

Problems Faced By Teachers Of Gifted / Talented Students

Dr. Metin ÇENGEL
Sakarya University, Education Faculty
cengel@sakarya.edu.tr

Dr. Ayşe ALKAN
ayshe_alkan@hotmail.com

Abstract

The purpose of this research is to identify the problems faced by teachers with gifted / talented children. The study was conducted in 2017-2018 academic year and includes the teachers of the children whose children are gifted / intelligent. In addition to the demographic information of the teachers in the study, the perspective of the society as a teacher with a talented / intelligent student, where the teachers helped the children to learn what they should do as a teacher with a gifted / talented student who had problems with themselves or other members of the family, It has been tried not to be determined through open-ended questions, whether there is a private center or institution that is continuing outside the Art Center, whether the students have received relevant guidance support, and what kind of support they need. The data were evaluated by the content analysis technique of the qualitative data analysis method. Nvivo 10 program was used for qualitative data analysis. As a result of the research, the problems experienced by the teachers of the gifted / talented students were determined and suggested solutions. They also tried to get an idea of what the problems would be in their research.

Key words: *Gifted, talented, teacher*

Introduction

It is known that those who direct the important developments in the world are highly talented individuals. While the development of gifted students in line with their abilities has advantages both in terms of themselves and society, it is a disadvantage that these students are not developed in line with their abilities. The lack of support for the positive features of students with superior ability may have some negative consequences for students with disabilities or gifted students. These negative behaviors can be mischievous, unresponsive to the school, unsuccessful, unspeakable jokes and speeches that will escape the peace of the class. Therefore, the identification of students with superior ability requires special knowledge and expertise. In the classroom environment where individuals with superior ability are present, the negative behavior of some of these children may lead to disciplinary problems in the classroom environment.

Ataman (1998) refers to gifted children as individuals with superior performance or intellectually superior to their peers in terms of mental abilities or intelligence, strong creativity as well as high sense of accomplishment in beginning work. In the I. Special Education Council, the "gifted" in terms of their general or special abilities are defined by their experts as being determined to perform at a high level according to their peers (MEB, 1991). Renzulli (1978), who stated that men and women of high talent had attracted the attention of people throughout history, speaks of the three talents of superior talents. These are talent above normal, relativity at higher levels and creativity at higher levels.

Highly talented students in education institutions continue their education together with their peers. By discovering these students, teachers can prepare enriched programs for these students and they can be directed to the Science and Arts Centers that provide education in the direction of the potential of non-school students in our country. The tests to determine gifted students take a long time and there are not enough number of guidance teachers to perform these tests. This is why teachers are not aware of their students' observations and experiences without labeling their students. The early identification of gifted students, their development in the direction of their abilities and the possible negative behaviors can be remedied by the teachers in the educational institutions knowing and directing the characteristics of these students. When the studies are examined, it is found that the teachers in the educational institutions are deficient in knowing the characteristics of the gifted students and determining these students (Alkan, 2013).

The identification of the problems experienced by gifted students and the opinions of teachers living in classrooms with them is important for the education of gifted students and the solution of their problems. With this in mind, the problems faced by teachers who directly observe the behaviors of gifted students in the research are examined.

- "What are the problems faced by teachers who are gifted students? Format. The following questions were searched within the framework of this problem.
- What kind of students do you consider to be special education?
- What special education groups did you belong to?
- What kind of features do students have in mind when it comes to gifted / talented students?
- Do you have gifted / talented students in your class? What distinguishes this student / student from other students?

- Are your gifted / talented students in your class experiencing problems in class / school (with other students or with you)?
- In your opinion, is the school environment sufficient to meet the needs of gifted / talented students? If not, what can be done?

Purpose Of The Research

In the scope of the study, it was aimed to reveal the problems encountered by the teachers who have gifted / intelligent knowledge to their students.

Method

In this section, information about research model, universe and sampling, data collection tool, data collection and analysis will be given.

Model Of Your Research

Survey screening model was applied. The main purpose of screening research is to describe the situation as it exists. Everything that is subject to research is tried to be defined as if it is within its own conditions (Karasar, 2005). The answers taken by teachers from open-ended questions constitute the screening part of the data.

Universe And Sampling

The universe of the research is composed of teachers who have gifted / intelligent knowledge to their students during 2017/2018 education period. The sample is composed of 54 teachers in various branches with a gifted / intelligent recognition to their students during 2017/2018 education period. The data were obtained by face-to-face interview with 54 teachers.

Data Collection And Analysis

In the research, the opinions of the teachers who have gifted / intelligent gifted to their students, scale questions prepared by the researchers and face to face interview method were collected. The scale consists of two parts. The first part consists of the items that teachers want to get demographic information and the second part consists of the difficulties they have with regard to having a gifted student. SPSS program and Nvivo 10 program were utilized in the analysis of the data.

