

Original Paper

Status, Experience and Challenges for Promoting Gifted and Talented Students Education Provision in Ilala, Dar es Salaam

IZUNA CHRISTABELL¹* & K. M. OSAKI¹

¹ Graduate student, St Augustine University, Dar es Salaam Centre, Tanzania

* Correspondence email: lioness.candy@gmail.com

Received: August 21, 2023 Accepted: September 19, 2023 Online Published: October 18, 2023

doi:10.22158/wjeh.v5n4p41

URL: <http://dx.doi.org/10.22158/wjeh.v5n4p41>

Abstract

It is widely known that learners vary in achievement, ability as well as talent. Interest in gifted and talented learners has a long history. However, in most developing countries, education systems are yet to create a suitable environment to develop and nurture the special talents that some learners have, sometimes due to lack of a proper understanding of the variety of talents available and also lack of resources to support them. Exploring the status, experience, and challenges that the gifted and talented learners of Tanzania experience is not an easy task; considering that the so called gifted and talented are not prioritized in our education system. This study aimed at exploring the criteria for identifying and selecting gifted and talented students in secondary schools, the way they are groomed and challenges they face together with the way forward in addressing those problems in Ilala municipality of Dar es Salaam City. Two selected schools were sampled through purposive sampling and the interview and questionnaire tools were applied in collecting the data from teachers, students, and parents. Quantitative data collected were analyzed using descriptive statistical techniques and thematic analysis was used for analyzing qualitative data. The findings indicated that, learners and teachers lack government support on identification of gifted and talented children. Teaching and learning materials are not sufficient for the students to learn effectively and too few skilled teachers are available to instruct and support talented students. The number of skilled teachers is small compared to the needs of the system and the system does not provide opportunities for the students to display their talents. The study recommends that further studies should be conducted on how to create opportunities, development, and motivation of key talented children education provision for this category of learners. The new Education and Training Policy needs to be reviewed and show plans to accommodate talent and gifted education development in our schools.

Keywords

Opportunities, Challenges, gifted and Talented, Education

1. Introduction

Gifted and talented learners are often referred to as unique and challenging students; they are curious in nature, creative, very observant, and extra sensitive. Giftedness is conceptualised as having a natural ability in some fields while being talented is often described as the product of developing those gifts; one relies on the other to develop. Gifted and talented students are the clever and brightest along with the future leaders of their generation of any community wherever they live (Harris et al., 2009). In light of this, National Association for Gifted Children (2011) defined the gifted and talented students as those students who show evidence of high-performance capability in areas such as intellectual, creative, artistic or leadership, capacity or in specific academic fields, and who require special academic services, or activities not ordinarily provided by the school to fully develop such capabilities.

In the United Kingdom, formal policy guidelines define gifted learners as those who have the capacity to advance academically in one or more subjects and talented learners as having the ability to advance in practical skills, activities such as games and sports, leadership, and artistic performance. However, the policy requirement of using a percentage-based identification strategy, which requests that schools place 5 - 10% of their students on a gifted and talented students register, appears to have been taken as motivation to utilize test-based, quantitative measurements for creating gifted and talented cohorts in schools (Koshy & Pinheiro-Torres, 2013). As a result—and related to the first dimension of our framework—although the education system of the United Kingdom appears more aligned with the concept that giftedness incorporates both academic and nonacademic excellence, due to poor policy design, gifted and talented programs currently do not reflect what the considerable number of people believe is giftedness and, instead, it promotes scholarly success only.

In Japan, gifted education remains an anathema, partly due to the strong cultural undercurrent that dedication to challenging work trump's innate ability. Further, the notion of giftedness is strongly associated with being elite, as in pre-modern Japan, only the children of the samurai class or higher had access to education (Ibata-Arens, 2012). Nevertheless, Japan presents a more ambivalent case. Despite a mainstream culture that still tends to avoid elitism, the perceived need to remain internationally competitive through continuous research and development has led to a growing emphasis on a strong-science, technology, engineering, and mathematics education (STEM). The establishment of super science high schools and the selection of students for special learning opportunities, in response to the national cabinet's call for identifying and nurturing talents in science and technology, is inconsistent with the Japanese tendency to value egalitarianism and effort over heredity (Ibata-Arens, 2012).

