

Characteristics and competencies of teachers of gifted and talented learners: a case study of makini schools, Nairobi County

by

Cyrilla I. Heyi

A thesis presented to the School of Human and Social Sciences

of

Daystar University
Nairobi, Kenya

In partial fulfillment of the requirements for the degree of

MASTER OF ARTS
in Child Development

2018

APPROVAL

CHARACTERISTICS AND COMPETENCIES OF TEACHERS OF GIFTED AND TALENTED LEARNERS: A CASE STUDY OF MAKINI SCHOOLS, NAIROBI COUNTY

by

Cyrilla I. Heyi
12-1208

In accordance with Daystar University policies, this thesis is accepted in partial fulfillment of the requirements for the Master of Arts degree.

Date:

Ciriaka Gitonga, PhD,
1st Supervisor

Ruth Walioli, MA,
2nd Supervisor

Roseline Olumbe, PhD,
Assistant Coordinator, Institute of Child Development

Kennedy Ongaro, PhD,
Dean, School of Human and Social Sciences

DAYSTAR UNIVERSITY

Copyright © 2018 Cyrilla I. Heyi

DECLARATION

CHARACTERISTICS AND COMPETENCIES OF TEACHERS OF GIFTED AND
TALENTED LEARNERS: A CASE STUDY OF MAKINI SCHOOLS, NAIROBI
COUNTY

I declare that this is my original work and has not been submitted to any other college
or university for academic credit

Signed: _____

Cyrilla I. Heyi
12-1208

Date: _____

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my supervisors, Dr. Ciriaka Gitonga and Mrs. Ruth Walioli, and to Dr. Roseline Olumbe, the Assistant Coordinator, Institute of Child Development, for their encouragement, guidance, and promptness in giving me feedback and offering the way forward in every step of this journey of thesis writing. Special thanks to my family for their tireless encouragement and support.

DAYSTAR UNIVERSITY

TABLE OF CONTENTS

APPROVAL.....	ii
DECLARATION	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	viii
LIST OF FIGURES	x
LIST OF ABBREVIATIONS AND ACRONYMS.....	xi
ABSTRACT.....	xii
CHAPTER ONE.....	1
INTRODUCTION AND BACKGROUND TO THE STUDY.....	1
Introduction.....	1
Background to the Study	1
Statement of the Problem.....	6
Purpose of the Study.....	8
Objectives of the Study.....	8
Research Questions.....	8
Justification of the Study.....	8
Significance of the Study.....	9
Assumptions of the Study.....	10
Scope of Study.....	10
Limitations and Delimitations of the Study.....	10
Definition of Terms	11
Summary	12
Chapter Two.....	14
LITERATURE REVIEW	14
Introduction.....	14
Theoretical Framework.....	14
General Literature Review.....	21
Empirical Literature Review.....	36
Conceptual Framework.....	38
Discussion.....	39
Summary	40
CHAPTER THREE.....	42
RESEARCH METHODOLOGY	42
Introduction.....	42
Research Design.....	42
Population.....	42
Target Population.....	43
Sample Size	43
Sampling Techniques	44
Data Collection Instruments.....	44
Data Collection Procedures	45
Pretesting.....	46
Data Analysis Plan.....	47
Ethical Considerations.....	47
Summary	48

CHAPTER FOUR.....	49
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	49
Introduction.....	49
Analysis and Interpretation.....	49
Summary of Key Findings	95
Summary	97
DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS	98
Introduction.....	98
Discussions of Key Findings.....	98
Conclusion.....	104
Recommendations	105
Recommendations for Further Research	107
References.....	108
APPENDICES	112
Appendix A: Questionnaire for Teachers.....	112
Appendix B: Interview Guide for Administrators.....	116
Appendix C: Interview Guide for Stadi Za Maisha Education Trust (Szmet).....	120
Appendix D: Consent Form.....	124
Appendix E: Letter to the Ministry of Education.....	125
Appendix F: Research Permit.....	126
Appendix G: Research Authorization from the Ministry of Education.....	128
Appendix H: Ethical Clearance Report.....	129
Appendix I: Anti-Plagiarism Report.....	130

