

**EVALUATION OF THE IMPLEMENTATION OF THE  
*GIFTED EDUCATION PROGRAMME* IN NIGERIA:  
IMPLICATIONS FOR COUNSELLING**

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**DECLARATION**

I, Adaobi .G. Arinze hereby declare that this work is the product of my own research efforts; undertaken under the supervision of Drs.Y.A.Mallum and A.L.Lannap and has not been presented elsewhere for the award of a degree or certificate. All sources have been duly distinguished and appropriately acknowledged.

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**Date:**\_\_\_\_\_

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**ABSTRACT**

The main purpose of this study was to evaluate the implementation of Gifted Education Programme in Nigeria and draw implications for counselling. The accumulated literature and findings on poor achievement of objectives in the programme and the paucity of literature and research on its implications for counselling motivated the study. The population of study consisted of four categories of people from which a randomized sample of three hundred and fifty-six respondents were drawn. To achieve the purpose of study, eight research questions and four hypotheses were postulated. The research design adopted was survey. Four questionnaires and an interview schedule were developed and used by the researcher for data collection. The data gathered were analyzed using mean scores, standard deviations, percentage scores, t-test and one-way Analysis of Variance statistics where applicable. Major findings of the study show that the extent of implementation and achievement of objectives in the programme was low and a wide gap existed between policy statements and implementation. Many obstacles impeded the implementation of the programme in Nigeria; infrastructural facilities were inadequate; teachers and the administrators at the Academy were not adequately qualified while the identification methods were poorly conceived and used; professional counsellors have vital roles to play to remedy the implementation problems and creativity counselling strategy was the most relevant for intervention. In the light of the findings, it was recommended that professional counsellors be drawn into the programme processes right from the planning to implementation stage to educate and provide more information, awareness and support for the programme. With this input, it is expected that the implementation of Gifted Education Programme will be better managed in Nigeria, thus enhancing the achievement prospects of the programme.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

There is an increasing worldwide recognition that in this age of rapid scientific and technological development, the harnessing of human potentials especially that of the gifted individuals is of utmost importance. This is because the gifted individuals are the ones that possess tremendous capacity for learning, thinking and solving problems, which are the needed elements to enhance the standard of living for man. Indeed, the gifted are the ones expected to change the world for the better and society's best hope for better achievement in all fields of human endeavour. Due largely, to these attributes, most nations have identified, recognized and given special privileges to their gifted for their significant and spectacular achievements.

In spite of these facts, the concepts of giftedness and special education for the gifted individuals have continued to be controversial issues among experts in education and other related fields. In the traditional context, the term 'gifted' implies those persons of school age who fall at the top 1% level in general intellectual ability as measured by intelligence scales. However, the traditional definitions have been variously critiqued since they attempted to recognize only a few of man's thinking abilities to the neglect of others. Currently, the definition of giftedness has been diversified to include multi – faceted nature of human beings in creative, leadership ability or in the performing and visual arts aspects.

Today, many countries make efforts to identify their gifted individuals in order to provide them with special education, which is expected to ensure the development of their full potentials. The appropriateness of special education for the gifted has been amply demonstrated by studies like that of Bloom (1985) and Silverman and Kearney (1992).

Nigeria, as a developing nation, has great need to develop her manpower to its

fullest capacity. Blessed with abundant natural resources, the adequate harnessing of these appears very crucial. More so, it has been discovered that more than a basic education for all is required to establish and drive home a developing process for any nation in this age of depleting natural resources (Strobl, 1992).

In the light of the above challenge, Nigeria has joined in the noble act of identifying her gifted to provide special education for them. The National Policy on Education (1998) emphasizes Government's yearning for a comprehensive and cohesive programme of education for the gifted; section 8, item 81:39 states:

There are also the specially gifted and talented children who are intellectually precocious and find themselves insufficiently challenged by the programmes of the regular school. In accordance with prevailing government policy to provide equal educational opportunities for all children, special education shall be provided for the two categories of children with special needs.

According to the policy, the goals of special education for the gifted shall be to provide adequate education for the gifted and a diversified and appropriate curriculum for all the beneficiaries. The Blueprint on Education for the Gifted and Talented (1986), further specifies that the Government's major objective in respect of gifted children is to provide opportunities for exceptionally gifted children to develop at their own pace in the interest of the nation's economic and technological development. The document also delineated specific objectives for the programme; to hasten the process of blossoming, identify specific learning needs of the gifted children, provide an orientation for critical analysis of society's problems and aid the development of fore-sight and competencies of serving as change agents for a better society of the future.

In an attempt to work out the modalities for implementation and actualization of this policy, a number of committees were set up. It was the National Planning Committee, however, that eventually came out with a Blueprint on Education for the Gifted and Talented Persons in 1986. According to the Blueprint (1986:4), the education of the gifted means:



Special programmes to identify, encourage and meet the special educational needs of children who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

In the bid to actualize the policy provision, five Federal Government Colleges at Ilorin, Maiduguri, Kano, Benin and Lagos were selected as pilot schools in 1989 for the take off of the programme. However, in 1990, the Federal Government Academy, Centre for the Gifted and Talented children, Suleja was officially opened. The identified gifted students in the pilot schools were then transferred to the Academy at Suleja.

This move is timely and vital when one notes that two tenets of Nigeria's philosophy of education are: equal access to educational opportunities and functional education for her citizens. That is why, today, in Nigeria, the watchword is privatization. The Government is relinquishing her hold on many of her parastatals to allow them to be creative and self-sufficient. The Government also expects her citizens, especially, the gifted ones to be creative and self-reliant. This has a lot of implications for appropriate education for the gifted. It is, therefore advocated, that the implementation of Gifted Education Programme be properly done. This appears very expedient for the singular fact that getting the best out of the gifted children would affect the nation positively.

Unfortunately, despite the gains that can accrue from an adequate gifted education, the new trends in conferences and formation of a National Council for Exceptional Children, it would appear that in practice, gifted education has not yet made enough impact on our educational and social scenes. Reports and reactions of people in the mass media, books and researches indicate that there are problems militating against the achievement of goals in the Gifted Education Programme. Lere (1996) decries the people's little awareness of the etiology of exceptionality, making it difficult for special provisions to be made for them. Awareness is critical if the gifted education is to make a

headway. This has implication for counsellors who must create awareness among the populace, especially the personnel involved in the planning and implementation of the programme. They must help the populace to understand the gifted and the rationale for special education for them.

Interestingly, the problems of inadequate provision and learning outcome in Gifted Education Programme and the inability of many gifted to maximize their potentials is not unique to Nigeria. Evans (2000) affirms this, when she remarks that despite the relatively large educational opportunities in America, a great deal of talent remains undiscovered, undeveloped and unrewarded. Are there really disappointing practices in the implementation of Gifted Education Programme? These assertions warrant a study to establish whether or not the implementation is haphazardly done. It is an attempt, to provide answer to such a question, that a process evaluation of Gifted Education Programme in Nigeria is being undertaking.

Evaluation, according to Essien (2002) is the means through which periodic feedback is given about the quality of a programme. More concisely, Jason (2000) sees process evaluation as a procedure for determining what has happened in a programme and how the given programme is being implemented according to its procedural design. Process evaluation, is very vital to any programme, for without it, valid information needed to ascertain the weaknesses or strengths of implementing such a programme will be difficult to acquire. Providing justification for process evaluative studies, Jason (2000) holds that typical educational evaluations focus on one aspect of evaluation at a time while ignoring the others as done in this study. This study, therefore, meets the critical need to evaluate the implementation of Gifted Education Programme in Nigeria.

Counselling intervention appears to be the hope for a better implementation of the Gifted Programme. Arguments tilt favourably to the fact that counselling can provide a base for a more effective implementation of the programme. Kamfer and Goldstein

(1975) explain that similar experiences elsewhere drew the attention of education itself to where a greater utilization of counselling became practically critical. The 1984 world yearbook of education also lists counselling as one of the major means of achieving lasting solutions to educational problems. Counselling involves several stages of assistance aimed at helping individuals and organizations come to better understanding of themselves and issues in their environments.

Many counselling theories are open to the counsellor for effecting the needed intervention in the implementation process, but the researcher is persuaded that creativity-counselling approach is the most crucial for resolving the issues of implementation. This theory involves the generation and utilization of creative ideas to problem solving and can be aptly described as a type of psychological immunization against problems of living (Akinboye, 1987). It also seeks to create awareness among individuals and groups. Expectedly, creativity counselling approach will help to identify and solve many of the issues confronting the programme. Through the use of this theory, counsellors can imbue in all stakeholders, creativity skills needed to respond positively to proper implementation of the programme, thereby enhancing its achievement prospects and invariably the attainment of the ideals of Nigeria's educational philosophy. Creativity –counselling approach will also help in constant evaluation of the programme to reduce incidences of haphazard implementation, poor quality of the products and non-achievement of goals.

It is for this purpose and intent, that professional counsellors, are expected to be well involved in the education of the gifted right from the planning, the identification and to the implementation of the programme. The point being made here is that without this systematic and specialized line of action, it is doubtful if Gifted Education Programme in Nigeria will be capable of producing the needed gifted individuals who will make positive contributions to its yearning for socio-economic and technological advancement.

## **1.2 STATEMENT OF PROBLEM**

In pursuance of the policy provision for gifted education and in keeping with the efforts of the National Planning Committee, Nigeria launched her Gifted Education Programme in 1989. Seventeen years have passed since then, and Nigerians have waited to see the positive impact of the programme. The salient questions bugging their minds are whether or not the programme is achieving its stated goals, what level of implementation has been achieved and if the implementation is consistent with the specification of the Blueprint on Education of the Gifted (1986). For any meaningful verdict on these issues, evaluation is mandatory.

The lack of adequate research evidence to support the greater utilization of counselling services in support of the implementation of Gifted Education Programme is another problem of this study. It appears that there are not enough researches clearly indicating that counselling can influence better implementation of the programme. Previous researches have been evaluative studies but do not capitalize on the use of counselling intervention as a panacea for salvaging the implementation issues of the programme. The present study will therefore, draw implications of improper implementation for counselling and advance counselling techniques that will better the implementation prospects of the Gifted Education Programme in Nigeria.

For a developing country that is in dire need of advancement, the present status of her Gifted Education Programme is quite unsatisfactory. Could it be that Nigerians are averse to Gifted Education Programme or that the input and the interactions within the system are defective? Process evaluation becomes mandatory to assess the real situation on ground.

## **1.3 PURPOSE OF STUDY**

The main purpose of this study, is to evaluate the implementation of the Gifted Education Programme in Nigeria and to draw implications for counselling. Other

objectives of the study therefore are to:

- (1) assess the extent to which implementation of the Gifted Education Programme in Nigeria is consistent with the specification of the Blueprint.
- (2) ascertain the extent to which objectives of the Gifted Education Programme are being achieved.
- (3) discover the modalities through which the gifted are being identified in Nigeria.
- (4) assess the availability of infrastructure on ground to facilitate the Gifted Education Programme.
- (5) identify the major obstacles militating against the implementation of the Gifted Education Programme.
- (6) ascertain the educational qualifications of the teaching and the administrative staff of the Academy.
- (7) identify the roles of counsellors in the implementation of Gifted Education Programme.
- (8) identify the counselling approaches that will serve as frame of reference for counsellors involved in the education of the gifted.

#### **1.4 RESEARCH QUESTIONS**

The following research questions have been generated to guide the study:

- (1) To what extent has the implementation of Gifted Education Programme in Nigeria been consistent with the procedural design in the Blueprint for the gifted education?
- (2) To what extent are the objectives of gifted education being achieved in Nigeria?
- (3) What identification methods are applied in selecting gifted students in Nigeria?
- (4) What facilities and materials are available for the implementation of an effective education programme for the gifted?
- (5) What are the major obstacles to effective implementation of Gifted Education Programme in Nigeria?

- (6) What are the educational qualifications of the teaching and administrative staff of the Gifted Education Programme?
- (7) What are the roles of counsellors in the Gifted Education Programme?
- (8) What counselling approaches should be used in effecting significant and relevant intervention in the Gifted Education Programme in Nigeria?

### **1.5 RESEARCH HYPOTHESES**

In order to strengthen the investigation, the following research hypotheses have been formulated;

- (1) There is no significant difference between the opinions of the gifted students and the teaching staff of Federal Government Academy with respect to the achievement of objectives in the Gifted Education Programme.
- (2) There is no significant difference in the opinions of the staff of the Federal and State Ministries' of Education involved in the screening exercises and students of the Federal Government Academy, Suleja concerning the identification methods applied in selecting gifted children for the special school.
- (3) There is no significant difference in the views of the Counsellors, the staff of the Federal Government Academy and those of the Federal and States Ministries' of Education on what constitute the obstacles to proper implementation of the Gifted Education Programme in Nigeria.
- (4) Counsellor educators will not differ from other counsellors in their views on the counselling approaches relevant for intervention in the implementation of Gifted Education Programme.

### **1.6 THEORETICAL FRAMEWORK**

Several theoretical approaches can be used in the evaluation of the implementation of Gifted Education Programme and its implications for counselling. However, for better appreciation of this study, a combination of theories which are much more significant,

sufficiently challenging, and with profound implications on the purposes of the study will be used. Two different theories are used because the study has two broad variables which are being addressed i.e. evaluation and counselling. These theories are Stufflebeam's (1971) Evaluation Model and Creativity Counselling theory.

### **1.6.1 Stufflebeam's Evaluation Model (CIPP)**

Stufflebeam, Foley, Gephart, Guba, Hammond, Merriaman and Provus's evaluation model has been adopted as the main theoretical framework for evaluation because it appears more appropriate in the evaluation of the implementation of the Gifted Education Programme. Stufflebeam et al (1971,p.129) model is based on their definition of evaluation as "a process of delineating, obtaining and providing useful information for judging decision alternative". The model identifies four types of evaluation, which correspond to four types of decision viz: Context, Input, Process and Product. The strategy is otherwise called CIPP evaluation Model. However, the major focus of the work is on the process aspect of the model.

**Context evaluation** – This is the most basic kind of evaluation whose purpose is to provide a rationale for determination of objectives. It defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs, unused opportunities and diagnoses problems.

**Input evaluation** - The purpose of this is to provide information on resources available and how resources may be used to achieve desired ends. This is accomplished by identifying and assessing capabilities of the responsible agencies like the staff, students, physical facilities and other resources that will be involved in the education programmes.

**Product evaluation** - Product evaluation determines the effectiveness of the programme in achieving the objectives and goals of the programme. The purpose of product evaluation therefore is to measure and interpret attainments not only at the end of a project cycle but as often as necessary during the project term.

**Process evaluation** - Process evaluation assesses the extent to which procedures are operated as intended. This is ideally undertaken during the period of programme implementation. This type of evaluation therefore is needed to provide periodic feedback to persons responsible for implementing plans and procedures. The main purpose of process evaluation is to determine if there are defects in the procedural design and implementation. It also aims at providing information for improving programme decisions, as well as helping to maintain a record of the procedure as it occurs.

Process evaluation is therefore, the base upon which this study is hinged since it deals with the implementation aspect of programmes. It is useful in uncovering the extent to which the procedural design as specified by the Blueprint is being followed.

#### **Implications of process evaluation to the study**

Stufflebeam (1973) lists three strategies to be followed in process evaluation and these have implications for this study: The first is to identify and monitor continuously the potential source of success or failure of a project. The relevance of this to the study is the emphasis on close observation and continuous appraisal of the programme. Appraisal presupposes the utilization of psychological and non-psychological testing techniques as are being employed in this study. To this end, the researcher had to visit the Academy several times to monitor the situation of things. Continuous appraisal enables educational planners and curriculum developers to decide whether or not the implementation of the programme is going as expected and at what stage problems are arising. These facts help in mapping and carrying out intervention programmes aimed at correcting the problems that may exist early enough. Process evaluation, therefore, is vital in illuminating the gaps between policy statements and implementation.

The second strategy involves servicing pre-programmed decision to be made by project managers during the implementation of a project. The implication of this to this study is the need to constantly review decisions about many aspects of the programme. It



also brings out the need for adequate planning, specifications of the things that will be needed and close monitoring to ensure that these things are on ground. This lends justification for this study, which gathers valid and reliable information through adequate investigation and close observation.

The third strategy of process evaluation is to note the main features of a programme and the amount of discussions that take place in order to describe what actually takes place. This is one of the main tasks of this study. The researcher had to discover through valid data generated, the real features of the implemented programme vis-à-vis the specifications of the NPE and the Blueprint. The study also examined the ways the programme is being implemented in order to pass a valued judgment to its real status in Nigeria. Process evaluation also provides programme planners with useful information needed for overcoming procedural difficulties and taking adequate decisions. Process evaluation, therefore, will guide the effort.

### **1.6.2 Creativity Counselling Theory**

Many scholars like (Guilford, 1967; Torrance, 1967) have developed different models of Creativity but from whatever angle they had approached it, unusual ideations, divergent cognitive operations, lateral thinking, generation of novelty useful to the person and society seem to be generally accepted conceptions that are assigned to creativity models.

Much of the impetus for studies in Creativity Counselling however, came from the writing of personality theorists like Rogers (1951) and Maslow (1954). Their ideas were adapted for research programme by students of the creative personality particularly at the Institute of Personality Assessment and Research (IPAR) at the University of California. The principles from IPAR discoveries have been extensively applied in the modern educational sphere by Torrance (1970) who has demonstrated that the creativity of children may be raised or lowered by environmental and cultural factors.

Creativity counselling theory generally assumes that man has a lot of untapped potentials, which are in most cases unrealized because certain environmental blocks tend to obstruct the creative performance of individuals. Creativity counselling, however, can reduce these blocks so that the naturally distributed gifted trait can be fostered. A major concept of Creativity Counselling theory therefore, is that clients can be helped to cope with the daily problems of life with a minimum effect of its impact being felt since living seems to generate a lot of excitement as well as problems. To corroborate this notion, Akinboye (1987) asserts that living seems to be essentially a problem-solving phenomenon probably because all aspects of life are ever-changing challenges often terribly accelerated and accompanied by such high degrees of stress. This is evinced by the modernization strides, which bring along new levels of issues such as heinous competition for scarce infrastructural facilities, inflation and stress at every stage. From all indications therefore, ample creativity is required to help people cope with these issues. That is why Akinboye (1987) contends that the attempts of man to cope with the challenges of life bring in the issue of creativity, as man needs to be creative to survive.

The fact that life is full of challenges has profound implications for the present study since it explains why there may be problems in the implementation of Gifted Education Programme. It demonstrates that resolution of improper implementation of the programme can be done through reorganization of perceptions, recombining and sharpening of the cognition level through knowledge acquisition.

Another concept of the theory is that people can be autonomous and do not have to be enslaved by their past since change is a continuing process for man. Creativity counselling theorists posit that autonomous people are capable of intimacy as they attempt to be open and authentic, seeing others in their own uniqueness and not through the distortion of past experiences. Creativity counselling technique gives room for individuals to constantly appraise themselves, their beliefs and change them when

necessary. It encourages plausibility, freedom to learn new things and provides opportunity for others to come together to discuss, thereby, creating open-door policy.

The present study is hinged on creating awareness and exploring new strategies of reaching out to many people in the field of gifted education. Creativity theory backs the intent of the work. This is important because people that are aware can spontaneously choose from the full spectrum of adequate behaviours and feelings. In creating awareness, counsellors can organize seminars, workshops or conferences for the significant people thus creating an enabling forum where people come together as a group i.e. a community of meaningful others. Here effective communication is established among group participants.

One other conception of the theory, which is important to this study, is that civilization is essentially a product of creativity and innovations, and these are needful in all facets of the society for progress to be achieved. The Creativity counselling model emphasizes that unless individuals, groups and nations can imagine, construct and creatively develop new ways of relating, the lights will go out on them. Creativity counselling is vitally concerned with improving the adaptive and effective existence of man. No wonder, Akinboye (1987) contends that the evaluation and utilization of ideas have been observed to be the most powerful resources with which man is endowed. These facts legitimize the present study.

Creativity counselling theory has many approaches through which it can be carried out. Firstly, it tries to responsibly evaluate situations through organized information search, then delineates and defines the problem with the use of creativity assessment tools. This is consistent with this study designed to evaluate the implementation of Gifted Education Programme. Evaluating and delineating are very sensitive part of problem resolution, which also form part of the unending process of improving programme implementation.

The general advantages of this theory to counselling and this study in particular, are many. It emphasizes the need to establish communication network between change facilitators i.e. the counsellors and the implementers in order to promote better implementation of programmes. Creativity counselling does not discriminate and has implications for both young and old, sick and healthy, educated and non-educated. It brings different subsystems closer in collaborative efforts. This theory is not a rigid phenomenon but is rather dynamic and designed to suit situations and needs of the clients. Nweke (2003) in affirmation of this view, observes that the basic principle underlying the model is that change is a dynamic process. Therefore, evaluation of implementation of gifted programme is to be viewed as a change process.

Creativity counselling theory also strikes a balance between objectivity and subjectivity. It is proactive and concerned with both efficiency and effectiveness in human endeavours. It will be useful in the evaluation of the implementation process and will have implications for counsellors' role in Gifted Education Programme. With this theory in operation, it is expected that a point will be reached when implementation of Gifted Education Programme would become better managed in Nigeria.

### **1.7 SIGNIFICANCE OF STUDY**

Considering the vital role of Gifted Education Programme and the negative effect of toying with its implementation, one expects that the findings of this study will portray the status of implementation of the programme in Nigeria. This is because the study will discover how far the implementation of Gifted Education Programme has gone and how it can be improved upon. The findings to this end will reinforce appreciation of the importance of special educational provision for the gifted individuals in Nigeria.

The significance of this study is also embedded in the consideration that only few experimental studies have been carried out on the implementation process to support the emphasis placed on gifted education in Nigeria. The gap is even more apparent when

strategies for counselling intervention in implementation of Gifted Education Programme are considered. This study therefore is significant since it is a concerted effort to narrow the gap.

It is hoped that the results of this study will keep all stakeholders informed on who and what is responsible for the persistent problems impeding short term and long-term successes of the programme. The knowledge in turn is expected to galvanise all into actions aimed at evolving lasting solutions to the issues of implementation of Gifted Education Programme. This is especially necessary when we realize that meeting the needs of the gifted is a shared responsibility of all in the society.

For the teachers on whose shoulders rest the success or otherwise of the programme, the result will equip them in marshalling their abilities, skills and strategies for enhancing their performances. They would gain more knowledge as well as information useful for tailoring the curriculum of the gifted education to meet the needs of the society.

For the gifted students, it is hoped that the findings of this research will bring more awareness of the hope the nation resides in them to help move her technologically, socially, scientifically and economically forward. The result of this study is also expected to stimulate their interest in the knowledge acquisition and develop in their parents an awareness of the special educational provisions for the gifted. The result will help to enlighten them on how they can provide enabling environments to help their gifted children develop to their optimum capacities.

The gifted education administrators at all levels will also benefit from the outcome of this study. Specifically, the present study will stress the importance and urgency in the need for modification of approaches to implementation of Gifted Programme to them. This is possible because the research findings will serve as a profitable guide to them since an awareness of what is, in contrast to what ought to be would have been created.

They would be helped to gain more knowledge about giftedness as well as information useful for tailoring educational programmes to individual needs and characteristics. The result will also sensitize them more on the over-riding need to provide all the relevant facilities and materials needed to achieve the stated goals of the programme.

Expectedly, this study will be of tremendous importance to counsellors since it will re-emphasize the fact that counselling is necessary for achievement of goals in the educational system. The study will further buttress the view that active involvement of counsellors is critical if the “windows of opportunity” created by the National Policy on Education are to be exploited for delivering the vitally needed programme. The study is therefore expected to identify roles, which counsellors must play and strategies through which they can effectively function in order to justify the strategic positions they occupy in the educational system. The study will re-emphasize the point that counsellors must maintain an open communication and champion multidisciplinary collaboration with educators, policy implementers and facilitators, parents and even the gifted individuals. It is such a collaborative system that would enhance delivery services to the gifted students.

The outcome of this study will highlight the continuing need for the National Council for Exceptional Children (NCEC) and Counselling Association of Nigeria (CASSON) to work more seriously in promoting awareness, interest and research agenda on the Gifted Education Programme’s implementation in Nigeria. Thus, the findings of the study will aid these associations in getting accurate facts and figures needed in gingering advocacy for gifted education in Nigeria.

At a higher level, this study will certainly contribute to the knowledge of researchers, local, national, and international communities on the challenges and problems developing nations such as Nigeria confront in implementing special education provisions to her teeming gifted population. This study therefore will provide reference materials for such researchers interested in the gifted education.

The fact that this study will reveal the gaps existing between policy statements and actual implementation of the policy, is expected to promote better implementation of the Gifted Education Programme in Nigeria. The society will therefore benefit immensely from the results of this study since incidences of unactualized potentials and poor implementation procedures are expected to be reduced.

### **1.8 DELIMITATION OF THE STUDY**

The major focus of this study is to evaluate the implementation of the Gifted Education Programme in Nigeria and draw implications for counselling. To ensure and guarantee effectiveness of control and management, this study was confined to Federal Government Academy, Center for the Gifted and Talented, Suleja, the only officially established school for the gifted individuals in Nigeria, Federal Ministry of Education, Abuja, the Ministry charged with matters relating to education in Nigeria. Five representative States' Ministries of Education and Federal Universities in these States, one chosen from each of the five educational zones in Nigeria also participated in the study to help determine the extent of implementation of the programme in Nigeria.

The study was designed to discover also the extent of achievement of objectives and the facilities available in the programme, the identification methods used in identifying the gifted students, the educational qualifications of staff of the Academy and the obstacles impeding proper implementation of the programme. Furthermore, the study drew implications of improper implementations of Gifted Education Programme for counselling and identified the intervention roles the counsellors could play in the programme. The relevant counselling approaches, to help the counsellors in educating, sensitizing and counselling all the stakeholders in Gifted Education Programme, were also identified.

Many issues, however, were not explicitly dealt with, within the scope of this study so that the study does not become too wide as to loose focus.. For instance, the

context evaluation of the Gifted Education Programme was not delved into. Neither did the study consider effect of the programme on the gifted students' achievement output nor the cost effectiveness and cause-effect relationship of the curriculum trend.

### **1.9 OPERATIONAL DEFINITION OF TERMS**

An attempt is made in this sub-section at defining some of the key terms used in the study. The definitions used here are operational ones, utilized for the sake of this study, as the researcher is aware that other definitions abound for these terms.

**Gifted Children:** - Children with high intelligence quotients, who excel in cognitive domains and are officially identified as gifted and admitted at the Suleja Academy.

**Counselling:** - Face to face interactional relationship between a professional helper, i.e. the counsellor and the helpee, i.e. the client, in which the counsellor helps the client to develop himself so that he will be capable of solving his problems by himself.

**Gifted Education Programme:** - Continuous sequence of educational activities planned to accomplish the education of the gifted.

**Process Evaluation:** - Collection of useful and valid information for making valued judgment on the implementation of Gifted Education Programme in Nigeria.

**Implementation:** - Process of putting into practice, the planned sequence of activities for the education of the gifted.

**Creativity Counselling technique:** - Generation and utilization of creative ideas to solve problems in life.

**Counsellor Educators:** -Restricted to counsellors in the Universities who train other counsellors.

**Counsellors:** - Used to describe professionally trained counsellors working in schools and the Ministries of Education.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this section, the researcher reviews relevant literature using the following sub headings: the concept of evaluation, rationale for programme evaluation, the concept of giftedness, the need for special education for the gifted, identification procedures, programme adaptations for the gifted, obstacles to Gifted Education Programme, global trends in gifted education, the place of counselling in Gifted Education Programme and empirical studies on gifted education. The section also presents the summary and relevance of the findings from the review.

#### **2.1 THE CONCEPT OF EVALUATION**

There have been several attempts by various people to provide a clear definition of the term 'evaluation.' This is because evaluators have often defined the term to suit their purposes. Hence many definitions of evaluation with various connotations abound.

Alkin (1970) defines evaluation as the process of ascertaining the decision areas of concern, selecting appropriate information, collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives. In agreement with this conception, Hamilton (1976) further offers that evaluation involves process or processes used to weigh the relative merit of educational alternatives. These definitions have shown that usually changes take place in an organization, which may be positive or negative. Thus evaluation becomes necessary in bringing out the real situation on ground. They have further demonstrated that evaluation is a part of the process to a judgment of value with a view to action. The definitions are though, limited in that they do not indicate how information needed for evaluation could be gathered.

Bloom (1970) describes evaluation as a method of acquiring and processing learning and teaching, an aid in clarifying the significant goals and objectives of education, and a process for determining the extent to which students are developing in these desired ways. He also views evaluation as a system of quality control which

determines, at each step in the teaching –learning process, whether or not the process is effective, and if not, what changes must be made to ensure its effectiveness. It can be deduced then from the definition that evaluation is an essential aspect of curriculum design, which is as important as other interrelated segments. Bloom’s view seems quite comprehensive as it takes in its stride assessment, conclusions and inspiration for decision taking. It shows the interactions of those concerned, the appropriateness of the programme, the methodology of instruction and the end product as functioning together and interacting in the different ways to produce desired objectives. His assertions presuppose that information concerning changes in pupils’ behaviour form indices for decision making in respect to educational programmes. However, no mention is made of the methods of collecting and sourcing of the vital information.

Tita (1983) posits that evaluation should be considered as the collection of information either through written examination, observation, interview, questionnaire and discussion to examine the outcome of a curriculum. This all encompassing definition is considered a step ahead of others since it illuminated the modes of obtaining the useful information needed for adequate evaluation. Yet, it is limited in that it did not show the ways the examination will be helpful to all. Perhaps this fact is what informed Cooley and Lohness (1976, p.3) to postulate that evaluation is a process by which relevant data are collected and transferred into information for decision making.

Skager (1978) as explained by Nwadi (2002), conceives evaluation as a formal and relatively systematic activity that looks to scientific method (including the non-experimental methods of social sciences) as the most appropriate model for practice. Alternatively, evaluation can be seen as a process of facilitating change and innovation through example, leadership and persuasion. From his definition, it is evident that evaluation is a process by which participants as well as concerned outsider find out whether or not changes are needed. This will then guide the development of means of

dealing with those needs. Without evaluation, the only basis for changing the status quo would be a mindless policy of change for its own sake.

Okoro (1991) defines evaluation as the appraisal of the worth or value of a thing, or action and the making of appropriate decision on the basis of such appraisal. Giving further support to Okoro's view, Bello and Okafor (1997) describe evaluation as a process that attempts to determine, as systematically and objectively as possible, the relevance, effectiveness and impact of activities in the light of their objectives. These definitions appear broad and show that evaluation is a dynamic tool and a social process for judging changes, actions and inactions but are actually limited since they are primarily concerned with judging the worth of things.

It can therefore, be deduced from the foregoing that there are innumerable definitions of the term "evaluation". A careful study of these, however, show that although areas of emphasis may differ, they essentially have much in common and the definitions may be grouped under three major groups viz; the goal- based, nonjudgmental descriptive and the judgmental definitions. The proponents of goal-based definitions see evaluation as the process of determining to what extent, the educational objectives are actually being realized while those of non-judgmental descriptive perceive evaluation as providing information for decision-making or as a systematic examination of educational or social programmes. The proponents of judgmental definitions however point to the judgmental nature of evaluation and define evaluation as the assessment of merit or worth or as the systematic collection and interpretation of evidences leading, as part of the process, to a judgment of value with a view to action.