In the light of this (Tirri & Kuusisto, 2013) argued that the Finnish education system can be viewed as highly developed in their approach to gifted education where all children are educated according to

their individual development and learning needs. Thus, provision for gifted learners is achieved through an egalitarian approach of advocating that all students, despite their specific learning needs, need to receive individualized attention and instruction tailored to their development.

In the same vein in Austria, giftedness is high performance in intellectual, emotional, social, and artistic fields as well as in sports where being talented is viewed as a “multidimensional and dynamic conception of giftedness and talent, encompassing a person’s overall potential, which unfolds through lifelong learning and development” (Resch, 2014). In this way, the development of giftedness understood much more as an iterative process than static quality: it is shaped by the interactions between people’s individual predispositions and the social cognitive influences embedded in nurture (Weyringer, 2013).

In the U.S.A there is the minority population of the gifted and talented students who are underrepresented and hence lead to poor assessment practices. The underrepresentation can be due to race in their peer groups. (Worrell & Erwin, 2011) suggest that the policy amendments can highly solve this problem than changing the instruments used for assessing the gifted and talented learners and further recommend on identifying gifted students who may be left behind or may be at a disadvantage.

In Tanzania, it is known to the educators that, in the Ten-Year Development Plan (of education) what we call secondary schools for the Gifted and talented, namely, Mzumbe, Ilboru and Tabora boys’ secondary schools, among others, were opened for students considered gifted and talented. Unfortunately, the students enrolled in the mentioned schools purely relied on their achievement of high scores. In all sense, based on the selection criteria, the students should be classified as high performers/achievers rather than talented and gifted. It was also inexcusable that teachers with special training on how to handle the gifted and talented students were lacking in the schools. The curricular and teaching techniques used were not challenging enough for the students. Those schools should not have been labelled as schools for the gifted and talented because they lacked qualifications to be called so (Possi & Milinga, 2017). Instead of being educated to think, they were drilled to memorize information and focus on passing tests and examinations that were not even challenging enough.

1.1 Statement of the Problem

Research has shown that, most gifted and talented students who are also known as academically advanced due to their high performance in examinations. They are entitled to relevant, rigorous, and engaging learning opportunities drawn from the curriculum, individual interest, strength, learning needs and goals. However, the gifted ones are students that are often neglected in our education system due to their high capability. In actual sense, based on the selection criteria, most of these students could be classified as high achievers rather than gifted and talented. It is also appalling that there were few teachers with special training on how to handle the gifted and talented students. The curricular and teaching techniques used are often not challenging enough for the students. In fact, the schools should have not been labelled as schools for the gifted and talented because they do not qualify to be so (Possi & Milinga, 2017). We now know that most of the so-called special schools do not offer any special talent

development and are only concentrating on teaching heavy content for memorization to raise examination performance and achievement.

A few schools and some enthusiastic teachers may be offering support to gifted and talented students, some of whom may be benefitting by promoting these talents, including musical, acrobatics, painting and others. In these cases, we find little research work following up what is happening to these students (except, physical education and sports) and lessons we can learn for supporting other students in future. Some lessons are available in European and American literature but in the case of Tanzania and Africa we need to do an investigation to determine what exists and how things are working.

A teacher should be able to differentiate their teaching methods to meet the specific learning needs of talented students within their full range of ability. Because only a small number of teachers have a background in this kind of teaching, most of them spend a brief time in college learning about their needs. The need to study what teachers have learned and what they are doing to develop talented and gifted students is therefore the focus of this study.

1.2 Study Objectives

This study had three objectives:

1. To identify criteria for selecting and identifying the gifted and talented students.
2. To assess formation of the talented students in secondary schools in Ilala city.
3. To explore the challenges faced and strategies to be taken to improve the quality of the gifted and talented students in secondary schools.

