



## KNOWLEDGE AND TEACHING COMPETENCY LEVEL OF PROSPECTIVE TEACHERS ON GIFTEDNESS

### KEYWORDS

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**ABSTRACT** *Giftedness may be inherited or manifested; children do talk or act spontaneously, expressing their internal urge to do something great. Early recognition and encouragement may improve the quality, failing which results in disastrous personality traits. Parents and teachers should understand them properly and should be responsible to provide a learning environment conducive to their success. 100 prospective teachers are selected for the present study using simple random sampling. Their pre knowledge on giftedness was assessed. Out of 100, 35 prospective teachers were identified as low knowledge on gifted children and they were presented with teaching competency based self instructional modular package for gifted children. At post stage the results indicated the prospective teachers had gained knowledge on giftedness and improved their teaching competency on giftedness. Thus, the study indicate the need to enrich teacher training programmes with the concept of giftedness and to impart teaching competency among prospective teachers to handle children with giftedness.*

### INTRODUCTION

Education is a prevailing instrument of social changes, and often initiates upward progress in the social structure, thereby helping to bridge the gap between the different sections of society. Every country takes initiative to develop its system of education to promote socio cultural identity and also to meet the challenges for better provision of education and better educational practices to their citizens.

Education should refine sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit which aims for socialism, secularism and democracy enshrined in our constitution. Education is not just studying and getting marks. It is to discover new things and it is a ladder which uplifts us to greatest heights. Education is important for everyone. No human beings can survey properly without education. It is indispensable to provide good education to the human resource of any country for its socio, cultural and economic development. Gifted and talented children need special attention and care both by the parents as well as by teacher. Identifying their talents in a particular area and providing opportunities to develop skills is a big task for anyone. Giftedness refers to the individual who possess above average ability, task commitment and creativity. US Department of Education (1993) defines giftedness as "children and youth with outstanding talent who perform or show the potential for performing at remarkably high level of accomplishment n compared with others of their age, experience or environment". Generally gifted children exhibit either multiple intelligence or extra ordinary talent in a particular skill. They never worry about the environment, though it indirectly affects their cognitive process and external behavior. This study provides an insight about knowledge on giftedness and teaching competency required to handle gifted children for prospective teachers.

### NEED FOR THE STUDY

Adams-Byers, Squillers Whitsell, Moon et.al. (2004) found in their study that gifted and talented students differ in their desire to participate in mixed- ability groups, and concluded that a school should include a broad range of grouping options for gifted and talented students. Are students who possess an ability level far from the mean more inclined to prefer homo-

geneous grouping than students whose ability levels are closer to that of the average student and does this have more to do with personality than with levels of giftedness (Adams-Byers et al.,2004)

Amani Mahmoud (2013) concluded that Identifying the degree to which the teachers of gifted/ talented students (G/T teachers) possess the skills and knowledge approved by the Council for Exceptional Children (CEC). The study instruments were administered among the teachers of pioneer centers for gifted students; in addition to the teachers of resource rooms in the different governorates across Jordan. The study population consisted of (220) male and female teachers; whereas the study sample included only (100) male and female teachers operating in both the private and governmental schools and pioneer centers in all governorates of Jordan. The results of the study question indicate that the teachers enjoy a high degree of the concerned standards on the scale as a whole (the overall degree). The researcher pointed out in this study to the importance of taking care of the assessment and evaluation issues concerning the G/T teachers; besides creating and developing specific measures that are especially designated to assess the competencies of the other categories' teachers within the private education field.

Hoi Yan Cheung and Shane N. Phillipsan (2008) stated that the empirical research studied the desired characteristics and competencies for teaching gifted students in 177 Hong Kong in-service teachers. 102 in-service teachers had experience in teaching gifted students whilst 75 had no experience at all. The scale used in this study was modified from D. W. Chan (2001) to allow for self-assessments by Chinese speaking teachers. Firstly, a Chinese translation was developed from the English version using all of the 39 original items. Teachers were asked to rate themselves using a 5-point scale ranging from 1 (do not possess) to 5 (totally possess), and to complete a questionnaire exploring their gender, age, length of teaching experience, years spent teaching gifted students, and their highest educational level. Exploratory factor analysis extracted five desired characteristics and three desired competencies. Overall, the items were found to be suitable for investigating self-assessments of the competencies and characteristics of Hong

Kong in-service teachers. Results of the study show that the two groups of teachers had significant differences in all desired characteristics and competencies, except for competency in counseling. Furthermore, regression analysis showed that experience in working with gifted students was the best predictor of the desired characteristics for teaching gifted students. The results are discussed in terms of teacher education programmes for teachers of gifted students.