In the present circumstance, this researcher views evaluation as a process of discovering the status of a programme or curriculum through information gathered to determine whether or not changes are required in order to guide the development of means of dealing with those needs. The issue of evaluation in the implementation of

Gifted Education Programme is very essential when one considers that gifted education is a programme of study designed to achieve desired goals in the society. This is why the idea of process evaluation has to do with determining the extent of consistency between the procedural design and the implementation strategies planned for achieving the objectives of the programme.

### **2.1.1 Rationale for Programme Evaluation**

Educational programmes are established for some definite purposes. It is the function of programme evaluations, therefore, to determine the extent to which the purposes of the programme are being achieved. This is very necessary and it is little wonder that Skager (1978) as cited by Nwadi (2002) contends that evaluation is so naturally embedded in any educational activity that one doesn't have to argue for its importance rather the real concern is that evaluation be conducted in a manner that is as useful and constructive as possible.

Bajah (1983) maintains that the basic rationale for evaluation is to provide information for action while its primary justification is that it contributes to the rationalization of decision-making. Indeed, lots of decisions are taken in educational systems so it becomes evident that evaluative results will help in making useful and valid decisions. Glass (1970) concurs stating that the goal of evaluation must be to answer questions of selection, adoption, support and worth of educational materials and activities. He explains further, that the purpose of embarking on any form of curriculum evaluation is to see whether curriculum objectives are being achieved and to find out if there is need for any modification in the curriculum process. The implication of these conceptions is that evaluation must be relevant to any programme that must achieve stated goals.

John (1984) in his own perception of the rationale for evaluation postulates that there are several reasons for evaluation. At one level it is to determine the suitability of curriculum input and the appropriateness of instructional process. At another it is to

determine the adequacy of instructional output. Okoro (1991) consistent with these expressed views, contends that the main purpose of evaluation in education is to judge the worth, usefulness, effectiveness or value of something, be it an educational programme, curriculum, textbook, students' performance or equipment. From their views, it is pertinent that evaluation must be specific, useful and mapped out for a purpose.

Cronbach, Ambron, Dornbusch, Hess, Hornik, Phillips, Walker and Weiner (1980) highlight another function of evaluation, which has not been well treated by evaluation literature. This is the psychological or sociopolitical function of evaluation. They posit that evaluation is used to increase awareness of special activities, motivate desired behaviour of evaluatees, or promote public relations. Evaluation will also show the extent that implementers have or have not complied with programme specification and who is at fault when performance is not at expected standard or when the standards are unrealistic. Programme evaluation will further expose to participants in the programme what have been accomplished which in turn tends to improve their morale.

Another somewhat "unpopular" function of evaluation as Nevo (1991) puts it, is its use for the exercise of authority. He explains that in a formal organization, it is the privilege of the superior to evaluate his or her subordinates and not vice versa. In many cases therefore a person in a management position might evaluate someone to demonstrate his or her authority over that person. This may be referred to as the "administrative" function of evaluation. Programme evaluation can also be carried out in the educational system for promotion, placement or award of certificates.

One other commonly advanced reason for programme evaluation according to Doll (1978) is the need to justify expenditures of time, talent and money. This appears expedient since vast sums of money are spent on education by the government, evaluation therefore tries to ensure that the educational expenditures are justified and that favourable outcomes are achieved.

Decision-making is another purpose of evaluation. Emphasizing this point, Ofoegbu (1997) holds that programme evaluation is a basis for presenting evidence for the sake of facilitating decision making in stages of curriculum development. Such decisions according to him may lead to continuation, termination or modification of the educational programmes. This point is congruent to Nwadi's (2002) observation that the findings of evaluation research are used by various groups in their decision-making processes. He demonstrates that politicians use evaluation reports to create advocacy for specific legislative proposals and budget appropriations. He maintains that evaluative researches are important tools for educational managers who must determine what programmes currently in operation are producing benefits that justify their costs and continuing existence. Indeed, it should be stressed that policy decisions and implementation of same based on the evaluation reports will be a hallmark in the improvement of programmes. Evaluation also aids in the planning of a new programme or in deciding whether to expand, modify or discontinue with the existing programme.

Programme evaluation also helps in ensuring that personnel are well trained and are carrying out the functions that they are best suited to carry out. In affirmation, Saylor and Alexander (1974), assert that evaluation in schools helps to judge the merits of all the administrative and managerial arrangements of the structures within which the school itself operates. The skills of administrative and instructional personnel in educational institutions no doubt, determine to a large extent, the quality of programmes offered.

The need for evaluation in the Gifted Education Programme cannot be overemphasized. A relatively new programme usually sets in a chain of repercussion, so the intended needs to be reviewed, adopted or relaxed. This is more so because such innovations are likely to be affected by some external phenomena. Appropriate valid information about the programme is vital to ensure that the intended are good, possible and are achieved. Informed and intelligent attempts at change and modernization of the

educational systems of any society are inevitably dependent on evaluation. No aspect of a programme can be considered worthwhile without an attempt to establish its worth or how effective the efforts have been for evaluation is the primary vehicle for fact finding about the state of the art of gifted education. Evaluation is a move from idealistic basis to pragmatic basis since it will give accurate data for passing value judgment on the implementation of the programme. Evaluation identifies aspects of the programme where reviews are desirable and is a creative and constructive way of ascertaining the veritability of the assertions on the status of Gifted Programme in Nigeria. This will serve as a way of conceptualizing and communicating what are in fact the trends to what is assumed.

In conclusion therefore, it is evident that many types of decisions are made and many varieties of information are needed in a given programme. It becomes immediately apparent that evaluation is a diversified and necessary activity that helps in obtaining the information needed to make such useful decisions especially in relationship to the assertions about Gifted Education Programme in Nigeria.

### **2.1.2 Stufflebeam's Evaluation Model (CIPP)**

This evaluation model was developed by Stufflebeam, Foley, Gephart, Guba, Hammond, Merriaman and Provus (1971) and is widely used today in the evaluation of programmes. The CIPP evaluation model identifies four types of evaluation: Context, Input, Process and Product evaluation useful for making four types of decisions viz planning, structuring, implementing and recycling decisions.

According to Stufflebeam et al, planning decisions require context evaluation, structuring decisions require input evaluation, and implementing decisions require process evaluation while recycling decisions require product evaluation. The component and specific aspects of the CIPP model are discussed as follows:

**Context Evaluation** - This is the most basic kind of evaluation. Its purpose, according to Worthen and Sanders (1973), is to provide a rationale for the determination of objectives. Specifically, it defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities and diagnoses the problems that prevent needs from being met. The diagnosis of problems, according to Worthen and Sanders (1973), provide an essential basis for developing objectives whose achievement will result in programme improvement. Context evaluation, therefore, is concerned with the determination and the validation of goals and objectives. In relation to Gifted Education Programmes, context evaluation refers to examining the relevant conditions that mandate the programme, determining and operationalising the broad objectives of the programme and validating them for implementation. The variables to be considered will include space provisions and location for the programme, adequacy of classrooms, laboratories, reading rooms among others.

**Input Evaluation** - This provides information on resources available and how resources may be used to achieve desired ends. Clarifying this point, Okoro (1991) argues that input evaluation may also entail the assessment of staff, students, physical facilities, equipment, library resources and other resources that will be involved in the Education Programme. Worthen and Sanders (1973) suggest that the purpose of input evaluation includes providing information for determining how to utilize resources to achieve project objectives. Bello and Okafor (1997) further point out that input evaluation refers to the various materials and finance available to the programme and these include course content, its organization, quantity and quality, material resources, availability and adequacy of instructional aids, laboratory equipment, finance and time.

**Process Evaluation** - This is undertaken during the period of programme implementation and provides periodic feedback on the quality of implementation. This type of evaluation



therefore is needed to provide periodic feedback to persons responsible for implementing plans and procedures. The main purpose of process evaluation is to determine if there are defects in the implementation process. Process evaluation has three main objectives viz to detect or predict defects in the procedural design during the implementation stage, to provide information for programme decision and to maintain a record of the procedure as it occurs.

There are four essential features of process evaluation methodology. These are the provision for a full-time process evaluator, instruments for describing the process, regular feedback meetings between the process evaluator and project personnel, and frequent updating of the process evaluation design.

**Product Evaluation** - This determines the effectiveness of the programme in achieving the objectives and goals of the programme. Okoro (1991) points out that product evaluation relates programme outcomes to programme objectives and process components. The purpose of product evaluation therefore is to measure and interpret attainments not only at the end of a project cycle but as often as necessary during the project term.

The foregoing evaluation model is used because it combines components of other models since no one model of evaluation is best for Gifted Education Programme. The researcher although concentrating on the implementation aspect of the programme will also utilize a rational combination of some other aspects for wider scope and perspective of the programme.

## **2.2 THE CONCEPT OF GIFTEDNESS**

The definition of giftedness has always been a controversial issue among experts in education and other related fields. This is not surprising as most terms inevitably become involved in conflicts over definition. Yet, the definition of giftedness is an important aspect of any attempt at providing specialized education for the gifted. This is

because definition serves as a guide for generating actual objective identification procedures. This study will attempt here to present some of these definitions with the intent of exploring and analyzing them.

Traditionally, the conception of 'giftedness' has revolved chiefly around mental ability or ability to think well. Thus in the United States of America, an early definition of giftedness was closely associated with intelligence (Kirk and Gallagher 1986). According to them, the production of the first effective measurement of intelligence by Binet and Simon in (1905) and the standardized test of intelligence by Terman in (1916) in the United States of America further strengthened the association of giftedness to intelligence. The term "gifted" in the traditional context is used to apply to those persons of school age who fall at the top, 1% level, in general intellectual ability as measured by the Stanford-Binet Intelligence Scale or comparable instrument. Torrance (1980) critiquing the traditional definitions of giftedness writes that they attempted to recognize only a few of man's thinking abilities while other cognitive abilities concerned with creative thoughts were ignored. In the past decades however, great dissatisfaction with the use of the intelligent tests has led to a broadening of the concept of giftedness to include other dimensions of ability. Pertinently, Waldmann and Weinert (1990) warn against the reduction of intellectual giftedness to possession of a high intelligent since they tell little about characteristics such as thoroughness and flexibility.

The Nigerian National Policy on Education (1998,p.39) sees the gifted children as "those who are intellectually precocious and find themselves insufficiently challenged by the programmes of the regular school". This definition of the gifted has been found to be narrow and incomprehensive as it still lays emphasis on intellectual or academic giftedness while excluding other aspects of giftedness and talentedness. In support of this view, Obi (2002) argues that this definition is deficient in form, poor in conceptualization and quite incomprehensive. This is seen as a serious flaw, which has great implication for

the identification procedure. No wonder, Nigeria's measurement instruments measure ability in intellectual and academic parameters only. Those who may not be intellectually gifted but are creative, socially adept to leadership ability, aesthetically sensitive or possess pronounced ability in visual and performing arts and any other areas are clearly cut-off.

Renzulli (1977: 180-184) proposes a three-ringed definition of giftedness, which goes some way towards integrating the ideal of giftedness in practical terms capable of immediate application to the task of fostering excellence. For the first time, definition of giftedness was extended to include a conative factor, 'task commitment' or motivation.

He therefore defines gifted children as those who have demonstrated:

- (i) High ability including high intelligence.
- (ii) High creativity i.e. the ability to formulate novel ideas and apply them to the solution of problems.
- (iii) High task commitment i.e. a high level of motivation, the willingness to see a project through to its conclusion.

In stating that gifted children possess or are capable of developing these traits, Renzulli had moved away from reliance on IQ testing although complex areas such as underachievement remained largely unaccounted for in his definition. Hallahan and Kauffman (1982) also commend this definition, which indicates the multifaceted nature of the concept of giftedness. Accordingly a child who is better than 85% of his or her peers in all three aspects of endeavour and exceeds 98% in at least one area can be classified as gifted. However they note that this definition narrows down the number that can be adjudged gifted thereby cutting off a great majority. Hewton (2003) critiquing this definition also notes that under-achievement remained largely unaccounted for in his definition. Yet, it offers a tangible potential for defining practicable multidimensional activities, which can serve as a jumping off point for defining academic excellence.

Swanson and Willis (1979) identify three major concepts of giftedness viz, superior cognitive ability, creativeness in thinking and production and superior talent in

special areas. They expatiated that in order to sustain giftedness, excellent instruction as well as opportunity to practice particular skills should be provided. The traits elucidated taken together can be said to be quite comprehensive. Nevertheless, if the specifications are taken one by one, each may include some children who are not truly gifted and who do not eventually contribute anything worthwhile and may exclude some children who are indeed gifted. The implication of these concepts is that children should not be evaluated by a single construct. There is a need for multiapproach screening procedures.

The first official and most considered inclusive definition as Evans (2000) puts it, is that proposed by former U.S Commissioner of Education, Marland (1972:2) . Hewton (2003) opines that the definition is the next major impetus in the gifted field. The definition states that:

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programmes 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 following areas:

- i. General intellectual ability
- ii. Specific academic aptitude
- iii. Creative or productive thinking
- iv. Leadership ability
- v. Visual and performing arts.

Kirk and Gallagher (1986) commend this definition, which does not restrict giftedness to linguistically facile children, but recognizes youngsters with a diversity of talent. Feldhusen (1991) cited in Evans (2000) also submits that this definition swept the new burgeoning field of gifted education in the 1970s and remains a dominant influence even though it was modified in 1978 by federal legislation. He notes that from a relatively narrow concept of giftedness, the term is now broadened to include creative ability, talent in the arts, aptitude for leadership or psychomotor capacity. They all contend, however, that despite this effort to go beyond the cognitive domain, strong emphasis is still placed

on intelligence tests for identifying gifted children. Renzulli, Reis, and Smith (1981) critiquing the definition pinpoint the lack of reference to motivation (task commitment) a non-intellect factor. According to them, the categories as enumerated in the definition do not meet the standard required of gifted persons and that creates a confusion in conceptualization of the term. This has great implication for development of measurement instruments for identifying the gifted students.

Hallahan and Kauffman (1982) point out that a multi-dimensional definition of giftedness has been recently used in federal laws of U.S.A. The Gifted and talented Children's act of (1978) PL 95-561, section 902:123 reads:

...Gifted and talented children means children and whenever applicable youths who are identified at the pre school, elementary or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capabilities in areas such as intellectual, creative, specific academic or leadership ability or in the performing and visual arts and who by reason thereof require services or activities not ordinarily provided by the school.

Gallagher (1979) critiquing this definition notes the difficulty in measuring such characteristics as leadership ability and of recognizing potential abilities. Renzulli (1978) also argues that many school officials may interpret the definition as a list of independent areas of good performance when infact there are interrelationship among types of giftedness. For example, a child may well be gifted or talented in intellectual, creative, specific academic and leadership skills.

In the United Kingdom, the schools' inspectorate (HMI, 1977:242) developed a definition of the gifted child. As the inspectors were interested in investigating a practical problem, i.e., the situation of the unusually able youngsters in British schools, they adopted a practical working definition. According to them, the gifted children are those:

Who are generally recognized by their schools as being of superior all round intellectual ability confirmed where possible by a reliable individual intelligence test giving on IQ of 130 or more or of whom fairly confident predictions are being made as to continual rapid progress towards outstanding achievement either in academic areas or in music sports,

dance or art; and whose abilities are not primarily attributable to purely physical development.

This definition is also multifaceted in that it includes both intellectual and non-intellectual domains. The I.Q. is seen as merely a helpful piece of supporting information not a defining characteristic thus placing a great emphasis on actual performance and achievement and not unrealistic potentials.

Sternberg (1986) proposes a conception of giftedness, which has a number of components of intelligence in three broad categories: metacomponents (planning, monitoring, and evaluation), performance components (skills and abilities) and knowledge-acquisition components (processing and encoding). Another expansion of the concept of giftedness is seen in Gagne's (2000) theory of giftedness and talent where he proposes a set of aptitudes or gifts, which the child develops into talents through interaction with a range of internal and external catalysts. He proposes that giftedness should be considered as the translation of natural abilities (aptitudes domains), with the help of interpersonal and environmental catalysts, into high performance talent areas.

In line with the above definition, Gross (2000) also categorizes giftedness in order to describe the IQ assessments that form one part of the picture of the child's giftedness. She believes that intellectually gifted children can be classified as mildly, moderately, high, exceptionally and profoundly gifted. The levels of intellectual giftedness as defined by IQ ranges, and the level of prevalence of such children in the general population, appear as follows: Mildly or basically gifted 115-129 (1:6-1: 40) Moderately gifted 130-144 (1: 40- 1: 1000) Highly gifted 145- 159 (1: 1000-1: 10,000) Exceptionally gifted 160-179 (1:10, 000-1: 1 million). All these definitions have taken care of all human domains but they make identification of gifted children very complex.

From these definitions, therefore, the researcher is convinced that there is indeed considerable degree of uncertainty and contradictions about the term 'giftedness'. It is also evident that the full complex of qualities that identify gifted individuals from their

less endowed counterparts are yet to be identified and so many diverse definitions will continue to be presented. This view is consistent with Krapp's (1986:20) assertion that the term "giftedness" is used in a number of ways, some of which are internally contradictory. According to him giftedness is:

- (i) General but also specific (giftedness is regarded as general intellectual dimension but is also seen as manifesting itself in particular gifts)
- (ii) A cause but also a result (particular achievements are seen as the result of giftedness but are also themselves grounds for labeling someone gifted)
- (iii) Both quantitative and qualitative (we speak of the level of giftedness but also of the kind of gifts a person possesses).

Thus, the controversy over the best definition of the term "giftedness" continues to rage until such a time that a consensus is reached. This is because the area of 'giftedness' represents one of the most exciting, important and expanding concepts in our society today.

### **2.2.1 The Need for Special Education Provision for the Gifted.**

Special education is that form of education, which utilizes specialist-trained personnel, specially designed equipment and teaching to educate the learner on individual basis. Many justifications have been advanced by educationists on the need for special education for the gifted. In the first place, the provision for gifted education in the National Policy on Education (1998) legitimizes and justifies the establishment of such a programme in Nigeria.

Special education programme is necessary for the gifted children if one takes cognizance of the fact that every child has a right to education, which meets his or her needs. This is a conception stemming from America's Public law (PL 94 – 142), which mandated that every child has a right to an education that meets his or her current needs irrespective of his or her abilities or disabilities. Advocates of special education for the gifted individuals therefore have argued that since the gifted also have unmet needs in regular classes, they require special attention commensurate with that given to the

handicapped. They maintain that an investment in the education of the gifted children is likely to yield at least as high a return if not more than that of the handicapped. Hearne and Maurer (2004) also posit that gifted students need a planned, articulated and coordinated programme while Rogers (2002) documents from a large body of research, the positive effects of ability grouping and special programmes for the gifted.

The gifted child has been described as an asset of incalculable value to the society. Educationists therefore recommend that these children be given preferential treatment in order to utilize their mental acumen to the maximum. Hallahan and Kauffman (1982) argue that society will be best served if the talents of its most capable problem solvers are cultivated. They contend that the gifted are the most precious natural resources for solving the future problems of society and that such resources can only be ignored at a great peril. Nigerians cannot therefore afford to leave their education to chance, they must be specially attended to.

The ever-increasing complexity of society and the expanded horizon of scientific investigations have emphasized the necessity for identification and subsequent training of the gifted. This is expected to help bring about more complete use of the gifted individuals' potentials for significant contributions to the society. As it is well known, science and technology have changed the face of the earth and have continued to play a role in the development of mankind from a primitive harsh existence to a world of knowledge, understanding and increased comfort (Agoumu, 2002). Perhaps, the major purposes for identifying the gifted youth is the assumption that special education is needed to assure the highest development of their full potential. If they are not properly nurtured, it may happen that the society will lose the benefits of their talents.

Hooper (1974) points out that if we desire to produce individuals capable of inventive thoughts and of helping the society of tomorrow to achieve progress, then it is clear that an education which is as active as discovering of reality must be provided.



Consistent with this point of view, educators are legitimately concerned that their students make useful contributions to our society. Such a concern runs deep in the code of ethics of their profession. It takes little imagination, to recognize that the future of our generation, our very survival depends upon the quality of education provided for the gifted individuals.

In the present set-up of large classes, the gifted do not get enough motivation and challenges to their abilities. Ezera (1991) confirms that most classrooms in Nigerian schools are over crowded. He asserts that classrooms meant to take thirty children or less are now crowded with upward of fifty to ninety children who sit on the floor, hang on the window frames or lean on the walls to receive their lessons. In such classrooms, personal supervisory attention is none existent and nonexpected. Thus our conventional educational system does no longer provide nurturant environment for the expansion of creative talents (Eme, 1994). Hence the need for special education for the gifted where their needs can be recognized and met. In fact, to deny the gifted children appropriate education is to deny them equal educational opportunity, which is their birthright as Nigerian citizens.

Intellectually gifted children learn in ways that sometimes create learning problems. They have what might be described as special learning problems, resulting in learning needs that are distinct, challenging and enriching which may not be met within the framework of the regular curriculum. Gifted children evaluate, explore, challenge and perceive issues more with interest and seriousness than other children. Little therefore, can be accomplished in the development of gifted children unless conditions are established which are favourable to them in special educational environment.

Evans (2000) points out that many adults, teachers inclusive, fear the gifted whether they admit it or not and rather than be over-shadowed by them, they place obstacles in their paths to prevent the development of their gifts. The gifted, therefore,

require special teachers with high degree of personal maturity and intelligence to match, or at least cope with their precocity. Unless such teachers who are remarkably skillful teach the gifted, it is doubtful that they will be properly stimulated to attain maximum level of development.

Additional argument to the need for special education is that in the present state of globalization, any nation that neglects the development of her potential leaders is playing fast and loose with her own survival as she needs the contributions of her gifted individuals both for development and defense. Presently, Nigeria is grappling with a myriad of problems in all spheres of her national life. Mailumo (1988) and Ode (1994) attest to this fact of general dysfunction. Nigeria has been rated among the 13th poorest countries in the world in spite of the abundant human and natural resources with which she is endowed (Ode, 1994). One can only reiterate that now is the crucial moment to tap and harness the potentials of our most able individuals as they represent the best bait in hoisting Nigeria from the seemingly deep waters she has found herself.

Families represent the first window through which the children view the world and therefore make much impact on them. They can contribute significantly to bring the best or to stultify the gifted children's potentials. Smutny (2001) has documented numerous case studies that show the significant and relevant roles that families play in raising and educating their gifted children. But these days more than ever in Nigeria, many families find it difficult to provide adequate support, care, love, protection and good quality education for its' teeming youngsters including the gifted. It behoves the public educational system to provide adequate environment that can cushion any negative familial environment in which this group of children find themselves. Johnson (2004) expresses the same view when he asserts that public educational reforms should ensure that poor and minority gifted children have proportionate amounts of resources devoted to them as are their more fortunate gifted peers.

It is also vital to emphasize that gifted children need adequate stimulation offered by contact with intellectual peers. There is reasonably convincing evidence that association in school with other students of high ability raises the gifted individual's level of performance. Jorm (1983) in an analysis of data for British schools showed that the overall intellectual level within a group had an effect on the development of the level of individuals within the group as contact with clever people tended to raise the level of ability of the less clever. Conversely, a comprehensive study on mixed ability teaching carried out in the United Kingdom by national inspectors (HMI, 1977) concluded that students of high ability were penalized academically by being taught with students of lesser ability.

As expected, special provision for the gifted will prevent dropout, underachievement and delinquency. It is easy to reason that if gifted children are held back in the classes becoming bored with having to spend a good deal of time practicing exercises on things that they already understand, some of them will be "turned-off" by school, achieve at a level far below that of which they are capable and eventually dropout of school. Indeed, many studies have confirmed the belief that many school dropouts and criminals are actually gifted individuals whose potentials were not properly nurtured (Abang, 1981; Etim, 1998; Obot, 2000).

Betts (1986) advocates that perhaps a major value or outcome of special education is the labeling and communication to youths of their giftedness. She maintains that this conception of self as capable of high-level creative achievement and their motivation to achieve may be heightened to a point where increasingly they take charge of their own lives when they are identified and provided special education.

It is, therefore, deduce-able from the foregoing that the special attributes and characteristics of the gifted persons represent precious assets which must be respected, explored and adequately cultivated if the gifted are to be mobilized for national

development. More over, as Nigeria citizens, they have rights to appropriate and relevant education especially as democracy cannot thrive on suppression of talents. Consequently, to deny them appropriate education is tantamount to denying them equal educational opportunity.

### **2.2.2 Identification of Gifted Individuals**

Identification is a very important aspect of special education because it is the point at which children are picked out to receive special attention. Identification procedure therefore represents the hub of special education's meaningfulness and haphazard implementation diminishes its importance. As the first step towards a differentiated programme, it follows that identification issues should be given higher order attention if educators are to explore adequately the scope of special education programmes (National Council For Exceptional Children, 1993).

The primary step in the identification of gifted children rests in determining the reason for finding them as specific programme needs shape the identification process. If, for instance, the programme is for those with high aptitude for creative writing, the procedure would be different from that of finding the mathematically inclined students. But whatever procedure is used, it must be reliable and valid.

Identification of gifted students however is an arduous task because of the many types of giftedness. Due to this fact, it is advanced that identification procedures should include both subjective and objective methods. Einsner (1977) and Campbell (1979) explored the advantages of combining different identification methods and concluded that each of the methods has its owns merits and limitations and the effectiveness of combinative method use rests on the premise that the limitations in each single method is compensated by the counterbalancing strengths of another. Ukpong (1993) further explains that in the combinative use of methods otherwise called triangulation, the data collected would incorporate multiple view-points and approaches so that both feelings

and behaviors, direct and indirect reports, obtrusive and unobtrusive information required to tap the various traits of any specific exceptionality are included. This of course ensures that the identification procedure is more complete and holistic and gives a better contextual portrayal of the gifted. The enriched comparative data thereby amassed make conclusions more authentic.

The triangulation method also would demand team work and the cooperation of many groups of professionals like the counsellors, psychologists, teachers, sociologists, administrators and even other non-professionals but still relevant people in gifted environments such as the parents, peers and the gifted themselves. It would also ensure the use of more instruments such as questionnaires, structured and non-structured interviews, observational schedules, sociometric techniques, anecdotal and cumulative records. Another reason for advocating for multiple identification methods is the fact that features of particular exceptionality are various and express themselves differently at different times.

The objective methods of identification include the use of achievement, aptitude, group and individual intelligent tests. The subjective methods on the other hand include peer nominations, parental referral and teacher ratings.

### **The objective identification methods**

**Achievement tests** - In many nations, these tests serve as starting points in selection of candidates for a special programme. They are used as “talent pools” among all students in a given school. The talent pool is a subset of the total population tested and a reduced sample from which the gifted children will be finally selected. Achievement tests are used to pick out children who show demonstrated abilities in areas of specification. As indicators of current levels of achievement in relation to the norm, achievement tests provide reliable index of precocity, revealing how far ahead the student is in achievement compared to other students. However, the limitations of achievement tests include the

facts that they do not always identify children with potential abilities but whose gifts are hidden because of handicapping conditions such as poor basic skills, poverty, unsupportive academic orientation and emotional difficulties. In view of these facts, achievement test scores should serve as initial screening points for further testing.

**Individual and group intelligent tests** - Intelligent tests are widely acknowledged as good predictors of fundamental aspects of giftedness. They are used as further test for children who exhibit superior general ability as indicated from the achievement tests scores. Intelligent tests are also helpful in assessing full magnitude of individual abilities. There are two types of intelligent tests viz the individual and group intelligent tests.

Individual intelligent test is a test given to an individual at a time while the group intelligent test is administered to many students at the same time. Each of this test has its strengths and weaknesses. For instance, individuals intelligent test is costly in terms of administration and time factor and requires a trained tester to administer. Scores from them, though, are more reliable and most suitable for children who cannot read since examiner can adapt to needs of individual child. Group intelligent test on the other hand is less time consuming since many individuals are tested at a time and it is less expensive since no trained examiners are required to administer the test. However, the group intelligent test is not suitable for younger children who cannot read and for those who have temporary poor health and vision.

In spite of their strengths, both the individual and group intelligent tests have been frequently and variously attacked. Vernon (1977) argues that all the tests are selected in the first place on the basis of subjective opinion, which must appear to the tester to involve the exercise of intellect. Calvin (1979:78) cited in Onyendi's (1994) voices his own criticism in the following words:

To me, it is highly inconsistent to conceive of the mind as being represented by a single score or even by only the handful of scores of dimensions present in our current intelligence tests. The brain, which

underlies the mind, is far, far too complex for us to hope that all of its intellectual activities can be represented by only a single score or by a handful of dimensions. To seriously utilize such an oversimplified picture might be considered an insult to the brain, to the human mind and to the human being.

Nevertheless, intelligent tests are still very essential in identification of gifted children and must be used in conjunction with other methods.

**Aptitude tests** - These are tests, which measure people's potential abilities in activities of specialized kind and within restricted ranges. They also test people's capacity to acquire proficiency under appropriate conditions, and their potentialities at present as revealed by their performances on selected tests. Psychologists have developed several aptitude tests but the major aptitude measure for identification purpose is the Scholastic Aptitude Test (SAT). This test is used as an assessment for precocity in quantitative and verbal reasoning. Aptitude tests are used only as one source of information in a total picture. Their results must supplement results of intelligent tests.

It would seem that intelligent, achievement and aptitude tests cannot tell all one needs to know in making a valued judgment about a student's competence, present and potential and about his effectiveness as a human being. Although objective tests may illuminate many areas of a child's development, they can't be assumed always to be reliable locators of intellectual giftedness and must be scrutinized and used judiciously by psychologists. Thus selection should not be based only on the objective approaches for this will oversimplify the identification procedure but should rather include subjective methods like the peer nomination, parents' referral and teachers rating.

### **Subjective identification methods**

These include the following:

**Teachers' judgment** – Teachers are among the most valuable resource persons in the identification procedure. By the reason of their close association with students, they can observe, compare and learn many things, which objective and other methods cannot

reveal. This advantage notwithstanding, teachers' judgment as per identifying the gifted has been questioned by many authorities and researchers. For instance, Kirk (1972) cited in Bamidele (2003) demonstrates that teachers failed to identify 10-50% of the children who were gifted. He maintains that more than half of the truly gifted ones as measured by Stanford Intelligence Test were not identified. Durr (1978) however observes that the conclusion that teachers' judgment is not an infallible basis for selecting the gifted is not a downgrading of the professional competency of teachers but a recognition of the fact that it is a rare person who when making observations divorces himself entirely from the values and beliefs that cloud the eyes.

Therefore, teachers' judgment should be used as supplementary aid in identification procedures since they work with the students in many challenging situations. Teachers can be aided in effectively identifying gifted individuals if they are provided with in-service training programmes about giftedness, characteristics of gifted children and in the use of rating scales.

**Parental referrals and peer nominations** –These are also important in identification procedure. However, parental and peer nominations like that of the teachers are beset with almost the same limitations. In spite of these restrictions, parents and peers offer valuable information that no one else possesses which can be used to corroborate the results of other identifying procedures or in borderline cases, to aid decisions.