2. Theoretical Framework

The study borrowed from the theory of multiple intelligences proposed by Howard Gardner in his 1983 book "Frames of Mind", where he broadens the definition of intelligence and outlines several distinct types of intellectual competencies (Silver et al., 1997). Gardner critiqued the notion that there is a single intelligence and he believed that there are various intelligences that an individual is born with, and by nurturing those gifted and talented students we can be able to improve their learning quality and the means to develop those talents and intelligences (Hampshire et al., 2012). Therefore, Gardner theorized that people do not have just an intellectual capacity, but there are multiple types of human intelligence, each representing separate ways of processing information. The multiple intelligences as observed by Gardner include the following: Musical intelligence, Linguistic intelligence, Logical-Mathematical intelligence, and Intrapersonal intelligence

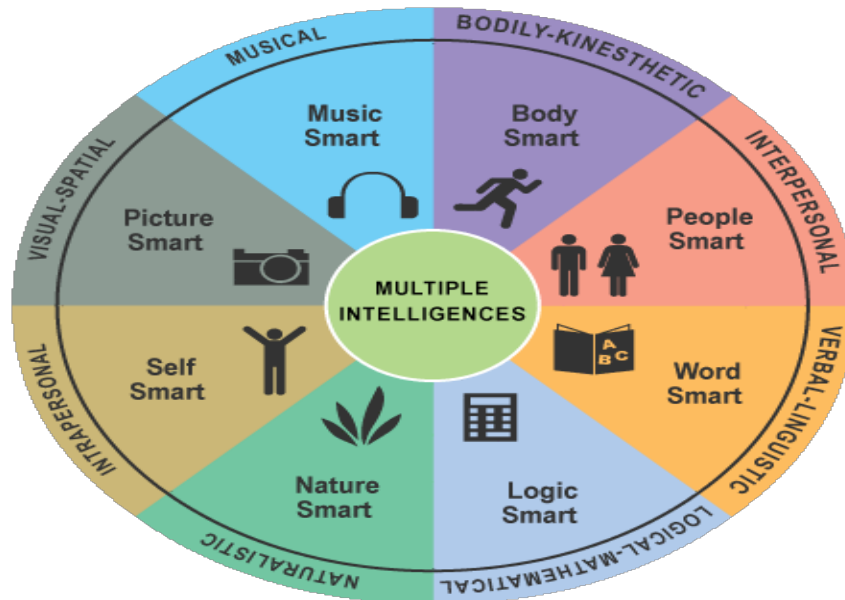


Figure 1. Diagrammatic Representation of Multiple Intelligence Theory as Presented by Howard Gardner

Source: Researcher 2021.

The multiple intelligence theory has been relevant to the current study because since on one hand using multiple intelligences in the classroom can help to identify the intellect of a student, on the other hand, is proven to help students with learning disabilities where not all students' strengths are within traditionally valued types of intelligence like reading or math skills. Thus, by discovering the intellectual gifts a child already possesses, teachers can find ways to work with their existing strengths and help slow learners in the classroom (Husmann & O'Loughlin, 2019). It might help teachers see cognitive abilities in a way that aligns better with science than traditional intelligence tests where when students show their strengths and weaknesses within diverse types of intelligence that function independently. The theory might help teachers see a student's potential instead of focusing on their weaknesses (Davis et al., 2011).

2.1 Identification of Selection Criteria of Gifted and Talented Students

Student identification for participation in gifted and talented education programs is one of the most contentious issues facing teachers and administrators today. Certainly, many identification processes are a process of dividing "winners" from "losers," or the sheep from the goats (Schroth & Helfer, 2008).

The conceptualization of identification processes thus has a tremendous influence on both the population to be served as well as the services these children will receive. Schools in the United States, for example used various identification processes to identify children as gifted. On one extreme, there are those who maintain that intelligence is measurable by IQ tests, which are extremely reliable and valid, and that several types of intelligence tests all measure the same general intelligence (Gottfredson,

1997). Proponents of traditional instruments for measuring IQ believe that such tests are not biased against Blacks, other ethnic minority groups who are English speaking, or other native-born people in the United States, predicting equally well for all sub groups. Those advocating multiple measures (e.g., portfolios; observations; teacher, peer, or parent nominations; and test scores) to identify gifted students also have a strong interest in serving students who have potential for high performance but additionally emphasize the importance of serving more students, including those who may be missed using only traditional tools. Finally, those who focus on the provision of appropriate challenge to all students rather than the labeling process are more inclusive still.

In Taiwan (Chen & Chen, 2020) aimed to present two main approaches of enrichment programs for gifted learners where the programs following the law and the alternative programs initiated by local authorities, private organizations, and researchers. The rationale and practice of program evaluation are also discussed to analyze Taiwan's gifted education program logics and qualities to reflect on the development of these programs. Finally, the prospects of program design and evaluation are proposed: (a) defining the criteria for success or effectiveness, (b) selecting or developing valid and reliable measurement tools and strategies, (c) conducting long-term evaluation plans and follow-up studies, and (d) promoting evidence-based decision-making in gifted education.

