affecting patients' coping with physical illness; ICT preference, relevance and use by students of Federal College of Agriculture, Ibadan; School Social-workers: Progress and Challenges in the practice; Physical and Physiological implications of exercise during pregnancy; Effects of task analysis and modelling in enhancing self-help skills of students with mild intellectual disability in Ibadan, Oyo State, Nigeria; Adequacy and quality of teachers in Nigerian Universities (2009); Effects of Two Health Education Strategies on Knowledge of Health Consequences of Climate Change among Undergraduates in South-Western Nigeria; Gifted and talented education and procedures for its promotion in the community; Parental involvement, parental supervision and parent-adolescent communication as determinants of youth violent behaviour in Ijebu-Ode Local Government Area of Ogun State, Nigeria; Implication for counselling.

The Editorial Board specially thanks all the contributors as well as assessors for making the publication of this volume possible.

Prof. S.O. Salami

Editor-In-Chief

Ibadan Journal of Educational Studies

GUIDELINES FOR SUBMISSION OF ARTICLES FOR IBADAN JOURNAL OF EDUCATION STUDIES (IJES)

The editorial board of Ibadan Journal of Educational Studies (IJES) is seeking articles for the next edition of the journal. The guidelines for submission of research and position based article in all areas of education would be as follows:

1. The manuscript should be precise and not more than 12-15 typewritten pages, double spaced on A4 white paper and should include quoted materials and references.
2. The article must be preceded by an abstract of not more than 150 words typed single-line spaced.
3. Separate cover paper should indicate author's/authors' name, status and contact address.
4. Table and figures should be closed and logically presented and be included within the 12-15 pages of A4 paper.
5. The reference should be in APA (American Psychological Association) format e.g.
 - Ogundele, B.O. and Farotimi, A.A. (2008). Effectiveness of Health Education Intervention on Knowledge of Strategies for Reducing HIV/AIDS related Stigma and Discrimination among Student Nurses in Lagos State. *Ibadan Journal of Educational Studies*. 5(1), 1-17.
 - Hameed, T.A. and Adebukola, K.T. (2008). Psychosocial Risk Factors as Predictors of Youth Violence among In-Secondary School Students in Minna, Niger State. *Ibadan Journal of Educational Studies*. 5(2), 1-27.
6. Titles of Journals should not be abbreviated.
7. Materials submitted for publication in IJES should not be submitted for another journal.
8. Articles which do not conform to the above specification will be returned to the author(s).
9. Submitted articles must be accompanied with a sum of Five Thousand Naira (₦5,000:00) as assessment fee.
10. Articles are accepted throughout the year but published twice a year- January and June.

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Gifted and Talented Education and Procedures for its Promotion in the Community

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Abstract

The idea of education of the gifted is not new in the world. It dates back to thousands of years. Despite the fact that there is a strong need to build awareness of the purposes for gifted programmes and the special needs of the students these programmes serve, developing solid advocacy effort for gifted programmes has been an overlooked area in the field. Public awareness could rescue gifted programmes from budget cuts and benign neglect by gathering much needed support, and parents can play a vital role in communicating with the public the necessity of maintaining appropriate educational experiences for gifted students. This paper specifically examined the historical perspective to Gifted and Talented Education, various definitions of giftedness, commonly used terms in Gifted Education, what makes a child Gifted or Talented, the reasons why Gifted programmes need community support, the issue of Equity versus Excellence and recruiting of teachers.

Keywords: Gifted, talented, procedure, promotion, community.

Introduction

Historical Perspective to Gifted and Talented Education

Giftedness as a gift from the Almighty exists on this earth since its very inception (Okiki, 2011). The invention of fire, use of stones, woods and other available raw materials for making weapons for hunting, using vegetation for the food requirements may be counted as some highly creative acts on the part of the gifted and genius of the primitive civilizations. However, during these days and many years afterwards, all efforts at defining, understanding and nurturing giftedness were culturally and socially bound, that is, what was needed by the society for its survival or progress became a target achieved through the nurturing of giftedness among the children (Adebayo, 2010). For example, Roman and Greek empires emphasized the identification and nurturing of the fighting talents of their citizens in the need of warriors.