At this juncture, prospective teachers should acquire knowledge about giftedness and the essential teaching competency is also required to handle gifted children. So, this study is a needful one.

**TITLE OF THE STUDY**

KNOWLEDGE AND TEACHING COMPETENCY LEVEL OF PROSPECTIVE TEACHERS ON GIFTEDNESS

**OBJECTIVES OF THE STUDY**

- To assess the possessed knowledge level of prospective teachers' on giftedness.
- To assess the possessed teaching competency level to handle children with giftedness

**HYPOTHESES OF THE STUDY**

- There is a significant difference in the knowledge level of prospective teachers on giftedness.
- There is a significant difference in the prospective teacher's teaching competency level to handle children with giftedness.

**METHODOLOGY**

Survey method was adopted in the present study. 100 prospective teachers were selected using simple random sampling techniques and their level of knowledge and teaching competency on giftedness were assessed using achievement test and the low knowledge teachers were subjected to experiment with teaching competency based self instructional module on giftedness and their teaching competency was assessed using the proforma prepared by the investigator. The raw data were scored and subjected to analysis and interpreted below.

**Results and Discussion**

The collected data very analysed and presented in the table below.

**Table 1 denoting number and percentage of prospective teachers' knowledge on giftedness.**

LOW KNOWLEDGE		MODERATE KNOWLEDGE		HIGH KNOWLEDGE	
No.	%	No.	%	No.	%
35	35	42	42	23	23

From the above table, the knowledge on giftedness of prospective teachers (100) were categorized under three levels such as low, moderate and high. Out of 100 prospective teachers 35 (35%) falls under low knowledge level, 42 (42%) of them are in moderate and 23 (23%) prospective teachers exhibited high level of knowledge on the concept of giftedness and gifted children. The result showed that, 35 percent of prospective teachers demonstrated low level of knowledge on giftedness. The teachers who demonstrated low level of knowledge was undertaken for the study and their knowledge and teaching competency was enhanced by the implementation of teaching competency based self instructional module on giftedness.

**Table 2 denoting number and percentage of experimental group prospective teachers' knowledge on giftedness after treatment.**

	LOW		MODERATE		HIGH	
	No.	%	No.	%	No.	%
Pre test	35	100	-	-	-	-
Post test			19	54.29	16	45.71

Out of 35 teachers who fall under low category before treatment were able to enhance their knowledge on giftedness with the implementation of teaching competency based self instructional modular package. From the above percentage analysis, 19 (54.29%) prospective teachers have enhanced to moderate level and 16 (45.71%) prospective teachers gained knowledge and shifted to high level of knowledge on giftedness after treatment, the above result concluded that the teaching competency based self instructional modular package have raised the level of knowledge on giftedness among prospective teachers.

**Table 3 denoting number and percentage of prospective teachers' teaching competency level on giftedness at pre and post test.**

	LOW		MODERATE		HIGH	
	No.	%	No.	%	No.	%
Pre test	8	22.86	24	68.57	3	8.57
Post test	-	-	8	22.86	27	77.14

The above table presents the number and percentage of the prospective teachers teaching competency scores at pre and post level. At pre stage, 8 (22.86%) prospective teachers' possess low level of teaching competency, 24 (68.57%) exhibited moderated level of teaching competency and out of 35 prospective teachers only 3 of them fall under high competency category. After the implementation of teaching competency based self instructional modular package, there is no prospective teachers under low competency level and 8 (22.86%) of them are shifted from low to moderate level whereas 27 (77.14%) prospective teachers have achieved high level of competency than moderate in pre test to handle gifted children.

**DISCUSSION AND CONCLUSION**

The findings of the study suggested that it is possible to develop the knowledge on giftedness and teaching competency among prospective teachers to handle children with giftedness. This study focused on the importance of giving training for pre service teachers to handle giftedness in children at elementary, secondary and higher secondary school system. Teacher Training Institutions should prepare programmes on knowledge about giftedness to prepare the prospective teachers to meet the diverse needs of students. Prospective teachers should be trained in the art of special education such as reading of body language, utilizing the power of humor and beauty of maintaining emotional and physical well being throughout the class to nurture giftedness among students. Programmes for children to develop positive attitude about their talents and gifts they possess and indulge in a positive activities.

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