Additionally (Amoke et al., 2017) explored pre-school teachers' attitudes towards identification of gifted and talented pre-schoolers. The study used multiple intelligence theory along with the Concurrent triangulation design within the mixed methods approach was employed where the target populations were 315 Head teachers, 315 preschool lead teachers and 945 preschool teachers. The study established that grade tests and aptitude tests were the most used with an average score of 4.48 and 4.4 on the Likert scale. On the subjective methods used in identifying GT learners the study found out that teacher and self-nominations were the most used with average score of 4.16 and 3.67 respectively where most schools employed more than one identification method. This study therefore recommended that GT learners in preschools be identified as early as possible to allow early identification and early intervention. It was further suggested that a study on the suitability of the placement programs for the gifted and talented learners at the preschool level in Kenya be done to expound the understanding of the present study.

2.2 The Formation of the Talented Students in Secondary Schools

There are many educational institutions for gifted children in the world, each of which reflects the cultural and ideological context of each nation. However, effective training and education of gifted children are common features that unite them. Experience of the UK, reflecting the activities of educational institutions for gifted pupils is unique, versatile, one that solves the problems of identification, effective teaching of gifted children, teachers' productive cooperation. Such British scientists as J. Warwick, A. Hight, T. Drakap, W. Robinson, B. Wallace, J. Renzulli, J. Freeman, D. Eyre, J. Gallagher etc, have studied the activities of modern national organizations and their role in formation of the education content for gifted and talented pupils. These researchers are directly

involved in the work of organizations and projects for gifted and talented children.

In the UK government and non-government institutions, associations, trusts, network organization, online programs exist that offer their services to meet the needs of able, gifted, and talented children and youth, providing resources to support coordinators for education of gifted and talented, principals, professional development of teachers. We think that the analysis of the main organizations and programs helps understand the current trends in the content of education for gifted and talented pupils in the UK. In our study, we briefly review the above-mentioned institutions. One of the first organizations in the field of education of gifted children is the National Association for Able Children in Education (NACE), which specializes in teachers' support of talented and gifted pupils. The association was founded in 1983 and currently is active.

2.3 Challenges Faced the Gifted and Talented Students

In a study done in Texas, (Lewis & Boswell, 2020) focused on how the Reflections on Rural Gifted Education in Texas Rural gifted education has struggled with its own identity. Limited research exists on rural gifted programming, effective ways to implement gifted pedagogy and curriculum, and how to maximize limited time, resources, and funding. Rural communities are complex, dynamic entities, full of nuances and guided by a sense of place and rural culture. Faced with limited funding, resources, and time, rural gifted programs struggle to provide consistent quality enrichment to gifted learners. This study reflects on how rural gifted education policies and procedures in Texas have evolved over the last 30 years and the realities of providing gifted programs in rural school districts. Findings highlight a need for written policies and procedures for gifted programming, challenges gifted teachers face in rural districts, and the positives of being educated in a rural gifted program.

In Malaysia (Yazid et al., 2019) identified the correlation between intelligence with depression, anxiety, and stress. This research employs descriptive and inference study design involving a total of 131 students at PERMATA Insan College, USIM. The intelligence of the gifted students is measured by the scores obtained through an online test, PERMATA Pintar UKM2 while the Instrument used to measure the negative emotional states of mental health is Depression Anxiety Stress Scale-21 (DASS-21). The results of the study found that high level of intelligence was most dominant among gifted students. Whereas the level of stress and depression are in mild level, while anxiety is at a moderate level. The results showed that there was no significant difference between intelligence with the mental health issues. Implications of this study can help the gifted and talented students to seek for strategies to overcome the depression, anxiety, and stress they face. Thus, there is need to assist the gifted students in experiencing balanced social and emotional development. Researchers also suggest the need for future research to further study on the intelligence with depression, anxiety, and stress, especially among gifted and talented students. Future studies are also needed to understand other factors that may contribute towards the tendency to these mental health issues.