Findings And Comment

- Demographic questions from the scale in this study consist of closed-ended questions. Teachers were asked open-ended questions about their views. Demographic questions were analyzed by frequency (quantitative) and open ended questions were analyzed by content (qualitative).
- Teachers' demographic characteristics
- Branches
- Vocational seniorities
- Educational status,
- The information on the education of children with special needs is given in the following tables.

1- Participant Branches

Table 1. Survey Branches

Participants Branches	Frequency	Percent
math	7	%13
The English	8	%16
Classroom Teacher	7	%13
Turkish	5	%9
Physical education	4	%8
Social studies	3	%5
science	6	%11
Religion culture	3	%5
Computer	2	%4
Visual arts	3	%5
Music	2	%4
PDR	3	%5
Pre-school	1	%2
Total	54	%100

As Table 1 reveals, most of the respondents are branch teachers.

2- Participant Professional Seniority

Table 2. Occupational Seniority

Participants Vocational Senior	Frequency	Percent
1-5	19	%36
6-10	19	%36
11-15	11	%20
16-20	0	%0
20-Top	5	%8
Total	54	%100

As seen in Table 2, the occupational seniority of teachers is mainly composed of the first 10 years of teachers. As a result of research conducted by Rash and Miller (2000) on the examination of the practices of teachers of gifted students, a positive correlation was found between the use of different methods as the duration of the teachers' professional experience and their work with gifted talents increased.

3-Educational Levels of Participant Teachers

Table 3. Teacher Education Levels

Teacher Education Levels	Frequency	Percent
License	38	%71
Graduate	13	%24
Doctorate	3	%5
Total	54	%100

Table 3 shows that the level of education of teachers at doctoral level is very low.

4-Are you trained in "special needs children" in university?

Table 4. Teachers Receiving Special Education

Special Education	Frequency	Percent
Yes	14	%25
No	40	%75
Total	54	%100

Table 4 shows that very few of our teachers have been trained in special needs children in university education. A study conducted by Hansen and Feldhusen (1994) with a study of trained and untrained teachers of gifted students shows that trained teachers for the training of gifted talents exhibit better teaching skills and a more positive classroom environment than untrained teachers for gifted talent. In this case, the teachers participating in the research show that they will have difficulty in solving the problems with special children. As a result of the questionnaire survey conducted by the Science Art Center in the process internal audit report (MEB, 2010), a large majority of respondents agree that the teachers in the schools do not have enough knowledge about the distinguishing features of gifted or gifted students.

5- Do you have in-service training about "children with special needs"?

Table 5. Teachers Receiving In-Service Training

In-service Training	Frequency	Percent
Yes	12	%22
No	42	%78
Collection	54	%100

Table 5 shows that very little of the teachers' special needs children are receiving in-service training. This shows that teachers have difficulty in solving problems with special children. Mills (2003) conducted a survey titled "Characteristic Characteristics of Effective Teachers in the Education of Gifted Children: Teachers' Past Experiences and Students' Personality Types" they do not have a certificate. The study of Nugent and Shaunessy (2003) on "Using Film in Teacher Training: Giftedness from Different Lenses" shows that the quality, social and emotional needs of the gifted students in the films after pre-service, in-service and after-service teachers' their parents' problems, the characteristics of their teachers, the availability of films related to available strategies, and the fact that these films are not used and used too much in teacher education.

As a result of the work titled "In-service Training Needs of Elementary School Teachers Related to Education" in Gültekin, Çubukçu and Dal, (2010), primary school teachers should be informed about student education, teaching planning, material development, teaching, managing teaching, It has been understood that they need training in all areas of competence, such as building, developing basic skills, serving special needs students, educating adults, having extracurricular activities, self-improvement, school development, and improving school-environment relationships.

6-What kind of students do you think are included in special education? The themes and sub-themes obtained from the answers given by the teachers in question.

Table 6. Themes and Sub-themes

Question	Theme	Sub themes
Which students do you understand as special education?	Children with intelligence back and forth 35%	Outstanding children Children above standard Children under the standard Those with developmental disabilities
	Different thinking 30%	Children with superior character Failed children Children who need individual attention Understanding children Children with high perception ability
	Gifted and disabled children 20%	Children with learning disabilities Failed children Mainstreaming students Children who need special attention and interest
	Children with learning strength 15%	Children out of normal education Children whose level of learning is different from normal students Mental retardation Autistic children Children with down's syndrome

As can be understood from Table 6, teachers have very different opinions in defining special children. It is understood from the above table that many teachers make literate definitions for special children, even though they do not receive education.

7-Which students belong to which special education groups? Themes and sub-themes of the answers given in the question.