Having examined the different identification methods, it becomes evident that Nigeria's procedure is still poorly conceived as only teachers' nominations, achievement, intelligent and aptitude tests are in use contrary to the recommendation of the Blueprint. No wonder her identification procedure is beset with so many problems and has attracted so much negative reports. A need arises for more positive action in this sphere.

In conclusion therefore, it would seem that no matter what is done to understand or not to understand human aptitude, there will always be a group of students in each



talent area who learn especially well and quickly and who must be identified in order to be provided special education. Proper procedure is required in meeting measurement and identification needs. Such procedure should be comprehensive enough to include data collected across a number of developmental domains of intelligence, academic achievement, social behaviour, self-image and motor abilities. It should also be emphasized that identification should be carried out on continuing process because individuals' abilities and persona social characteristics emerge, change and develop. More specifically, it should be noted that identification of a child as gifted and rejection of another as not being gifted are serious matters with delicate connotations. Ethical consideration therefore mandates that the identification process be properly and carefully carried out.

### **2.2.3 Programme Adaptations for Gifted Children**

Over the years, considerable progress has been made in locating and developing varieties of programmes and services for the gifted individuals. Buttressing this point, Feldhusen (1991) observes that there has been a frenzy of educational development of programme for gifted and talented individuals in many countries of the world. The developed programmes most usually involve modifications in both programme content and administrative organization in order to ensure expanded opportunities for the gifted.

Some of these administrative provisions are discussed in the following sub-sections. There is a need however, to stress at this point that no one educational adaptation has the most definite answer to Gifted Education Programming due to the diverse nature of the gifted as all the adaptations can be useful in the right circumstances. Kirk and Gallagher (1986) corroborating this view note that there is no one best model although certain methods clearly are more popular than others.

**Acceleration** - This denotes the speeding up of the instructional process or raising of the curriculum to a higher level than is currently offered at a given grade level.

Acceleration can also be created in the learning environment by varying the length of the educational programme. Stanley (1979) describes different ways acceleration can be accomplished, viz, early school admission, skipping grades, telescoping grades, advanced placement and early college admission.

Early school admission involves admitting children at a very early age into Kindergarten. Skipping grade which is the most common acceleration approach used in schools denotes promotion of students a class ahead of their class mates while telescoping grades refer to condensing two or four grades to one or two years. Advanced placement is achieved through early admission for advanced courses in senior secondary schools while early admission involves admitting students into tertiary institutions early enough.

These strategies however come under attack most often. The major objection being the fear that acceleration can displace gifted children from their social and emotional peers, there by affecting their subsequent social adjustment. There is also the notion that gifted children are rushed into and through the curriculum. But this notion is wrong and a more appropriate conception is to view acceleration as bringing gifted youths to a level that matches their precocity or readiness and teaching them at a pace that fits their rate of learning. Many studies have therefore rebuffed these beliefs. For instance, Kulik and Kulik (1984) in their meta-analysis of studies of gifted adults who had been accelerated found that the majority believed that acceleration helped them enter their careers earlier with no serious accompanying problems although a few did report social problems. Despite these findings, some parents and teachers continue to have negative feelings about acceleration and some educational administrators do not want to deal with the issue. The researcher therefore suggests that gifted individuals should be supervised closely to discover those that could handle acceleration and those who cannot before any decisions are made.

**Curriculum enrichment**-This refers to educational experiences, which extend learning horizontally beyond what is usual or customary for the subject or grade level. Evans (2000) notes that virtually every school that runs programmes for the gifted claim that enrichment is one of its procedures. Enrichment seems widely acceptable to teachers since it is integrated with regular classroom instruction and enables less gifted children to benefit from the more gifted ones. Administrators on their part, accept it since it causes less disruption to the normal school organization than some other approaches.

In spite of the wide acceptance of curriculum enrichment it has obvious limitations. Most times it is haphazardly carried out and so may contain much irrelevant academic enrichment that are really unrelated to gifted children's talents. Besides, the gifted children are slowed down in their learning processes especially when the teacher is not an experienced one. Yet, relevant enrichment can be achieved when higher-level material or curricula in gifted children's areas of talent are pursued.

**Individualization**-This obtains when educational services to gifted children are uniquely designed to match their individual abilities, interests, aptitudes and needs. This usually takes the form of Individualized Education Programme (IEP) as is employed for handicapped students. In using this approach, instructions are structured according to the individual's interest and pace.

**Cluster groups**-These allow a number of schools that are in close neighbourhood to plan and implement common educational programmes for gifted students. The groups permit small numbers from two or more school to combine for enrichment or extension activities on a part time basis, the schools sharing the costs involved and having access to experts that each could not provide individually. Often cluster groups' programmes involve students from State, private and other independent schools.

**Community mentor**-In this approach, students are matched with mentors in their areas of giftedness who voluntarily offer their time and experiences on a continuous basis. The

gifted students are given the opportunity to interact with an adult from the community who has special knowledge in the area of interest. The mentor however does not provide coaching but inspiration, guidance and experiences that help the gifted students to grow maximally.

**Supplementary programmes**-There are other programme initiatives for gifted students, which include the: -

- (i) Consultant teacher in which a programme of differentiated instruction is conducted, in the regular classroom with the assistance of a specially trained consultant.
- (ii) Resource room pullout where the gifted students leave the classroom for a short period of time to receive instruction from a specially trained teacher.
- (iii) Independent study - In this approach, students select projects and work on them under the supervision of a qualified teacher.
- (iv) Special class in which gifted students are grouped together during most of the class time and are instructed by a specially trained teacher.
- (v) Special schools where gifted students receive differentiated instruction at a special school with specially trained staff.

In spite of these adaptations, Evans (2000) notes that often, a lot of poor educational provisions flood special programmes for the gifted. Consequently, Kirk and Gallagher (1986) remark that sometimes we spend more time designing identification procedures than designing the special programmes the students are supposed to receive. It would appear also that many programmes have been experimented with only to be discontinued when new ones are introduced without having been adequately evaluated.

In the light of these facts therefore, this researcher feels that there is still need for more directed, indepth study of the different approaches not merely to find out the most popular approaches but to determine the impact of each one of them on the gifted individuals and its ability to yield better results at the end. Until such a time that

educationists can decisively say this approach or the other yields better result, it is doubtful that more positive actions could be amassed for special programmes for the gifted. That is why evaluation of Gifted Education Programme in Nigeria is necessary.

### **2.3 OBSTACLES TO GIFTED EDUCATION PROGRAMME**

There is need to examine some obstacles that impede the implementation and effectiveness of the Gifted Education Programme in Nigeria. In discussing these obstacles, it is pertinent to mention that these obstacles differ from one nation to another, as Nigeria is not alone in the provision of non-profitable programmes that inhibit better actualization and potentials of her gifted students. Many obstacles, no doubt exist which hinder the progress in the special educational provision for the gifted. Among these are the following:

#### **2.3.1 Misconceptions about the Gifted**

The intellectual precocity of the gifted has been recognized throughout history, but there has also been a persistent stereotyping of the gifted individuals as ones who are physically weak, socially inept, narrow in interests and prone to emotional instability and early decline. In addition, the gifted are also believed to be mentally unstable, morally and ethically lax (Stanley, 1979). These misconceptions have had adverse effects on the gifted children's development and achievement. That is why the academically able are not much celebrated in comparison to their counterparts in music, sports and theatre arts. The resulting consequence is that the intellectually gifted are not motivated and encouraged and so are not challenged to put much effort (Kalu, 1993). Although some great artists, musicians and scientists have gone through periods of mental instability or psychosis, their achievements were probably made in spite of and not because of their emotional distress.

These misconceptions however, have been rebuffed by many researches especially the longitudinal studies of Terman and Hollingsworth (1947). Hallahan and Kauffman (1982) maintain that Terman and Hollingsworth's study has revealed that gifted children

tend to be superior in intelligence, physiques, social attractiveness, achievement, emotional stability and even in moral character. This is not to say that the gifted are a homogenous group. Although it is true that as a group, the gifted are superior in almost every characteristics but individuals can and do deviate from the mean of the group. So some may be actually weak, small and sickly.

It is important however to reiterate that these precocious individuals represent one of our best and rarest natural resources. Educators must learn more about them to understand both the origin of the condition and the ways to help these children adapt to an often-difficult social environment (Kirk and Gallagher, 1986).

### **2.3.2 The Attitude of Different Governments and the People**

The attitude of people both within the educational profession and within the community appears widely varied with regards to the gifted individuals. There are visible indications however that the attitude of the generality of the people towards the gifted children's education is not exactly what it should be. Nwadi (2002) explains that there are some individuals who react with horror at the prospect of additional resources being lavished on children who by definition are already over endowed by nature and those who believe that society has a responsibility to assist all individual children to realize their own unique potential and then those who are totally indifferent or are unaware that there is an issue to be decided. Hallahan and Kauffman (1982) affirm that many people have low level of tolerance for those who are intellectually superior or who eclipse the ordinary individual in some area of achievement. Yet, the importance of positive attitude to gifted education is very vital since the family and the society in which exceptional children live are often the keys to their growth and development. It is no wonder Kirk and Gallagher (1986, p.32) remark concerning the group of gifted; 'how well these groups are adapting depends to a significant degree on how their families raise them, how their schools utilize their special gifts and how the society sees them'.

Among their peers, the gifted are most often subjected to mockery, criticism and even stigmatization. The fact that the gifted individuals learn easily and readily, have good memories, great intellectual curiosity, superior insight into problems dealing with abstract and generalized reasoning, make the other children sometimes to become jealous and envious. To support this claim, Hallahan and Kauffman (1982) remark that other children or their parents may subject a child who achieves far beyond the level of his or her average peers to criticism or social isolation. Consequently the peers subject the gifted ones to ridicule and rejection, making some of them to purposely achieve mediocrity in order to gain acceptance among such peers. This reduces the level of performance except where there are able counsellors ready to cushion the effect of negative attitude of the peers as good counselling helps the gifted to gain more self-confidence.

Apart from the peers, some adults are also guilty of the same offence. They try to suppress or deny these children's specific abilities in an attempt to make them normal and well adjusted. This is because the gifted most often display unusual verbal, abstract and analytical thinking ability, which wear the adults out and pose a threat to them.

It is unfortunate that some parents are also offenders in this instance. The family plays a very vital role in the education and development of a gifted child and as opined by Kirk and Gallagher (1986) one of the critical elements in the ecological setting of any child is the family and for the exceptional child, the importance of the family environment is heightened. Parents indeed have a responsibility to help their gifted child to win acceptance from others without sacrificing their own individuality or ruining their special gifts through an enforced conformity. But most times they fail in their duties and feel inhibited in pursuing the claims of their children for the parents have not always made sacrifices for most effective lobby for their gifted children. No wonder, Clarke (1979) calls the attitude of most parents an "abdication of responsibility for guidance". Although the gifted do not have the major learning problems of many children with

handicaps, the issue of unfulfilled potential and unmet needs are critical to them. The special problems of siblings also have to be considered. They most often react negatively to their gifted siblings. It bears on the parents to help the siblings to appreciate, love and give due respect and cooperation to one another.

After the family, there is probably no single entity that has such a pervasive influence upon the developing child as the school, public or private. Not only is it a center for learning and providing opportunity for the child to develop those skills and knowledge that will allow him or her to adapt to the society as an adult, it is also a place where excellency should be fostered. But it is not unusual for the gifted to go unrecognized by school personnel, to become unpopular with teachers and experience boredom with unchallenging school work (Evans, 2000). It is an unfortunate fact that much go to waste because school personnel may be oblivious to the needs of the gifted children or may refuse to alter the rigid lockstep plan of education for the sake of superior students. They fail to see that the gifted may become handicapped unless special provisions are made for them as well.

Teachers are the most important staff in the school community and so have great impact on the development of their students. They are the professionals who are expected to build or rebuild education largely through curriculum planning, development and improvement for the gifted children, but this is not often the case. Torrance's (1980) investigation of teachers' view on creativity-connected behaviour confirms this fact. He found that teachers from five different cultures, viz, United State of America, Germany, India, Greece and Philippines to varying degrees disapproved of such behaviour as asking questions, guessing, being independent in judgment and thinking, being intuitive, being willing to take risks, unwilling to accept an opinion on mere authority, while on the other hand, to varying degrees approved of the virtues of obedience, courtesy and the like. In other words, few teachers accept the behaviour of the gifted and those with lower ability



are worse in their attitude towards the gifted. This is not surprising since they feel threatened by the level of knowledge which these precocious students possess and to cushion the effect of their inadequacies, they exhibit hostile behaviours to boost their ego. It is therefore recommended that teachers of the gifted be in the top 10% of ability distribution and must be free from being threatened by these rapid learners. Teachers working with the academically gifted should not only have strong academic background and high intellectual ability, they should be flexible, enterprising and open to young people who have divergent views and who approach learning in many ways.

The Governments of different cultures also show ambivalent attitude towards the gifted and their education. In Nigeria this is manifest. There is a conflict between socially desired intention and the implementation of these intentions due to the value placement of the gifted. As Ozoji (1991) points out “conflict is a mark of ambivalism”. Obi (2002) reiterates that as a result of this ambivalism, special education is treated like the general education in terms of funding, management and roles. In the same vein, Yakubu (1985) asserts that lack of government interest in special education provision is widespread in Africa and this has led to lack of legislation relating to special education. He maintains that the developing countries as a group have spent less of their resources on education as about three quarter of these countries commit less than three percent of their GNP on education with the exception of Jamaica, which budgeted about 9.9% on education since 1976.

Those who have the opportunity to read the NPE (1998) and the Blueprint on Gifted Education (1986) will agree that they contain excellent plans for gifted education, however as it is the case in Nigeria with almost all policies, the problem has always been with the implementation. Although there is a special education section in the Federal and State Ministries of Education, all those units have over the years concentrated on the handicapped including, of course, the learning disabled (Nweke, 2003). In fact special

education has become synonymous with education of the handicapped with little attention being paid to the education of the gifted children.

As the economic situation in many African countries continues to be unstable, a dilemma in the educational funding is a matter of course with special education being the worse hit. The attitude of Governments of developed nations like United States of America is basically the same except that there is a better level of seriousness in consideration of gifted education. That is why, Sisk (1981) points out, that Federal legislation and funds in United State of America have recently encouraged but not mandated education of the gifted. She insists that PL 94 – 142 does not mention gifted children and it is safe to say that Federal monies and concern for the gifted are minuscule in comparison to funds and legislation for the handicapped.

This attitude is indeed surprising in view of the existence of various groups with a strong interest in promoting the cause of gifted children although for differing reasons in United State of America. While Federal initiatives have been provided on behalf of the handicapped, the gifted education has not received much federal initiative. On gifted education issues, states are left to their whims and caprices in including the gifted in their definition of exceptional children.

In other developed nations, the story is much the same. Stanley (1989) argues that it is highly likely at least in North American / Western European societies that the vast majority of people are totally indifferent or unaware that there is an issue to be decided about the gifted children's education. He reports a random examination of the attitude of school administrators, which shows a running of the entire continuum from strong support through general indifference to active antagonism toward gifted programmes. The attitudes of governments in these nations may be indicative of people's attitude.

Indeed, it could be deduced that the attitude of the generality of the people is not exactly what it should be. That is probably why it is usually easy to find a lot of sympathy

for the handicapped but more than a little difficult to devote adequate attention to the gifted and difficult to arrange sustained public support for an education that meets their needs. It is thus apparent that consciously or unconsciously hindering the development of giftedness in our youths may have deleterious effects which are difficult to eliminate later. There is a need for a mobilization of an action group made up of experienced counsellors to help disseminate information about the gifted individuals and their education.

### **2.3.3 Democracy, Equality of Educational Opportunity and Gifted Education**

These issues constitute obstacles to effective implementation of Gifted Education Programmes. Many writers, researchers including educational theorists, have argued that provision of special programmes for the gifted violate democratic processes. In fact, the understanding and application of the concept of democracy to the gifted education have been debated for so long and there has been no end to the debates up till now. Adams and Brown (1970) took note of this argument and cited Dewey as remarking about the leveling tendency of democracy and the problem it has created in United State of American public education thus, “Democracy has been unjust to the gifted student. Our political philosophy has announced equality of creation and our educational philosophers have translated this concept into equality of education”.

But Passow (1980) argues that this interpretation is faulty, for according to him the ideals of equal educational opportunity and democracy imply a recognition and acceptance of differences in both ability and needs among children whom the public school serves. He maintains that it is only as we understand the reality of individual differences and how they should influence educational offerings are we able to infuse life into the dream of education for all. Every democracy must necessarily encourage high individual performance. If it doesn't, it closes itself off from the mainsprings of its dynamism, talent and imagination.

Following the growing public awareness of the issue of equality of educational opportunity, quite a lot of literature has amassed in recent times concerning the concept.

According to Iwuchukwu (1998 : 31);

In Nigeria for instance, the concept is chosen as the most reliable fulcrum on which education as an instrument par excellence for national development must actively oscillate. However, the degree of inequality to be tolerated by a country can only be determined by that country .

It is no wonder therefore, that the concept has been plagued by a lot of conflicting critical evaluation aimed at bringing about effective application for national development. Many writers and educationists have seen the term as right to receive equal treatment implying that children should receive the same treatment and a common education through the same type of school, adequate staffing, instructional materials and the same environment for learning. But the 18th century philosophers, who made equality a central term never meant to imply that men are equal in all respects. The fundamental belief is that in the final analysis of human existence all men are equally worthy of care and concern. That is why Iwuchukwu (1998) submits that equality of education involves taking a great number of steps to see that each candidate is put in a position to acquire education according to his needs and ability for total self-development.

It is important to buttress the point that men are unequal in their native capacities, motivations and therefore in their attainments. In elaborating the views of equality, the most widely accepted means of dealing with this problem has been to emphasize equality of opportunity as equal availability, distribution, accessibility and utilization of educational facilities and resources. Diversity within unity does not equal a single programme in every classroom but provisions to meet the various needs of all the learners in the school community (Evans, 2000).

#### **2.3.4 Educational lockstep**

According to Obot (2000), this term refers to the belief that for the sake of normal social adjustment, the gifted child should be kept with others of his own age and no other

opportunities opened to him. This doctrine stems from the belief that the social maladjustment caused by acceleration far outweighs any of its advantages.

But this has been found to be a misconception by a number of studies (Torrance, 1972; Callahan, 1978; Maker, 1982; Feldhusen and Treffinger, 1985). In fact, the studies, if anything, confirm that the gifted benefit from acceleration because most gifted tend to mature both socially and physically more than the average children. Thus, they are able to adjust to new mates when accelerated. This line of argument is not to show that there are no incidences where the gifted is not able to adjust to new groups, but just a generalization that many do adjust. This goes to indicate that individual gifted children should be monitored, to determine their level of adjustment or social maturity before they are accelerated or left to follow their classmates and peers. There should not be a blanket conclusion that educational lockstep is favourable or unfavourable to all the gifted.

### **2.3.5 Economic factors**

Agoumu (2002) submits that the distinguishing feature of the developing countries is poverty as many third world countries are stricken by it. As a result of their poverty, there is a low per capital income. It is such an economy that has become unable to fund adequate implementation of the National Policy on Education in which the gifted are the worst off. Indeed, all other problems can be seen to be an integral part of the economic crunch Nigeria is bedeviled with. From all indications, funding of education is a crucial factor and lack of it is a dismal crisis. According to Onwuegbu (1995), cited in Obi (2002), fund for education is generally regarded as fund for regular education and in this context therefore, special education becomes an appendage or subsidiary to regular education that is remembered only after regular education has satisfied most of its needs. Financially then, regular education tolerates and accommodates special education only to the extent that it doesn't inconvenience itself. This ought not to be so. But, Obot (2000) remarks that in a period of acute financial and logistics difficulties with 'cut down' on

spending as the key expression in educational scene, it is not surprising that the momentum for the education of the gifted is slowed.

Economic crisis leads to poverty, which brings problems of malnutrition. As a result of deficiencies in the quality of food eaten therefore the issue of under – nourishment has become a major concern. Thus, Agoumu (2002) asserts that undernourishment reduces activity rates and efficiency. This obviously has implication for the prevalence of the gifted in the society. Besides this, many gifted children due to poverty, ignorance and illiteracy on the part of parents are not opportuned to apply and sit for the screening tests. It means that a lot of the gifted are not identified and so are not properly trained.

The Blueprint (1986) suggests a tripartite arrangement in which the Federal, the State and the local government share the financial responsibility. This has had a negative impact on the provision of special education for Nigerian's teeming population of the gifted, what with the recent cry of zero allocation by the state governors. The fact that the government alone may not be able to provide adequately for the education of the gifted is now very glaring and so other ways should be sought through which contributions from the society can be gotten. The Blueprint (1986) has also warned that although gifted education needs enormous resources, the government should be unrelenting in funding the programme in view of the enormous gains that will accrue from it.

Resource generation and management are all important ingredients in qualitative Gifted Education Programme. These cannot be effectively obtained if the attitude of equalizing educational opportunities and acceptance of the education of the gifted as a legal right are not brought to bear in this area. Granted, the task for special education management in providing appropriate education for the gifted is no mean one particularly at this time of a depressed economy. Yet, counselling can lead to changes in the system, attitudes and implementation procedures.

### 2.3.6 Identification Issues

A review of the existing literature on gifted education has revealed that many problems are inherent in Nigeria's identification and screening procedures (Iheanacho, 1989; Udoh 1991; Kolo, 1993; Obot, 2000;). The problems of identification procedures are not only seen in Nigeria, but also in developed nations like United States of America. The only difference is that these problems take different dimensions from one socio/cultural organization to another. For example, in United States of America the main issues that people lament about are the too many available screening tests which seem to lack validity and reliability while in Nigeria as well as other developing nations, the main issue is that of under utilization of tests. Kolo (1993) in confirmation of this fact states that there is a dirge of standardized psychological instrument in the Nigerian setting. He also identifies other problems of our national identification procedures to include the culturally pluralistic nature of the nation, prevalent unfavourable traditional beliefs, socio political base of the country and above all the poor level of the educational development.

Obot (2000) also asserts that the current procedures for identifying gifted children rely heavily on nominations by teachers followed by the administration of standardized test of achievement in English and Mathematics to these nominees. He concludes that this current practice leaves much to be desired, as many gifted children are unidentified since human potentials are too versatile, dynamic and complex to be assessed by only one test. The act of allowing teachers to nominate those they assume are gifted to sit for the screening examination has also come under attack for quite some time. This is because many studies have indicated the inability of teachers to identify gifted children. Most often, high achievers are mistaken for the gifted as well as outgoing and outspoken children, since there are no rating scales to help them make realistic nominations. That is why Fisher and Walter (2000) advocate for the training of teachers to help them effectively identify gifted students.

Ihede (2003) also criticizes the method of using only one short output test in judging ability and has advised the government to discontinue the use of just one examination but adopt a much 'more longitudinal approach'. Besides, the current system of identification does not ensure the participation of parents and peers. The Blueprint (1986) recommends a multi-dimensional and multiphase test approach in identification since no single instrument has been found to be an adequate base for identification of the gifted. The document recommends a combinative use of some of the following devices; test scores (ability /IQ, aptitude, achievement), anecdotal records, observational ratings and reports, teacher ratings and nomination, peer rating/nomination, open-ended tests, classroom performance (verbal, behavioural) and written tests.

Lack of trained personnel, who would be able to develop, administer as well as interpret the data that are accumulated from both the objective and subjective screening instruments are parts of the issues. The Blueprint on Gifted Education (1986) exposes this great lack.

Besides, the low level of awareness among the people, even among teachers is also a problem. As Ihede's (2003) study discovered, only about 50% of teachers were aware of the existence of such programme in Plateau State. Uzordi (1994) notes that illiteracy in many homes has contributed to this low level of awareness. He states that many children especially in the rural and sub-urban areas of the nation are not given notice to register and sit for the entrance examinations.

One other problem which is encountered in the identification procedure is social in nature. The culturally pluralistic nature of Nigeria has contributed greatly to limitation in identification procedures. Slogans such as "Federal character," "Quota system", "Catchment area", "indigene" are due to the pluralistic nature of our nation. Udoh (1991) decries the situation when he observes that many children who ought not find themselves into Gifted Education Programme due to these factors while the truly gifted are deprived



of the opportunity. Iheanacho (1989:284 ) had retrospectively identified this fear when he remarks that:

Some commoners are fixed as to whether identification and education of the gifted will be rationed among the dominant ethnic groups in the country or among the states since the levels of educational development are not equal. Will the standard expected of any gifted child be lowered in an effort to get some gifted children to fill their state quota in the so-called disadvantaged states. Is it even ethically right or justifiable for the government to discover some talented and gifted children in the identification processes but use the quota to cut them off?

However, this work is out to remedy the situation since it will emphasize the need to follow the specifications of the Blueprint for better selection procedures.

### **2.3.7 Administrative Bottleneck**

The success of any system in education is hinged on proper planning and efficient administration without which not much progress would be made. But Ozoji (2000) remarks that there is no legislation in Nigeria establishing gifted children's fundamental rights to education that meets their needs and aspirations. In other words, this lack of legislation is still part of government's ambivalent attitude. For instance, the NPE stipulates that state Governments in conjunction with appropriate bodies will provide special education for gifted children. The government needs to make specific and strong statements that can be pinned down to a law as many aspects of the programme are hanging without allocation to special groups or personnel. The NCEC (1992 :31) affirms this notion, remarking that:

One major set-back in special education's administration in Nigeria is the bureaucratic bottlenecks of the civil service, and the ambivalent attitudes of the governments towards total implementation of her special education policy further compounds the problems.

There is a general lack of provision for the gifted education except the Suleja Academy for the gifted and few other programmes run by some private schools. It is doubtful if only this recognized school is able to absorb and educate the teeming gifted population in Nigeria. Although the Blueprint on Gifted Education (1986) stipulates that

State and Local Government should cater for some gifted students, the effort is not yet fully developed. Even the special school still lacks many needed facilities and equipment. Obot (2000) documents the sorry state of the infrastructure in the gifted school.

There is wrong deployment of trained personnel. Slogans like ‘quota system’, ‘federal character’ have also found themselves in the deployment of personnel resulting into “square pegs in round holes”. The consequences are professional jealousy and lack of co-operation among the personnel.

The task of providing appropriate education for the gifted in Nigeria is a herculean one, particularly at this period of a depressed economy. But if special education administrators at Federal, State, Local Governments and school levels are well acquainted with the importance of this programme and set to work hard and honestly too, things will be better. Development of a strong positive will and determination to make the best out of what is available will also go a long way to reduce or eliminate many of these administrative bottlenecks. This has implications for the counsellors right from ministries to the schools. It is hoped that the counsellors will have an essential part to play in enhancing the process of nurturing and releasing into the Nigerian society, geniuses, with creative talents.

### **2.3.8 Dearth of Personnel**

Successful implementation of the magnitude and quality of the education of the gifted child envisaged in Nigeria, demand the availability of a well-trained professional force in order to develop, administer and evaluate the scheme. Among the professionals needed to run such a programme are teachers, psychologists, sociologists and support staff like the counsellors. These personnel are engaged in many aspects of the scheme ranging from developing, procuring, adopting, adapting, standardizing, renorming or revalidating some instruments, teaching or counselling the students and others in the Gifted Education Programme.

But, the scarcity of such qualified personnel well versed in the education of the gifted has hit the mind of many educationists and leaders (Ozoji, 2000). Iheanacho (1986) contends that many materials including those appearing in workshops, seminars, newspaper and periodicals on gifted education in Nigeria have identified this problem. Similarly, the Blueprint (1986), acknowledges this fact but suggests that since teachers with specialized background in the gifted education were definitely in short supply, there were potentially competent professionals within the school system who could assume this role after an enriched and intensive in service programme is arranged for them. More specifically, the Ipaye -led committee (2001) on repositioning of the Suleja Academy found that out of the ninety staff of the school, only one had a professional training in special and gifted education. The need for well-trained teachers in our educational system particularly that of gifted education cannot be over emphasized. This is because the effectiveness of education at any level is dependent in large measure on the quality of its teachers and their teaching. Teachers are arguably the most important and crucial prime movers in any school system.

The foregoing have implications for our teachers' and counsellors' education programmes in the different levels of higher education in Nigeria. There is truly, a glaring need for reorientation of teachers' and counsellors' education in Nigeria. The curricular of such training programmes must delineate clear administrative responsibilities and should also evoke superior behavioural potentials in academic and other areas. Consequently, a good teacher education programme must seek to assist the individual teachers and counsellors to grow and develop well providing them with the necessary skills they need to perform adequately. It is a fact that having adequate and efficient personnel is one thing and the ability, seriousness and honesty of the few available ones and their aids is another. All personnel involved in the education of the gifted have to be ready to put in their best if the Gifted Programme would not just be a futile exercise.

### **2.3.9 Inadequate Infrastructural Facilities**

Appropriate gifted education provision demands huge and enormous resources, materials and facilities. This is not surprising as there is a need for the gifted children to be exposed to great mass of facilities, equipment and materials from which they are to choose, handle and manipulate in order to self direct their individual learning experiences. The Blueprint (1986) affirms that the principle behind the education and nurturance of giftedness lies in encouraging the children to be experimental and exploratory and in challenging them to the utmost.

Adequate facilities in the educational system of the gifted are very vital component of resource-input as researches portray strong direct relationship between facilities and education quality. Coombs and Hallak (1972) for instance emphasize the importance of the right quantity and quality of inputs as a pre-requisite for high quality education. Schumann and Orville (1977) brought out the import of this in a review of resource allocation in China. They note that although there was a scarcity of senior scientists in the research institutes, the young scientists recorded excellent scientific and technological performances having been trained with the best pieces of equipment available in the world.

It is obvious that well articulated objectives of the gifted education would remain only on pages of papers if adequate infrastructural facilities are not provided. No wonder, Ozoji (2000), remarks that special education of exceptional children without relevant materials and equipment is just like a cup of tea without sugar. Special schools for gifted education have need for special classrooms, well equipped library and laboratories, instructional materials like televisions slides, video machines, computers and, in fact, all other components which constitute integral parts of the physical facilities. Since qualitative education provides the necessary indices for national greatness, all financial,

administrative and statistical provisions should be put in place to assure the achievement of goals in the programme.

The researcher is of the opinion that the huge financial involvement of acquiring these must not be the reason for not providing these facilities. The Blueprint (1986, p.22) warns, "The financial constraints based on fall in oil revenue and escalating costs must not be seen as impediment when one takes a look at the future returns". After all, Agoumu (2002) has maintained that Nigeria is not as poor as her leaders portray her to be and that her economic problems are more of wasteful spending, mismanagement and morbid priorities.

It is therefore recommended that the Government see the provision of these facilities as very important and vital to any success in the programme. It is also advised that where possible, locally produced materials should be obtained or improvised ones made. The government could also source for alternative ways to get more funds needed to purchase these things, and administrators of Gifted Programme should be positively disposed to the programme so that they will do all in their power to obtain these things. They also need to be honest so that the monies sent for the programme will be used appropriately and not mismanaged or embezzled. The researcher believes that with proper counselling, all concerned authorities would be enabled to step up actions in their maintenance culture to ensure that the available facilities do not breakdown.