The history of other nations also reflects testimonies of such realities. Pandavas and Kauravas of the legendary Mahabharat in India were well spotted for their hidden giftedness or talent by Dronacharya, their teacher. In accordance thereby, Arjuna was trained to have excellence in archery, Bhima and Duryodhan in *Gadayudha* and Nakul and Sahdeva in sword war. In the later years also, we have example of Chandra Gupta, who was well spotted by Chankaya in his early childhood as a talented boy for being tipped as a great king in future. In this way, we may have enough evidences that the giftedness

and talents in one or the other field were very much encouraged and appreciated throughout the globe (Ayeni, 2011).

However, in the shape and form as we know the giftedness nowadays it may be traced to have its beginning in the later part of the 19th century after the publications of the well-acknowledged works namely, "Hereditary Genius" by Sir Francis Galton in 1869 and "The Man of Genius" by Cesare Lombroso in 1891. It was through these publications that the nature and traits of the gifted or genius were used in their definitions and identification. In the later years, a new impetus was given to the definition and identification of giftedness with the advent of the concept of intelligent quotient (IQ) and its measurement through the intelligence tests. The first one to have credit for the advent of intelligence testing in 1905 was Simon Binet. Binet and his testing device soon became quite popular and as soon as the Stanford Binet intelligence scale was published in 1916, a significant number of schools in the USA began to adopt intelligence testing as a standard and primary means of identifying gifted children. Lewis (2010), another contemporary psychologist, provided further support for the use of intelligence testing in the identification and labelling of the gifted and genius. He carried out a longitudinal study by tracking 1,500 individuals whose IQs were above 140 (his criteria of labelling a person having 140 IQ and above as genius). He got the result of his studies published as, "Genetic Studies of Genius".

During these years, the concept of intelligence and the use of IQ for identifying giftedness got challenged by J.P. Guilford through his three-dimensional model of intellect providing an appropriate analysis and categorization of mental processes. He emphasized through his findings the need to look beyond the traditional concept of intelligence and see IQ score as a small sample of mental abilities.

Consequently, the concept of giftedness and its measurement, could not remain limited to the boundaries of IQ and its measurement. It also began to be realized that giftedness is not merely limited to the relatively high performances in the intelligence or academic achievement tests (Adebayo, 2010). The high performers in these tasks may be referred to only as intellectually-or academically-gifted individuals. But then, what could be said about those individuals who possess remarkable abilities in other pursuits or areas of life like arts, music, dance, cricket, tennis, piano, leadership abilities etc? Can someone ignore the immemorial contributions, achievements and performances of these world renowned artists, sport personalities, social reformers and leaders of the masses in the history of man and its deeds? Surely, one could not and it therefore, becomes necessary to seek enlargement of one's concept regarding giftedness.

As a result, besides one's higher IQ (for example, scoring top 2% on standardized test of intelligence) and consistently remarkable performance measured through some appropriate achievement tests in the academic subjects, attempts made in having appropriate appraisal of one's consistently remarkable

performance in one or the other potentially-valuable area seemed worthwhile to the welfare of the society and quality of living (Witty, 1951, Havighurst, 1958). Thus, it led to the evolution of another additional concept named "talent", besides giftedness referring to one's specialized ability in a specific field such as music, art, language or leadership. Consequently, as we would be witnessing through the definition stated earlier, quite a wider outlook about the notion and concept of the giftedness of our children has been developed. We now have many names for gifted children in the form of talented, genius, precocious, prodigy and creative etc.

Definition of Giftedness

The terms giftedness and gifted children as specified above in the historical evolution, have a quite comprehensive and wide meaning instead of being merely confined to the measurement of IQ or achievement in academic subjects. One can be acquainted with its wider notion through the help of some well-acknowledged definitions of the term "gifted children". Some of the definitions are highlighted below:

Havighurst (1958): The talented or gifted child is one who shows consistent remarkable performance in any worthwhile line of endeavour.

Prem Pasricha (1969): The gifted child is one who exhibits superiority in general intelligence or the one who is in possession of special abilities of high order in the fields which are not necessarily associated with high intelligence quotient.