Furthermore, (Bakar, 2017) focused on the development of gifted and talented education program in Malaysian Education system namely, the pre-school, elementary, secondary, post-secondary, higher,

and special education. The other paradigms of education; for instance, gifted education, are not considered as mainstreams and do not give considerable attention towards their holistic growth. Even though initiatives to cater for the needs of local population of gifted students or students with high potentials were in existence since the 1960s', such efforts were short-lived due to factors such as lack of instructions, training, leadership, and resources. As such, the direction of Malaysian gifted education program especially in the setting of school environment has never been officially established and the effort to design appropriate curriculum for this population of students has never become a national agenda at the Ministry of Education (MOE) level. This article shares the experience of Pusat PERMATA Pintar Negara, Universiti Kebangsaan Malaysia which is also known as the National Gifted Center in developing its' own gifted education school program, which officially started in 2011.

The strategies needed to improve the quality of the gifted and talented students in secondary schools.

In his study, (Kronborg, 2018) explored the *gifted education in Australia and New Zealand*. The study found that because an increasing number of teachers have become more conscious of supporting the intellectual, social, and emotional needs of their academically gifted students in our more competitive world, they lead a small group of academics in universities in Australia and New Zealand who have conducted their research in the field of gifted education and talent development. The study showed that, there has been an expansion of the field of gifted educators at the state and national level. In addition, academics have worked with ministries of education in Australia and New Zealand to raise the awareness of gifted and talented students' needs, and to create relevant policies with local departments of education. In addition, the study indicated that the development of these policies has varied in impact, yet these have had a significant influence on teachers' acknowledging the importance of gifted and talented students' educational needs in their care at the early childhood level and within primary and secondary schools. Within Australia and New Zealand, the egalitarian mantra is that gifted education tends to be favored within an inclusive education framework, yet the research indicates that much of our successful education with these students takes place in selective environments, especially at the secondary level. the results concluded that, it will be interesting to see what research questions guide our investigations of the educational needs of gifted and talented students in the coming decade, as educators revise their pedagogy, curriculum, knowledge, and understanding of what gifted and talented students need to realize their talent potential.

(Syafri et al., 2020) aimed to analyse the potential of gifted young scientists in terms of critical thinking in the village area in Indonesia. The study was conducted using a multi-case multi-site case study design involving 4 managers, 5 teachers, and 5 students in the High School where data collected through in depth and focus group interviews then analysed qualitatively with thematically. The study stated that the Gifted Young Scientists (GYS) is the students who have certain intellectual, creative, artistic, leadership, or academic abilities that are higher than the average ability of students in general, they need different educational services (special need).

Likewise, (Miedijensky, 2018) aimed to assess the views of outstanding teachers of the gifted regarding

their students' learning environment. The study highlighted that, the significance of exploring teachers' perceptions regarding the learning environment for the gifted to understand in depth what characterizes these teachers and to suggest an appropriate pedagogy that will enhance the students' giftedness. This study can contribute to teachers' education programs and curriculum design for gifted students and benefit all students.

In Nigeria, (Mokiwa & Agbenyeku, 2019) demonstrated on the impact of activity-based teaching strategy on gifted students' academic performance. The findings revealed significant differences in the academic performance between the experimental groups exposed to the activity-based teaching strategy when compared to the control group exposed to the traditional lecture method. These findings recommended that, schools should adopt the activity-based teaching strategy in science classroom to commit effectively student to proficiency in the subject in both practical and theoretical terms.

In the same perspective, (Matilda et al., 2019)) assessed whether regular public primary school teachers of Mwatate Sub- County were aware of gifted children and whether resources were available within these schools, to meet their unique learning needs. The study revealed that regular public primary school teachers were not well informed about giftedness. In addition, there were hardly any specialized approaches for instructing these children. Special education teachers attached to the regular schools and teacher counselors did little towards helping gifted children. Workshops, seminars, and in-service courses were recommended to create awareness of giftedness among regular public primary school teachers.