## **2.4 GLOBAL TREND IN GIFTED EDUCATION**

It is necessary to find out the status of implementation of Gifted Education Programme in some nations of the world. Thus the global trend in Gifted Programmes will be discussed starting from foreign nations where programming for gifted individuals started and ending with Nigeria.

In United States of America, progress is no doubt being made to meet the educational needs of the gifted. Being one of the nations in modern times to have started

programmes of special education for her gifted individuals this is not surprising. In fact, as far back as 1901, the first of such schools had been opened although it was not a national issue because in United States of America, the Federal Government's educational role is limited by a constitution, which leaves education as a function to be performed by the individual states (Evans, 2000). However, the Federal Government's significant involvement in educational policy direction and leadership began with the Soviet Union's launching of Sputnik into the space in 1957. The perceived threat to United States of American's national security triggered among other activities a resurgence of interest in gifted education.

Thus, in the late 1950's, the United States of America launched massive educational programmes designed to foster excellence and talent. They realized the increasing national needs for scientific methods in improving education, creativity and productivity such that by the 1970's she had out distanced every other nation in space travel and then, interest in gifted education lessened. Consequently, Clark (1997) observes that the history of education of the gifted has been a cyclical one with periods during which interest and programmes have waxed and waned in America.

The second event that sparked off subsequent development in gifted education was the Marland's Report of 1972 and, the enactment of the "Education For All Handicapped Children's Act" of 1975 (Public Law 94-192) (Silverman, 1993). The report contained an inclusive definition of the two terms which soon was labelled the "U.S Office of Education" definition and this became a guide for many States and local education agencies. Following the broadened definition, a national strategy for identifying and educating the gifted was formulated. An Office of the Gifted and Talented (OGT) was established. The OGT undertook needs assessment and survey of what was happening around the country. Also formed was the National / State Leadership Training Institute for the Gifted and Talented (LTI). The LTI focused on effecting policy change at

the State and local level. In 1975, for the first time ever, categorical funding for the gifted and talented was made available under the provisions of a section of PL 93–380 (Silverman, 1993). Evans (2000) however, observes that through much of the 1980s the Federal role in gifted education declined significantly until the passing of the Javites Gifted and Talented Students' Education Act of 1989 when the Department of Education had funding available to support programmes for the gifted and talented.

Motivated by these grants, all the fifty States in United States of America had policies on education of the gifted. With the exception of New Hampshire, all had State legislation, which mandated service or supported discretionary/permissive programme for the gifted and talented (Lukenbill, 1991). Although New Hampshire had none of these legislations, it had an office of gifted education, which is a positive action. In a sense therefore, gifted education has been legitimized and institutionalized in United States of America (Silverman, 1993).

No wonder, Havighurst (1971) as cited by Evans (2000) observes that probably no other society has done as much as the United States of America in respect of gifted education. In spite of these positive actions, gifted education in United States of America has not really received sustained interest and public funding. When in 1991, Federal, State and local districts experienced severe financial crisis, funding for the gifted suffered and many state coordinators and offices for the gifted was reduced and even eliminated in many districts. There are also considerable variations in the extent and ways in which the education agencies and States implement their gifted policies.

In Britain, the '11+' selection process into the grammar schools and the three years of highly specialized study from age 16 onwards were seen as forms of provision for the intellectually gifted. By the 1980s changes in the tripartite secondary school system including the selection processes brought significant changes regarding the education of the gifted. For example, thirty local Education Authorities participated in a

Department of Education and Science (DES) sponsored school's Council Gifted Pupils' project. This project created four co-operative network and produced curriculum and instructional materials. Freeman (1992) also points out that some local Education Authorities had, at least one person responsible for the highly gifted who receive enrichment in many subjects; mostly offered out of school in weekend and summer courses. He mentions however that there was no specific overall educational policy for the gifted in Britain.

In 1988, the British Government had made significant governmental policy change with the passing and implementation of the Educational Reform Act incorporating for the first time a National Curriculum. From then, interest had been growing steadily culminating into the issuance of the 89th Annual Report of Her Majesty's inspectors of schools which asserted that in most schools, able students were simply not being officially challenged. Following this report, the Department of Education and Science convened more than 100 senior U.K educators to examine ways of adapting the National Curriculum for the gifted. Thus, a policy of official acknowledgment had been stated and ways of meeting the stated policy are being seriously explored and expanded.

In the Federal Republic of Germany, the constitution (Article 2, paragraph 1) lays down the society's obligation to try to make it possible for all people to develop their personalities in accordance with their own patterns of abilities, interests and aptitudes. According to Kolmogorov, Valilou and Tropin (1985), every Republic of the Soviet Union has at least one special school for the gifted and talented. However, there is diversity in the operating policies as each of the German States operates its own policies, thus, limiting gifted education.

The people's Republic of China has an extensive system of special subject schools which cover the regular curriculum but extends it by offering intensive training in the



special subject such as mathematics, modern language, natural science and music etc). These schools are thus similar in many respects to magnet schools in America.

In India, the effort to identify gifted children was started in the 1950's. Some national institutions screen gifted children from general student's population on the basis of tests and interview. The National Council of Educational Research and Training (NCERT, New Delhi) conducts a test to identify talented students in the sciences. Selected students are given financial assistance to pursue their higher education in good institutions where all facilities to develop harmonious personality are provided.

In Africa, certain issues emanate from the historical, political and cultural context of the continent, which have directly influenced policy decisions regarding gifted education. Gifted education has therefore, not developed and been at par with what obtains in developed nations. In fact, in most sub-Saharan Africa, what we have as gifted education can be considered to be in its exploratory stage and very narrowly conceived (Taylor, 1993). It is only in South Africa that gifted education, based on a wide flexible dimension has reached a notable developmental level.

In South Africa, gifted education was not an official issue prior to 1969 even though a sophisticated education system for the whites was well developed by 1910. However, in 1969, a retired headmaster by name Jock L. Omond started propagating the idea of gifted education in South Africa. Over the next ten years, he put the case of gifted education to educational authorities and the public at meetings all over the country. On June 14, 1976, he established the office for the Gifted and Talented in Port Elizabeth with the aim of providing for the gifted on an extracurricular basis and in and out-of-school setting. In 1979, the University of Stellenbosch organized the first National Conference on gifted education. From then, a more positive attitude in official quarters was noted in regards to gifted issues. The appointment of the first education planner for the gifted on October 1, 1980 by the Education Department of the Cape Province substantiates this

view. By the end of 1980, the Transvaal Education Department followed suit and established extracurricular centers to provide for the needs of gifted children (Neethling, 1985). Taylor (1993) notes that shortly afterwards the province of Natal and Orange Free States in 1986 also established an educational system for the gifted.

By 1980s, various developments had taken place in many provinces of South African Republic. In the Cape Province, for instance, twenty-five schools were selected and given permission to introduce and develop gifted education. There was a found need to expand the training curricular for the teacher to adequately prepare them for teaching gifted children. The University of Port Elizabeth in 1983 therefore established an extensive training programme for teachers of the gifted. Besides, Modules on gifted education were included in all pre-service education courses and a further Diploma in a Master's Degree in gifted education was offered.

In June (1980), the Human Sciences Research Council (HSRC) was requested by the Cabinet to investigate education in the Republic of South Africa and submit her findings to the Minister of National Education. Through the committee's efforts a report was published in 1986, which elucidated certain problem areas in the education of highly gifted pupils and suggested guidelines for the provision of such education.

In spite of these developments, it is worthy to note, that the education of the black pupils were not at par with what obtained for white pupils (Taylor, 1993). The first International Conference on Giftedness, which was held in Stellenbosch in 1984, gave further impetus to the idea of equalizing gifted education for all children. In 1987, a second International Conference was held in Johannesburg. Sponsorships were obtained to enable a large number of black teachers, to attend. The impact on black schools, however, was limited due in part to boycotts and disruption of many of these schools, especially in the Johannesburg area.

In Tanzania, there is no official provision for gifted education except for secondary schools placements, which are deemed to be for the academically able in the society. However, in the bid to provide for more students from all over the country, a quota system exists for selection to secondary school. Such a scheme was necessary to prevent most of the places from going to educationally rich areas in the country. In this manner the poorer areas could also send pupils for secondary education even though their academic achievement may be well below those of some pupils in the richer areas. To achieve more equitable distribution of places to the secondary school, the top pupil from each primary school is selected to go on for further education. In this way, many children are given opportunity to go to secondary schools.

In Kenya gifted education seems to be in its embryonic stage (Taylor, 1993). Interest is being generated at present among teacher, parents and the public by means of conferences. The first conference was held in 1991 and the Second Eastern African Conference on Gifted and Talented Persons was held in August 1992 in Nariobi, Kenya with the theme of “ Caring, educating and harnessing gifted and talented persons for rational development”.

In Nigeria prior to 1989, there was practically no official and separate programme of education for the gifted in Nigeria. They generally remained in the same class with other children working at the same pace and learning similar things. At the end, they write the same examinations and are ultimately promoted to the next class. It is only when quizzes, debates and dramas are organized that the intellectually gifted are sought out to take their proper places (Abang 1981). However, Kolo (1996) contends that in actual practice there has always been gifted education practices right from the colonial times in Nigeria if gifted education is understood more from the perspective of provisions rather than programme for learners with potentials or who manifest outstanding abilities. Abang (1981) affirms that many excellent inclined schools existed and still exist in Nigeria.

Among these are Kings' and Queens' Colleges, Lagos; Marynoll Secondary School, Ogoja; Baptist School, Jos, and St. Gregory's College, Lagos.

In some schools therefore, an attempt is made at separating the more academically able from the others and kept in one class although they learn the same things as others (Ihede, 2003). This could be described as the ability grouping of student where the gifted are enabled to work at a faster rate and thus may finish their scheme of work on time. Udoh (1991) reports that the first official reference to Gifted Education in Nigeria was in 1977 following the first publication of an articulate policy document to guide the entire educational system.

The introduction of the National Policy on Education added more impetus to the need for a separate programme of education for the exceptional persons in general and the gifted in particular. The first step in the actualization of the stated policies was in 1982 when the Government set up a committee named "Operation catch the genius". Their terms of reference were to work out a programme of early identification and education for the gifted. This committee however did not achieve much and another committee was set up in 1986 named "National Planning Committee on Education for the Gifted and Talented". This committee eventually came out with a "Blueprint on Education of the Gifted and Talented in 1986. The target date suggested by the committee for the takeoff of the gifted programme was in January 1987. The target take-off date was not met as envisaged and it was not until 1989 that five Federal Government Colleges at Ilorin, Maiduguri, Kano, Benin and Lagos were designated as special centers for the implementation of the Gifted Education Programme. Nweke (2003) reports that the communiqué issued by the National Council on Education (NCE, 1988) at the end of its 33rd meeting instructed that these five Federal schools would have enrichment programmes for the gifted in Federal universities near their locations. Onyendi (1994) reports that about 2344 children drawn from all parts of the country had been short-listed

for screening and at the end of the screening exercise one hundred and thirty (130) extra brilliant children were chosen to pioneer the Federal Government Gifted Programme. The Federal Ministry of Education then established a unit in the Ministry to be responsible for the identification and education of the gifted leading to a formal opening of an Academy for the gifted at Suleja in Niger State in 1990. The identified gifted students in the pilot Schools were transferred to the Academy to continue their education.

Federal Government Academy, Centre for the Gifted and Talented, Suleja was officially established to cater for the top 5% of the gifted children nationally selected after the final screening tests. There the gifted are ideally to be taught using the 6-3-3-4 as the basic curriculum while the learning experiences that cater for their special needs and characteristics are arranged according to the subjects to suit them. Appropriate instructional strategies are to be employed to meet their needs and aspiration. At the State level, it is expected that the top 5% of the entire school population who were not selected for the Federal Gifted Programme are to be identified and placed in schools designated to provide special education for them. At the local government level also the top 5% of the entire population who were not selected at the State level are also to be identified and provided appropriate education in some designated schools. It would seem, however, that many aspects of the policy statements on gifted education are yet to be implemented.

In conclusion, it is safe to contend that despite the existence of various groups with a strong interest in promoting the cause of gifted children although for differing reasons, gifted education has not made much headway and is even being vehemently opposed by some theorists and practitioners both inside and outside professional education. Funding and concern for the gifted in most societies are minuscule in comparison to funds and legislation for the handicapped. In many nations, the gifted are not included in the definition of the exceptional students and special education is seen to

be synonymous with handicapped education. There is need therefore for more counselling intervention in favour of the gifted individuals and their education.

## **2.5 CREATIVITY COUNSELLING AND GIFTED EDUCATION PROGRAMME**

The need for greater utilization of creativity counselling in support of the implementation of Gifted Education Programme has become critical. This is in view of the futility of a narrowly based conception and implementation of gifted education in Nigeria. Counselling in Nigerian organizations would have to become top priority for any individual family or educational organization, which hopes to become transformed unless the alternative of bankruptcy is preferred (Mailumo, 1988).

Counselling as a programme, concerned with creating opportunities and awareness for the personal, social, educational and vocational growth of the individual has a great potential for addressing the problems inherent in the implementation of Gifted Education Programme. Counselling is based on the conviction that education should be a process of liberation, and so should make the client capable of choosing and achieving their own ends to set goals. It can serve as a central influential, social interactions through which people are helped to achieve maximally.

The Gifted Education Programme is still largely unadvertised as many people are not aware of its existence, even among educated elites like teachers. Many people are also misinformed about the gifted and why they need special education provisions. Counselling can clarify issues and put them in proper perspectives for better understanding and appreciation by all. Parents and guardians normally are anxious to make wise and well-informed choice of good schools for their wards particularly the gifted ones. Education and counselling can help them make such choices. Besides, making appropriate choice of good schools, people need vital information on how to help their children apply for and sit for the gifted school's entrance examinations.

Today, many sources of information exist and numerous opinions can be gotten through the popular and technical media. There is a need to decide which information are reliable and valid and those that are not. Creativity counselling will help to reduce the mass of misinformation and misconceptions from incompetent and unreliable sources regarding the place of gifted education in the country and other vital issues. The counsellors through this approach can provide accurate data and information, which will encourage individual responsibility and cooperation towards the gifted and their education. As Okpede (1994) explains, the more knowledgeable people are, the more prepared they would be to accept the consequences of their actions.

The lackadaisical approach by the government on issue of the Gifted Education Programme in Nigeria has been noted. Counselling can help to resolve many of the issues raised from the foregoing discussions. It serves as a central influential social interaction agency through which people are helped to achieve maximally in all their undertakings. The counsellor has the consultative ability and responsibility to make the society fully aware of how it can save itself from collapsing since the ultimate goal of counselling is to bring people to the best level of personal and corporate condition of self help.

Implementation of Gifted Education Programme in Nigeria is being threatened by a number of factors; therefore, creativity counselling is crucial to resolving these factors. As research evidences and write-ups indicate, much is still required if the programme is to achieve its stated aims and objectives. Counselling intervention is expected to help Nigerian organizations to distinguish between good and bad values through the process of scientific value clarification. Besides, counselling is perceived as an integral part of the total educational process, which is concerned with providing strategies and systematic skills to assist individuals cope with the magnitude and variety of life's problems. Bhushan (1995) posits that counselling services are like catalysts that aim at helping learners to understand themselves, their rights to claim, their weaknesses and strength.

Thus guiding them to plan and aspire to achieve attainable goals for productive living. Silverman (1993) buttresses these points when he remarks that counselling is essential, because the journey to discovering that which is finest in one's self is precarious and those who embark upon this journey sometimes falter and lose their way.

In actual fact, creativity counselling as a concept operating within education represents society's expression of concern for the individual. Its contributions include bringing to all, the relevant people, the increased understanding of the educational and social information needed to make rational decisions on the Gifted Education Programme. By accomplishing these tasks, creativity counselling will reinforce and add impetus, stride and spice to the implementation of gifted programme.

### **2.5.1 The Role of Counsellors in Gifted Education Programme**

Appropriate education for the gifted children requires the active involvement of many people among which are the teachers, administrators, parents, counsellors and specialists in many fields. To effectively harness the activities of these various groups especially the personnel to achieve the aims of the programme is a herculean task. This is where the role of counsellors becomes very critical because counsellors as consultants and strategists have the capacity to help these stakeholders to attain and maintain the highest level of functioning in regards to gifted children's issues. Counsellors can effectively carry out this function since human development is one of the services undertaken by counsellors.

Counsellors by the virtue of their training have the skills, techniques, tools and competence to provide counselling services to their clients to help them resolve problems that they encounter in their daily lives. By the central function of counselling in education, the counsellors have the responsibility to become very conversant with all the various processes of education both in the regular and gifted education. They must necessarily be responsible for expertise in such processes as programme development,



evaluation, modification, innovation and implementation. The implication of this involvement is that counsellors can only carry out their tasks by teaming up with all those involved with the various processes of the programme such as the teachers, administrators at all levels, parents, gifted children and in fact other categories of workers. This implies the use of team approach by counsellors, if they are to be successful in carrying out their tasks.

Team approach by its scientific nature is regarded as an asset because the provision of services to cater for the multivariate needs of individuals as well as communities would only be possible and effective through the employment of all available specialist human resources (Mailumo, 1988). This is also in the belief and recognition of the input of other personnel in the programme.

In a logical order therefore, the responsibilities of the counsellors in the team are to serve as the strategists, consultants, trainers and coordinators. As strategists they plan towards personal and corporate achievement responsibilities for all stakeholders in their environment. As consultants, they help communicate information on designed strategies to guide interactions and role performances while as trainers they train other relevant personnel so as to enhance their knowledge and skills. Lastly as coordinators, the counsellors will effectively manage, plan and bring out problem solving policies, programmes and changes that will help to catalyse good decision making skills and yield better resources for proper implementation of the Gifted Education Programme.

For the smooth operation of the counselling activities, the counsellor needs to develop adequate link with the top management staff at the Ministries of Education and the schools. The counselors should bring to the administrators the problems faced by other categories of workers and the gifted individuals themselves. They should remind administrators of the place of gifted education and the great loss that would accrue to the society if the gifted were neglected. The school administrators are also made to realize

that counselling is by its catalytic nature completely integrated with the all embracing or total school curriculum in terms of its design, development, implementation, assessment, evaluation, methodologies, review and innovation. The counsellors should make it clear also that counselling is established to help the administrators achieve the central goals of the school and as such the counsellors are subordinates to them. By doing so, personality and role conflicts are reduced to the barest minimum and the bid to implement the Gifted Education Programme made easier.

Counsellors must help parents to become capable of making the critical parental input to their gifted children's education as the home more than school has greater influence on children's personality adjustment. Since the home is the first social unit the child comes into contact with, the child's likes, dislikes, stereotypes about people and expectations are shaped by those in the home. Counsellors therefore have to help the parents and the siblings to understand their gifted children more to avoid the inferiority complex that brings them into conflict with them. This is particularly important in preventing socio/emotional problems in the gifted because teaching, no matter how excellent can seldom counteract inappropriate parenting experiences while family environment can counteract unhappy school experiences. The counsellors can also bring parents in groups to provide opportunity for swapping parenting recipes, child rearing practices and experiences.

The teachers as the key professionals in the school setting have to be in a consultative relationship with the counsellors also. Infact, some of the teachers should serve in the counselling team although under the counsellors' leadership because the teachers' support and participation are important and needed if the counsellors are to excel in their tasks. The counsellors must of a necessity help teachers to understand that they are all professionals in their own rights and positions who must work together if the educational objectives are to be achieved. This is vital to removing the prejudices and

misconceptions that have been discovered to exist between teachers and counsellors. The counsellors can then help the teachers to understand the characteristics of the gifted child more to reduce any threats they may encounter in their teaching of the gifted. The teachers' vital role if the students' potentials are to be properly catalyzed and adequately harnessed is brought out. More so, they are helped to choose appropriate teaching strategies and leadership styles that will be acceptable to the gifted. The teachers are helped to keep continuous appraisal of the gifted in order to help them maintain high quality achievement in all spheres of life.

The gifted students themselves are the pivots of the counselling activities in the Gifted Education Programme. It is on the students that many of the counselling skills are brought to bear. The counsellors have to get their cognitive level very sharpened and have to institute a more comprehensive and systematic continuous data collecting and processing skills using recognized tests and non-test instruments. These tools should yield substantial amount of data that will be used in identifying individual student's weaknesses, strengths, interests and aptitude. Thus the counselling services are brought to bear in all areas such as personal, social, educational, occupational and environmental spheres.

The informational service is very vital, as the massive valid and reliable data obtained have to be properly processed, stored and utilized. Based on the data, the counsellors are enabled to decipher individual student's needs so that they can counsell them accordingly. Academic counselling is also directed at the gifted and this involves helping the gifted develop effective study habits, methods of taking notes, reading skills and strategies and determining what, where and when to study.

Career education is another important role, which the counsellors undertake in the school. Career education according to D'Alonzo (1978) is a much broader programme designed to help students prepare for career choice and entry into the world of work

gradually as they pass through schooling. Indeed, career dimension of gifted children sums up the whole essence of their education in the world. Akinboye (1982) presents a clearer view of these ideas when he points out that the whole process of human development, learning, acquisition of knowledge and skills seem to end up in preparing man for a career for living and survival. Therefore work which comes out clearly as the only explicit way of actualizing the numerous potentialities of the gifted child has to be fully prepared for in a very systematic manner.

Indeed, the counsellors occupy unique positions, which mandate them to encourage and provide enabling environments for the gifted, which will be a buffer against the misconceptions, negative attitude and even attacks of others who do not understand them. They have it as a duty to develop awareness programmes that will adequately expose the level of unmet needs of the gifted in the regular education, which makes mandatory the establishment of a separate educational programme. There is the felt need to mobilize all stakeholders in the society to think adequately concerning proper implementation of Gifted Education Programme for without such thinking, it is doubtful that anything will improve in any other field of endeavour in this country.

### **2.5.2 Counselling Approaches**

The need for the stakeholders to be constantly developed cannot be overemphasized. For one, gifted education is a dynamic and rapidly changing field, in which monumental developments are taking place what with the microcomputer, videodisc and GSM technologies. Clearly, some organized mechanism for updating stakeholders' competencies seems necessary if the services they provide are to keep up with the latest advance in the field (Maher and Bennett, 1984).

There are many approaches that are open to the counsellors for use because they are vital components in effective counselling relationships. Gibson (1981) subscribes to this view when he asserts that counselling is often a learning and a personality study

which is based on some theoretical models whose origins are in line with the counsellor's values and beliefs of the individual. This implies that for a counsellor to be effective, he must have a theoretical framework that will direct his actions in any counselling relationship. Both western and indigenous authors seem to agree that directive and eclectic approaches are adequate for effective gifted education programme (see Passow, 1980; Akinboye, 1987; Evans, 2000; Nwadi, 2002). They imply that non-directive counselling approaches may not be useful in gifted programme's intervention.

The non-directive counselling approaches include the Client-centered, Ultimate Causality, Trait and Factor, Existential, Gestalt and Psychoanalytic theories. Theorists using these theories mostly trace clients problems from single key mechanism or from intra-psycho events and conflicts. They believe that clients should be active and direct the counselling sessions since they are the source of their problems. The proponents of these theories fail to recognize that client's problems can also emanate from interactions between the various components in his social system. Many psychologists because of this limitation have rejected non-directive counselling perspective and argue that one cause-effect relationship might not be comprehensive enough to solve some social problems like the issue of improper implementation of Gifted Education Programme. They further contend that the problems of negative attitude or ambivalent attitude need a confrontation by one who knows before it can be eliminated. Many authors have therefore acknowledged that eclectic and directive counselling approaches are best for intervention in gifted programmes.

Eclectic counselling approach involves the use of all relevant theories. Agoumu (2002) views this approach as a method that is quite appropriate for both the counsellor and his client. In this approach, the counsellor is flexible and does not limit himself to any one theory. He is able to change from one theory to another as he deems it fit depending on the direction the counselling session is taking.

The directive counselling theories according to Bulus (1995), are interested in the present situation and feelings of the client and not in the past and previous history of the client. These include the Rationale- emotive, Creativity counselling, Behavioural, Contextual, and General system theories. In these theories, the counsellor assumes leadership role and directs the counselling sessions although with the cooperation of the client. The counsellor has the responsibility of interpreting and clarifying issues to the client since the client looks up to him, believing him to be competent and able to solve his problems. These theories appear appropriate in resolving issues of implementation of gifted education in Nigeria, for a number of reasons. Firstly, it can be deduced that the procedural problems of programme implementation is social in nature and so can be eliminated through social interactionist theories of the directive counselling approaches. Secondly, many people are still ignorant, unaware and unlearned about the gifted and their education and so will need education and counsell. However, the directive theory, which the researcher believes has the best answer to the issues under study is the Creativity Counselling approach. Creativity Counselling approach is preferred since unusual ideation, and creative new ways are needed to improve the implementation prospects of Gifted Education Programme in Nigeria.

### **2.5.3 Creativity Counselling Approach**

This will be delivered in form of programmes targeted at various stakeholders involved with the Gifted Education Programme. The areas in which each target group could be conceivably trained will be at different levels but all are basically the same. The programmes are designed to be on regular basis throughout the year to ensure that developed standards are maintained and would demand the active involvement of all counsellors in the nation. This will have an obvious implication for counsellor education programmes at all levels of education, which must necessarily incorporate elements of giftedness, characteristics and needs of gifted children. In this wise, counsellors at the

school, the Ministries of Education levels and even counsellor educators will all be involved in carrying out the tasks at local and national levels. For adequate creativity counselling, the counsellors must have to carry out need assessments of the various stakeholders first before they can define precisely what the intervention hopes to achieve so that the intervention will have direction and purpose. Creativity counselling approach in the programme will center attention on designing of counselling programme from priority needs of the groups. Assessing the groups' developmental needs involves identification of competencies required of them in relation to gifted education, determining the concepts of giftedness, the characteristics of gifted children, why they need special education, exposure of the policy statements and the procedural design.

The creativity counselling programme therefore will focus on three areas of human domains i.e. knowledge / cognitive, affective and psychomotor skills. The cognitive aspect will involve increasing the programme participants' awareness of the rudiments associated with the characteristics and education of the gifted individuals. The knowledge aspect will be provided in form of didactic courses, seminars, workshops, lectures and readings in handouts and booklets. As the cognitive domain is being enhanced it is probable that the affective domain will be improved. No wonder, Eke (2003) observes that education, knowledge and awareness are panacea for ignorance and negative attitudes.

Yet, programmes having to do with the participants' feelings, opinions, appreciation, attitude will also be incorporated. This is best done through small group discussions, role-playing, media presentations and peer consulting relationships. The counsellors may in this line arrange meetings for instance with the teachers, parents, gifted student and administrators of Gifted Education at school, State and federal levels: This open door policy of communication usually yields a lot of pertinent ideas that could be used in bettering the implementation prospects of the Gifted Programme.

To develop the psychomotor domain, the development programme will focus on increasing job competencies of various groups most especially those who are directly involved with the gifted. Developing the skills will include the use of simulation exercises, case studies, hypothetical statements, performance feedback, observations, supervision and discussions on roles and responsibilities of each in the society at large if our gifted must be provided adequate education.

### **Creativity counselling programme tips for the teachers.**

The programme for teachers will include discussions on such areas as identification and characteristics of gifted learners, curriculum integration for the gifted, instructional strategies and modification of the curriculum to accommodate the wide range of individual needs and understanding of the unique emotional and social needs of gifted learners. Creativity counselling strategy would also create opportunities for study groups, action researches and networking to enhance the resource base for teachers of the gifted. This will enable the teachers in turn to teach the whole child, access or form local gifted advocacy groups, help students to self direct their learning and encourage parents to be part of the school community.

### **Creativity counselling programme tips for parents**

Counsellors will help parents to realize the need to form local parent groups for support of gifted education and to become active in the community support for giftedness. The parents are also incorporated into being serious advocates for all gifted children, through open communication within and outside the community and they are encouraged to listen carefully to their gifted children, and permit them their own individuality. Parents are admonished to help their gifted children to show right emotions and delight for the world around them and provide a safe haven and buffer for the children when they are feeling especially different and vulnerable. Most particularly, parents are to help the



precocious children to balance cognitive excellence and emotional needs and model socially appropriate behaviours.

### **Creativity counselling programme tips for administrators**

The counsellors must work to help administrators to understand programme expectations and become supportive of the Gifted Education Programme. They are encouraged to become advocates for gifted children to learn at their own level, to access appropriate resources to match the curriculum and instruction for them. They are made to understand how to coach their staff in a manner that encourages diversity, creativity and high standards. Administrators are helped to see the need to openly celebrate the success of the students, support equity of educational services so that all children's needs are met. They are made to see the needs of modifying policies and procedures to support special education for the gifted.

#### **2.5.4 Creativity Counselling Sessions**

In this approach, counselling sessions could be on individual or group bases. In the individual counselling, there is a face-to-face interaction between the counsellor and his client. This gives the counsellor sufficient opportunity to develop accurate knowledge of his client and his problems thereby enabling him to get to the root of the client's problem and be able to help him better. Individual session is good for it will grant the counsellor opportunity to meet the authorities in gifted educational units at the federal, State, Local Government and school levels one by one. He is able to marshal his arguments, insights and information more ably and directly in order to convince them of the need for appropriate educational provisions for the gifted. However this relationship has some obvious weaknesses. For one, there is much expenditure of time in meeting the relevant people individually and it is energy sapping. Where counsellors are few, they may not be able to reach all in good time. Another limitation is that where the client is

shy or proud, he tends to avoid any meeting with the counsellor and may keep postponing the meeting until the counsellor gets fed up and stops trying to see him or her.

To resolve the above limitations, group-counselling approach may be used to reach many people at the same time. Nwoye (1988) points out that the merit of group session is in being able to disseminate information to many people at a time. This saves not only time but also energy for the counsellor. The group also benefits more from one another as they discuss, interact and rub minds together. Resultantly problems are better addressed and put into proper perspective. Okpede (1994) however draws attention to the fact that group counselling has its own limitations for according to him, group sessions do not allow for individual attention and considerations. Thus he advocates the use of individual sessions to complement the group sessions. The implication of these facts is that no one technique has all the answer for all situations. The counsellor should be flexible and considerate of the demands and needs of his clients.

## **2.6 EMPIRICAL STUDIES ON GIFTED EDUCATION**

Society, as a stakeholder in education, has always had a special interest in gifted children both as individuals and as potential contributors to its well-being. It is therefore not surprising that literature is replete with researches, which have been carried out on the gifted and their education. Hewton (2003) posits that a large body of research and literature developed late last century around one key concept, most usually labeled 'giftedness' with all its related issues.

Merlent (1990) did an evaluative study of the implementation practices of educational policies of gifted education in Brazil, Columbia and Mexico. His findings indicate that although policy development helped a lot in improving the people's awareness of gifted education, the implementation of the programme was problematic. He discovered that one of the major obstacles was misunderstanding of democratic ideals and meaning of equality of educational provision. He also found that there is still a subtle

resistance to issues of special educational provisions for the gifted. Lack of adequate funds was another problem besetting the implementation and was seen as an offshoot of the Governments' ambivalent attitude to issues of gifted education. Although his study was carried out in a different social milieu, it still has implications for Nigeria's gifted education. It underlines the need to evaluate the current policy provisions and implementation procedure in gifted education in Nigeria. The study also reiterates the fact that improper implementation of Gifted Education Programme is an issue in many nations. Empirical studies such as Merlent's demonstrate the obvious need for continuous evaluation of the implementation of Gifted Programmes. It is this fact that has given justification to a study such as this.