Table 7. Themes and Sub-themes

Question	Theme	Sub themes
What special training group do you have?	Gifted 35%	Bilsem Student Going to the Children's University Special Education
	Mentally handicapped 20%	Light mental Middle Mental Advanced mental Having a learning disability
	Autistic 10%	Light Middle Advanced
	DEHB %5	Hyperactive Lack of attention

	Dyslexia
Down %5	can learn can not learn
No %25	Never met I do not know if I compared it I know these kind of students, Not in my class.

From Table 7, it can be seen that the most prevalent among the special children is the mentally retarded in the other group of gifted students.

8-Students who have what kind of characteristics are considered as gifted / intelligent students come to your mind, the themes and sub-themes related to the answers given in the question.

Table 8. Themes and Sub-themes

Question	Theme	Sub themes
What qualities do children have when it comes to gifted talent?	Quick on the draw 30%	Quick learner Academic success is high Easy to implement You can think of it as versatile
	Self-confident 25%	Trouble listening to lesson Academic failure is low Innovator Having new ideas
	Resolve problems quickly 20%	Quick thinking Different thinking Comment katan Who have their own truths
	Communication is weak 15%	Asocial Alone Incompatible Rebel and spoiled
	Analytical thinking and questioning 10%	Leader Insistent investigating detailed eye

The data in Table 8 show that teachers responded well to gifted students' behaviors they had shown. It is a promising future for the solution of problems of gifted children in the future. In a meta-study of Moore's (2009) study on teacher perceptions of academic superiority in elementary school classes, qualitative research has shown that teachers have a gifted education and positive thinking about identifying gifted children.

9-Are your gifted / talented students in your class experiencing problems in class / school (with other students or with you)? How is your approach to the problems you are experiencing? Themes and sub-themes of the answers given in the question.

Table 9. Themes and Sub-themes

Question	Theme	Sub themes
Do you have problems with your students? How do you solve it?	No problem 55%	I never met I did not live No problem
	I'm having a problem 35%	Attention Deficit (Warning, Motivation, Orientation, Different education, Empathy) Incompatibility (group work, help from guidance service, family discussion, referral to social activities)

	Self Confidence Explosion (Additional study, direction to research, preparation of presentation, project making)
Rarely 10%	Breaking the Classroom (Warning, Guidance, Parental Interview) Seeing yourself differently (Orientation in the direction of the ability to identify areas of interest)

In Table 9, the teachers are mainly given no answers. They either have trouble finding a solution or they may not want to expose problems because they are usually investigated in private schools.

10-Are your school environments sufficient to meet the needs of gifted / talented students? If not, how can it be done? Themes and sub-themes of the answers given in the question.

Table 9. Themes and Sub-themes

Question	Theme	Sub themes
Are the needs of talented students satisfied? What can be done?	Enough 25%	Out-of-school expert support can be better
	Partially Enough 30%	Teachers must be trained in these children There must be workshops for such children
	Insufficient 45%	Custom classes must be created Ensure environment for project work

An important part of the teachers in Table 10 states that school environments are inadequate for educational environments for gifted students. In this case, it can be said that our country needs to prepare enriched environments for these children, which is an important wealth in terms of human resources.

Conclusion And Discussion

Surveys were reached through face-to-face interviews with teachers working in various state and private schools of various countries. There are 54 teachers in various branches of the research. When the data from our teachers contributing to the study were analyzed, it was determined that most of our teachers were undergraduates and very few were trained in faculties where special needs children were taught and in in-service trainings. In this case, it was observed that our teachers could have problems with the behavior that they should exhibit when they meet children with superior ability. The answers to the qualitative questions of the research were carried out by qualitative analysis methods and it was observed that the teachers with gifted students who were diagnosed according to the answers to the questions had problems. They are hesitant about what to do to solve their problems and which organizations may apply. Teachers can not get the necessary support because of the limited number of institutions that can respond to their problems. Official and non-governmental organizations can be used to reach teachers by providing materials such as seminars, films, books, posters and brochures that will inform the teachers about the education of highly talented students. Raising consciousness training in all sections of the society on the issue of diagnosed children can be helped to overcome the problems of teachers who are aware of the fact that these children are very important values in terms of our country and have a talented student in their class. Educating high-gifted learners about how to behave towards these students, organizing appropriate training programs and preparing appropriate training environments can be an important step for the future of our country.

Suggestions

- Teachers with gifted students can introduce common skills of gifted children and gain the ability to cope with these characteristics.
- Teachers with gifted students can be trained to gain listening, communication, time management and social skills.
- Considering the common characteristics of gifted students, efforts to address the needs of organized education can be increased.
- Observed shortcomings of Science and Art Centers can be eliminated.
- Official and non-governmental organizations can be used to reach families by providing materials such as seminars, films, books, banners and brochures to inform parents about the education of highly talented students.
- Improvement of the school environment of gifted students can be done.

- Gifted students can establish workshops for schools to reveal the skills of students.
- For children with special abilities at the genius level, separate schools can be upgraded to an educational model. Depending on the facilities, such kind of schools can be opened in certain regions.

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