3. Methodology

In this study, the researcher applied the case study research design where within four days the researcher collected data from 72 participants from the two selected secondary schools within Ilala municipality's secondary schools. In the same line, both quantitative and qualitative data of 72 samples from two selected schools separated and then were included together to provide explanation of the overall results of this study (Abutabenjeh & Jaradat, 2018). In qualitative data collection approach this study employed a critical ethnographic approach. This means writing about this study respondent's life and experience basing on their environment through various methods, including face-to-face interview and participant observation (Creswell 2014). On the first two days, the researcher distributed a questionnaire guide to the students to collect the quantitative data and later on SPSS were used to analyze this quantitative information and then, on the next two days the researcher interviewed students, teachers and parents to identify participants' emotion, feeling and opinion, and add up to knowledge and experiences of the phenomenon concerning the status and opportunities for gifted and talented education provision in Tanzania. The researcher analyzed these qualitative data through thematic analysis. Moreover, in this study the researcher wanted to find out about the respondents' day-to-day routine, experience, and attitudes in learning fine arts subject given their surroundings. This worked well as the students had a chance to explain how they felt towards the means of selection, their talents

in general and other people's perception of them. Again, the teachers and parents as well explained their role as guardians in pushing the talented students achieve their goals and overcome fear and criticisms from their peers, society, and other teachers (Rademaker, 2011).

4. Findings

4.1 Criteria for Identifying and Selecting Talented and Gifted Students in Our Education System

This study was interested in ascertaining the criteria for identifying and selecting talented and gifted students in our education system present in Ilala Municipal selected secondary schools, Tanzania. Various respondents were selected, the students and teachers were given interview and questionnaire, at the same time parents of the students participated in interviews. The respondents consisted of 65 students, where 57 came from school named X and 8 came from school named Y, two (2) teachers one from each selected school and five (5) parents together they had different response to the asked questions on the interview and the questionnaires provided to them.

Table 1. Students' Selection Criteria

SELECTION CRITERIA	F	%
Standardized tests/ examination	2	100%
Teacher nominations	0	0%
Parent nominations	2	100%
Peer nominations	0	0%
Portfolio of students	2	100%
Performance assessments by experts	0	0%
Observation	2	100%

Source: Field Data 2021.

From the table above on the identification of the gifted and talented learners the respondents said the following: they use various methods in determining the talented children because their selection is very tricky considering that they might have joined that school recently like form ones, the above methods are normally applied.

However, we found that the selection criteria were more systematic based in the schools' ways of selection and identifying than traditional. In that way sometimes this can become a barrier in making them show their full potential for the fear of being objected or feeling left out, to alienate themselves or by their peers who are categorized in the same category as them in terms of giftedness (Magro, 2017).

As the findings above show that parents are involved in identifying the gifted and talented children as well because, they are the ones who live with them most of the time and they are the primary lead in this aspect of identifying the gifts within their children.

4.2 Formation of the Talented Students in Secondary Schools in Ilala City

Speaking of the formation of the gifted and talented students, a group of stakeholders are involved in this matter of formation of those children. The stakeholders include parents because they are the main child's observers; but also teachers, peers and others.

Furthermore, in School X and Y the study found that in formation of the students, both teachers preferred the pullout program in instructing their students. This pullout program means that when it is time for the fine art lesson, the students will have their special class that they will be learning from and be able to go into that class anytime for the extra experiment of their art works. The teaching materials are not enough; hence leading to teaching of some contents to be more theoretical than practical as required.



Figure 2. Classroom Environment in One Sampled School

The teachers responded to be confident enough to tutor their students even in the traditional learning classroom. (Roegel, 2017) asserts that in formation process of the students, this kind of education although designed to improve and discover talents, the schools are not prepared or designed to enhance creativity of learners to produce the desirable outcome that the system has designed to be achieved.

4.3 The Challenges and Strategies to be Taken to Improve the Quality of the Gifted and Talented Students in Secondary Schools

Through various respondents, which included parents' teachers and students, the researcher was able to produce a few strategies that might helping to address various challenges that are facing the education provision of the G/T. These strategies were obtained through interview that was conducted to teachers and a few students. These together pointed out the following challenges that need to be addressed when asked the following question (see Figure 3)