Bloom (1982) attempted to evaluate the factors that are linked to extraordinary ability. He conducted a retrospective study of the early life of twenty-five world-class swimmers, pianists and research mathematicians. He identified the subjects through consultations with authorities in the fields and evidences of success (wins in national and international competitions, special prizes, fellowship awards). He interviewed the individuals, their parents and former teachers, and found that several general characteristics seem important regardless of specific talent area:

- (i) A willingness to do great amounts of work (practice time, effort) to achieve a high level or standard.
- (ii) Competitions with peers in the talent field and the determination to do the best.
- (iii) An ability to rapidly learn new techniques, ideas or processes in the talent field.

Bloom demonstrated that the group's high motivation was powerfully stimulated by early recognition of their talent by parents and friends who obtained special instruction, encouraged and nurtured the talent. He also reiterated on the enthusiasm and support within the family, which also seemed to be critical elements in the emergence of those subjects into world-class performance. His findings have great implications for educationists and other stakeholders in Gifted Education. They suggest the need for early identification, encouragement and specialized instruction at home and school. It also

brings to fore the need for more positive attitude to enhance the gifted students' ability to achieve at optimal level. His study also lends credence to the need for a study of this nature. Although, his study was carried out in a different environment with variations in culture and style of life, yet the study lends justification to the need for the present study and buttresses the point that there is a need to go back to the drawing board to determine how proper implementation of gifted programme can be achieved. This has implications for counselling.

Many studies have also been carried out on gifted children and their Education Programme in Nigeria. One such study is Bamidele's (2003) case study of the educational problems of students of the Suleja Academy for the Gifted and Talented. The researcher employed the survey design using ninety students, selected from junior to senior classes, fifteen parents and twenty teachers. He analyzed his data using simple percentages. The results he obtained showed that inadequate instructional materials, dearth of qualified teachers and ignorance on the part of some parents are the major educational problems of the student. He recommended that parents and educational administrators should be educated on the need to provide conducive learning environments at homes and at school with adequately qualified teachers and sufficient instructional materials provided. While his study delineated the educational problems of the students, it has many limitations:

(1) He explains that he drew his sample of parents from the Federal Ministry of Education and National Primary Education commission all in Abuja but the truth is that it is not only parents in Abuja and environs that produce gifted children at the Academy. His sample therefore is obviously biased. (2) His questionnaires had only ten items each for the categories of respondents. These clearly are not adequate to generate an extensive data for the study. (3) His study only delineated educational problems to the neglect of social, emotional and other problems. (4) More seriously, he failed to employ or recommend the use of counselling services to meet the needs of these students. This

obviously made his study myopic in out look. There is need for more extensive and definitive research to discover the limitations of implementation that have given root to these educational needs. These are gaps the present study will attempt to narrow.

Nwazuoke (1996) researched into the correlates of creativity in gifted Nigerian children. He drew his sample from forty-one-unity schools nation-wide, totaling five hundred and sixty six students of Senior Secondary School. The findings indicate that the interaction of sex and age produced higher creative responses from the subjects. He also discovered that age and birth order didn't produce any significant interactive effect and that on the average, respondents performed poorly under examination state. The subjects, on the average, also expressed their creative talents better in the figural test than in the verbal test. This perhaps was due to the fact that the children were expected to enter as many as twenty original responses within a time frame of two to three minutes. Some children never got started on some of the items until the three minutes ended. This has great implications for teachers and school counsellors. A rigid conventional curriculum might hurt the creative talents of gifted children since it is known in psychology that undue pressure can inhibit performance in some people. While his study is important to educationists in that it will help them to determine factors that are linked to creativity, it has some obvious shortcomings. He drew his sample from Federal Government Colleges where many students are admitted based, not only on intelligence, but also on quota system and catchments area bases. One cannot therefore vouch for the sample that they are truly gifted children. His sample should have been selected from students who have been officially identified as gifted. Like other researchers too, he failed to conspicuously identify the implementation factors that influence adequate development of creativity in children. This is where the present study comes in helpful.

Nwadi (2002) evaluated the Gifted Education Programme using two Federal Government Colleges and Federal Government Academy as case studies. He used thirty

senior students and twenty teachers from each school in his sample. He discovered that the objectives of the Gifted Education Programme are not being achieved and that the students' performances at the Junior and Senior School Certificate Examinations were not significantly different from the performances of students of Federal Government Colleges. He also found that more infrastructural facilities were available in some Federal Government Colleges than in the Academy. He further discovered that the curriculum of the Academy was not different from what obtains in other secondary schools in Nigeria, neither was there any difference in curriculum delivery to the students. His findings are interesting but his study was limited in some areas. (1) He was interested only in the product evaluation of the gifted programme and so did not concern himself with evaluating the implementation process. (2) He did not also employ any strategy to improve the achievement prospects of the programme but merely suggested the need for more counsellors to be involved in the programme. In other words, his suggestion justifies the present work. Thus, it can be established that the present study is not a replication but rather a furthering of his work since the implementation aspect of the programme needs to be evaluated to give more insights into why the programme is not achieving its stated goals. This work becomes necessary and timely too for these reasons.

Some other related studies that evaluated Gifted Education Programme practices in Nigeria like that of Eme (1994) and Eke (2003) have established that much need to be done if we are to achieve the educational objectives for gifted education. They found that the level of awareness of people about the programme is low and that many teachers had not heard about the Gifted Education Programme, talk less of other educated elites in other sectors and their counterparts in the rural and suburban areas of the nation. They pinpoint the paucity of screening tools, dearth of personnel and lack of necessary infrastructural facilities and materials as great obstacles in implementing the programme. The issue of facilities cannot be over flogged; for it is an accepted fact that special

education demands enormous resources for infrastructure. Indeed, availability of appropriate facilities must be viewed in the context of facilitating acquisition of appropriate education for the gifted.

While these studies constituted attempts at evaluating Gifted Education Programme, they are limited by their focus. The researchers used the Federal Government Academy as a case study to produce their generalizations. These studies also have rarely moved beyond bringing out the problems to suggesting strategies that could be used to redress the constraints. Neither have they gone further to determine the status of implementation of Gifted Education Programme nor the extent States have gone in implementing the programme in their areas of jurisdiction as stipulated by the Blueprint. They also failed to identify what should constitute the roles of the counsellors in the programme. It is the attempt to narrow these gaps that exist that a study of this nature is being carried out.

In a study of two West African Countries (Ghana and Nigeria) by Walker (1983) as reported in Obot (2000), it was established that insufficient training programmes for teachers and other personnel relative to the needs of the handicapped and limited resources are some of the primary problems confronting persons responsible for special education programmes in both countries. Although the study was specifically on programmes for the handicapped, it also gives much insight into the problems of gifted education especially when one realizes that special education is generally taken to be the education for the handicapped in Nigeria. However, like other studies, it failed to go beyond the point of outlining the problems to calling for more adequate counselling service. This legitimizes the present study.

Kolo (1998) examined the state of the art of gifted education in Nigeria and highlighted three factors: provision of access to all who possess gifted potential ability, pragmatization of gifted education practices for comprehensively meeting specific needs

and justification, advocacy and support for gifted education, which to him, pose issues that need to be addressed. He found that provision of access to all with gifted potential ability can be achieved by expanding access to special schools, centers of excellence, enrichment and adaptation of variety of programming and community based approaches. On issue of pragmatism, he recommended the planning of more programmes that do not rely on government funding but which also ensures adequate access for all superior students. On advocacy, he maintained that for Nigeria, the value of gifted education lies in justifying it as capable of stimulating excellence and triggering accelerated societal development if properly managed. The strength of his study lies in bringing to fore, the need for all stakeholders in gifted education to seek mechanisms for ensuring true acceptance and support to gifted children to enable them accomplish their own objectives in life. This has a lot of implications for the professional bodies like National Council For Exceptional Children (NCEC) and Counselling Association of Nigeria (CASSON) who are pioneering advocacy for exceptional children. The implications of his work go to reiterate the importance of seeking strategies to meet the needs and challenges of appropriate education for the gifted. This therefore offers justification for the present study, which evaluates the implementation of the programme and explores the counselling strategy that will effect a better implementation of the Gifted Programme.

Anih's (2001) study evaluated gifted education practices in Nigeria using the Federal Government Academy as a case study. His study sample was geared heavily to staff and students of the Academy. He discovered that much still need to be done for the programme if it is to achieve its stated aims and objectives. He thus endorsed the expressed concern among scholars about the implementation of Gifted Education Programme in Nigeria. His study revealed that the multiple instruments recommended by the Blueprint are not yet in use and that due to the complexity in the definition of giftedness, the identification of gifted children is almost impossible. Like other



researchers that evaluated the Gifted Education Programme, he was concerned with the product evaluation and not the process evaluation or the implementation aspect. This lack explains the rationale for the present study, which is instituted to address the implementation aspect of the Gifted Education Programme in Nigeria.

## **2.7 SUMMARY OF REVIEW OF RELATED LITERATURE**

It is obvious that during the last few decades, there has been a tremendous increase in the amount of concern expressed about programming for gifted individuals. Unfortunately, this concern is not yielding as much dividend as would have been expected. It is also quite clear that there is a need for more specialized and constructive actions in the provision and implementation of special education for the gifted. This is pertinent and crucial when one notes the many needs that have arisen due to the complexity of post modernity, which require the potentials of the geniuses to solve them. But the literature review has highlighted the underutilization of such intellectual potentials of gifted individuals and the poor implementation of Gifted Education Programmes in most nations of the world. The issue has become a global concern which however takes on special meaning and urgency for developing countries like Nigeria where unlocking the vast potential of human resources is possibly the only way out of the cycle and culture of poverty. No wonder, Maier (1992) posits that the mandate, we must seek in this decade is the creation of a new outcome of gifted education and a new image of the gifted learner as a global thinker.

The literature reviewed has shown that in developed nations, there are rich literature and researches on the gifted and their education that inform planners and policy makers about the potential effects and possible pitfalls associated with particular policy decisions and implementation. Much of the researches there are also highly context specific unlike what obtains in developing nations where most of the researches on Gifted Education have remained philosophical, and descriptive. Researches on evaluation and strategies for

improving the implementation strategy of the Gifted Programme remain limited. This is a gap this research work intends to fill. It will not only evaluate the implementation and progress of the programme but will identify strategies that can help to effect a better implementation of the programme.

Nevertheless, a number of studies have indicated that the governments and peoples of all nations need to be made more aware of the great disservice they are doing to the gifted as individuals, our societies and indeed our generation when we fail to provide adequately for their education. No wonder, Kolo (1998) warns that the human resources, as well as political and social cost to society of never putting in place an adequate and appropriate gifted education scheme is more enormous than the economic cost of gifted education. This work will also buttress these facts.

The literature review has shown that most often than not, the gifted are left on their own to progress. It appears that only few encouragements are given since it is assumed that they will always achieve no matter the situation. This is what Kirk and Gallagher (1986) call the “Cannonball theory” which simply put means that children can no more be stopped from achieving their potential than a cannonball once fired can be diverted from its path. But various researches have shown this to be a myth. The fact that a substantial proportion of gifted children never achieve the level of performance their scores on intelligent tests would seem to predict for them lends credence to this fact. The gifted children more than other children because of their great and unique endowments need more proper guidance if they are not to misplace these potentials and put them to negative use. They have special needs that can only be met through well-articulated and implemented Education Programme. It is these facts that the present study tries to illuminate and buttress.

From the literature review, it has also been established that negative and ambivalent attitude underlie most of the obstacles that impede the implementation and

progress of the programme. Ihede (2003) corroborates this view when he submits that while resources could appear to be the immediate problems, the real threat to provision of gifted education in Nigeria may well be lack of political will or ambivalence regarding the actual value of gifted education in the society. This has great implication for counsellors' role in education. There is need therefore for enlightenment programmes, collection of all useful and valid information and dissemination of such information to all and sundry in the society to counter the negative attitudes. The present study will provide the necessary and valid data needed for more effective lobby for the gifted children's education. Besides, the study will provide the counsellors with the relevant skills needed to step up actions on behalf of the gifted using confrontation, directive and subtle persuasion techniques. All these approaches will be delineated in the study.

Other common grounds of controversy both in developed and developing nations as revealed by the review are the issues of equality of educational opportunity, democracy and gifted education. Counsellors need to rise to the task of putting in proper perspective the meaning of these concepts. The Creativity Counselling as a counselling approach will be used to create awareness needed to counter these misconceptions. This is a landmark that this study will illuminate.

Besides the afore mentioned points, the review has uncovered a number of other factors hindering proper implementation and progress of the programme. These obstacles differ in dimension and character from one nation to another. While in developed nations the major problems are inadequate researches to help conclusively decide which forms of administrative provisions are best for the gifted; use of non-complementary and multiple screening procedures which may be inappropriately interpreted; arguments to which devices are more reliable and valid in selecting the gifted; over specialization of personnel; democracy and gifted education and negative attitude of the general public; in developing nations they are issues of inadequate screening procedures; lack of funds and

facilities; lack of standardized test instruments; multiethnic nature of the nations; frequent government changes resulting in frequent changes of people in authorities; non-continuity in implementation strategies; non-specialist personnel; ignorance; illiteracy and poverty. The study will investigate these claims to determine how real they are and will proffer strategies through which they can be reduced if found true.

The literature reviewed has thus shown that the fight against improper implementation of stated policies will only be successfully fought to the extent that other social issues are adequately addressed. These facts underscore the need for a more comprehensive approach to gifted education implementation which is the high point and the central objective of this study. The missing approach which is the focus of this research is the use of creativity counselling as an effective counselling strategy. It is to be reiterated here that counsellors as experts in behaviour modification have invaluable and enormous role to play in educating and enlightening the generality of the people. This is one gap this study seeks to fill. Many of the researches reviewed have conspicuously failed to capitalize on the employment of counselling service to facilitate positive reactions and attitude to the gifted and the Gifted Education Programme.

Another gap this study seeks to bridge is determining and raising the awareness level of stakeholders in the Education Programme for the Gifted. If people are to be helped to make rational and well informed decisions, then there is need to sharpen their knowledge through adequate education and provision of accurate information. When people have knowledge, they are able to eliminate stereotypes, negativism and prejudice that have been impediments to effective implementation of the programme.

The studies reviewed have also made it evident that the success of Gifted Education Programme depends on such factors as proper implementation of enshrined policies, legal backing for such stated policies, governments' and peoples' positive attitude, seriousness of all the administrators at whatever levels, adequate facilities,

effective identification procedures and adequate funding. That this study will evaluate the implementation aspect of the Gifted Education Programme in Nigeria is another landmark as no other research has been conducted on this area to the best knowledge of the researcher. Many of the related studies like Eme, (1994); Anih, (2001); Essien, (2002); Nwadi, (2002) and Eke, (2003) were mainly summative evaluation of the Gifted Education Programme using the Suleja Academy as a case study. While many of their findings have been interesting and significant, there is yet to be carried out a major definitive process evaluation research on implementation of Gifted Education Programme that lends it's self to creativity counselling in Nigeria. This work therefore is significant in this wise, since it is an effort and part of a process of developing new methods and models to fulfill the implementation needs of the programme.

It is expected, that with better exposition through evaluation of the implementation of Gifted Education Programme in Nigeria and the delineation of the counselling strategies to be employed to enhance its progress, it would be better appreciated the ways through which implementation of the programme could be improved upon. With better understanding of the status of implementation also, it would be easier to develop more effective techniques of communicating these needs to the relevant authorities and people. It is along these lines of thought that this study is designed to make its contribution to knowledge advancement.

## **CHAPTER THREE**

### **METHODS AND PROCEDURE**

This section was discussed under the following subheadings: research design, population and sample of study, sampling technique, instruments for data collection, methods of data collection and methods of data analysis.

#### **3.1 RESEARCH DESIGN**

For the purpose of this study, a descriptive survey design was employed, because survey typically constitutes a way of obtaining exact facts about the present condition of a thing (John, 1984). This study fits into a survey design since it attempted to obtain the real facts needed to evaluate the implementation of Gifted Education Programme in Nigeria. The choice of survey is supported by Osuala (1982) who posits that survey is useful and relevant for the study of a sample from which inferences about a population can be drawn, because of the difficulties of attempting to study a whole population. More specifically, survey design provides more intense and varied probe into the problem area for better valid findings.

The variables for the study included determining the extent of implementation and achievement of the objectives of the Gifted Education Programme and the identification methods used in selecting gifted students. The study also identified the roles of counsellors and the counselling intervention strategies relevant in the programme. Other variables for study included ascertaining the availability of infrastructure in the Academy, the obstacles militating against the implementation of the programme and the educational qualifications of the teaching and administrative staff of the Academy.

#### **3.2 POPULATION AND SAMPLE**

The target population and sample are discussed in the following sub-sections.

### **3.2.1 Population**

The target population of the study comprised four groups of people. The first group was the six hundred and twenty gifted students of Federal Government Academy, Center for the Gifted and Talented in Suleja. The second group was the ninety-nine teaching and administrative staff of the Federal Government Academy, Suleja. The third target population of the study consisted of two counsellors at the Academy, the four counsellors at the counselling unit of the Federal Ministry of Education, Abuja, twenty counsellors at the counselling units of Anambra, Gombe, Kaduna, Kwara and Lagos States' Ministries of Education and forty counsellor educators of Federal Universities in these States. One other group that constituted the target population of the study was the twenty-five staff of the special education unit of Federal Ministry of Education, Abuja and seventy-five staff of special education units of the five representative States' Ministries of Education. One other sub-group from the Federal and the five representative States' Ministries of Education was the thirty Directors of special education units, personnel management, school services, planning and management and finance.

The distribution of the population by category and by number is presented in Table 1.

**Table 1: The Distribution of the Population by Category and by Number**

<b>S/n</b>	<b>Category of Respondents</b>	<b>Number</b>
<b>1.</b>	Gifted students	620
<b>2a.</b>	Teaching staff	96
<b>2b.</b>	Administrative staff	3
<b>3.</b>	Professional counsellors	66
<b>4a.</b>	The staff of the special education units of the Federal and the States' Ministries of Education	100
<b>4b.</b>	Directors at the Federal and State Ministries of Education	30
	<b>Total</b>	<b>915</b>



### 3.2.2 Sample

The sample for the gifted students however, was drawn from the 106 Senior Secondary (II) students in the Academy. Gifted students are part of the sample because the issues of implementing a programme are best understood by the programme users (Jason, 2000). The SS (II) students were selected as the representative group because it is assumed that they have stayed long enough in the programme to understand the issues being investigated. They were preferred, because it is expected that they will still be in the programme by the time this study is concluded unlike their SSS (III) counterparts that may have graduated before the study is completed. In view of the relatively small population of the SSS (II), all of them participated in the main study while SS (III) students were used for the pilot study since they possess similar characteristics with the SS (II) students.

The sample for the second group was drawn from the ninety-six teaching and three administrative staff of the Academy. Again, all of them participated in the study with the exception of the twenty teachers and one administrator that took part in the pilot study. The remaining seventy-six teachers and two administrators therefore, participated in the main work. The teachers are included, because, as the most crucial professionals and internal evaluators in the gifted education process, they have greater understanding of the obstacles hindering proper implementation of the programme. They can thus make suggestions on aspects of its implementation that need redesigning for better achievement of objectives in the programme. The school administrators as heads of the school's administrative and academic units are included because they are well placed to provide classified information on the specific problems facing the implementation of the programme. Besides, their participation also created awareness amongst them of the expectations people have of their roles.

Samples were also drawn from Federal and five representative States' Ministries of Education because the study was designed to be national in coverage. However, for effective time and resource management, the study was delimited to five representative States' Ministries of Education and Federal Universities in the States. The rationale for the inclusion of the staff of five States' Ministries of Education was to examine a cross-section of the country to determine the status of implementation of Gifted Education Programme in them. This is adjudged necessary because the NPE (1998) had stated that every State should provide special education for the identified gifted children who do not get selected for the Federal Gifted Programme. It was thus considered justifiable to include at least one State from each of the five educational zones as stratified by Obanya (1983). The States had been stratified with due consideration to cultural and historical affinities, exposure to Western education, belongingness to same governmental system and religious compatibility.

The sample for the counsellors included the two professional counsellors at the Academy, four at the counselling units of Federal Ministry of Education, Abuja, twenty at the five representative States' Ministries of Education and forty from the Federal Universities in these States. All the counsellors took part in the study with the exception of the ten that participated in the pilot study. In all, fifty-six counsellors participated in the main work. Counsellors are included in the sample because they possess a good knowledge and understanding of the rudiments associated with gifted educational issues and problems. Counsellor educators from the universities are part of the sample because the researcher intended to discover if they would have different opinions from other counsellors concerning the issues being investigated. Federal Universities are used because it is assumed that they employ staff from every part of the country without bias to ethnicity.

The sample for the fourth group included all the one hundred staff of the Special Education units of the Federal and the five representative States' Ministries of Education with the exception of the ten that took part in the pilot study. They form part of the representative sample because it is their units that are in charge of the Gifted Programme and so they are conversant with the issues under study. One other sub-group from the Federal and States' Ministries of Education were all the thirty Directors of special education units, personnel management, school services, planning and management and finance with the exception of four that participated in the pilot study. The cadres of senior staff are included because as policy formulators they have powers to enhance proper implementation of the programme, and so it is expected that their views are vital to the study.

The distribution of the sample by category and by number is presented in Table 2.

**Table 2: The Distribution of Sample by Category and by Number**

<b>S/n</b>	<b>Category of Respondents</b>	<b>Number Selected</b>
<b>1.</b>	Gifted students	106
<b>2a.</b>	Teaching staff of the Academy	76
<b>2b.</b>	Administrative staff of the Academy	2
<b>3.</b>	Professional Counsellors	56
<b>4a.</b>	The staff of the special education units of Federal and State Ministries of Education	90
<b>4b.</b>	The Directors at the Federal and State Ministries of Education	26
	<b>Total</b>	<b>356</b>

### 3.2.3 SAMPLING TECHNIQUE

Purposive sampling procedure was employed to select the S.S.S (II) students numbering one hundred and six as well as the seventy-six teaching and two administrative staff of the Federal Government Academy, Suleja who participated in the study. The same sampling technique was adopted to select the one hundred and sixteen special education unit staff of the Federal and States Ministries of Education and the fifty-six counsellors from the designated areas who participated in the study. This technique is in line with Jason's (2000) assertion that in small populations, all members should participate in the study.

However, in selecting the five States' Ministries of Education whose staff participated in the study, Obanya's (1983) stratified sampling technique was employed. In addition, simple random sampling was used. To do this, names of the States in each educational zone as stratified by Obanya were written on separate pieces of paper, folded and put into a bag, and then thoroughly shaken. The researcher then blindfolded a child and asked him to pick one piece of paper at a time from the bag. The name on the piece of paper picked was recorded at each round of sampling and included in the sample. At the end of the sampling exercise, the following States were selected; Anambra, Gombe, Kaduna, Kwara, and Lagos States. It was decided that Plateau State should be used for the pilot study because it had been alluded that it was the first State to officially inaugurate the Committee for the Education of the Gifted in Nigeria (Milahan & Obi, 1991). Besides, it is a State where people from all parts of Nigeria live. Consequently, the researcher felt that it would be interesting to determine the extent of implementation of Gifted Education Programme as an aspect of special education in the State.

### **3.3 INSTRUMENTS FOR DATA COLLECTION**

The main instruments used in data collection for this study were the questionnaires. There were four questionnaires, one for each category of respondents and are titled as follows:

- (i) Gifted Education Programme Questionnaire for Students (GEPQS).
- (ii) Gifted Education Programme Questionnaire for Teaching staff of Federal Government Academy (GEPQTS).
- (iii) Gifted Education Programme Questionnaire for Counsellors (GEPQC).
- (iv) Gifted Education Programme Questionnaire for staff of Education Ministries (GEPQSM).

In addition, however, an interview schedule named “Gifted Education Programme Interview Schedule” was also used to collect information from the administrative staff of the Academy and Directors at the Ministries of Education to augment and strengthen the data from the questionnaire. Interview has the added advantage of affording respondents the opportunity to express their own opinions in a deeper, less restrictive way than questionnaire (Jason, 2000).

#### **3.3.1 Description of Content of the Instruments:**

The detailed description of content of the four questionnaires and the interview schedule are described as follows:

##### **Gifted Education Programme Questionnaire for Students (GEPQS)**

This instrument consists of thirty- two items, which are divided into four sections. Section A contains the descriptive bio-data, which seeks information on the personal details of the respondents. Section B has ten items, which are stated to help discover the extent to which the objectives of Gifted Education Programme in Nigeria are being achieved. Sections C consists of ten items seeking information on identification methods used for selecting the gifted children in Nigeria while section D has twelve statements on the availability of infrastructural facilities in the programme.

**Gifted Education Programme Questionnaire for Teaching Staff (GEPQTS)**

This instrument has five sections consisting of fifty-two items. Section A is designed to elicit the respondents' biodata. Section B has seventeen statements designed to discover the extent of implementation of Gifted Education Programme in Nigeria. Section C contains nine statements bothering on the extent to which the objectives of the programme are being achieved. Section D contains twelve items on the infrastructural facilities available for the Gifted Programme. Section E has sixteen items on obstacles to proper implementation of Gifted Programme in Nigeria.

**Gifted Education Programme Questionnaire for Counsellors (GEPQC)**

The instrument for the counsellors is divided into five sections (A to E) numbering forty-three in all. The first section consists of statements on respondents' personal data. Section B has seventeen statements bothering on extent of implementation of Gifted Programme. Section C contains fourteen statements designed to find out the roles of the counsellors in the programme. Section D consists of twelve items on the counselling strategies useful in effecting better implementation of the Gifted Programme.

**Gifted Education Programme Questionnaire for Staff of the Federal and State Ministries of Education (GEPQSM)**

This instrument contains fifty-two items, which are divided into five sections. Section A centered on respondents' personal data while Section B contains seventeen statements on extent of implementation of Gifted Education programme. Section C has nine items designed to discover the extent to which Gifted Education objectives' are being achieved. Section D contains statements on the identification methods in use in Nigeria. Section E consists of sixteen items stated to identify the obstacles impeding implementation of Gifted Education Programme in Nigeria.

### **Gifted Education Programme Interview Schedule (GEPIS)**

The interview schedule is made up of six questions and is specifically designed for the administrators at the Academy and Directors at the Ministries of Education. Question 1 bothers on the concepts of Giftedness and Special Education for the gifted individuals. Question 2 dwells on the achievement of objectives of Gifted Education Programme. Question 3 is based on people's opinion on special school provision for gifted education, while question 4 dwells on the obstacles to proper implementation of Gifted Education Programme. Question 5 seeks to ascertain people's awareness of Gifted Programme while question 6 requires the interviewees to suggest ways through which the identified problems and issues could be resolved and the way forward.

#### **3.3.2 Description of the Structure of the Instruments**

The questionnaires and interview schedule were researcher-designed. Some sections of the questionnaires were fashioned on four-point scale of Strongly Agree, Agree, Strongly Disagree and Disagree while others were on five-point scale of Very High Extent, High Extent, Moderate Extent, Low Extent and Very Low Extent. These scales were adopted because they allow respondents freedom to select the option that best agrees with their views and opinions. The employment of the Likert-type technique in fashioning out the instruments for the study is backed by Thorndike and Hagen's (1977) observation that almost any concept or topic can be studied using the Likert scale.

Very High Extent was scored five points for positive items and one for negative ones. High Extent was scored four points for positively stated items and two for negative ones. Moderate Extent was scored three points for both the negatively or positively stated items. Very Low Extent was scored one for positive and five for negative statements while Low Extent was scored four points for negative and two for positive statements. Strongly Agree was scored four points for positive items and two for negative items. Agree was scored three points for items positively stated and two for negative ones.



Strongly Disagree was scored one for positive and four for negative statements. Disagree was scored two for positive items and three for negative ones.

Apart from the Likert type scale of assessment, there were also some open-ended questions, designed to allow free expression of opinion. The researcher was aware that this category of questions might pose problems during computer analysis. This however, was resolved by skimming through the responses to get a consensus of opinion on issues raised, since the opinions would largely serve the purpose of probing further into the factors being investigated.

### **3.4 Development of the Instruments.**

Four original questionnaires and an interview schedule were developed since the researcher was not aware of other instruments that measure exactly the same components as those of the present study. However, in developing the instruments, other research instruments were consulted to expand the researcher's horizon. The instruments consulted include those of Lere, (1996); Anih, (2001) and Essien (2002).

In developing the instruments, the researcher systematically followed laid down procedures. The first step was an extensive literature search in various texts, journals, magazines, research studies, periodicals, policies and programmes within and outside Nigeria. Some of the journals consulted include Journal of Special Education and Rehabilitation (1983) and Journal of the National Council for Exceptional Children (1993, 1995, 2002). The National Policy on Education (1998) and the Blueprint on the Gifted Education (1986) were examined. Other primary sources which were consulted include the following (a) Hooper (1974), "Piagetian theory as applied to education, panacea or paradox" (b) Iheanacho (1986); "Administration of special education" (c) Maier (1982); "Teaching the gifted, challenging the average." A search was also made at various university Libraries like University of Nigeria, Nsukka, University of Jos and Nnamdi Azikiwe University, Awka. The search, as expected, yielded a lot of pertinent

content items for the questionnaire and the interview schedule. The researcher also had in-depth discussions with the gifted students, principals, teachers, counsellors, staff of the Education Ministries and lecturers in the Faculty of Education, at the University of Jos. These efforts helped to expand the researcher's insight, horizon and knowledge towards the development of the items of the instruments.

The next logical step was the collation of the generated items. The items were then arranged into sections to correspond with the research questions and hypotheses. The content areas were also considered to ensure universality of content items and edited before being put in its draft form. The draft questionnaires and interview schedule were then submitted to the project supervisors for their inspection and ratification. Corrections were made and effected by the researcher before the instruments were subjected to more expert judgment of two test and measurement lecturers at the University of Jos, Jos. The experts were given the title of the work, the research questions and hypotheses and then the draft of the instruments to scrutinize. Their inputs helped in making the final correction on the instruments.

### **3.4.1 Validation of Research Instruments**

Content validity of the instruments was necessary to help the researcher determine the extent to which the items of the instruments relate relevantly and appropriately to the aims of the study and to the research questions under study. To do this adequately, the project supervisors first ratified the draft questionnaire and the interview schedule. After corrections had been effected, each of the instruments was subjected to more expert scrutiny of two tests and measurement specialists of the University of Jos. For these experts to judiciously carry out this function, the researcher forwarded the purpose of the study along with the research questions, hypotheses and instruments to them. They were asked to comment on the adequacy of the instruments in terms of comprehensiveness, ambiguity, clarity of directions, expressions, exhaustiveness, relatedness and universality

of the items. Based on their independent criticisms, suggestions and judgments the researcher made necessary corrections and revisions on the instruments. For instance, the items on the students' and teachers' questionnaires had to be reduced since they were found to be too many. They were reduced from sixty and eighty-two to forty-nine and fifty-two respectively. This procedure is consistent with Kerlinger's (1986) observation that the usual process for certifying the content validity of an instrument is to subject it to the scrutiny of relevant judges to ensure that the universe of content is adequately represented.