Sidney Marland (1972): Gifted and talented children are those identified by professionally-qualified persons, who by virtue of outstanding abilities are capable of high performance. There are children who require differentiated educational programmes and services beyond those normally provided by the regular programme 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 areas like general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability and visual and performance arts.

Gifted and Talented Children's Act of 1978, USA: Gifted and talented children are those "possessing demonstrated or potential abilities that give evidence of high performance capability in such areas as intellectual, creative, specific academic or leadership ability, or in the performing of visual art, and who by reason thereof require services or activities not ordinarily provided by the school".

Renzulli (1978): While taking into consideration three basic clusters of human traits namely, above average general intellectual abilities, a high level of task commitment, and creativity, the term gifted and talented children refers to those “possessing or capable of developing this composite set of traits and applying them to any potential valuable area of human performance. Children who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programme.” In the light of the discussions carried out earlier, to understand the meaning of the term “gifted children”, one can accept a workable definition of this term in the words below:

Gifted and talented children are those children who are found to possess or demonstrate a consistent remarkable performance in any worthwhile area of human activities (including intellectual and academic ones) capable of making them quite exceptional and special in comparison to their age peers and thereby requiring special provisions in terms of their care and special education for helping them in their adequate adjustment and actualization of their potentialities or talents for their own welfare and the society.

At this juncture, it is essential to make a clear-cut distinction between giftedness and talentedness. Giftedness is broader than talentedness in the sense that the talent of a person is always made manifest in a specific area. For example, somebody may have the talent to play football. However, giftedness is often a demonstrated achievement and/or potential ability in any of the following five areas namely: intellectual, academic (discipline-specific), psychosocial/leadership, creative and visual and performing arts.

Commonly used Terms in Gifted Education

There are some terms that are frequently used in gifted education which include the following:

Differentiation: Modification of a gifted student’s curriculum to accommodate his/her specific needs. This may include changing the content or ability level of the material.

Affective Curriculum: A curriculum that is designed to teach gifted students about emotions, self-esteem, and social skills. This can be valuable for all students, especially those who have been grouped with much older students, or who have been rejected by their same-age but academically typical peers.

Heterogeneous Grouping: A strategy that groups students of varied ability, preparedness, or accomplishment in a single classroom environment. Usually, this terminology is applied to groupings of students in a particular class,

especially in elementary school. For example, students in primary five would be heterogeneously grouped in Mathematics if they were randomly assigned to classes instead of being grouped by demonstrated subject mastery. Heterogeneous grouping is believed to provide a more effective instructional environment for less-prepared students.

Homogeneous Grouping: A strategy that groups students by specific ability, preparedness, or interest within a subject area. Usually, this terminology is applied to groupings of students in a particular class, especially in elementary school. For example, students in primary five would be homogeneously grouped in Mathematics if they were assigned to classes based on demonstrated subject mastery rather than being randomly assigned. Homogeneous grouping can provide more effective instruction for the most-prepared students.

Individualized Education Programme (IEP): A written document that addresses a student's specific individual needs. It may specify accommodations, materials, or classroom instruction. IEPs are often created for students with disabilities, who are required by law to have an IEP when appropriate. Most states are not required to have IEPs for students who are only identified as gifted. Some students may be intellectually gifted in addition to having learning and/or attentional disabilities, and may have an IEP that includes, for instance, enrichment activities as a means of alleviating boredom or frustration, or as a reward for on-task behaviour. In order to warrant such an IEP, a student needs to be diagnosed with a separate emotional or learning disability that is not simply the result of being unchallenged in a typical classroom. These are also known as individual programme plans, or IPPs.

Enrichment: At the primary school level, students spend all class time with their peers, but receive extra material to challenge them. Enrichment may be as simple as a modified assignment provided by the regular classroom teacher, or it might include formal programmes such as Odyssey of the Mind, Destination Imagination or academic competitions such as Brain Bowl, Future Problem Solving, Science Olympiad, National History Day, Science Fairs, or spelling bees. This work is done in addition to, and not instead of, any regular school work assigned. Critics of this approach argue that it requires gifted students to do more work instead of the same amount at an advanced level. On the secondary school level sometimes, an option is to take more courses like English, Computer, French, Technical Drawing, Science, etc., or to engage in extra-curricular activities. Some perceive there is a necessary choice between enrichment and acceleration, as if the two were mutually-exclusive alternatives. However, other researchers see the two as complements to each other.