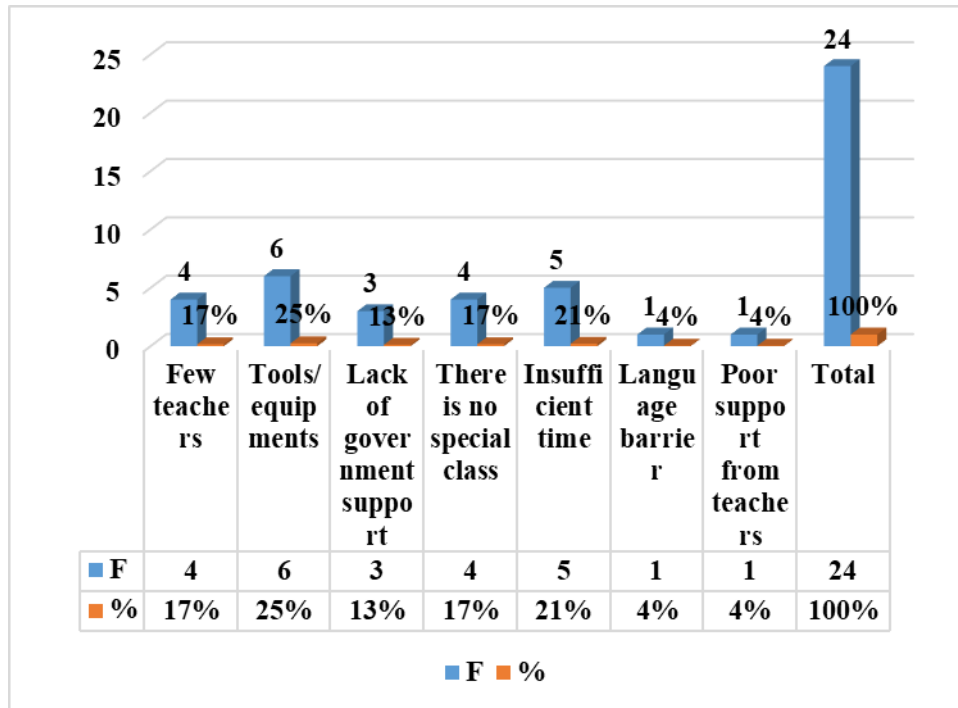


Figure 3. Students and Teachers’-Challenges Encountered when Learning/Teaching Fine Art Subject

Source: Field Data 2021.

From Figure 3, we can see the number of respondent and the answers they gave on the posed question. Where others said the number of teachers is small that is one teacher per school, they argued that once a teacher takes a leave or falls ill, there will be no one to take his or her place. Other respondents said the learning tools are so few that sometimes they are required to buy them for learning. Others said that they are being discouraged by other teachers’ response on them being talented students, there is also the challenge of language barrier in understanding the subject matter, which is taught in English.

Teachers mentioned almost the same challenges as students including shortage of manpower, hence making it difficult for them to teach once encountering a problem. There was lack of government support due to poor policy guiding the talented education system in Tanzania. There were very few funds allocated to buy the learning materials, or even support a meeting of talented to display their creations.

4.4 How to Address the Challenges and Improve the Status of Education Provided for the Gifted and Talented Learners

To understand different strategies in handling the challenges teachers, students and parents were interviewed and the results presented in different themes. The following were suggested measures:

- i) Graduates from different colleges can be directly employed to teach fine art subject to reduce the shortage of teachers, but this is not a matter of a few times because it needs serious long-term strategies that will take no less than ten years to address the current shortage of fine art subject teachers.

ii) The other strategies include publication of fine art textbooks, improvement of learning classrooms, creation of more opportunities for students to show their talents and provision of scholarship to teachers and students for further studies.

iii) The response of students was presented in different themes as follows: Employment of more trained teachers, Guardians / parents to be educated. They also mentioned provision of more drawing tools and equipment, opportunity for students to display and advertise their talents, and building special classes for fine art students.

5. Conclusion

The main objective of this study was to explore various methods that can be used as a criterion for identifying and selecting the students who are gifted and talented in the Fine art subject in the education system basing on the researcher's case study selected from various schools in Ilala municipality.

The findings indicate that, most students do not have the academic background on this field of study and teachers are normally aware of this. They apply various methods to identify the students who can join this course. These methods do not mean that other students cannot excel in that field if given the chance, but they pick those who show extra performance in it to be selected to excel and fulfil their dreams. There are various methods of identifying the gifted and talented students in a targeted field. These include IQ Test in the field of (STEM) Science Technology Engineering and Mathematics and many others. However, in Fine art and other social sciences in the Tanzanian education system, we observed the application of the following methods: *Standardized tests/examination* were used in testing those who are gifted in that field and have a basic idea of the art. Those who will perform well in this test will naturally be selected to join the class whereas those who will not show any extra performance will be left to pursue other subjects of their liking. The other criteria include going through *students' work's portfolio*, also identification through *teachers' observation on various students' paintings* and lastly through *parents' nominations*. This happens when a parent is needed to give consent of his or her child to pursue this subject. Parental contributions have positive effects towards students' talents excellence. The study has revealed that in identifying and selecting gifted and talented students to pursue their desired goals, one needs to be careful in the methods that will be used so as not to miss the talents.