In order to further strengthen the validity of the instruments, they were used in a pilot study. The pilot study was carried out on a small sample of respondents who would not participate in the main study to find out the effectiveness of the instruments. The pilot study helped in determining whether or not, the proposed method of data collection and analysis were feasible.

### 3.4.2 Reliability of Research Instruments

The reliability of the instruments was also established to discover the degree of consistency with which the instrument measures that which it purports to measure. The stability of opinion was sought by the use of test-retest reliability method. This method entailed giving a test with the developed instruments to ten randomly selected respondents of each category and repeating the test within an interval of two weeks. The first-test ( $T_1$ ) scores and the second-test ( $T_2$ ) scores of respondents were then co-related and subjected to the Pearson Product Moment co-relation coefficient statistic of.

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{(N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2)}$$

Where X = test scores at first administration

Y = test scores at second administration

N = number of respondents.

This statistic was employed because it enables a researcher to determine the genuineness and consistency of the respondents' responses over a time frame.

The student's questionnaire yielded a co-efficient of 0.83 while the questionnaire for the teaching staff of the Federal Government Academy gave a co-efficient of 0.97. The counsellors' questionnaire yielded a co-efficient of 0.90 and that of the staff of the Ministries of Education 0.94. These co-efficient were adjudged high and therefore adequately reliable for adoption. (See Appendices, p.182-185).

### **3.5 PROCEDURE FOR DATA COLLECTION**

With a letter of introduction from the Department of Arts and Social Science Education, of the University of Jos, the researcher visited Federal Government Academy, Suleja, the Federal and States Ministries of Education offices and Federal Universities in the five selected States. At these places, the researcher met with the relevant authorities to seek permission to carry out the study. She explained the reasons for the study, assuring them of the confidentiality of their responses to the questionnaire and the interview questions. The visit, as expected, availed the researcher an opportunity to get familiarized with the environment. The next visit was to administer the questionnaires, conduct the interviews and observe.

The researcher divided the areas of study between her and four research assistants. The research assistants were part-time students of the Faculty of Education, Jos who are counsellors in training in their third year of study. They were selected because they are staff of the Ministries of Education and so have the kind of experiences the researcher needed. Thus, they could easily get access to people in the Ministries of Education of the various participating States. They were adequately trained on the procedures and processes of data collection. The training was done in a three-day workshop organized by the researcher. In the workshop, in-depth explanations on the purpose of study, reasons for selected areas, how to administer the questionnaires and conduct interviews were

given. They were taught how to establish and maintain rapport with the interviewees through positive comments to gain their confidence. They were schooled on how to end the interview on a pleasant note by thanking the interviewees for the audience they granted them. Rehearsals on actual test administration and interview procedures were conducted before going to the pilot areas for real demonstrations.

The researcher administered the questionnaire by herself at the Federal Government Academy, Suleja, Federal Ministry of Education, Abuja, and Kwara State Ministry of Education and the University of Ilorin. The four research assistants administered the questionnaires respectively at Anambra, Kaduna, Lagos and Gombe States' Ministries of Education and the Federal Universities in the selected States. The researcher and the assistants set off to administer the instruments at the same time. The face-to-face direct delivery system i.e. (Permanuem) was employed in the administration and collection of completed questionnaires. This method entailed handing questionnaires to respondents and being physically there as they completed them. This method was preferred because it afforded the researcher and her assistants a higher percentage return of properly completed questionnaires. At the end, the researcher and her assistants collected the completed questionnaires and thanked the respondents very well for sparing their time to complete the questionnaires.

The researcher and the research assistants then sought the twenty-six Directors at the Ministries of Education and two administrators of the Academy and interviewed them in a face-to-face oral dialogue. They were assured of the confidentiality of information given and were also appreciated for their time, which they spent in discussing with them.

### **3.6 METHOD OF DATA ANALYSIS**

The analysis of the data was based on the research questions and hypotheses formulated for the study. The data collected were in form of raw scores before they were compiled, tallied and coded on computer sheets.

Research questions 1, 2, 3, 4, 5, 7 and 8 were answered using mean scores and standard deviation. Mean scores are employed for answering the research questions because they help to critically compare data summaries and are the best representative index of measuring group scores. Awotunde and Ugodulunwa (1998) recommend the use of mean scores in data analysis because they have advantages over other measures of central tendency, take into consideration all the scores in a distribution and are more accurate estimate of population parameter. Standard deviation is also used because it is the most dependable measure of dispersion and is widely accepted as the best measure of variability (Awotunde & Ugodulunwa, 1998). Oyeka (1992) also notes that Standard deviation provides a practical tool for describing data. Research question 6 was answered using percentage scores. Percentages are adjudged adequate in this case, because the researcher wanted to determine the percentage of respondents that hold certain educational qualifications.

Hypotheses one, two and four were tested using t-test statistics. The t-test statistic is employed in testing these hypotheses because it gives the researcher the opportunity to determine whether or not any difference exists between two different sample groups on a given dependent variable (Jason, 2000). Data for hypothesis three was however tested using One-way Analysis of Variance since it aims at investigating the effects of a single independent variable or factor on a dependent variable under study (Awotunde&Ugodulunwa, 1998).

## **CHAPTER FOUR**

### **RESULTS AND FINDINGS**

The chapter presents and discusses the data obtained in the study. The analysis of data and discussion of results are carried out based on the research questions and the postulated hypotheses. Presentation and discussion of research results are organized in two sections. The first section deals with answers to and discussions on research questions, while the second section deals with hypotheses testing, interpretation and discussions.

#### **4.1 ANALYSES AND DISCUSSION OF RESULTS OF RESEARCH QUESTIONS.**

The summary of findings and discussions from the data analysis related to the research questions are presented below.

##### **Research Question 1: To what extent has the implementation of Gifted Education Programme in Nigeria been consistent with the procedural design in the Blueprint?**

The data for answering this research question were obtained from responses to items of section B of the Gifted Programme Questionnaires for teachers and staff of the Ministries of Education only because they are adjudged more aware of the issues contained in the Blueprint more than other categories of respondents. The data were analyzed using mean scores and standard deviation. Mean scores of 3 to 5 points are considered as showing high extent of consistency in implementation and design while mean scores less than 3 are considered low extent of consistency in implementation. The mean of 3 was chosen as the criterion because it is the mid-point between high and low extent on the response scale. Results are presented in Table 3.

**Table 3: Teaching and Ministries' Staff Responses to Statements on the Extent of Consistency in Implementation of Gifted Education Programme.**

S/N		VHE.	HE	ME	LE	VLE	S	MS	SD
		5	4	3	2	1	X	$\bar{X}$	SD
1.	Clear definitive policy exists.	60	60	40	6	0	672	4.05	0.87
2.	Implementation is adequate.	0	5	15	80	66	291	1.75	0.74
3.	Adequate funds are available	0	0	0	120	46	286	1.72	0.45
4.	Personnel are well trained	5	15	100	40	6	471	2.84	0.87
5.	All gifted are identified.	0	0	6	130	30	308	1.86	0.46
6.	Early identification is made.	0	0	0	130	36	296	1.78	0.23
7.	Personnel are well certified.	6	40	20	60	40	410	2.47	1.20
8.	Identification procedures are appropriate.	0	0	21	125	20	333	2.01	0.50
9.	Relevant infrastructural facilities are available.	0	0	10	125	31	311	1.87	0.48
10.	Scholarships are awarded.	40	46	20	45	15	549	3.31	1.34
11.	My state makes provisions for the gifted students.	0	0	25	31	110	247	1.49	0.74
12.	My State Government has a gifted education unit.	115	45	6	0	0	773	4.66	0.55
13.	My State programme is run in an enrichment form.	0	0	16	125	25	323	1.95	0.50
14.	Diversified curriculum for gifted students exists.	0	0	16	125	25	323	1.95	0.50
15.	All personnel have the National Policy document	0	0	0	120	46	286	1.72	0.45
16.	Many approaches are adopted for gifted education.	0	0	0	130	36	296	1.78	0.23
17.	Informative publicity exists.	0	0	6	130	30	308	1.86	0.46

\* VHE = Very High Extent  
ME = Moderate Extent  
VLE = Very Low Extent  
HE = High Extent

LE = Low Extent  
S = Scores  
MS = Mean Scores  
SD = Standard Deviation



From the table, it is clear that to a very high extent, implementation of the programme has not been consistent with the procedural design in the Blueprint. There is also an indication that the status of implementation is poor as substantiated by low mean scores of many individual items of the section. In fact, many items scored below the average of 3. It is only in items one, twelve and fifteen that the average scores of 3 were obtained. The sorry picture of the result suggests that the implementation of Gifted Education Programme in Nigeria at present is still at its lowest ebb and therefore can be said to be largely in its exploratory stage. This confirms the earlier finding of Eme's (1994), which asserted that Nigeria is still at the infancy level in terms of education of the gifted. The responses to the item, which sought to discover the States where Gifted Education Programme have been implemented, gave clear proof that many State Governments have not yet implemented the gifted education policy. Many respondents were unaware of any gifted programme run by a State Government. Yet the NPE requires that Gifted Programme be established by States to absorb the gifted who do not find themselves in the top 5% selected for the Federal programme. It can be deduced, therefore, that a considerable amount of brain is drained and wasted in Nigeria. The failure of State Governments to implement specific National Policy leaves one wondering why there should be discretionary authority by States in matters relating to adoption of policy directives. What opportunities do the gifted have for equalization of their educational opportunities when they are still unrecognized in many States?

The responses increased apprehension to the reservations expressed in many quarters about the programme. They also buttress the fact that much still needs to be done before adequate implementation of Gifted Programme can be achieved in Nigeria. A structured model to guide the planning and implementation of the programme is yet to be employed in Nigeria. This calls for a clear mandate for supportive intervention of

counselling services to help the programme achieve acceptance as an effective delivery system for the gifted children.

It can thus be concluded that the conditions essential to meeting the goal of appropriate implementation of Gifted Education Programme have not yet been fully defined in Nigeria. Much remains to be done to achieve equity in the area. The foundation is in place but the challenges lie largely in changing personal beliefs, understanding, attitude and behaviour at all levels, especially, of the administrators of Gifted Programme. This will be consistent with Cohen's (1990) assertion that public policy decisions and issues concerning services to the gifted rest on the values and attitudes of certain groups of people in particular time periods.

**Research Question 2: To what extent are the objectives of Gifted Education Programme being achieved?**

To answer this question, the responses to the items of Sections B and C of the instruments for students and the teaching staff of Federal Government Academy were analyzed using mean scores and standard deviation. Mean scores of 3 to 5 points are considered as showing evidence of high achievement of objectives while mean scores of less than 3 are considered low. The mean of 3 was chosen as the criterion because it is the mid-point between high and low extent on the response scale. The data are presented in Table 4.

**Table 4. Teachers' and Students' Mean Scores on the Extent to which Gifted Education Programme Objectives are being achieved in Nigeria**

S/N	Gifted Programme Objectives	VHE	HE	ME	LE	VLE	S	MS	SD
		5	4	3	2	1	X	$\bar{X}$	SD
1.	Equal opportunity for the gifted to develop at their own pace.	0	5	15	140	22	367	2.02	0.56
2.	Appropriate education for all.	1	3	10	86	82	301	1.65	0.71
3.	Provide diversified curriculum for the gifted.	1	2	15	92	72	314	1.73	0.71
4.	Create enabling environment to meet their needs.	20	20	10	100	32	442	2.43	1.23
5.	Opportunity to meet mentors.	5	5	12	60	100	301	1.65	1.68
6.	Develop full potentials.	10	10	12	100	50	376	2.07	1.03
7.	Promote general problem solving skills.	60	40	35	25	22	637	3.50	1.39
8.	Expand perspective in analytical thinking.	40	60	35	22	25	614	3.37	1.32
9.	Increase creativity.	0	5	25	15	15	140	2.33	0.95
10.	Develop fore sight as societal change agents.	1	3	10	86	82	301	1.65	0.71

\* VHE = Very High Extent  
ME = Moderate Extent  
VLE = Very Low Extent  
HE = High Extent

LE = Low Extent  
S = Scores  
MS = Mean Scores  
SD = Standard Deviation

From the table, it would seem that gifted education objectives, to a very high extent, are not being achieved going by the low mean scores in almost all the items. It is only in the objectives, such as providing opportunities for promoting general problem-solving skills and expanding perspective in analytical thinking, that the scores reached the average of 3. This is consistent with Anih's (2001) finding that the objectives of the Gifted Education Programme have not yet been achieved as confirmed by 62% of the teachers at the Academy. The objectives that are being achieved, it would seem, are more of those that could still be achieved in any regular educational scene. The main objectives, which should differentiate Gifted Programme from the regular education, appear not to have been achieved yet. It is not surprising that this seems to be the case since many of the conditions necessary for an adequate implementation of a programme of this nature are not yet in place. It is evident that the objective of equalizing educational opportunities will continue to elude the gifted children until such a time that school attendance is legally and compulsorily enforced in the country. This is consistent with Ozoji's (2000) assertion that equalizing educational opportunities can only be attained when the issues of access to education, required support staff, equipment and diversified curriculum for all - round development is provided.

The sorry picture of the very low achievement of objectives in the programme as made evident by the low mean scores indicates that there is a need for a change in the implementation strategies. They seem to confirm the notion that people need professional counsel about the gifted and special education for them. With the situation at present, one wonders how goals can be achieved in the programme without the vital role of the professionally trained counsellors. Counsellors are needed to help people understand the place of Gifted Education in Nigeria's educational scene.

It is true that variables like inadequate funds, poor physical environments, inefficient coordinating and supervisory bodies do influence programme outcome, yet

counselling could lead to major attitudinal and behavioral change among the stakeholders in Gifted Education Programme. According to Gallagher (1993) ambivalent attitude toward gifted students at personal and societal level is a major inhibiting factor to effective gifted education. In view of this fact, the significance of counselling in achieving goals in Gifted Education Programme cannot be overemphasized. Counsellors could be the main instruments of change and the major determinants in the achievement of objectives in the programme. It is inevitable that the Federal Government has to go back to the drawing board to review, not only the policy statements of the NPE, but also the implementation of the programme vis-à-vis the procedural provisions of the Blueprint.

**Research Question 3: What identification methods are applied in selecting gifted students in Nigeria?**

This research question was addressed using the data from responses to sections C and D of the GEPQS and GEPQSM respectively. The data were analyzed using mean scores and standard deviation and are presented in Table 5. Items with mean scores of 2.5 to 4 are taken to be in use while those less than 2.5 are taken as not being applied.

**Table 5: Identification Methods used in Selecting Gifted Students**

S/N	Possible identification methods	SA	A	D	SD	Scores	Mean Scores	Standard Deviation
		4	3	2	1	X	$\bar{X}$	SD
1.	Achievement tests.	80	100	16	0	652	3.33	0.62
2.	Aptitude tests.	80	60	50	6	606	3.09	0.87
3.	Teacher's nomination	180	16	0	0	768	3.92	0.27
4.	Peer nominations.	0	0	6	190	202	1.03	0.17
5.	Group intelligent test.	80	60	50	6	606	3.09	0.87
6.	Oral screening tests.	0	0	6	190	202	1.03	0.17
7.	Observation schedule	0	0	6	190	202	1.03	0.17
8.	Parental nominations.	0	0	0	196	196	1.00	0.00
9.	Individual tests.	0	0	20	176	216	1.10	0.30
10.	Sociometric instruments.	0	0	0	196	196	1.00	0.00

The table shows the consensus among the respondents that most of the possible identification methods listed are not yet in use. It is only on items one, two, three and four that there are positive, above mean scores of 2.5. In the remaining six items, low mean scores were recorded indicating that they are not being employed. The obvious fact brought out by the trend of responses is that the combinative multiple criteria approach to identification recommended by the Blueprint is yet to be put into practical use in Nigeria. The foregoing is corroborated by Anih's (2001) submission that the multi- criteria approach recommended by the Blueprint is not in use. In further confirmation of this fact, Onu (2002) submits that the current selection is based on such weird criteria like returns from States' and Federal selection committees and over reliance on achievement and intelligence test scores. But researches have proved that using one short-put test to identify the gifted is not good enough since many of the test instruments have limitations, which a combined criteria approach can counteract. There is a need to involve professionally trained counsellors, psychologists and test and measurement experts in the development of identification instruments in Nigeria. The need for this is urgent if the Gifted Education Programme is to achieve its stated goals.

**Research Question 4: What infrastructural facilities are available for proper implementation of Gifted Education Programme in Nigeria?**

The data for answering this research question were computed from section D of gifted students' and teachers' questionnaires only since they know the facilities available in the Academy. The data were analyzed using mean scores and standard deviations and are presented in Table 6.

**Table 6: Availability of Infrastructural Facilities in the Federal Government**

<b>Academy</b>								
<b>S/N</b>	<b>Available facilities</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Scores</b>	<b>Mean Scores</b>	<b>Standard Deviation</b>
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>X</b>	$\bar{X}$	<b>SD</b>
1.	Well-equipped library.	30	30	60	62	392	2.15	1.07
2.	Well-equipped science laboratories.	30	32	60	60	396	2.18	1.07
3.	Enough computers.	40	43	66	33	454	2.49	1.03
4.	The computers are hooked to the internet.	10	10	62	100	294	1.62	1.01
5.	Well-equipped Technology workshop.	40	40	66	36	448	2.46	1.04
6.	Enough classrooms.	80	86	10	6	604	3.32	0.73
7.	Adequate water supply.	40	56	46	40	460	2.53	1.07
8.	Constant supply of light.	0	26	66	90	300	1.65	0.72
9.	Enough boarding houses.	80	86	10	6	604	3.32	0.73
10.	Enough furniture.	80	86	10	6	604	3.32	0.73
11.	Projectors and slides.	0	0	100	82	282	1.55	0.50
12.	Enough teaching aids.	10	30	76	66	348	1.91	0.86



From the table, it would appear that most of the infrastructure as listed are not adequately available in the school. In some of the items that are available, the trend of responses would seem to suggest that they are not adequate. Only on items such as classrooms, boarding houses and furniture found in them are there visible indications of availability and adequacy. This state of affairs goes to confirm Obot's (2000) assertion that the Federal Government Academy is not different from other secondary school and is even less equipped than many Federal Government Colleges. These views are also consistent with Soyinka's (2004) submission that infrastructure in the school is in a state of disarray. These disturbing findings are in direct contrast to the expressed consensus by scholars that facilities constitute significant parts of resource in-put in the education system and are therefore 'sine qua non' to education quality (Oyetunde, 1998). Without adequate infrastructure, there may not be a realization of gifted education objectives.

The inadequate number of technology workshops, equipments and computers in the school would seem to imply that no special education is being carried out since the availability of these are the hallmarks of Gifted Education Programme. The non-availability and inadequacy of some vital facilities is indeed ironical since the Blueprint laid repeated emphases on adequate resource allocation to acquire these facilities. The consequence of this unavailability is the poor quality of the programme with poor achievement output. No wonder, the performances of the gifted children in external examinations such as the Senior and Junior Secondary Schools' Certificate examinations do not show much significant difference to that of Federal Government Colleges. Gifted education requires facilities not commonly provided by regular schools. Gifted children placed in a programme without adequate facilities cannot self-direct their learning neither can their creativity be developed. Increasing student's social independence is very necessary for any programme for the gifted but this cannot be attained without instructional materials and equipment for the students to handle.

In the light of these findings, there is a clarion call for counselling intervention to educate and counsel responsible authorities of the need to make necessary funds available for the purchase of these infrastructures. It is only then, that it can be claimed that appropriate education for the gifted is in existence in Nigeria.

**Research Question 5: What are the obstacles that impede proper implementation of Gifted Education Programme in Nigeria?**

The responses to items of section D of the GEPQTS, GEPQC and GEPQSM were used to answer this research question. The result of the analysis is presented in Table 7.

**Table 7: Responses on the Obstacles to Programme Implementation**

S/N	Identified obstacles	Respondents' general scores		Staff of the Academy		Staff of the Ministries		Guidance Counsellors	
		X	$\bar{X}$	X	$\bar{X}$	X	$\bar{X}$	X	$\bar{X}$
1.	Inadequate policy statements.	679	3.06	232	3.05	285	3.17	162	2.89
2.	Lack of Strong coordinating body	660	2.97	228	3.00	274	3.04	158	2.82
3.	Inadequate funds.	888	4.00	304	4.00	360	4.00	224	4.00
4.	Lack of consensus over definition of giftedness	646	2.91	224	2.95	268	4.79	154	2.75
5.	Poor identification procedures	686	3.09	226	2.97	284	3.16	176	3.14
6.	Unfavourable societal attitude	611	2.75	209	2.75	255	2.83	147	2.63
7.	Conflict over equal educational opportunity	570	2.57	211	2.78	228	2.53	131	2.34
8.	Inadequate infrastructure.	631	2.84	216	2.84	268	2.98	147	2.63
9.	Limited legislation.	657	2.96	216	2.84	280	3.11	161	2.88
10.	Multiethnic nature of Nigeria	647	2.91	214	2.82	264	2.93	169	3.02
11.	Frequent Government changes	619	2.79	231	3.04	228	2.53	160	2.86
12.	Lack of incentive for staff	585	2.64	201	2.64	238	2.64	146	2.61
13.	Wrong deployment of personnel	603	2.72	201	2.64	255	2.83	147	2.63
14.	Poverty and ignorance	586	2.64	222	2.92	218	2.42	146	2.61
15.	Inadequate certification of personnel	615	2.77	227	2.99	227	2.52	161	2.88
16.	Lack of Government commitment.	787	3.55	270	3.55	325	3.61	190	3.43

In order to ascertain the obstacles that militate against Gifted Education Programme in Nigeria, sixteen possible problems were listed. From the table, it is glaringly clear that the various respondents accepted all suggested factors as obstacles implying that the obstacles are legion. This revelation has confirmed that in fact the implementation is facing a lot of arduous tasks. The results further reveal a wide range of problems militating against effective implementation of the programme. However, funding stands out as the singular most inhibiting factor with the highest mean score of 4 and 100% agreement by all groups. This fact emphasizes the vital role of funding as the foundation for successful implementation and achievement of goals in education programmes. In fact, many listed obstacles stem from it. For instance, inadequate facilities, poor identification procedures, lack of incentives for staff can be traced to the same factor. The implication of this finding also is that a programme can only be successful to the extent that enough funds are made available along with adequate considerations of all other factors. This argument is buttressed by Nweke's (2003) position that until the government liberally invests a sizeable amount of her national budget to the education and nurturance of her gifted children, not much will be achieved in the programme. Similarly, Ozoji (2000) insists that one demonstrateable way of showing commitment to the idea of equalizing educational opportunity for exceptional children is adequate funding for their programmes. It can, thus, be inferred from his statement that lack of fund should not be simply accepted in its face value. In other words, it can be translated that ambivalent attitude and lack of interest may actually be more of the problem than funding. A major prediction of this study is that, with good counselling and education, significant others might be ready to contribute their resources to effect a better implementation of Gifted Programme in Nigeria.

Other factors with high mean scores are lack of commitment by the government to gifted education, poor identification procedures, inadequate policy statements, lack of

strong coordinating bodies, limited legislation, lack of consensus over definition of giftedness and multi ethnic nature of Nigeria. Evidence from the table indicates that lack of political will manifests in limited legislation; lack of commitment, non-enforcement of stated policies and double standard, which could inhibit effective implementation of sound policies. Gallagher (1993) supports the assertion that many of the problems can be traced to the ambivalent societal view of how the gifted and their education fit into the democratic society. These factors will remain as obstacles until the lukewarm attitude of the populace to the programme is reduced.

Perhaps our pre-occupation and worry at this stage should not necessarily be on the many obstacles that impede the implementation but what need to be done to meet the challenges they pose. In order to circumvent these problems, counsellors must be brought into the gifted education processes and be allowed to take their positions to better the implementation prospects. The Federal Government recognizes this important service and so has giving counselling a pride of place in its official education document i.e. the NPE. Counsellors' efforts therefore should be geared towards fashioning out appropriate counselling intervention strategies to meet the unmet implementation needs. Greater majority of the populace definitely need counsel about the gifted and their education. There is also need for elaborate informative publicity and public enlightenment campaigns about Gifted Education Programme. What needs to be emphasized also is that if the nation must achieve stated objectives in the programme, counsellors must be involved to help sensitize all in the society to work collectively to ensure that gifted programme survives and makes impact on our social, educational, political and economic scenes. This is very urgently required because if we persist in neglecting the gifted and their education, then the consequences may be obvious social upheaval and instability. Where then lies the hope of the Nigerian nation of ever becoming really the "giant of Africa" and of her becoming an industrialized nation, as she so avidly wants to be?

**Research Question 6: What are the educational qualifications of the teaching and the administrative staff of Federal Government Academy, Suleja?**

The data for answering the question were generated from the bio-data section of the teachers' questionnaire and the administrators. The data were analysed using percentage scores and are presented in Table 8.

**Table 8: Table showing the Educational Qualifications of the seventy- eight Teaching and Administrative Staff of the Academy**

S/N	Educational Qualifications	Number of staff	% of each category
1.	NCE	2	2.7
2.	B.Ed	11	14.5
3.	B.Sc with PGDE and those on course for PGDE	32	42
4.	B.Sc. Ed.	0	0
5.	B.A	18	24
6.	M.Sc	1	1.3
7.	M.Sc. Ed.	0	0
8.	M.Ed	8	10.5
9.	M. A	1	1.3
10.	Diploma in gifted Education	0	0
11.	OND	2	2.6
12.	HND	2	2.6
13.	Qualification in Special Education	1	1.3

From Table 8, it would appear, that many of the teachers according to the stipulations of the Blueprint (1986) are not adequately qualified to teach in the Academy. In fact, only one teacher representing 1.3% of the sample had qualification in special education with none in gifted education. A greater percentage i.e. 98.7% of the teachers had no qualification in special education. 56 teachers representing 74% had no qualification in education while only 20 teachers i.e. 26.3% had educational qualifications. Although 5 teachers with B.Sc have gone further to obtain a PGDE and 25 still in the course of training for PGDE, one is agitated by this revelation. It is surprising that many non-professional teachers are employed in a school, which requires the best of the nation's trained teachers. It is not expected that the Government which should be in the forefront in the fight for professionalization of teaching should be the same one to flagrant its policies. Another unfortunate finding is the fact that the school's administrators in the sample also had no qualification in special education. In fact, one of the administrators had no foundational education qualification although he later obtained a PGDE which can be claimed made him a professional teacher.

The obvious fact brought out is that the teachers and administrators in the Academy, generally, have no special training that qualify them to teach a special population like the gifted children. In other words, it can be inferred that the specification of the Blueprint is not up held in the appointment of teachers and administrators for the gifted children. How would the objectives of the programme be achieved when qualified personnel are not involved? The finding corroborates that of Ipaye- led Panel on Repositioning of the Academy (2001) reported in Soyinka (2004), which discovered that out of the 90 teachers in the school, only one had any training whatsoever in special or gifted education. Yet, no programme, no matter how laudable its policy statement, can live above the quality of the personnel to dispense it. One feels sad about this discovery because teachers are the life- wire of any educational programme and any careless



selection of these would mean poor performance output in the learning process. Until adequately qualified teaching and administrative staff are employed in the sub-area of gifted education, successful outcome of the Gifted Education Programme will continue to elude Nigerians.

**Research Question 7: What are the roles of counsellors in the Gifted Education Programme?**

This question was addressed with the responses obtained from section D of the counsellors' questionnaire. The data were analyzed using mean scores and standard deviations. The summaries of the results are presented in Table 9.

**Table 9. Mean Scores on Roles of Counsellors in the Programme**

<b>S/N</b>	<b>Expected Roles of Counsellors</b>	<b>SA 4</b>	<b>A 3</b>	<b>D 2</b>	<b>SD 1</b>	<b>Score X</b>	<b>Mean <math>\bar{X}</math></b>	<b>SD</b>
1.	Counselling on the need for special education for the gifted.	24	22	10	0	182	3.25	0.88
2.	Consulting with staff at the school and Ministries level.	25	20	5	6	176	3.14	0.98
3.	Counselling against negative attitude of the public.	21	23	6	6	171	3.05	0.96
4.	Counselling the gifted students.	30	10	6	10	172	3.07	1.17
5.	Counsel on professional advocacy for the gifted students.	26	18	10	2	180	3.21	0.99
6.	Counsel to increase educational provisions for the gifted.	26	18	10	2	180	3.21	0.99
7.	Counselling siblings and parents of the gifted.	21	19	10	6	167	2.98	1.00
8.	Creating public awareness.	25	20	5	6	176	3.14	0.98
9.	Counselling for more funds.	21	19	10	6	167	2.98	1.00
10.	Liaising and making referrals with other professionals.	21	18	7	10	162	2.89	1.11
11.	Follow up on gifted students	21	19	10	6	167	2.98	1.00
12.	Counselling relevant Government officials.	20	26	10	0	178	3.18	0.72
13.	Counselling on consequences of inappropriate education.	21	23	6	6	171	3.05	0.96
14.	Counselling primary teachers.	25	20	5	6	176	3.14	0.98

From the table, there is a clear positive indication that the respondents see all the suggested roles for counsellors as vital. This is evidenced by the high mean scores in all the items and underscores the need for counsellors in the implementation of the programme in Nigeria. This fact is not unexpected and surprising considering the fact that counselling is a vital and essential educational service, which according to the NPE (1998, p. 40) “facilitates the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of educational system”. Since Gifted Programme is being threatened by a number of factors, counselling is crucial to resolving them. Professional counsellors have the consultative ability to make the society fully aware of its responsibility so as to distinguish between good and bad values. Until counsellors are brought in to facilitate the implementation of the programme, will there be stride, spice and impetus added to the programme to help it achieve its stated goals and objectives.

**Research Question 8: What counselling approaches should be used in effecting significant and relevant intervention in the Gifted Education Programme in Nigeria?**

From the counsellors’ responses, it was vital to determine the approaches that would be relevant in the counselling intervention. To answer this question, data were obtained from responses to items of section E of the counsellors’ questionnaire. The data were analyzed through the computation of the mean scores and standard deviation. The data are presented in Table 10.