LIST OF TABLES

<i>Table 3.1: Sampling Frame</i>	44
<i>Table 4.1: Respondent Groups</i>	49
<i>Table 4.2: Respondents' Gender</i>	50
<i>Table 4.3: Respondents' Highest Level of Education</i>	52
<i>Table 4.4: Respondents' Years of Work Experience</i>	53
<i>Table 4.5: Has Received Other Training on GT Learners</i>	54
<i>Table 4.6: Institution Where Respondent Trained on GT</i>	55
<i>Table 4.7: Respondents' Involvement in Identifying GT Learners</i>	56
<i>Table 4.8: Respondent Involvement in Intervention Programs</i>	57
<i>Table 4.9: Can See Things from Learners' Point of View</i>	58
<i>Table 4.10: Recognizes and Respects Individual Differences</i>	59
<i>Table 4.11: Seeks New Solutions Through Continued Learning</i>	60
<i>Table 4.12: Should be Highly Intelligent</i>	61
<i>Table 4.13: Is Enthusiastic About Gifts and Talents</i>	63
<i>Table 4.14: Can Communicate the Needs of GT Learners</i>	64
<i>Table 4.15: Can Offer Support Information for the GT Program</i>	65
<i>Table 4.16: Can Create a Warm, Safe Democratic Environment</i>	66
<i>Table 4.17: Teacher should Relate Well with GT Learners</i>	67
<i>Table 4.18: Teacher should work closely with other members of the gifted team</i>	68
<i>Table 4.19: Is skilled in Teaching Higher Thinking Competencies</i>	70
<i>Table 4.20: Can Develop or Select Methods and Materials for Use with GT</i>	71
<i>Table 4.21: Has Knowledge of the Character and the Needs of the GT</i>	72
<i>Table 4.22: Can Direct Individualized Learning and Teaching</i>	73
<i>Table 4.23: Is Skilled in Facilitating Independent Research</i>	74
<i>Table 4.24: Is Skilled in Teaching Groups</i>	75
<i>Table 4.25: Is Skilled in Counseling GT Learners</i>	76
<i>Table 4.26: Can Identify GT Learners</i>	77
<i>Table 4.27: Can Work with Culturally Different GT Learners</i>	78
<i>Table 4.28: Can Conduct Training for Other Teachers Regarding GT Program</i>	79
<i>Table 4.29: Improving Teachers' Capacity of Identifying and Nurturing the GT</i>	81
<i>Table 4.30: Chi Square Test of How to Improve Capacity of Identifying and Nurturing the GT Learners</i>	83
<i>Table 4.31: Pearson Chi-Square Tests of How to Improve Teachers Capacity in Identifying and Nurturing the GT Learners</i>	83
<i>Table 4.32: Methods Used to Identify the GT Learners</i>	85
<i>Table 4.33: Chi Square Test of Methods used to Identify GT Learners among Trained and Not Trained Teachers</i>	88
<i>Table 4.34: Chi-Square Test used to Identify GT learners</i>	88
<i>Table 4.35: Different Gifts and Talents Identified Among Learners</i>	89
<i>Table 4.36: Chi Square Test of Identified Gifts and Talents for Teachers Trained and Not Trained</i>	91

Table 4.37: Chi-Square Tests for Identified Gifts and Talents..... 92
Table 4.38: Intervention Programs for The GT - All Respondents..... 92
*Table 4.39: Chi Square Test of Intervention Programs for the GT Learners - Teachers
Trained and Not Trained 94*
Table 4.40: Chi-Square Tests of Intervention Programs for GT Learners..... 94

DAYSTAR UNIVERSITY

LIST OF FIGURES

Figure 2.1: Conceptual Framework..... 39
Figure 4.1: Respondents' Age..... 51

DAYSTAR UNIVERSITY

LIST OF ABBREVIATIONS AND ACRONYMS

AGC:	African Gospel Church
CEC:	Council for Exceptional Children
GOK:	Government of Kenya
GT:	Gifted and Talented
HMI:	Her Majesty Inspectorate
IQ:	Intelligence Quotient
KICD:	Kenya Institute of Curriculum Development
KISE:	Kenya Institute of Special Education
MOE:	Ministry of Education
MOEST:	Ministry of Education, Science and Technology
NACOSTI:	National Commission for Science, Innovation and Technology
OFSTED:	Office of Standards in Education
SEM:	School Wide Enrichment Model
SENCO:	Special Education Needs Educator
SNE:	Special Needs Education
SPSS:	Statistical Package for the Social Sciences
SZMET:	Stadi za Maisha Education Trust

ABSTRACT

This study examined the characteristics and competencies of teachers of gifted and talented (GT) learners, using a case study of Makini Schools, in Nairobi County. The objectives of the study were to examine the characteristics of teachers of GT learners, to examine their competencies of teachers of GT learners, to establish the methods used by teachers to identify GT learners, and to establish the intervention programs for GT learners. The target population for the study comprised teachers and administrators of the primary section at Makini Schools, and Stadi za Maisha Education Trust (SZMET) training staff. A sample of 134 teachers, and six Makini Schools' administrators was drawn using a census. In addition, purposive sampling was used to select three SZMET training staff. Data was collected using questionnaire and interview guide. Quantitative data was analyzed using the Statistical Package for the Social Sciences (SPSS), version 21 and presented in frequencies and percentages. Qualitative data was analyzed according to the themes of the study. Key findings of the study were that slightly more than half of the respondents 56(57.7%) were involved in identifying GT learners; only 26(26.8%) of the respondents were involved in intervention programs, indicating GT learners are not nurtured to enable them reach their full potential; behaviour rating scales/observation ranked highly (at 70.5%) among the methods used by teachers to identify GT learners; training of teachers (rated at 59.3%) would improve the teachers' capacity to nurture GT learners. The study therefore recommends that more effort be put in intervention programs for the GT

learners since the learners are already being identified yet not much is being done to nurture them.

DAYSTAR UNIVERSITY