5.1 Formation of the Talented Students in Secondary Schools

There are no specific ways of grooming the gifted and talented learners because their methods are not so differentiated from the rest of the subjects. This means they can also be trained in the traditional classroom. There is some evidence from the remaining's musical instruments in those schools which indicate that there is a gap in the whole formation process as we learned earlier that some subjects are not taught anymore due to lack of teachers after the retirement of older ones due to old age and others being transferred to other schools.

Therefore, the formation of the gifted and talented children should be of most importance including

recognizing them for what they are and not discriminating them. The school's administration in school setting has a significant role in ensuring that they develop those talents by providing them the best of support they can offer considering that the school environment can play a key role in either influencing or discouraging the students' morale in pursuing their dreams. Parents cannot be left behind in this as well, because from their encouragement begins the formation of their children confidence to achieve their desired goals. Parents are like the foundation in the building, the stronger the foundation the stronger the building and vice versa. By doing so the society should also be educated on the way to support these talents together with helping them in producing innovative ideas for their learning development.

5.2 Strategies to be Taken to Improve the Quality of the Gifted and Talented Students in Ilala Municipality

The educational challenges that the study presents can easily be solved; some at even school level setting without even waiting for the government or other higher ups to notice them. However, it has become a habit of many of us in the society to stay aside and observe who will become the knight in the shining armor and save a day or end up becoming the laughing stock of the society. A few strategies have been suggested; and to address them it is just the matter of giving a hand and pull those who are responsible in this field to accommodate the needs of the gifted and talented student.

The following strategies were put forward to improve the situation that the learners and tutors face; The government should train and hire more teachers to join the present one who are a few, guardians/parents to be educated to provide support needed to their children especially when they are required to buy equipments for learning, the opportunities to be given for the talented to display their art works and scholarship to further their studies in more developed environment.

The proper methods of identification of the gifted and talented children should not only be limited to those which are required by the education system, similarly to the selection method of these children. Our system of education is lacking in human resources and proper strategies, unlike other countries where they go through various screening to get the exceptionally talented and gifted students.

Parents should have the willingness to allow their children to learn this subject and not discouraging them and hence hindering their children's talents growth/ development. Jobs will unfold after talents have been well developed.

In case of support, the society and the government should comprehend that the investment in gifted and talented education and students today will give return to the society, economy and an individual. Again, the methods that are used in formation of the students should be improved to cater for the needs of the students and the society expectation, although the National Examinations trend in the current years on fine arts subject is moderate and so it can discourage the learners. Meeting diverse needs of all the gifted learners in the classrooms require inclusion by using the proper instruction method, the curriculum, and pedagogy introduced and brought into the teachers' preparation program (Hammerschmidt, 2016).

Recommendations

Education policy should clearly state the kind of talents that they wish for the children to develop and type of support it can provide in that way it will become easier for schools to ask for assistance in various monetary and resource requirements that arise in grooming various talents.

Annual competitions and artists challenges should be organized through the Ministry of Education and ministry of journalism and sports and awards to be provided to those who present an outstanding skill. Scholarships and grants may be provided to the students through the government to pursue this field in their higher learning. This will help them to boost their confidence and make them work hard.

The public should be educated on the value of various talents in the society other than sports and to provide support to the talented children when needed. This applies especially to parents in supporting what their children do as gifted.

From time to time in service training to the educators might be beneficial due to rapid development of technology and globalization, this will enable teachers to upgrade their teaching methods and adopt new means of pushing the student's talents growth hence talents excellence.

More studies must continue to be conducted to explore other ways of identifying and selecting the gifted and talented students in secondary schools from earlier stages of childhood education as stated in Tanzanian Education Policy of 2014. In colleges and universities where teachers are being prepared, there is a need of establishing methods of formation and support for the gifted and talented learners in our schools.

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