**Table 10: Respondents' Perception on Relevance of Suggested Counselling Approaches in Gifted Education Programme**

S/N	Possible Counselling Approaches	SA	A	D	SD	Score	Mean	Standard Deviation
		4	3	2	1	X	$\bar{X}$	SD
1.	Client centred	0	8	34	14	106	1.89	0.79
2.	Transactional Analysis	21	23	6	6	171	3.05	0.96
3.	Rationale emotive	21	23	6	6	171	3.05	0.96
4.	General System	20	26	10	0	178	3.18	0.72
5.	Existential	5	8	29	14	116	2.07	0.71
6.	Ultimate causality	0	8	34	14	106	1.89	0.79
7.	Behavioural	28	24	3	1	191	3.41	0.68
8.	Contextual	24	22	10	0	182	3.25	0.88
9.	Eclectic	49	7	0	0	217	3.88	0.33
10.	Creativity	56	0	0	0	224	4.00	0.00
11.	Trait and factor	2	2	49	3	115	2.05	0.48
12.	Psychoanalytic	0	0	3	53	59	1.05	0.23
13.	Gestalt	0	0	3	53	59	1.05	0.23

A critical observation of the table indicates that the counsellors perceive almost all the listed approaches as important with seven of the items scoring above the mean score of 2.5. The counsellors had in consensus accepted the fact that directive and eclectic approaches are relevant for intervention in the Gifted Programme. However, six of the items scored below the average suggesting that they are not relevant for use in the implementation of Gifted Education Programme. They affirm that six non-directive approaches; the ultimate-causality, trait and factor, client centred, existential, gestalt and psychoanalytic are not relevant in the programme with scores below the criterion mean of 2.5. The table also makes explicit the approach perceived to be the most relevant i.e. the creativity counselling approach with a mean of 4 and 100% acceptance by all the respondents. It thus appears that it would serve better than other relevant approaches. The reason for this is obvious. Creativity approach will provide an effective base for resolving issues of procedural implementation of Gifted Education Programme. This finding is in direct position with Akinboye's (1987) assertion that creativity-counselling approach is the best for reaching significant and relevant authorities in educational issues. Through the approach, individual and group counselling can be dispensed to all stakeholders in gifted education in Nigeria. Eclectic approach was also found highly relevant probably because it would enable the counsellors to use every crucial approach to confront problems in the implementation of Gifted Education Programme. Obi (2002) lends credence to this view when he states that the success of any system of education is hinged upon the use of all helpful human and material resources among other factors.

Other most widely accepted counselling approaches include eclectic, behavioural, contextual, general system and transitional analysis with mean scores of 3.88, 3.41, 3.25, 3.10 and 3.05 respectively. The reason for their opinions is probably because the specific needs and characteristics of the various stakeholders in the programme can be met through these approaches.

The important point implied here is that many approaches can be sufficient in dealing with the issues of implementation of Gifted Education Programme. The researcher has however, adopted the creativity counselling approach because it has much more significance than all the other outlined ones in counselling intervention in the implementation of Gifted Programme. The major view of this researcher however, is that until the inclusion of counsellors in the Gifted Programme is effected, not much impact will be made by the programme.

#### **4.2 ANALYSES AND DISCUSSIONS OF HYPOTHESES TESTING**

The results of the null hypotheses are presented. The tests in each case were concluded at 0.05 level of significance.

**Hypothesis 1: There is no significant difference between the opinions of gifted students and the teaching staff of Federal Government Academy with respect to the achievement of objectives in the Gifted Education Programme.**

The data for testing this hypothesis were obtained from the responses to items of sections B and C of the Gifted Programme Questionnaires for students and teachers and are presented in Table 11.

**Table 11: Summary Table for t-test Analysis of Scores of Students and Teachers on Achievement of Objectives in Gifted Education**

Category	n	$\bar{X}$	$S^2$	df	Calculated t -value	Critical t- value	$\alpha =0.05$
Gifted students of the Academy	106	22	4715	180	0.34	1.960	NS
Teachers of The Academy	76	21	3019				

The data in Table 11 reveal that the t-test calculated value of 0.34 is less than the critical t-value of 1.960, for degree of freedom 174 at  $\alpha = 0.05$  level of significance. The hypothesis is therefore accepted and it is concluded that there is no significant difference in the mean scores of both the students and teachers on the extent to which the objectives of the programme are being achieved. The mean scores of the two groups of respondents were almost at equal par concerning the achievement of objectives of the programme. In other words, both groups of respondents agree that the objectives of the programme are yet to be achieved. The finding is in agreement with that of Ihede (2003) who discovered that practices in gifted education are not in line with policy guideline and so the objectives are not being achieved. Nwadi (2002) had also reported that 100% of teachers in the Academy acknowledged that the programme is not achieving stated goals. He suggested that there is an inherent contradiction between the theoretical underpinning of the Gifted Programme and implementation practices, which limit the attainment of goals. If Gifted Education Programme is to receive significant attention and achieve its aims, then inclusionary policies and standards at State levels will have to be enacted.

The Federal Government should provide impetus to States to move in that direction. This finding has far-reaching implications for the counsellors, teachers and in fact all other stakeholders in gifted education in Nigeria. It shows that there are weaknesses in the implementation strategies, which are reflections of the absence of a Gifted Education Act with a mandatory policy guideline equivalent to the Handicapped Children's Act. This contradiction has serious consequences for practitioners in the field. Putting the policy principles into practice and achieving the goals of the programme demand a re-thinking at the level of policy making as well as practices.

One way forward is to go beyond mere policy statements to enactment of laws, reconceptualization of gifted education and a reconciliation of the policy makers and



implementers. Dialogue among stakeholders also led by counsellors will go a long way to achieving better prospects in the implementation of the programme.

**Hypothesis 2: There is no significant difference in the opinions of the staff of the Federal and States' Ministries of Education involved in the screening exercises and students of the Federal Government Academy concerning the identification methods applied in selecting gifted children for the special school.**

Data for testing this hypothesis are contained in Table 12.

**Table 12: Summary Table for t- test Analysis of opinions of Gifted Students and staff of the Ministries of Education on identification methods**

Groups	n	$\bar{X}$	$S^2$	df	Calculated t-value	Critical t- value	$\alpha=$ 0.05
Staff of the Ministries of Education	106	20.47	54.18				
				194	0.1002	1.960	NS
Students of Federal Government Academy.	90	19.11	37.07				

The data presented in Table 12 show that the calculated t-value of 0.1002 is less than the critical t-value of 1.960 for 194 degrees of freedom at  $\alpha = 0.05$  level. The null hypothesis is therefore accepted and it is concluded that there is no significant difference in the views of the students and staff of the Ministries of Education involved with the identification concerning the identification methods in use in Nigeria. It can thus be inferred from the t-test analysis that both groups of respondents are of the opinion that identification procedure is poor and limited. This finding corroborates Ihede's (2003) discovery that Nigeria's identification procedure for the gifted is very poor and still at a low level and Obot's (2000) assertion that personnel development on identification remains a problem in the programme. Clearly, time is needed for the staff to be adequately trained and made aware of the policy provisions for multiple-criteria approach in identification of gifted children. The issue of identification becomes relevant in the programme since it is the critical element upon which adequate gifted education is hinged. How can there be achievement of goals in the programme if the truly gifted children are not identified while the non-gifted are selected for the programme? The implication of this finding is that counsellors, psychologists and test and measurement experts should be involved in the identification exercise of the gifted. Counsellors should also help the other professionals involved in the screening exercise to understand the place of gifted education in Nigeria to enable them carry out the identification process properly.

**Hypothesis 3: There is no significant difference in the opinions of the counsellors, staff of the Federal Government Academy and those of the Federal and States' Ministries of Education on what constitute the obstacles to proper implementation of Gifted Education Programme in Nigeria.**

This hypothesis was tested using analysis of variance statistics and the result is reported in Table 13.

**Table 13: One –Way Analysis of Variance Summary Table for Examining the Respondents 'Opinions on Obstacles to Implementation of Gifted Education Programme**

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Sum of Squares	F calculated	F critical	$\alpha$ 0.05
Between Groups	96.07	2	48.04			
Within groups Residual error.	1917982	219	8758	0.005	3.00	NS
<b>Total</b>	<b>1918078</b>	<b>221</b>	<b>8679</b>			

With degrees of freedom 2 and 219 at 0.05 level of significance, an F-critical ratio of 3.00 is required for significance. However, the calculated F-ratio of 0.005 is less than the critical F-ratio value of 3.00, so the null hypothesis is upheld. It is therefore, concluded that there is no significant difference in the respondents' opinion on obstacles to implementation of Gifted Education Programme.

From the pattern of reaction to the items of section F of the questionnaires and its analysis, it is glaringly clear that there is consensus in the opinions of the various respondents on the nature of obstacles impeding proper implementation of the programme in Nigeria. This shows that the stakeholders in gifted education do not differ in their opinions on the nature of obstacles to Gifted Education Programme. The obvious implication of the result is that the programme is bedeviled by many issues, which constitute cogs in the wheel of implementation of the programme. This fact suggests that ways have to be sought through which these obstacles can be resolved. It is against this background that counselling intervention in Gifted Education Programme can be best appreciated.

**Hypothesis 4: Counsellor educators will not differ from other counsellors in their views on the counselling approaches relevant for intervention in the implementation of Gifted Education Programme.**

Data for testing the hypothesis are presented in Table 14.

**Table 14: Summary table for the t-test Statistic for Counsellors' Opinion on Counselling Intervention Approaches Relevant in the Gifted Programme**

Groups	n	$\bar{X}$	$S^2$	df	Calculated t -value	Critical t- value	$\alpha$ =0.05
Counsellor educators	30	33.7	1313	54	0.2720	2.000	NS
Other counsellors	26	31.27	937				

The data presented in Table 14 show that the calculated t-value of 0.2720 is less than the critical t of 2.000 for 54 degrees of freedom at  $\alpha = 0.05$  level of significance. The null hypothesis is thus accepted. Evidence from the table reveals that irrespective of work setting, counsellors do not differ in their opinions concerning the relevant counselling intervention approaches in the programme. It is therefore, concluded that there is no significant difference in the mean responses of the counsellor educators and other counsellors concerning counselling intervention approaches relevant in the education of the gifted. Both groups of counsellors showed that all the suggested directive and eclectic approaches are relevant and critical if the programme is to be properly implemented. With the positive results, more confidence is generated that counselling intervention is indeed important in the programme. This has an implication for counsellors in the education system. There is need for them to be more deeply involved in the planning, implementation and development of awareness programmes on behalf of the gifted. This is expected to change people's negative attitude to issues of the gifted and their education. The researcher believes that until this is done, not much progress will be made in the achievement prospects of the Gifted Education programme.

#### **4.3 INTERVIEW RESULTS OF THE ADMINISTRATORS OF THE ACADEMY AND THE DIRECTORS OF THE MINISTRIES OF EDUCATION**

On the issue of the concept behind Gifted Education Programme, the administrators and the directors opine that gifted education should be specifically designed to allow gifted student opportunity to learn at their own pace through a diversified curriculum. The respondents agreed that the gifted individuals are veritable resources, vital to national development and so there is need to provide special education for them to maximize the development of their potentials. However in accepting this position, many respondents agreed that other approaches beside special school approach for gifted education which are not elitist in nature and do not evoke unnecessary conflicts

could be explored.

Concerning the extent to which the objectives of the programme have been achieved, the administrative staff of the Federal Government Academy and those of the Ministries of Education reveal that there is a very low achievement level in the programme. This supports the responses by other categories of respondents that the objectives of the programme are yet to be achieved. They indicate that not many of the objectives have been achieved buttressing the finding of Anih (2001) and Nwadi (2002). The researchers are in agreement that only few general objectives are achieved while specific objectives that mark out gifted education are yet to be achieved. They note inadequacies in the way the programme is being implemented, which make it difficult for goals to be achieved.

The respondents were asked their opinions about special school provision for gifted education. From their responses, it was evident that the different groups of respondents showed mixed attitude to special school provision for the gifted students. While the administrative staff of the Academy showed a more positive attitude, the directors at the Ministries were not very much positively inclined to the programme. The school administrators opined that special school approach helped to train more gifted students with concentrated resources in a place while the directors believed that special school approach tended to give gifted students an edge over other students, which is contrary to the principles of democracy and equal educational opportunity. However, both groups of respondents agreed that there was need for the concept of gifted education to be properly explained to the public so that they will be able to understand and accept the programme whole-heartedly.

On issue of obstacles, there was a general consensus of opinion that the obstacles militating against effective implementation of the programme are legion. All categories of respondents enumerated many obstacles but mentioned funding as the major obstacle to



the programme. They blamed the Government for showing luke-warm attitude to the programme. It became clear during the interviews that the issue of financing of gifted education was even more intensely dependent upon value judgment especially when respondents attempted to determine what was 'adequate' or 'appropriate' in terms of funding. Their view was consistent with Essien's (2002) assertion that in the final analysis the amount of money available determines all other considerations.

The researcher tried to ascertain if there is adequate awareness of Gifted Education Programme in Nigeria. All the respondents agreed that awareness of Gifted Education Programme is still very low. Their views echo that of Lere (1996) who decried the society's little awareness of the etiology of exceptionality. They acknowledged that there is need for more elaborate public enlightenment strategies to raise the awareness index of the Nigerian public. The researcher then asked the respondents what would be the nature of the enlightenment strategies. They suggested systematic and well organized programmes implemented through jingles, debates, drama presentations and film shows. Seeking further reactions from respondents, the researcher asked who should take charge of the public enlightenment campaigns; the respondents indicated that counsellors should be in charge of this since their training prepares them to be consultants and strategists.

On the way forward, the respondents indicated that education and professional counsel are necessary so that people will understand gifted education issues better since it would seem that people have misconceptions about the programme. They therefore endorse the inclusion of counsellors in various aspects of the programme right from planning to the implementation. They indicate that people in authority should be well educated on issues of gifted education and be made more responsible to their duties. The respondents suggested that the Governments need to issue more concrete and comprehensive policy statements on gifted education, increase funding and also legislate on the gifted education to effect a better implementation.

#### **4.4 Discussion on the Implications of Results**

The result of research question 1 shows a high level of inconsistency between the procedural design in the Blueprint and its implementation indicating that the status of the implementation of the programme is still low. It implies that the implementation strategies are faulty and new ways are demanded to improve them. From the responses and discussions with respondents, during the interview, it was deduced that much of the problems impeding the implementation were the ambivalent attitude of people to issues of gifted education.

The implications of this finding are multi-dimensional. They underline the need for supportive counselling intervention and a better adaptive strategy for more established collaborative structure to deal with implementation issues. Reinforced coalition among professionals and stakeholders also appears expedient for adequate implementation. The policy must be reviewed to design alternative features for gifted education within the larger system of public education.

Embedded in this finding also is the need for government to intensify efforts at recruiting more counsellors. This would mean expansion and more effective counsellor education and increased counsellor efficiency. More specifically, the finding suggests a need for counsellors to provide professional development to all educators who must now work together to find alternative settings for gifted education beside the special school approach. Whereas the NPE requires that all States of the federation provide for gifted children in their areas of jurisdiction, findings show that many have not implemented this policy. So, there is need for alternative means of enforcing policy statements. This implies a clear legislation and reorganization, which would enable the Federal Government to provide counterpart funding to the States in order to realize this objective.

Another major finding of the study is that specific objectives of the programme are yet to be achieved. The implication of this finding for decision and policy makers and

even implementers is that better ways of achieving in the gifted education have to be explored and identification of key achievable goals made paramount to the programme. This appalling revelation goes to buttress the felt need for counselling psychologists to be co-opted because counselling is an educational service that has the consultative ability to effect better achievement of objectives in education programmes. This is also a pointer to the fact that gifted education might not succeed without the input of counsellors. Government has to arrogate more powers to counsellors to enable them function effectively if the Gifted Education Programme's objectives are to be achieved. Makinde's (1984) warning that it is very dangerous not to provide counselling services to ignorant people in our society should be heeded. Many people are not aware of the Gifted Education Programme and do not know why such a programme is needed in the society. Counsel would enlighten them and prepare them to ably face the challenges of providing appropriate education for the gifted in the society.

Further findings indicate that many of the identification methods specified by the Blueprint are yet to be included in the nation's screening exercises. Implication of this finding is that much still needs to be done in the area of identification of gifted individuals. Most often, many children, who are just high achievers are identified and drawn into the programme while the really gifted are not identified. No wonder achievement outputs in the programme come out short of what is expected. Properly trained test and measurement professionals need to be enlisted in the programme to design adequate identification tools while professional counsellors must be engaged to administer the tests and interpret data yielded from them. It is only through this means that the identification procedure can be better managed in Nigeria. This also has implication for adequate teacher and counsellor education programmes.

Results from study show that facilities in the Academy are not adequate for efficient gifted education since ideally it should be an inquiry-oriented education where

facilities must be available and adequate if goals must be achieved. The consequence is that learning continues to be theoretical rather than practical. Government must be made more responsible and eager to place its priority right. It needs to provide more funds for education in general and gifted education in particular. This implies more public participation in funding of Gifted Education Programme.

All counsellor respondents affirmed that counsellors have major roles to play in the programme. In essence, they acknowledge that without counsellors, it may be difficult to attain the expected height in the programme. They believe that counselling can salvage the implementation status of the Gifted Education Programme. This has implications for counsellor education programmes in Nigeria. The programmes need to be expanded in order to produce more counsellors needed in all aspects of the programme right from planning to implementation stages. The counsellor education programmes must also be made more practical and effective. This suggests redesigning of training activities for the counsellors and inclusion of gifted education in counsellor education's formal training. It also implies retraining of already trained counsellors in form of training of trainers' or teacher of teachers' workshops. This is to generate a good knowledge base among counsellors to be involved in the gifted education processes.

Allied to the foregoing is the fact that directive and eclectic approaches are relevant for effective intervention in the gifted programme as acknowledged by practicing counsellors. However, professional counsellors agreed that creativity counselling theory stood out as the most relevant for intervention in the programme. The implication of this is that skill training in the use of creativity counselling approach must be incorporated in counsellor training programmes. Counsellors need to acquire the skill so that they can demonstrate ability in counselling intervention in the Gifted Education Programme.

Findings also show that the programme is facing a lot of obstacles. From data collected, it is evident that human and material resources needed for proper

implementation of the programme are inadequate. Ambivalent attitude appear to be another major obstacle after funding affecting the implementation of the programme. The implication is that implementation of the programme will continue to be haphazardly done and non-achievement of goals will continue to be the trend in the nation until the issues are addressed. This is because a school of thought held the opinion that Nigeria is well able to fund her Gifted Education Programme when the Governments get seriously concerned with the issue of gifted education. Counsel is needed to change the ambivalent attitude to issues of gifted education in Nigeria. This implies the felt need also for well-organized advocacy led by professional counsellors to lobby both for recognition and funds for better implementation of gifted education.

Personnel training and development remains poor in the programme as indicated by findings. Data reveal that many of the personnel do not have the relevant qualification needed to teach or administer in the Academy. How will such personnel carry out their duties effectively when they do not have the relevant qualifications? Clearly, time, personnel development and counsel are needed for staff to be able to perform better in their fields of endeavours. This has implications for teacher and counsellor education in the tertiary institutions, which must be made to diversify their curriculum to include all areas of personnel needs in relation to gifted education.

Based on the foregoing, it is admonished that professionally trained counsellors are needed to improve the implementation prospects of Gifted Education Programme in Nigeria. If the present trend is neglected, where in lies the hope of the Nation for a breakthrough in science and technology and the realization of vision 2010 of this millennium? Evidently, if the present situation of Nigeria's Gifted Education Programme is not arrested then the Nation can never be able to develop beyond her present level and her hope of actually becoming the "giant of Africa" may be dashed.

## **CHAPTER FIVE**

### **SUMMARY AND CONCLUSION**

This chapter presents a summary of the study and highlights major findings and their implications. Conclusions and recommendations have also been made based on these findings while the limitations of the study are delineated. Finally, its contributions to knowledge and suggestions for further studies have been outlined.

#### **5.1 SUMMARY OF STUDY**

The main purpose of this work was the evaluation of the implementation of Gifted Education Programme in Nigeria and its implications for counselling. To facilitate the procurement of vital data for the evaluation, the study explored the following areas: the extent of the implementation and achievement of objectives of the Gifted Education Programme; identification methods applied in selecting gifted students; counselling strategies to be used for interventive purposes and the potential roles of counsellors in the programme; facilities available in the Academy for adequate Gifted Education; educational qualifications of teaching and administrative staff of the Academy and the obstacles that impede implementation of Gifted Education Programme in Nigeria. From these, eight research questions and four research hypotheses were postulated.

Target population of the study consisted of all identified gifted students, counsellors, teaching and administrative staff of the Federal Government Academy, Suleja, staff of the special Education units of Federal Ministry of Education, Abuja, Anambra, Gombe, Kwara, Kaduna and Lagos States' Ministries of Education. Included also are counsellors in counselling units of the Federal and five representative States' Ministries of Education, counsellor educators in the Federal Universities of the participating States and the Directors of schools' services, personnel management, finance, planning and management and special education units of these States. Three

hundred and fifty-six respondents drawn from the various categories of the population were used as samples for the study.

The research design adopted was a descriptive survey design. Four original questionnaires fashioned along the Likert-type Scale were developed and used by the researcher to generate data. In addition, an Interview Schedule was developed to supplement data gathered through the questionnaires. These instruments were validated by two test and measurement experts and tested for reliability using the Pearson Product Moment Correlation statistic. The correlation results showed high reliability scores of 0.83, 0.90, 0.94 and 0.97 respectively for the instruments. A pilot study carried out in Plateau State was used to further validate the instrument.

Following the pilot study, the instruments were administered by the researcher and her well-trained research assistants through the per manuem direct delivery system to the samples selected for the main work. The data yielded from the instruments were then subjected to descriptive and inferential statistics to answer and test the eight research questions and the four research hypotheses postulated. The analyzed data for the research questions were respectively presented in tables using frequency counts; mean scores, standard deviations and percentages. The hypotheses were tested using t-test and One-way Analysis of Variance statistics and the results concluded at 0.05 level of significance. Discussions of the findings were made and conclusions drawn within the confines of the yielded data. Limitations of the research were stated so that conclusions drawn will not be taken at face value but viewed within the units of data generated and analyzed. Educational and counselling implications were pointed out and suggestions made for further studies. Finally, the study's contributions to knowledge advancement were delineated.

## 5.2 FINDINGS OF THE STUDY

The following are the major findings of the study:

- i) The extent of implementation of Gifted Education Programme in Nigeria is still very low and there is a yawning gap between implementation and the procedural design of the Blue print. It was discovered that adequate implementation has not yet been accomplished.
- ii) The main objectives of the programme are not being achieved. The objectives being achieved are those general ones that are not specific to gifted education. It was also proved that there was no significant difference in the opinions of gifted students and their teachers on the extent of achievement of objectives in the programme.
- iii) Identification procedure applied in selecting gifted students is poor and the instruments are not standardized. It was also discovered that the combinative multiple criteria identification approach recommended by the Blueprint are yet to be put to use. Result of the t-test showed that gifted students and staff of the Education Ministries do not differ in their views on the methods of identification used in selecting gifted students.
- iv) Facilities and materials for running the programme were discovered to be inadequate, poor and do not represent hallmarks of gifted education.
- v) From counselling perspective, it was affirmed by professional counsellors, irrespective of work setting, that counsellors have significantly major roles to play in the implementation of the Gifted Education Programme. They indicate that counselling has the potential to bridge the gaps between policy statements and implementation of the programme.
- vi) Professional counsellors have also confirmed that eclectic and directive strategies such as transactional analysis, rational-emotive, general system,



behavioural, contextual, and creativity were relevant for counselling intervention in the Gifted Education Programme. However, creativity counselling strategy was found significantly more valid for the intervention, while non-directive strategies were not found useful.

- vii) The major obstacles impeding the implementation of the Gifted Education Programme in Nigeria are lack of Government's commitment, inadequate funds, poor identification procedure, proliferated definitions of giftedness, lack of strong coordinating bodies and multi-ethnicity of the nation.
- viii) The personnel, into whose portfolios administration and implementation of Gifted Education Programme are entrusted, are inappropriately qualified. Many of the teachers and administrators did not possess any qualifications in special or gifted education as specified by the Blueprint (1986).

### **5.3 CONCLUSION**

The study attempted, using empirically derived data, to fill a gap in knowledge concerning the status of the implementation of the Gifted Education Programme in Nigeria and its implications for counselling. It has also met the hitherto unmet need of discovering the extent to which the implementation of Gifted Education Programme has been consistent with the procedural design in the Blueprint. Theoretical insights show that the implementation of Gifted Education Programme, is at an exploratory stage, poorly conceived and yet to be fully accomplished. Embedded in this finding is the obvious fact that more time and careful planning are needed to attain the required status in the implementation of the programme.

The study has also demonstrated that specific objectives of setting up the programme have not yet been achieved suggesting that many of the conditions necessary for this are not yet in place. This awareness calls for a better collaborative and adaptive strategy to be adopted for the programme to be better implemented. Evidences from the

study indicate that the identification methods employed in selecting the gifted students are poor and that major obstacles impede proper implementation of Gifted Education Programme.

In the light of the above challenges, the study emphasized the counsellors' significant interventive roles if the programme will be better implemented. It is, therefore, recommended that counsellors be drawn into the programme processes right from the planning to implementation stages. Because of their training, counsellors, have the consultative ability to salvage the implementation of Gifted Education Programme in Nigeria. Counsellors, irrespective of work setting, acknowledged this fact because as experts in behaviour modification, they possess the ability to educate and sensitize the general public about the need for efficient gifted education. Counsellors are also needed to carry out sequentially planned public enlightenment campaigns and advocacy for effective gifted education. They are needed for effective information dissemination and counsel for the beneficiaries and stakeholders in the programme. To proficiently carry out these functions, counsellors must be able to use directive and eclectic counselling intervention strategies. These include transactional analysis, rational emotive, general system, behavioural, contextual, eclectic and creativity strategies. Creativity counselling, however, stood out as the singular, most relevant intervention strategy in the programme as acknowledged by professional counsellor respondents.

The researcher considers it imperative therefore, that creativity-counselling technique be used in salvaging the implementation of Gifted Education Programme in Nigeria. The point being emphasized here is that without this systematic and specialized line of action, it is doubtful if gifted education in Nigeria will be capable of producing the needed gifted individuals who will make positive contributions to its yearning for scientific, socio-economic and technological advancement.

#### 5.4 RECOMMENDATIONS

A study of this magnitude must proffer some pertinent recommendations not only because current trend in science and technology and the complex societal needs, demand new strategies to harness the potentials of the gifted but also, in view of the fact that Nigerians cannot continue to treat the issue of gifted education with careless abandon. Concerted efforts need therefore to be harnessed for executing a well-planned programme of intervention in the Gifted Education Programme. The following recommendations have been made with the intent that if applied, they will improve the implementation status of the programme:

- There is need to chart a new direction in addressing the problems inherent in Nigeria's gifted education through reformulation or refinement of objectives. The objectives and guidelines on gifted education should be reviewed to be at par with what obtains elsewhere in the world and to reflect the changing roles and demands of gifted education today.
- A need for creation of more awareness for the programme through seminars, conferences and public enlightenment campaigns arises. The researcher must of urgency get seriously involved in this awareness bid by taking the message to relevant authorities.
- The concept 'giftedness' with its corollary term "gifted education" have to be diversified. The wider conception of giftedness consisting of seven kinds of intelligence specified by Gardner (1983) will need to be adopted. Academic parameters should not continue to be the only criteria for identifying the gifted, neither should the cognitive domain only be fostered.
- A more coherent policy on gifted education that will guide its effective implementation should be enacted. The reviewed policy must also be elaborate, specific and encompass support for expansion of Governments' resource allocations

for education in general and gifted education in particular. Loose statements in the NPE like “Government in collaboration with appropriate bodies will provide special programmes for gifted children” should be expunged. The appropriate bodies to do this need to be named so that there will be no doubt who should be held responsible.

- As matter of urgency, State Governments should be mandated to implement the NPE provisions on gifted education to the letter. The Federal Government should give substantial financial assistance to States to help quicken implementation of policy on gifted education. The assistance will provide the needed potential stimulus for generating additional money needed by the States to move in this positive direction.
- There should be legislation concerning gifted education and the States should not be allowed discretionary authority in implementing the policy. The Federal and State Governments should, without further delay enact appropriate laws to back up special education services for the gifted persons in Nigeria. This study advocates that such legislations should be patterned along the United States of America’s Public Law 94-142 otherwise known as ‘Education for all Handicapped Children Act of 1975’. Its Nigeria equivalent could be, “The Education for All Gifted Children’s Act.” The legislation should also guarantee the gifted children’s right to free education and employment and must be viewed as basic requirement of the law to be promulgated. The free education provision as stated in the NPE should be vigorously pursued in relative and absolute terms from pre-school to university level for all gifted children. This is important if all gifted children must be identified and educated.
- A comprehensive detail of how to fund gifted education should be unambiguously stated in the NPE. This will specify what funds are set-aside for what purposes. Governments need to reorganize their priorities so that gifted education will get a higher proportion of budgetary allocations instead of Defense. Resource provision must be seen as very vital for adequate implementation of gifted education. Private

participation in education must also be more intensely encouraged. Professional educational organizations like NAEND, CASSON, and NCEC should play major roles in advocacy and fund generation for the programme. It is also recommended that international bodies like UNESCO, UNICEF and Educational Non-Governmental Organizations should step up actions for more financial and technical assistance that will ginger adequate implementation of the programme. However, it should be stressed here that Government must not shirk her responsibility of proper funding of gifted education.

- Facilities should be adequately provided in the Gifted Education Programme since they constitute significant inputs for high educational quality. Infrastructural facilities should therefore get a large share of the funds since they can mar or facilitate qualitative gifted education. Since the costs of importing infrastructure are currently high, centers for local productions of these could be opened in which Nigerian technologists are employed. This inevitably will mean huge financial investments and calls for public participation in education for it is obvious that Government alone cannot shoulder the responsibility of appropriate education for the gifted. Concerted efforts need to be made by Government and Non-Governmental organizations toward increased facility boosting in the gifted school. Aids could come in various ways like financial contributions, endowments funds, gifted and financial contributions, foundations and educational tax funds.
- Appropriate education for all gifted individuals demands continuous production and development of well-qualified personnel who are well schooled on the rudiments of giftedness and gifted children. Such development- oriented personnel must be distinguished scholars also who are well grounded in their areas of specialization. Those that should be involved in the planning and implementation of the programme must have qualification in special education and should be positively disposed to

gifted education. The present situation where personnel who are not qualified and know nothing about special education or gifted educational administration are put in charge of Gifted units should be reversed. Only personnel who are qualified should be involved with the gifted education.

- Teacher and counsellor education must come at the very top of list of priorities in educational issues so that teaching profession will not continue to be treated with levity and careless abandon. The curricula of teacher and counsellor education need to be diversified and broad based to give teachers and counsellors the solid foundation needed to function in the rapidly and technologically changing field of gifted education. Certain core and combinative courses should be essential for future training of the counsellors and teachers. For instance such combinations like gifted education/test and measurements, gifted education/ educational technology, gifted education/ biology could be explored. The curricula of gifted education for each level of education will guide the derivation of necessary and relevant combinations. Closely allied to the preceding point is the need for Gifted Education Council to monitor certification, ethics and gifted education teaching and practice. This need cannot be over emphasized since gifted education, as an aspect of special education must maintain professional excellence among personnel who work with gifted individuals.
- A structured and more elaborate approach to early identification of gifted children right from pre-school to other levels of education is necessary so that from the early stage, the gifted potentials are harnessed and groomed. A team of expert psychologists, counsellors, teachers and test developers to carry out identification functions should be drawn in. This has implications for our Universities and Colleges of Education, which must reorganize their course contents in order to turn out graduates who are versed in developing and employing standardized instruments. Besides, more systematic and standardized procedure for identification should be

explored. Agencies, instruments and centers to be involved should be clearly specified and personnel adequately trained for the tasks to be carried out. This also has implications for our educational policies, which must be extended to include compulsory school attendance for school age children up to J.S.S. III. To take this stance, will also imply free education to this level if all school-aged children are to be educated.