What makes a Child Gifted or Talented?

Nature versus nurture has been a quite controversial and debatable topic in deciding what makes a child gifted or talented in terms of spreading the fragrance of his giftedness or talent (Adesoji, 2012). Actually, it has been made controversial by making the giftedness synonymous to one's intellectual potential, that is, IQ measured through one or the other intelligence tests. With the help of the data collected through the administration of these intelligence tests, researchers and scholars have been asserting their own point of views, holding heredity or environment responsible for the giftedness or talent of the individuals. We must not forget that what we test through our available intelligence is not by any means, a test for one's innate ability or intellectual potential. An intelligence test or battery of intelligence tests, however good it may be, tests so many things acquired by the examinee besides his intellectual functioning. Therefore, to conclude from the results derived through IQ measurement about the inheritance or acquired of giftedness is not at all appropriate.

Moreover, giftedness is not merely limited to intellectual or academic superiority, it covers and it is defined in terms of a consistent remarkable performance in any worthwhile line or areas of life (Assowine, 2005). The testing of such performance in one or the other areas of life is possible only after a reasonable time after one's birth resulting in learning or experiencing a lot before the demonstration of performance for its consistent evaluation. Therefore, what we get through the evaluation of one's performance in the area of one's giftedness or talent is not the evaluation of inherited or innate potential but a net result of the interaction of one's innate gifted potential with the conditions or factors available in one's environment. It is therefore, not at all possible on our part to have any assessment of one's innate potential or gift of the superpowers or heredity contribution in its true form (even after working with identical twins). In fact, it is not possible to separate the combined effect of heredity and environment on the growth and development of any aspect of one's personality, particularly with the realization that the environmental forces begin to play their role right from the conception of the child in the womb of the mother and we do not have any instrument for measuring the giftedness or talent right at the time of the conception of the child. Therefore, as a matter of assessment, one's giftedness or talent should always be viewed as the joint contribution of one's heredity and environment.

Why Gifted Programmes Need Community Support

The educational needs of the nation's gifted students continue to be a controversial topic. The general public holds many different attitudes and beliefs relating to gifted and talented students, unfortunately, there are also a number of misconceptions about gifted students. Some of these misperceptions are:

- they need no special programming, that they will succeed anyway;
- their families are always supportive;

- they are not aware of their difference unless they are identified as gifted; and
- they enjoy being examples for other students; they prefer social isolation.

These common misconceptions are directly related to the lack of knowledge many have about the characteristics and educational needs of exceptional students. If we hope to build and maintain community support for gifted programmes, we must increase the awareness in the community, of the unique needs and qualities of gifted students as well as, the benefits of gifted education programmes so we can:

- resolve the equity versus excellence debate;
- dispel myths about gifted students;
- locate and maintain funding sources for gifted education;
- recruit teachers into the field of gifted education; and
- create policies and/or mandates for gifted education.

Equity versus Excellence

Advocates of gifted education need to address the “Equity vs. Excellence” issue. Many community members perceive gifted programmes as elitist. However, it is neither fair nor reasonable to provide equal educational programming and hold equal expectations for all students, regardless of their abilities. By providing enrichment and acceleration experiences for gifted students, we are providing them with what they need, not superfluous or unnecessary education. Helping the community see and value the educational needs of gifted and talented students will help generate support for their special programming requirements.

Dispel Myths

It is vital that advocates dispel the myths associated with gifted students. Several of the more common myths are:

- (1) ***It is undemocratic to give special attention to the gifted:*** This myth relates to the equity excellence debate. All students should receive educational programming that is appropriate to their needs and abilities.
- (2) ***Gifted students will do well on their own:*** Gifted students need special educational programmes to meet their complex learning needs. Without special considerations, these students may not reach their full potential.
- (3) ***Gifted students should strive to be part of the mainstream:*** Our country was founded on the premise that all individuals would develop their natural talents for the benefit of society. We should not be satisfied with mediocrity when excellence and preeminence are necessary to compete in the ever-changing world market place.
- (4) ***Gifted students in special programmes will have social-emotional problems:*** The reverse of this myth is probably more often true. If gifted students do not receive the necessary enrichment experiences they need, social-emotional discontent may surface.

Improve Understanding

Educating the general public about the characteristics and needs of gifted students is of utmost importance in gaining community support. Presenting clear facts and information relating to current research can help improve the public's knowledge and perceptions of gifted children and the programmes that serve these unique students. Enhancing community support for gifted education will help locate and maintain financial support for gifted programmes. Funding for gifted education is limited, with additional budget cuts occurring from year to year. In order to keep gifted programmes appropriately funded, it is imperative that we improve public opinion and awareness of the benefits of quality educational options for gifted students. As tax payers, citizens play a crucial role in the appropriation of funds for various programmes that affect gifted education. As stakeholders in the system, these same community members need to be made aware of the impact appropriate gifted programming can have on both students and the community as a whole.

Recruit Teachers

Strong public support will encourage teachers to join in the field of gifted education and to sustain, perhaps increase, the number of teachers pursuing degrees and certification in gifted education. It is essential that student-teacher ratios be kept low in the gifted classroom to ensure that the needs of these exceptional students can be adequately addressed. Whenever teacher units are cut, class size grows. Continued public support can assist in recruiting and maintaining quality teachers for gifted students.

Finally, public endorsement is desperately needed to advocate for state mandates for gifted education so that appropriate educational opportunities can be assured for all gifted students. Again, citizens play a vital role in developing and establishing policies relating to education. Continued legislative support is needed to ensure a certain future for gifted education.

Parenting Strategies to Promote Giftedness in Children

Gifted students tend to be motivated when they find a task meaningful, believe that they have the skills to do it, and find their efforts supported by those around them, particularly the parents. Parents can try the following approaches to promote giftedness in their children.

- Talk about their children's giftedness with them by helping them recognize that they are continually changing and growing and that they have a hand in their own accomplishments and growth.
- Document their children's growth by saving their school work or videotaping them performing various tasks and sharing these items with them later. The children will be impressed with how much progress they have made.

- Help them understand that challenging situations are opportunities to acquire or improve skills and that encountering difficulty does not mean that they are not intelligent.
- Help children recognize the part that effort has played in their growth by complimenting them with specific examples.
- Create opportunities for their children to interact with role models. Students' expectations are based on the experiences of their parents and role models.
- Discuss cause-and-effect relationships with their children. In particular, parents can counsel children faced with difficult situations on how to change the environment to fit their needs, how to achieve success by adjusting to the existing environment, or when to let go of a fruitless idea or hopeless situation.

Conclusion

There are several reasons why parents make excellent ambassadors for spreading the word about gifted education. Parents are a primary, direct link between the school and the general community. This link can be nurtured and strengthened to become a vital and valuable resource. In addition, parents of gifted children have first-hand experience with the characteristics of gifted children and youth; they can influence other parents; they can make issues relevant and clear to the general public; they may have direct contacts with those in influential positions at the local, state, or national level; school administrators listen to parents; and parents can network to pool their skills for formulating an effective public-relations plan.

While parents can be an excellent connection with the community, to be an effective advocate it is necessary to become well informed about the issues and policies relating to gifted education within the local school districts and state. Thorough research to acquire a strong knowledge base on concerns relating to gifted education will enhance accurate communication with the public. Misinformation will do more harm than good. Below are some more guidelines and activities:

- Speak out on behalf of gifted and talented children and appropriate educational programmes and services.
- Be sure to stay on top of developments in your local school budget and curriculum planning decisions. It is always easier to have an impact on key decisions before they are made, rather than trying to undo unfavourable determinations.
- Advocate as individual parents and join others as well.
- Check to see if there is a local organization in your area already working on these issues.
- Check with your state gifted-education organization. They may know of activists in your area.

- Offer to work with the state association on issues in the state capital and in Washington, DC.
- Consider starting your own local group to work with parents, teachers, and your local schools board.
- Help make sure that gifted-education programmes and services in your area, as well as students' activities and competitions, receive coverage in your local paper. The public gets behind local success stories!

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