- For the identified gifted children, school attendance must be compulsory and free from primary to university level. Gifted children must also be given automatic admission to Universities of their choice to read any course of their choice. Gifted students must also be given jobs after their graduation in sensitive areas where their giftedness will be explored to benefit the nation. In this way, their potential can be beneficial to all in the society. What will be the use of their special grooming and training if after all, they do not get opportunity to try out their talents in practical terms?
- Well-planned and coordinated dispensation of information through the mass media techniques, to achieve better positive attitude to issues of gifted education is vital. Relevant educational films that show the need for special provisions for the gifted and the dangers of negligence need to be used. Educational Associations like CASSON, NAEND, and NCEC have great roles to play in this instance. The Associations have to think out new strategies of communicating the ideals of gifted education through all conceivable means. They should be able to sponsor public enlightenment campaigns that would help to obtain better positive attitudinal dispositions needed to improve the implementation of the programme.
- There is obvious need for more counselling intervention in the Gifted Education Programme, as professional counsellors are still inadequate in the society. This suggests that tertiary institutions be involved in vigorous exercise of producing

adequate number of counsellors needed to combat the shortfalls in the implementation strategies. As a factor of motivation, counsellors should be given attractive counselling remuneration for hours involved in counselling. Again, regular payment of monthly salaries should be ensured for counsellors involved in gifted education as a measure to retain them in the field.

- A National Commission for Special Education whose status will be comparable to other Commissions in Nigeria is now desirable. The tasks to be addressed by such a commission are many and will include the identification of the handicapped and the gifted, adaptations of educational provisions for exceptional children, scholarships, deployment of personnel, salaries and emoluments for such personnel.
- Other administrative educational provisions apart from the special school approach for the gifted education should be explored. More gifted schools should be established. For example, some of the well-equipped Federal Government colleges in each educational zone could be converted to serve this purpose. It is also appropriately suggested that such selected schools be situated in University towns so that University lecturers could play mentorship roles to the gifted students.

## **5.5 LIMITATIONS OF STUDY**

It is always expected that in a study of this nature there will be some shortcomings. These are highlighted so that future investigators of similar topics will guard against such.

The scope of study was conceived to be national but for time constraints, it was delimited to a small geographical area of only five out of the thirty-six States. This narrowed scope of the study also made generalization of findings weak. This fact, however, does not invalidate the result since research allows for the use of representative sample for valid findings.



Due still to the same factor, there was restricted use of respondents for the study. For instance, it was not possible to use all the gifted students in the Academy, as should have been the case nor all the staff of the special education units in all the Federal and States' Ministries of Education in Nigeria. Also, not all counsellors and counsellor educators in the Federal Universities were included in the sample.

It was impossible to extend the survey to cover all the many interacting variables, which combine to make up an effective evaluation of the implementation of Gifted Education Programme in Nigeria. Variables like determination of resource allocation for the programme and examination of the procedural design mapped out in the Blueprint were left out.

The study considered only those responses that were elicited by both the questionnaire items and interview schedule while those opinions not brought out by the instruments were ignored. This is considered a limitation of a sort, since respondents ought to have been given ample opportunities to air their views.

## **5.6 SUGGESTIONS FOR FURTHER STUDY**

Being aware of the dynamic nature of gifted education, there is need for continuous study of the many dimensions of the programme. Besides, this work has to a large extent, created good baseline for further researches on gifted education. It is therefore expected to arouse the interest of researchers in examining other dimensions of the programme in Nigeria. Thus, the researcher suggests the ensuing topics:

- (1) An examination of the issues and problems besetting the implementation of Gifted Education Programme in Nigeria. This suggestion is made with the view that proper understanding of the actual issues and problems will go a long way towards resolving while improving implementation prospects of the programme.

- (2) A study of the NPE's provisions for gifted education in Nigeria to discover its adequacy or otherwise vis-à-vis the implementation strategies and economic situation in Nigeria.
- (3) A study of implementation of Gifted Education Programme in all the States of Nigeria in order to inform concrete generalizations and conclusions on the status of gifted education in Nigeria especially as the findings of the present study carry a lot of danger signal for the nation. If Nigeria continues to neglect this all-important aspect of her education, then the nation is in real risk of falling into obnoxiousness.
- (4) A comparative study of Government's resource allocation for special education for the handicapped and gifted education in Nigeria is also timely. This is vital since it would be interesting to note how much resource is allocated to these areas of education.
- (5) It would be worthwhile also to study the effects of special school approach on gifted students' learning outcome in Nigeria.
- (6) A study of the trend in provision of education for gifted children in Nigeria would be interesting.
- (7) A detailed study of the attitude of people to provision of special education for the gifted would be a timely venture.
- (8) A comparative study of effects of mainstreaming and special school on gifted students' personal /social adjustment would be an interesting study.

## **5.7 CONTRIBUTIONS TO KNOWLEDGE**

The study's contribution to knowledge include the following:

- It has generated the valid data against which actual implementation processes are examined vis-à-vis the procedural design of the Blueprint. Thus, the study has provided data for determining the status of implementation of Gifted Education

Programme in Nigeria and the state of the art of undertaking of the challenges of the NPE in area of gifted education in Nigeria.

- It has identified and illuminated the major and minor impediments to proper implementation of the programme in Nigeria. The study thus demonstrated that proper implementation of Gifted Education Programme would continue to be an illusion until adequate consideration is given to the obstacles.
- Furthermore, the study has created and designed comprehensive questionnaires and interview schedule useful for evaluating the implementation of Gifted Education Programme in Nigeria. With the aid of these instruments, adequate evaluation of the implementation of Gifted Education Programme can be carried out successfully in other West African countries.
- It has also demonstrated that a well-planned and coordinated counselling intervention must be intrinsically considered very critical in the implementation of Gifted Education Programme in Nigeria. It further emphasized, that any serious effort to better the implementation prospects of gifted education must necessarily include trained counselors needed to create adequate awareness and public enlightenment campaigns as well as to change negative attitude to the programme.
- Finally, the study revealed the roles that counsellors can play in remediating the discrepancies between policy statement and implementation. The study has also identified the pertinent eclectic and directive counselling strategies that are relevant for intervention in the implementation of the programme even though counsellors acknowledged that the most relevant counselling strategy was the creativity counselling approach.

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**APPENDIX A1**  
**LETTER OF INTRODUCTION**

**Department of Art and Social Science Education,  
University of Jos,  
Jos.**

**Dear Respondent,**

The present research is designed to evaluate the implementation of Gifted Education Programme in Nigeria. The study is being carried out in partial fulfillment of the requirements for the award of a Ph. D. degree in Guidance and Counselling of the University of Jos. I wish to assure you that the purpose of the study is not to make judgments about your performance but simply to improve the implementation of Gifted Education Programme. Your responses are purely for research purpose and will be treated with the highest degree of confidentiality. You are kindly requested, therefore, to supply the information sought as honestly as possible.

The questionnaire has been designed in such a way as to take very little of your time. It is divided into sections. All you need do is to read through each of the sections carefully and respond to the items by ticking the right responses within the column provided.

Thank you.

**Adaobi Arinze**  
**(Mrs.)**

## APPENDIX A2

### GIFTED EDUCATION PROGRAMME QUESTIONNAIRE FOR STUDENTS SECTION A: BACKGROUND INFORMATION

Please tick ( ) as applicable to you.

1. State of Origin: \_\_\_\_\_
2. Sex:                   (a)    Male                                   (    )
- (b)    Female                                  (    )
3. Age:                   (a)    14 – 15 Years                        (    )
- (b)    15 – 16 Years                        (    )
- (c)    17 – 18 Years                        (    )

### SECTION B: GIFTED EDUCATION OBJECTIVES

Please, rate the statements below according to the degree of your agreement to each statement by ticking ( ) in the appropriate spaces provided. Use the following key.

VHE = Very High Extent

LE = Low Extent

HE = High Extent

VLE = Very Low Extent

ME = Moderate Extent

Stated below are the Gifted Education objectives. To what degree do you agree that these objectives have been achieved? Tick ( ) in the option that represent your opinion.

	<b>GIFTED EDUCATION OBJECTIVES</b>	<b>VHE</b>	<b>HE</b>	<b>ME</b>	<b>LE</b>	<b>VLE</b>
1.	Equal educational opportunity to develop at their own pace.					
2.	Adequate and appropriate education.					
3.	A diversified curriculum.					
4.	An enabling environment to meet their social, emotional and academic needs.					
5.	Opportunity to meet with mentors					
6.	Opportunities to develop full potential					
7.	Promoting general problem solving skills.					
8.	Expand perspective in analytical thinking					
9.	Opportunities to become more creative.					
10.	Develop foresight as societal change agents.					

### SECTION C: IDENTIFICATION METHODS USED IN SELECTING GIFTED STUDENTS.

Listed below are possible identification methods used in selecting gifted students. Tick ( ) in the columns given those you believe apply in Nigeria. Use the following key.

SA = Strongly Agree

DA = Disagree

A = Agree

SD = Strongly Disagree



	<b>POSSIBLE IDENTIFICATION METHODS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Achievement test at the end of year examination for primary five and six pupils in primary schools.				
2.	Aptitude tests.				
3.	Teachers nominations.				
4.	Peer nominations.				
5.	Group intelligent tests.				
6.	Oral screening tests interviews for pupils that passed the first screening exercise are conducted.				
7.	Observational schedules are employed by screening panel.				
8.	Parental nominations.				
9.	Individual intelligent tests.				
10	Sociometric instruments are used.				

#### **SECTION D: AVAILABILITY OF INFRASTRUCTURAL FACILITIES.**

The following is a list of instructional and infrastructural facilities. Please indicate the ones that are available in your school by ticking (✓) against the ones applicable.

	<b>AVAILABILITY OF INFRASTRUCTURE</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	There is a well equipped library				
2.	There are well equipped science laboratories				
3.	There are enough computers for students to handle.				
4.	The computers are hooked up to the internet.				
5.	There are well-equipped technology workshops.				
6.	There are enough classroom blocks.				
7.	There is adequate water supply				
8.	There is constant supply of light.				
9.	There are enough boarding houses to conveniently board the students.				
10.	There are enough furniture for students.				
11.	Projectors and slides are used as teaching aids.				
12.	Teaching aids are available for use.				

**APPENDIX A3**  
**GIFTED EDUCATION PROGRAMME QUESTIONNAIRE FOR TEACHING**  
**STAFF OF FEDERAL GOVERNMENT ACADEMY, SULEJA.**

**SECTION A: BACKGROUND INFORMATION**

Please tick ( ) as applicable to you.

1. State of Residence: \_\_\_\_\_
2. Staff of:
  - (a) Federal Ministry of Education ( )
  - (b) State Ministry of Education ( )
  - (c) Federal Government Academy ( )
  - (d) Federal University ( )
3. Sex:
  - (a) Male ( )
  - (b) Female ( )
4. Highest Teaching Qualification
  - (a) Ph.D. Education ( )
  - (b) M. Ed. Education ( )
  - (c) B. Ed. ( )
  - (d) N.C.E ( )

Specify others \_\_\_\_\_
5. Any qualification in special education?
  - (a) Yes ( )
  - (b) No ( )

**SECTION B: EXTENT OF CONSISTENCY IN IMPLEMENTATION OF THE**  
**GIFTED EDUCATION PROGRAMME IN NIGERIA.**

**Please, rate the statements below according to the degree of your agreement to each statement by ticking ( ) in the appropriate spaces provided. Use the following key.**

**VHE = Very High Extent**

**LE = Low Extent**

**HE = High Extent**

**VLE = Very Low Extent**

**ME = Moderate Extent**

	<b>IN NIGERIA:</b>	<b>V</b>	<b>H</b>	<b>M</b>	<b>L</b>	<b>V</b>
		<b>H</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>LE</b>
		<b>E</b>				
1.	There is a clear definitive policy on gifted education					
2.	Gifted education programme is very well implemented.					
3.	Adequate funds for implementation are made available by the government.					

4.	There are enough trained personnel to run the programme.					
5.	Serious efforts are made to identify all gifted individuals.					
6.	Provisions are made for early identification and education of the gifted individuals at levels.					
7.	Adequate certification standards are required of all personnel involved with the gifted programme.					
8.	Appropriate and standardized identification procedures are followed.					
9.	Adequate and relevant infrastructural facilities are provided for the gifted education programme.					
10.	All identified gifted students are awarded full scholarship.					
11.	My state has provision for the gifted students who are not selected for the federal programme					
12.	My State Government has a gifted education unit in the Ministry of education.					
13.	Gifted education programme are run in an enrichment from in regular classrooms in my state's programme for the gifted.					
14.	There is diversified and comprehensive curriculum that evokes and develops academic potentials of identified gifted students.					
15.	All personnel have the National Policy on Education document.					
16.	Many approaches are adopted for the education of the gifted.					
17.	There is an elaborate, informative publicity and public enlightenment campaign, about gifted programme.					

### SECTION C: GIFTED EDUCATION OBJECTIVES

Stated below are the gifted education objectives. To what degree do you agree that these objectives have been achieved? Tick ( ) in the option that most represent your opinion.

	<b>GIFTED EDUCATION OBJECTIVES</b>	<b>VHE</b>	<b>HE</b>	<b>ME</b>	<b>LE</b>	<b>VLE</b>
1.	Equal educational opportunity to develop at their own pace.					
2.	Adequate and appropriate education.					
3.	A diversified curriculum.					
4.	An enabling environment to meet their social, emotional and academic needs.					
5.	Opportunity to meet with mentors					
6.	Opportunities to develop full potential					
7.	Promoting general problem solving skills.					
8.	Expand perspective in analytical thinking					
9.	Opportunities to become more creative.					
10.	Develop foresight as societal change agents.					

**SECTION D: AVAILABILITY OF INFRASTRUCTURAL FACILITIES.**

The following is a list of instructional and infrastructural facilities. Please indicate the ones that are available in your school by ticking (✓) against the ones applicable.

	<b>AVAILABILITY OF INFRASTRUCTURE</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	There is a well equipped library				
2.	There are well equipped science laboratories				
3.	There are enough computers for students to handle.				
4.	The computers are hooked up to the internet.				
5.	There are well-equipped technology workshops.				
6.	There are enough classroom blocks.				
7.	There is adequate water supply				
8.	There is constant supply of light.				
9.	There are enough boarding houses to conveniently board the students.				
10.	There are enough furniture for students.				
11.	Projectors and slides are used as teaching aids.				
12.	Teaching aids are available for use.				

**SECTION E: OBSTACLES IMPEDING EFFECTIVE IMPLEMENTATION OF GIFTED EDUCATION PROGRAMME.**

Listed below are some problems limiting the proper implementation of gifted programme? Tick (✓) in the appropriate column, according to your degree of agreement.

	<b>OBSTACLES TO PROPER IMPLEMENTATION OF GIFTED PROGRAMME:</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Policy statements that do not clearly specify the bodies that will provide special education for the gifted				
2.	Lack of a strong coordinating and monitoring body.				
3.	Inadequate funds to help implement the programme.				
4.	Lack of consensus over the definition of giftedness.				
5.	Poor identifications procedures.				
6.	Unfavorable societal attitude.				
7.	Conflict over the meaning of equality of educational opportunity.				
8.	Inadequate infrastructure and instructional facilities for the programme.				
9.	Limited legislation on the gifted education programme.				
10.	Multiethnic nature of the nation.				
11.	Frequent government changes.				
12.	Lack of researches to demonstrate the long-term impact of the programme.				

13.	Wrong deployment of trained personnel.				
14.	Poverty and ignorance of the grater majority of the populace to the need for special education for the gifted.				
15.	Inadequate preparation and certification for personnel involved in the programme.				
16.	Lack of Government commitment to gifted education programme.				

(a). What other problem not listed impede proper implementation of the gifted education programme in Nigeria? \_\_\_\_\_

(b) Which one do you consider the most problematic?  
\_\_\_\_\_

## APPENDIX A4

### GIFTED EDUCATION PROGRAMME QUESTIONNAIRE FOR PROFESSIONAL COUNSELLORS.

#### SECTION A: BACKGROUND INFORMATION

Please tick (✓) as applicable to you.

State of Residence: \_\_\_\_\_

2. Staff of: (a) Federal Ministry of Education ( )  
 (b) State Ministry of Education ( )  
 (c) Federal Government Academy ( )  
 (d) Federal University ( )
3. Sex (a) Male ( )  
 (b) Female ( )

#### SECTION B: EXTENT OF CONSISTENCY IN IMPLEMENTATION OF GIFTED EDUCATION PROGRAMME IN NIGERIA.

Please, rate the statements below according to the degree of your agreement to each statement by ticking (✓) in the appropriate spaces provided. Use the following key.

VHE = Very High Extent

LE = Low Extent

HE = High Extent

VLE = Very Low Extent

ME = Moderate Extent

	<b>IN NIGERIA:</b>	<b>V H E</b>	<b>H E</b>	<b>M E</b>	<b>L E</b>	<b>V L E</b>
1.	There is a clear definitive policy on gifted education					
2.	Gifted education programme is very well implemented.					
3.	Adequate funds for implementation are made available by the government.					
4.	There are enough trained personnel to run the programme.					
5.	Serious efforts are made to identify all gifted individuals.					
6.	Provisions are made for early identification and education of the gifted individuals at levels.					
7.	Adequate certification standards are required of all personnel involved with the gifted programme.					
8.	Appropriate and standardized identification procedures are followed.					
9.	Adequate and relevant infrastructural facilities are provided for the gifted education programme.					

10.	All identified gifted students are awarded full scholarship.				
11.	My state has provision for the gifted students who are not selected for the federal programme				
12.	My State Government has a gifted education unit in the Ministry of education.				
13.	Gifted education programme are run in an enrichment from in regular classrooms in my state's programme for the gifted.				
14.	There is diversified and comprehensive curriculum that evokes and develops academic potentials of identified gifted students.				
15.	All personnel have the National Policy on Education document.				
16.	Many approaches are adopted for the education of the gifted.				
17.	There is an elaborate, informative publicity and public enlightenment campaign, about gifted programme.				

### SECTION C: ROLE OF THE COUNSELLORS IN THE PROGRAMME.

Below are suggested roles of the counsellor in the gifted education programme. Please indicate by a tick (☐) against the roles you think are relevant. Use the following key.

SA = Strongly Agree

DA = Disagree

A = Agree

SD = Strongly Disagree

	<b>POSSIBLE ROLES OF THE COUNSELLOR:</b>	<b>S</b>	<b>A</b>	<b>D</b>	<b>S</b>
		<b>A</b>		<b>A</b>	<b>D</b>
1.	Counselling on the need for special education for the gifted.				
2.	Consulting with the top management staff at the school and Ministries level.				
3.	Counselling against negative attitude of the public.				
4.	Counselling the gifted students on self and group responsibility behaviour.				
5.	Counsel on how to involve other professionals in advocacy for the gifted students.				
6.	Counsel on how to increase educational provisions for the gifted at all levels.				
7.	Counselling siblings and the parents of the gifted.				
8.	Creating public awareness.				
9.	Appraisal services on how to generate more funds.				
10.	Liaising and making referrals with other professionals.				
11.	Making follow up studies on the gifted students				
12.	Counselling relevant government officials.				
13.	Counselling on consequences of inappropriate education for the gifted.				
14.	Counselling primary school teachers				

**SECTION D: COUNSELLING THEORIES/ APPROACHES.**

Some counselling theories/ approaches have been enlisted below. Which approaches will be useful for counselling in the programme?

	<b>COUNSELLING APPROACHES.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Client- centred approach.				
2.	Transactional analysis.				
3.	Rationale- emotive.				
4.	General system				
5.	Existential.				
6.	Ultimate causality.				
7.	Behavioural				
8.	Contextual				
9.	Eclectic				
10.	Creativity				
11.	Trait and factor				
12.	Psychoanalytic				
13.	Gestalt				

Which approach do you think best in ensuring proper implementation of the Gifted Education Programme? \_\_\_\_\_



**APPENDIX A5**  
**GIFTED EDUCATION PROGRAMME QUESTIONNAIRE FOR STAFF OF THE**  
**EDUCATION MINISTRIES.**

**SECTION A: BACKGROUND INFORMATION**

Please tick ( ) as applicable to you.

1. State of Residence: \_\_\_\_\_
  2. Staff of:
    - (a) Federal Ministry of Education ( )
    - (b) State Ministry of Education ( )
  3. Sex:
    - (a) Male ( )
    - (b) Female ( )
  4. Highest Qualification
    - (a) Ph.D. Education ( )
    - (b) M. Ed. Education ( )
    - (c) B. Ed. ( )
    - (d) N.C.E ( )
- Specify others \_\_\_\_\_
5. Any qualification in special education?
    - (a) Yes ( )
    - (b) No ( )

**SECTION B: EXTENT OF CONSISTENCY IN IMPLEMENTATION OF THE GIFTED EDUCATION PROGRAMME IN NIGERIA.**

Please, rate the statements below according to the degree of your agreement to each statement by ticking ( ) in the appropriate spaces provided. Use the following key.

VHE = Very High Extent

LE = Low Extent

HE = High Extent

VLE = Very Low Extent

ME = Moderate Extent

	<b>IN NIGERIA:</b>	<b>V</b>	<b>H</b>	<b>M</b>	<b>L</b>	<b>V</b>
		<b>H</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>LE</b>
		<b>E</b>				
1.	There is a clear definitive policy on gifted education					
2.	Gifted education programme is very well implemented.					
3.	Adequate funds for implementation are made available by the government.					
4.	There are enough trained personnel to run the programme.					
5.	Serious efforts are made to identify all gifted individuals.					
6.	Provisions are made for early identification and education of the gifted individuals at levels.					
7.	Adequate certification standards are required of all personnel involved with the gifted programme.					
8.	Appropriate and standardized identification procedures are followed.					
9.	Adequate and relevant infrastructural facilities are provided for the gifted education programme.					
10.	All identified gifted students are awarded full scholarship.					
11.	My state has provision for the gifted students who are not selected for the federal programme					

12.	My State Government has a gifted education unit in the Ministry of education.					
13.	Gifted education programme are run in an enrichment from in regular classrooms in my state's programme for the gifted.					
14.	There is diversified and comprehensive curriculum that evokes and develops academic potentials of identified gifted students.					
15.	All personnel have National Policy on Education document.					
16.	Many approaches are adopted for the education of the gifted.					
17.	There is an elaborate, informative publicity and public enlightenment campaign, about gifted programme.					

### SECTION C: GIFTED EDUCATION OBJECTIVES

Stated below are the gifted education objectives. To what degree do you agree that these objectives have been achieved? Tick ( ) in the option that most represent your opinion.

	GIFTED EDUCATION OBJECTIVES	VHE	HE	ME	LE	VLE
1.	Equal educational opportunity to develop at their own pace.					
2.	Adequate and appropriate education.					
3.	A diversified curriculum.					
4.	An enabling environment to meet their social, emotional and academic needs.					
5.	Opportunity to meet with mentors					
6.	Opportunities to develop full potential					
7.	Promoting general problem solving skills.					
8.	Expand perspective in analytical thinking					
9.	Opportunities to become more creative.					
10.	Develop foresight as societal change agents.					

### SECTION D: IDENTIFICATION METHODS USED IN SELECTING GIFTED STUDENTS.

Listed below are possible identification methods used in selecting gifted students. Tick ( ) in the columns given those you believe apply in Nigeria. Use the following key.

SA = Strongly Agree

DA = Disagree

A = Agree

SD = Strongly Disagree

	POSSIBLE IDENTIFICATION METHODS:	SA	A	D	SD
1.	Achievement test at the end of year examination for primary five and six pupils in primary schools.				
2.	Aptitude tests.				
3.	Teacher nominations.				
4.	Peer nominations.				
5.	Group intelligent tests.				

6.	Oral screening tests interviews for pupils that passed the first screening exercise are conducted.				
7.	Observational schedules are employed by screening panel.				
8.	Parental nominations.				
9.	Individual intelligent tests.				
10.	Sociometric instruments are used.				

### **SECTION E: OBSTACLES IMPEDING EFFECTIVE IMPLEMENTATION OF GIFTED EDUCATION PROGRAMME.**

Listed below are some problems limiting the proper implementation of gifted programme. Tick (☐) in the appropriate column, according to your degree of agreement.

	<b>OBSTACLES TO PROPER IMPLEMENTATION OF GIFTED PROGRAMME:</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Policy statements that do not clearly specify the bodies that will provide special education for the gifted				
2.	Lack of a strong coordinating and monitoring body for the programme				
3.	Inadequate funds to help implement the programme.				
4.	Lack of consensus over the definition of giftedness.				
5.	Poor identifications procedures and lack of standardized instruments.				
6.	Unfavorable societal attitude.				
7.	Conflict over the meaning of equality of educational opportunity.				
8.	Inadequate infrastructure and instructional facilities for the programme.				
9.	Limited legislation on the gifted education programme.				
10.	Multiethnic nature of the nation.				
11.	Frequent government changes.				
12.	Lack of researches to demonstrate the long-term impact of the programme.				
13.	Wrong deployment of trained personnel.				
14.	Poverty and ignorance of the greater majority of the populace to the need for special education for the gifted.				
15.	Inadequate preparation and certification for personnel involved in the programme.				
16.	Lack of Government commitment to gifted education.				

(a.) What other problems not listed impede proper implementation of the gifted education programme in Nigeria?

(b.) Which one do you consider the most problematic?

## **APPENDIX A6**

### **GIFTED EDUCATION PROGRAMME INTERVIEW SCHEDULE**

- (1) What are the concepts behind Gifted Education Programme in Nigeria?
- (2) How far have the objectives of Gifted Education Programme been achieved?
- (3) What do you think about special school for the gifted?
- (4) What obstacles impede effective implementation of Gifted Programme in Nigeria?
- (5) Is there adequate awareness of the programme in Nigeria?
- (6) What is the way forward in effecting better implementation of the Gifted Programme?

## APPENDIX B1

**RAW SCORES FOR THE TWO SETS OF TESTS FOR DETERMINING THE RELIABILITY OF TEST INSTRUMENT FOR STUDENTS OF FEDERAL GOVERNMENT ACADEMY, SULEJA.**

S/n	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	98	99	9604	9801	9702
2.	125	120	15625	144100	15000
3.	110	109	12100	11881	11990
4.	112	113	12544	12769	12656
5.	114	110	12996	12100	12540
6.	110	111	12100	12321	12210
7.	95	94	9025	8836	8930
8.	97	93	9409	8649	9021
9.	135	133	18225	17689	17955
10.	138	140	19044	19600	19320
Total	1134	1122	130672	128046	129324

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[(N \sum X^2) - (\sum X)^2](N \sum Y^2) - (\sum Y)^2]}$$

$$r = \frac{(10 \times 129324) - (1134)(1122)}{\sqrt{10 \times 130672 - (1134)^2 (10 \times 128046) - (1122)^2}}$$

$$r = \frac{129324 - 1272348}{\sqrt{(1306720 - 1285956)(1280460 - 1258884)}}$$

$$r = \frac{17526}{\sqrt{20764 \times 21576}} = \frac{17526}{144.10 \times 146.89}$$

$$r = \frac{17526}{21166.85}$$

$$r = 0.827$$

$$r = 0.83$$

## APPENDIX B2

**RAW SCORES FOR THE TWO SETS OF TESTS FOR DETERMINING THE RELIABILITY OF TEST INSTRUMENT FOR TEACHING AND ADMINISTRATIVE STAFF OF FEDERAL GOVERNMENT ACADEMY, SULEJA.**

S/n	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	215	210	46225	44100	45150
2.	190	170	361000	28909	32300
3.	125	140	15625	19609	17500
4.	143	155	20449	24025	22165
5.	230	260	52900	617600	59800
6.	200	202	40000	40804	40400
7.	100	115	40000	13225	11500
8.	210	204	44100	41616	42840
9.	200	218	40000	47524	43600
10.	182	188	33124	35344	34216
<b>Total</b>	1795	1862	338523	362738	349471

$$r = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[(N \Sigma X^2) - (\Sigma X)^2](N \Sigma Y^2) - (\Sigma Y)^2]}$$

$$r = \frac{(10 \times 349471) - (1795)(1862)}{\sqrt{(10 \times 338523) - (1795)^2(10 \times 362738) - (1862)^2}}$$

$$r = \frac{3494710 - 3342290}{\sqrt{(338530 - 3222025)(3627380 - 3467044)}}$$

$$r = \frac{152420}{\sqrt{163205 \times 160336}} = \frac{152420}{403.98638 \times 400.41977}$$

$$r = \frac{152420}{161765.58}$$

$$r = 0.94$$

### APPENDIX B3

#### RAW SCORES FOR THE TWO SETS OF TESTS FOR DETERMINING THE RELIABILITY OF TEST INSTRUMENT FOR STAFF OF THE MINISTERIES OF EDUCATION.

S/n	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	240	200	57600	40000	48000
2.	200	180	40000	32400	36000
3.	250	230	62500	52900	57500
4.	260	220	67600	48400	57200
5.	236	240	55696	57600	56640
6.	147	110	21609	12100	16170
7.	183	175	33489	30625	32075
8.	155	145	24025	21025	22475
9.	272	250	73984	62500	68000
10.	247	220	61009	48400	54340
<b>Total</b>	2220	1990	497512	405950	44840

$$\begin{aligned}
 r &= \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[(N\Sigma X^2) - (\Sigma X)^2](N\Sigma Y^2) - (\Sigma Y)^2]} \\
 r &= \frac{10 \times 44840 - (2220 \times 1990)}{\sqrt{(10 \times 497512) - (2220)^2 (10 \times 405950) - (1990)^2}} \\
 r &= \frac{4484000 - 4417800}{\sqrt{(4975120 - 4928400)(4059500 - 3960100)}} \\
 r &= \frac{66200}{\sqrt{(46720)(99400)}} \\
 r &= \frac{66200}{216.1481 \times 315.278} \\
 r &= \frac{66200}{68146.633} \\
 r &= 0.97
 \end{aligned}$$

### APPENDIX B4

#### RAW SCORES FOR THE TWO SETS OF TESTS FOR DETERMINING THE RELIABILITY OF TEST INSTRUMENT FOR COUNSELLORS.

S/n	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	200	200	40000	40000	40000
2.	136	180	18496	32400	24480
3.	150	160	22500	25600	24000
4.	183	180	33489	32400	32940
5.	155	175	24025	30625	27125
6.	212	215	44944	46225	45580
7.	217	210	47089	44100	45570
8.	190	195	36100	38025	37050
9.	210	212	44100	44944	44520
10.	213	220	45369	48400	46860
Total	1866	1947	356102	382719	368125

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[(N\sum X^2) - (\sum X)^2](N\sum Y^2) - (\sum Y)^2]}}$$

$$r = \frac{10 \times 368125 - (1866)(1947)}{\sqrt{[(10 \times 356102) - (1866)^2](10 \times 382719) - (1947)^2]}}$$

$$r = \frac{3681250 - 3633102}{\sqrt{(3561020 - 3481956) - (3827190 - 3790809)}}$$

$$r = \frac{48148}{\sqrt{(79064)(36381)}} = \frac{48148}{281.183 \times 190.73}$$

$$r = \frac{48148}{53632.294} = 0.897$$

$$r = 0.90$$